



Compton College 2035: Accelerate Completion While Advancing Equity and Success

2025-2026 COMPTON COLLEGE GOALS

Education (Guided Pathways and Programs of Study)

Objective 2: Adopt holistic, systemic practices to retain students. (Strategy 2.B, 2.D, 2.E)

Action: Evaluate Guided Pathways structure.

Objective 3: Increase partnerships to provide students with clear, seamless pathways to noncredit and credit programs, training opportunities, and work-based learning. (Strategy 3.A)

Action: Sustain basic needs resources (e.g., housing food, mental health, technology, and transportation)

Student Equity and Achievement

Objective 1: Increase successful enrollment of males of color students who apply to the College. (Strategy 1.A, 1.B, 1.C)

Action: Adopt the 2025-2028 Student Equity and Achievement Plan

Objective 2: Increase the number of Black or African American and Latino/a/x students who enroll in and complete transfer-level English and math courses. (Strategy 2.A, 2.B, 2.C, 2.D)

Action: Adopt the 2025-2028 Student Equity and Achievement Plan

Objective 3: Increase the proportion of males of color students who enrolled in fall and spring terms in a selected year. (Strategy 3.A, 3.B, 3.C, 3.D)

Action: Adopt the 2025-2028 Student Equity and Achievement Plan

Objective 4: Increase the number of males of color students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term and resulting in enrollment in four-year institution. (Strategy 4.A, 4.B)

Action: Establish and/or enhance partnerships with four-year college universities

Strategic Enrollment Management

Objective 1: Increase outreach to first-time students, including traditional and non-traditional students. (Strategy 1.D)

Action: Develop capacity to track student engagement and campus events attendance.

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

Action: Increase participation among the College Promise programs Lynwood, Paramount, and Compton unified school districts.

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

(Strategy [3.E](#), [3.H](#))

Action: Increase faculty voice in communication with dual enrollment partners

Action: Expand the use of Open Educational Resources/Zero Textbook Cost to reach 85%

Action: Revise the Dual Enrollment Handbook for students, parents, and community partners and develop a new Dual Enrollment Instructor Handbook

Objective 4: Set enrollment management goals, which support the Vision 2030 Goals, maximize the College's Student-Centered Funding Formula allocation, and align to the College's vision, mission, and goals (Strategy [4.A](#), [4.C](#))

Action: Support AB-1705 and continue innovation in supporting student success in English and math while evaluating and refining current programs

Action: Implement the Compton College 2035 Enrollment Management Plan and Adult Strategic Enrollment Management Plan

Technology

Objective 1: Close digital equity gaps (Strategy [1.D](#))

Action: Participate in the Accessibility Capabilities Maturity Model through the CCC Accessibility Center

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

Action: Enhance online student support services

Human Resources

Objective 2: Prioritize professional development to support Completion by Design, Compton College 2035 objectives and strategies, and in alignment with the Achieving the Dream, Inc. partnership. (Strategy [2.A](#), [2.B](#))

Action: Increase capacity and skill level among faculty for online/remote instruction

Objective 3: Prioritize the development of a stronger inclusion, belonging, and connection between and among employees, students, the College, and the community. (Strategy [3.A](#))

Action: Administer a campus climate assessment to all campus stakeholders.

Facilities

Monitor fiscal and construction planning for the Building T - Childcare, Math Building, MIS Building, and Vocational Technology Building renovation projects and the Student Housing Complex.

Continue planning for construction of the Physical Education Complex and the Visual and Performing Arts Complex

Fiscal Planning and Governance

Maintain fiscal business processes to ensure no audit findings

Complete the annual audit in a timely manner

Continue implementation of the FCMAT fiscal health analysis recommendations

Revise the District's Collaborative Governance Handbook



Compton College 2035



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COMPTON COLLEGE 2035

President's Message



Dr. Keith Curry, President & CEO

Welcome to *Compton College 2035*, our Comprehensive Master Plan that envisions the future of Compton College over the next decade and beyond. This plan reflects our unwavering commitment to becoming the leading institution for student learning and success in higher education.

As we look ahead, enhancing our campus infrastructure and ensuring that our students have access to state-of-the-art facilities and resources are a priority. We will continue to support the construction of new instructional buildings, advanced technology upgrades, and essential health and safety improvements, all of which are crucial for fostering an environment of educational excellence.

For over a century, Compton College has been a beacon of opportunity within our community, providing quality education and comprehensive support services to millions of students. Our dedication to serving the needs of our diverse student body, particularly students of color and those from our local community, remains at the heart of our mission. We believe that every student is a success story waiting to be told, and we are committed to providing the tools and support necessary for their success.

The *Compton College 2035* plan is driven by our vision of accelerating the path to completion while ensuring equity and success. We aim to strengthen academic programs, enhance student support services, and promote enrollment and facilities growth. *Compton College 2035* serves as a strategic guide, linking our planning efforts to our budget and providing clear direction for all our endeavors.

As we embark on this new chapter, we celebrate the many accomplishments of Compton College and look forward to the bright future that lies ahead. Together, we will continue to build a thriving educational community that supports the well-being and success of our students and the broader community we serve.

Thank you for your continued support and dedication to Compton College.

Executive Summary

Compton College 2035 is centered on a singular goal: accelerate student completion while advancing equity and success. This goal unites and strengthens the collective efforts of the College's employees and community, the combined engagement of which plays a vital role in advancing the success and well-being of our students and community.

This commitment to goal attainment is not only a strategic priority, but also a moral imperative, as it reflects Compton College's deep responsibility to ensure that every individual, regardless of their background, has the opportunity to succeed. It underscores the belief that advancing equity in education is essential for creating a more just and inclusive society, where all members of the community can thrive. By prioritizing completion and equity, we are actively working to dismantle barriers, address systemic inequities, and empower individuals to achieve their goals, which benefits not only the students we serve but the broader community as well.

Building on the Completion by Design framework, which focuses on guiding students through the phases of connection, entry, progress, completion, and transition, *Compton College 2035* continues the work of its predecessor, *Compton College 2024*, by integrating equity into all areas of institutional planning. The Completion by Design principles have served as a roadmap for creating clear pathways for students and developing support systems that enhance their educational experience. While Compton College has made significant strides in areas such as the expansion of the Oliver W. Conner College Promise Program and creating flexible course offerings, equity gaps persist, particularly among historically underserved groups.

Compton College 2035 takes these lessons and advancements further by embedding equity as a core principle in every aspect of the College's operations. This plan aligns institutional resources and strategies with the needs of students who have faced barriers to success, while maintaining the structured approach of Completion by Design to ensure that students experience a seamless path from entry to completion. By streamlining its focus, the College aims to close achievement gaps and significantly improve student outcomes, in line with statewide Vision 2030 goals.

Compton College 2035 is organized into several key sections:

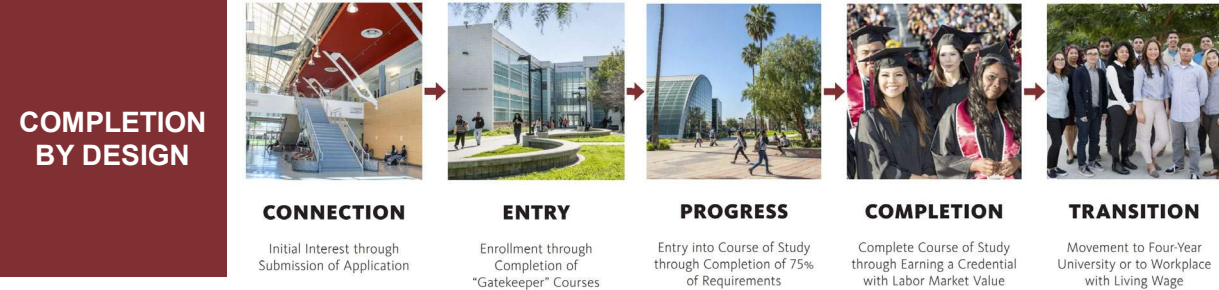
- plan background and alignment with the mission and vision;
- explanation of equity-minded principles, which ground the planning framework;
- environmental context for planning, including national trends in higher education, state mandates, and notable local demographic and workforce shifts;
- delineation of the plan framework, areas of focus, and objectives and strategies within each area;
- future facilities recommendations; and,
- plan implementation.

Through this equity-driven and completion-focused strategy, *Compton College 2035* provides a clear framework for advancing student success. By aligning institutional priorities with the principles of Completion by Design, the College reaffirms its commitment to fostering an inclusive and supportive environment where all students can thrive and succeed.

BACKGROUND AND PURPOSE: ADVANCING EQUITY THROUGH COMPLETION BY DESIGN

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

To operationalize its plans, the College established a comprehensive “Action Plan” to track its progress toward the completion of goals and objectives and focus efforts around improving students’ experiences vis-à-vis completion-by-design principles: connection, entry, progress, completion, and transition. As captured in the Action Plan, Compton College made notable strides toward implementing the goals in its key plans, such as those related expansion of the Oliver W. Conner College Promise Program to in-District eligible High School seniors, adult learners and GED students, outreach and recruitment for career education, professional development summits and workshops around effective pathways programming, and recruiting and hiring permanent classified and certificated men of color, and flexible, student-centered course schedules (e.g., weekend, 8-week, 12-week, and 14- week offerings have increased).

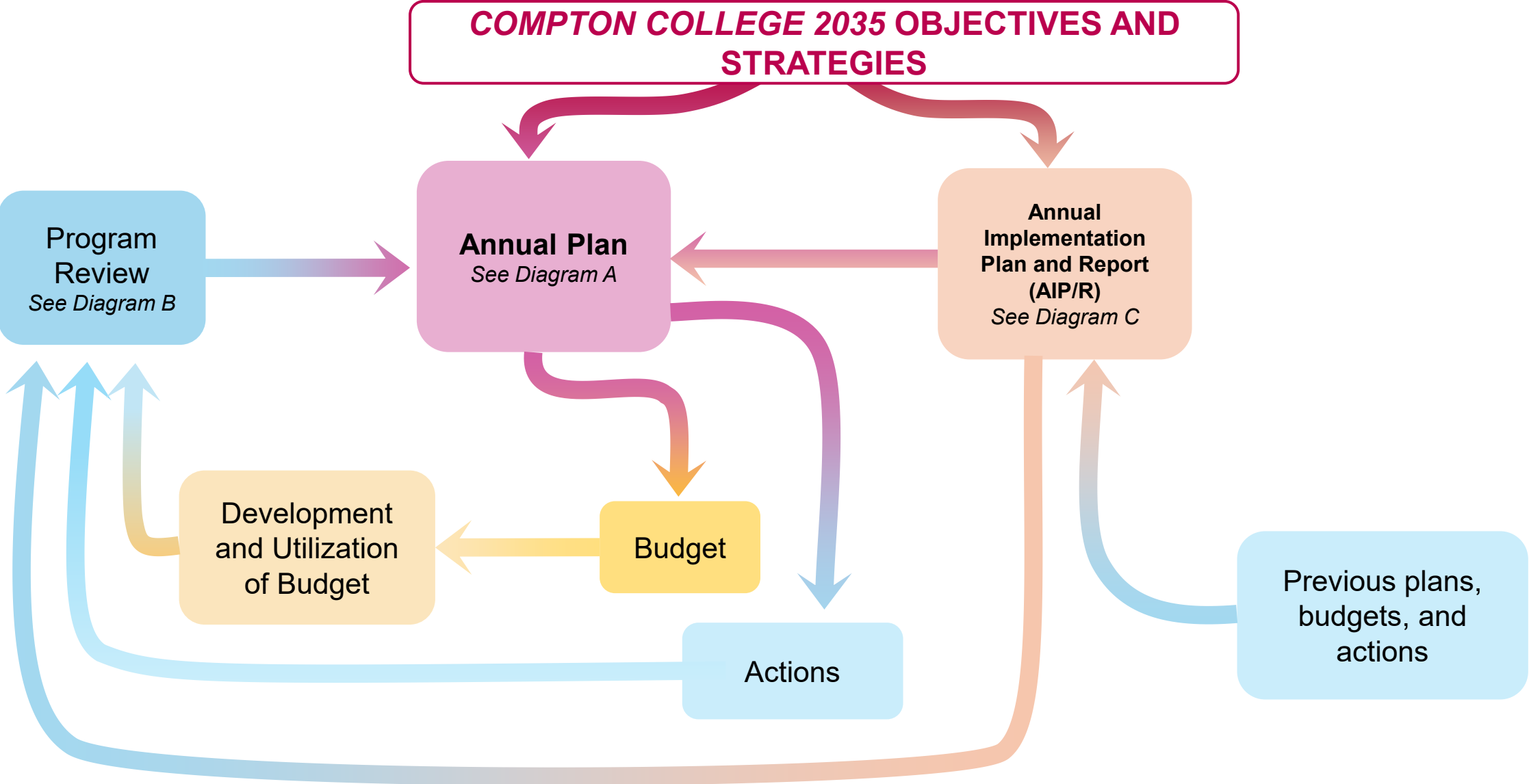


Furthermore, while the COVID-19 pandemic made a major and deleterious impact on student enrollment, persistence, success, and goal attainment, Compton College has seen post-pandemic improvements in a variety of success metrics (for data, see Compton College Institutional Effectiveness Dashboard). However, student goal completion declined markedly since the 2018-2019 academic year, equity gaps remain in key areas (e.g., completion of transfer-level math and English, and success and retention rates for Black African American students, non-binary students, and students ages 18 to 24 and 50 years or more).

Thus, to further advance the College’s efforts to focus attention and resources on addressing long-standing equity gaps and substantially improve student success in goal attainment, *Compton College 2035* is centered upon the singular goal to accelerate completion. Additionally, to more firmly structure College planning and effectively prioritize activities and resources, the 2024 “family of plans” are incorporated into *Compton College 2035* as areas of focus, which are organized by purpose and function: mission centered, supporting, and facilities. Each area of focus established a set of priority objectives and strategies, which operationalize completion-by-design principles and serve to fulfill Vision 2030 goals.

Finally, *Compton College 2035* provides a streamlined implementation and plan assessment protocol that will facilitate more targeted attention on making plan priorities actionable through the College’s annual planning and budget processes. Moreover, because the College community will review *Compton College 2035* annually at its Fall Convocation Planning Summit, and identify objectives and strategies accomplished in the prior year, the Management Team will also assess the need for plan updates each year, lead the efforts to make necessary revisions, and move these critical plan modifications through its governance process. In so doing, Compton College will fully meet ACCJC accreditation standards by ensuring that it directs its resource allocations through continuous quality improvement processes and the ongoing systematic planning and evaluation of programs and services. Thus, *Compton College 2035* will operate as a living document that guides the College’s key decisions over the next decade.

Summary Diagram



BACKGROUND AND PURPOSE: ADVANCING EQUITY THROUGH COMPLETION BY DESIGN

Diagrams

Diagram A: Annual Plan and Budget Process

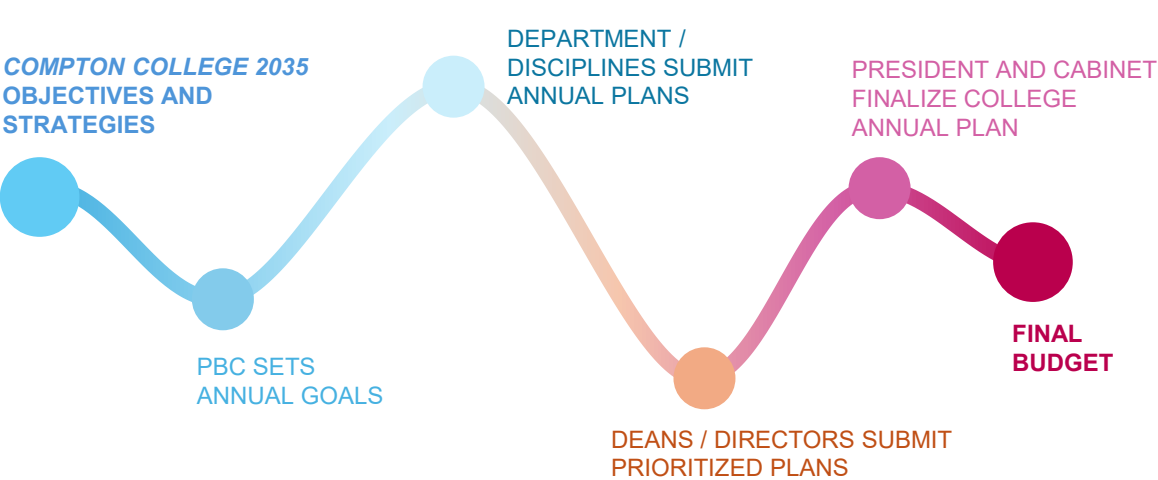


Diagram C: Compton College 2035 Annual Implementation Plan/Report Process (AIP/R)

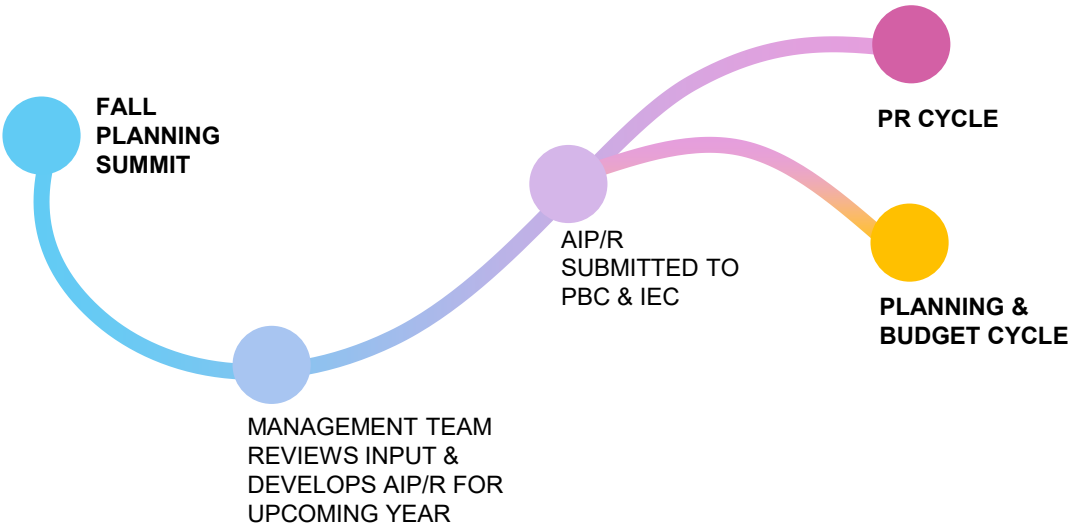
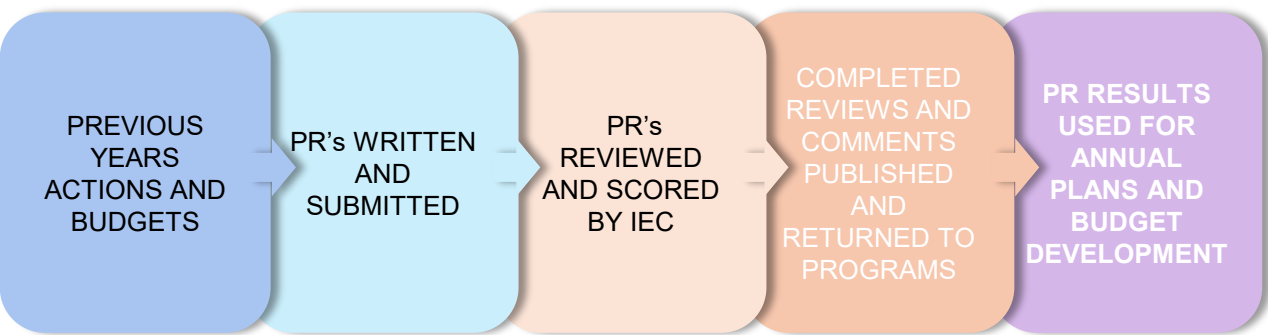


Diagram B: Program Review Process



Vision

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

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

Mission Statement

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

By integrating clear objectives and strategies in each area of focus and facility recommendations for the future, *Compton College 2035* provides a comprehensive framework for intensive concentration on addressing the most persistent challenges the College has faced – students' successful completion of their educational goals and transition to four-year colleges and universities and securing living-wage employment.

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

EQUITY-FOCUSED PLANNING PROCESS



This section includes a summary of the following:

Equity and Equity-Mindedness
Campus Engagement Themes

1

Equity and Equity-Mindedness

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

According to Bensimon (2005), "equity-mindedness is a type of 'cognitive frame,' a mental map of attitudes and beliefs a person maintains to make sense of the world. A cognitive frame determines which questions are asked, what information is collected, what is noticed, how problems are defined, and what course of action should be taken" (CUE, 2020, p. 24).² Given the history and impact of systemic racism in United States education, racial equity is the central focus of equity-mindedness, which emphasizes the need for educators to critically address race-based inequities and actively work towards creating more just and racially inclusive educational environments.

² Center for Urban Education. (2020). *Laying the groundwork: Concepts and activities for racial equity work*. Rossier School of Education, University of Southern California.



EQUITY AND EQUITY-MINDEDNESS

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

- 1. Systemic Awareness:** Equity-minded educators recognize that inequity is a systemic problem that is reflected in nearly every social institution that is designed to serve students and communities including the K-12 educational system, health care, the workforce, and the justice system to name some. All of these systems have a long history of disproportionate impact when it comes to serving racially-minoritized students and communities.
- 2. Race Consciousness:** Equity-minded educators are race conscious in that they acknowledge that educational opportunity in the U.S. is heavily stratified on the basis of race with racially-minoritized communities having less access to higher education and the resources that are necessary to succeed within it. They also see students' racial identities and lived experiences as a key source of knowledge and assets that can be leveraged to facilitate learning and success.
- 3. Evidence Based:** Equity-minded educators use data, notably data that are disaggregated by race/ethnicity to reveal patterns of racial inequity to guide their sense-making and action.
- 4. Institutionally Focused:** Rather than placing the onus solely on students to succeed, equity-minded educators demand institutional accountability. They believe that student success is largely determined by what institutions do to meet the learning needs of their students. This shifts the narrative from blaming students for their challenges to holding institutions responsible for creating environments that promote equity and success.
- 5. Equity Advancing:** Equity-minded educators are committed to advancing equity in every educational space in which they find themselves. They bring an equity-minded perspective to their classrooms, student services work, the committees they serve on, community work, and every other aspect of their roles as educators.



EQUITY AND EQUITY-MINDEDNESS

Educators have applied and expanded equity-mindedness beyond race to address and eliminate disparities and inequities for students with disabilities, gender, LGBTQIA+ individuals, student parents, and adult learners, among others. This broader application demonstrates the adaptability of equity-minded principles in addressing various forms of marginalization, particularly as these identities intersect with race and exacerbate racial inequities. This application of equity-mindedness aligns with the Critical Race Theory tenet of the centrality of race and racism and their intersectionality with other forms of subordination.³

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

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

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

³ See Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60-73.

Campus Engagement and Key Themes

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

Since student experiences are central to the planning process, targeted outreach to students serves as the primary source of qualitative data to shape objectives in each area of focus and prioritize facility recommendations. To assess the College's strengths, weaknesses, opportunities, and results (i.e., SOAR framework), focus group sessions with faculty and staff, along with a SOAR survey of faculty provided additional insights on planning priorities for *Compton College 2035*. A forum with the Core Planning Team allowed for additional input on key themes from the in-person Student Listening Sessions and the Campus Visioning Sessions (in-person and survey) as well as ideas regarding *Compton College 2035's* singular goal of accelerating completion. A summary of all engagement activities and a synthesis of key themes is provided in this section.



CAMPUS ENGAGEMENT AND KEY THEMES

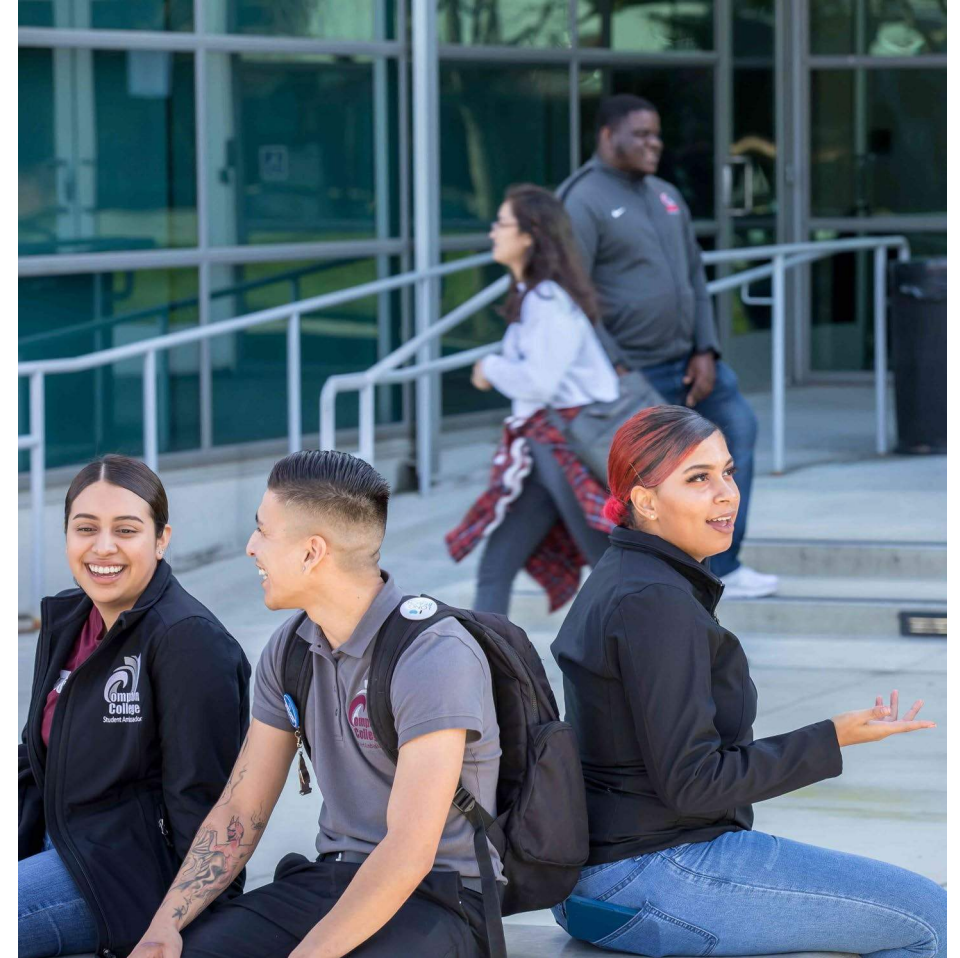
Student Listening Sessions

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

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

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

Specific questions were developed for key student groups, which the College has prioritized, including men of color, adult learners, and student parents. Addressing students' basic needs was also a priority, especially given the heightened impact of COVID-19 at Compton College. Careful attention to students' experiences with basic needs supports, which the College provides, helped assess the extent to which these supports influenced their persistence and success.



Student Listening Sessions Key Themes

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

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

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

Advancement Goals: Students' decisions about programs and educational goals are primarily informed by their work experiences (e.g., students with experience in the healthcare field as certified nurse assistants and pharmacy technicians choose programs like Nursing, Business, Emergency Medical Technician (EMT), Child Development, Mental Health, Auto Collision Repair, Cosmetology) and by longtime personal interests (e.g., students' interests in cars and lowrider culture see enrollment in this program as an opportunity to explore these interests deeply and to establish a career or entrepreneurship. However, students are motivated to enroll in programs with the hope of gaining access to gainful employment immediately after completing a program at Compton or after transferring to a four-year institution and earning a bachelor's degree.

"Unapologetically Meeting Students' Needs:" Compton College provides students with opportunities to re-attempt college without judgment or stigma, and the majority of students laud the College for being "unapologetic" in its providing critical resources, particularly basic and financial needs, and doing so without imposing judgment or shame. The most widely used resources include Extended Opportunity Programs and Services (EOPS) (e.g. counseling, gas card, metro pass, book vouchers), Farmer's Market, Everytable Café, CalWORKs (especially the guaranteed income plan), St. John's Community Health, which meets nearly all of their health needs, and Student Equity, especially for technology like laptops, calculators, and mobile hotspots, Formerly Incarcerated Students in Transition (FIST) Program, Free school supplies and materials (pens, pencils, notebooks, etc.), and the Men of Color program. Without these resources, students would not be enrolled in College, especially student parents who are caring for young children (primarily as single parents) and adult learners who are prioritizing school over employment. Students expressed great interest and excitement around the College's plans to offer student and family housing in the foreseeable future.

Student Listening Sessions Key Themes

Caring and Inclusive Campus Community: Students experience Compton College as a racially diverse community where most students feel welcomed and included. Adult learners reported a sense of apprehension when enrolling because they assumed they would be outliers because of their age, but they have experienced a sense of belonging and appreciate that online courses have enabled students to attend class while tending to their family and work responsibilities. Students indicated that educators at the College are intentional in welcoming students to the College and intrusive in supporting students in their programs and classes with frequent, unprompted check-ins, proactively sharing of resources and information with students, and consistently conveying to students that they care about them and their success.

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

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

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

How to Enhance the Compton College Student Experience

- Significantly upgrade the College's buildings, landscaping, and facilities, particularly clean, well-stocked, gender-neutral restrooms available throughout the campus.
- Create more opportunities for students to engage socially with special attention to the critical mass of adult learners and students who take classes online for whom at times the College can feel empty and lacking a social culture (e.g., more clubs and student organizations, promoting athletics for campus and community engagement).
- Keep Local "Talent" in Compton by engaging in more local outreach to residents, especially high schools, to encourage attendance at Compton College rather than a neighboring college, which requires the College to more directly address the negative stigma stemming from the College's loss of accreditation.
- Intentionally build community with student parents, who face unique challenges that are directly related to having to negotiate the demands of school, parenting, and at times, employment. Having access to reliable childcare is a salient concern for student parents—particularly those who are single parents. Students suggested creating a support group or student organization for student parents so they can build community and support each other.
- Offer targeted support for women of color akin to the program and support that's offered to men of color at the College. Some of the women of color indicated they are getting support from the Men of Color program. A women of color program can provide valuable opportunities for community-building and support for women of color while also addressing the unique needs that emerge from their intersecting gender and racial identities.
- Ensure that all faculty are proficient with instructional technology (e.g., use of Canvas for submission of assignments to avoid requiring assignments in hardcopy format and handwritten class notes, which creates additional challenges for students to print assignments and stay organized).
- Provide more robust tutoring support, especially for students who need tutoring in math and English. Students suggested having more tutors available in both subjects and expanding the hours that tutoring is available and ensuring that tutors are well-trained and knowledgeable about effective instructional support practices.
- Offer more on-campus food options to augment those currently provided through the Farmer's Market and Everytable Café and ensure that any food options that are offered on campus accept Electronic Benefits Transfer (EBT).
- Reopen the swimming pool, which would be a great resource for students who need to enjoy it for recreational purposes and to de-stress and for the community surrounding the campus for swimming lessons, celebrations, and other community events.
- Offer more short-term academic and workforce programs, particularly those that provide pathways to associate and bachelor's degrees, and which can be completed within one year and lead directly to employment that pays sustainable living wages.

CAMPUS ENGAGEMENT AND KEY THEMES

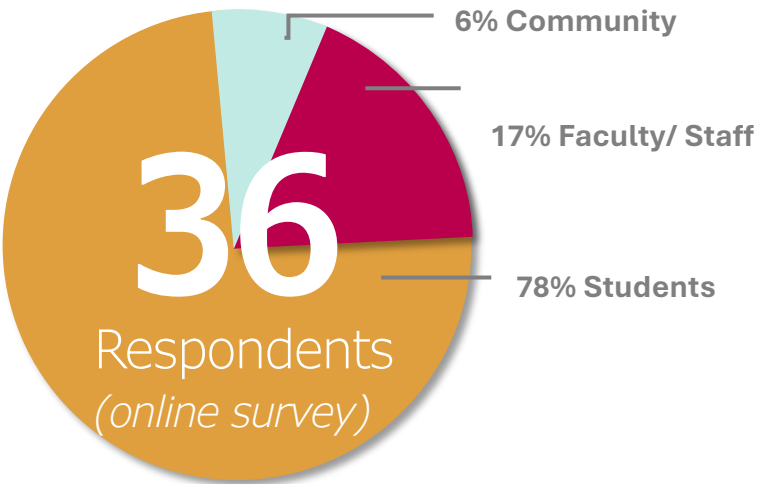
Online Survey and Campus Forum

Open campus forums were conducted on campus on March 28 and an online survey was also conducted between March 25-April 4.

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

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

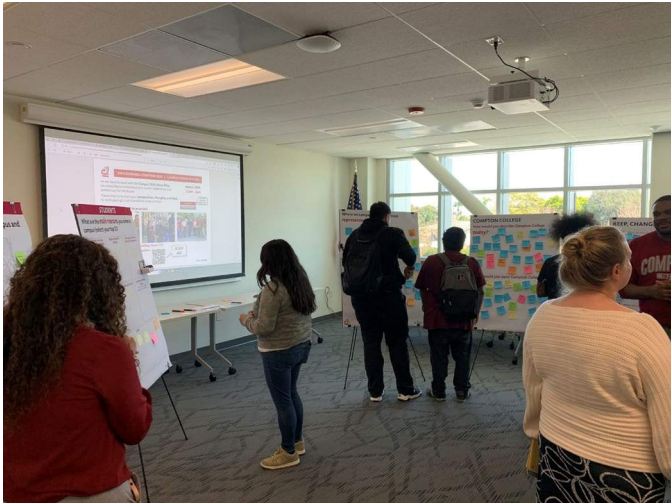
The results of the survey and the campus forum are summarized on the following pages.



CAMPUS ENGAGEMENT AND KEY THEMES

One Word

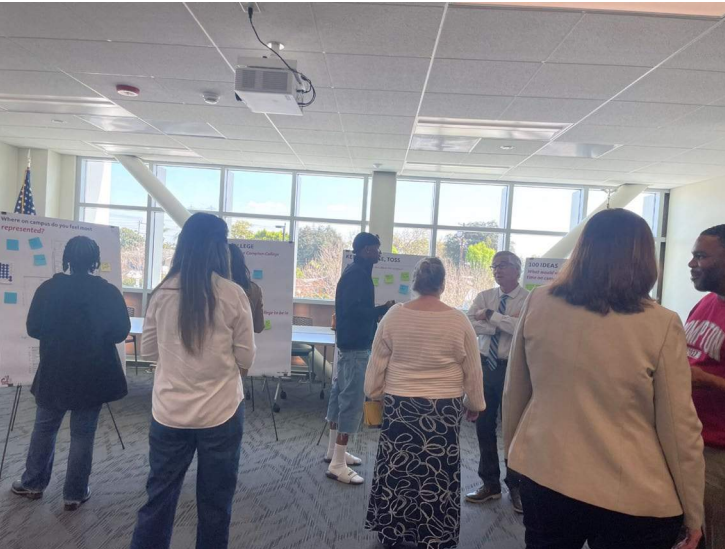
Participants were asked to share one word to describe Compton College’s campus today. Overall, they described the campus as welcoming, supportive, and resourceful. Additional results are summarized on the adjacent graphic.



CAMPUS ENGAGEMENT AND KEY THEMES

One Word

Participants were asked to share one word they wish to describe Compton College's campus in the future (2035). Overall, they wish Compton College to be inclusive, vibrant, and modern in the future. Additional results are summarized on the adjacent graphic.



Expanding student services

Enhancing sports offerings and facilities

Expanding workforce connections

Inclusive of new majors

Increasing enrollment and popularity

Prioritizing inclusion

Modernized

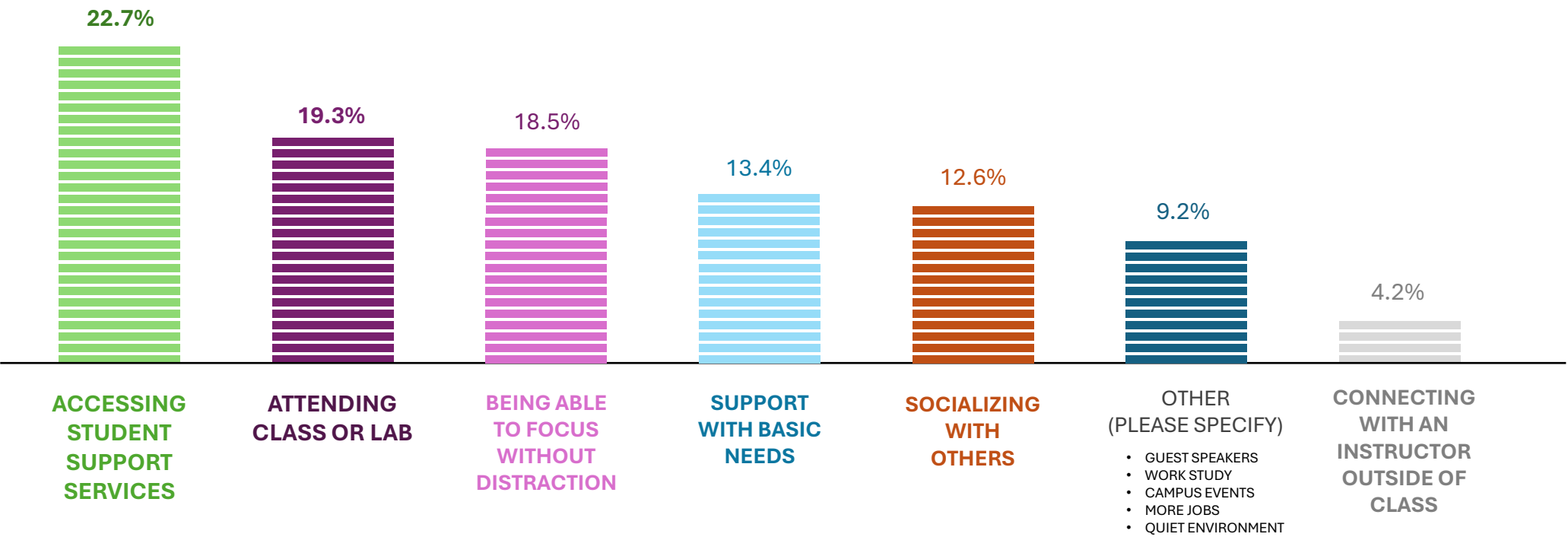
A vibrant campus

Optimizing resources

CAMPUS ENGAGEMENT AND KEY THEMES

Time on Campus

Participants were asked, “What are the main reason you come to campus?” (Select top 3). The results are summarized below. Most people come to campus to access Student Support Services, attend a class or lab, or to focus without distraction. The results are summarized on the graphic below.



CAMPUS ENGAGEMENT AND KEY THEMES

Favorite Places

Students were asked to identify their favorite places on campus. The green dots represent the areas identified and the comments help to describe why they like certain areas of campus.



CAMPUS ENGAGEMENT AND KEY THEMES

Most Represented

Students were asked where they feel most represented on campus. The blue dots represent the areas identified and the comments help to describe why they like certain areas of campus.



CAMPUS ENGAGEMENT AND KEY THEMES

Keep, Change, Toss

Students participated in a “Keep, Change, Toss” exercise where we asked the following questions:

KEEP: What do you love about campus?

CHANGE: What could be improved?

TOSS: What should we get rid of?

The results are summarized on the following pages.

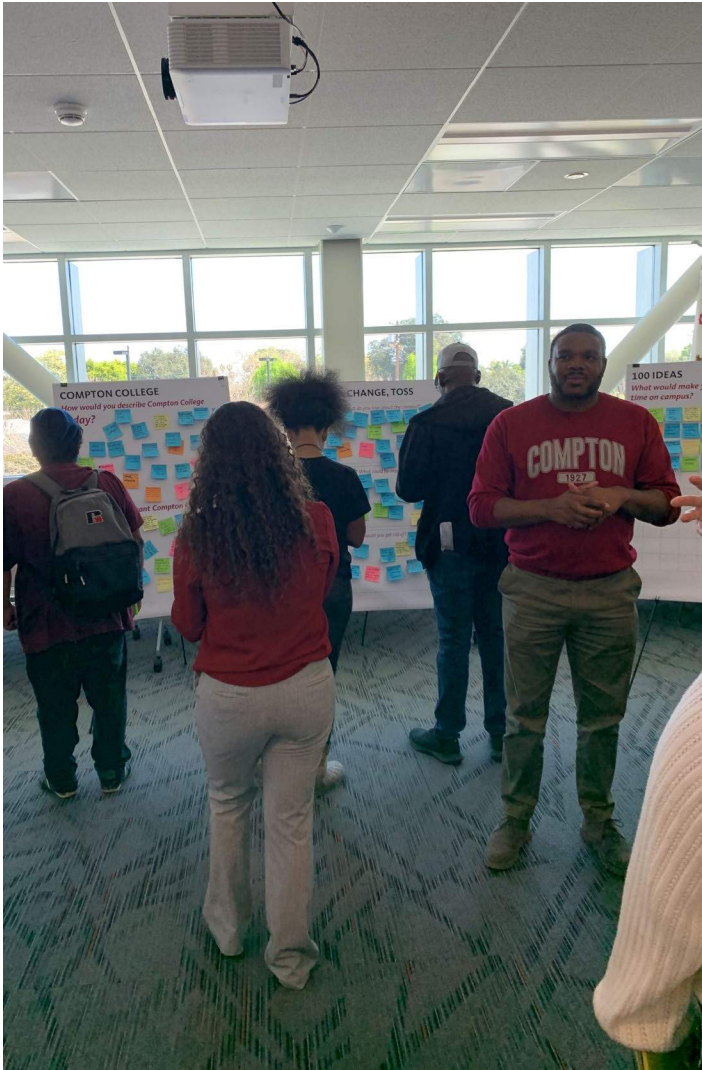


CAMPUS ENGAGEMENT AND KEY THEMES

Keep, Change, Toss

KEEP: Students were asked, “What do you love about campus?” Most students responded along the themes of community, resources, and environment. The results are summarized below.

COMMUNITY	RESOURCES	ENVIRONMENT
WELCOMING	FARMERS MARKET	CLOSE-KNIT
CONNECTIONS	FREE FOOD	CONTINUOUS IMPROVEMENTS
OPPORTUNITY	SUPPORTIVE SERVICES	POSITIVE ATMOSPHERE
MEETING NEW PEOPLE	PROGRAMS	BELONGING



CAMPUS ENGAGEMENT AND KEY THEMES

Keep, **Change**, Toss

CHANGE: Students were asked, “What could be improved on campus?” Most students responded along the themes of connectivity, infrastructure, and academic diversity. The results are summarized below.

CONNECTIVITY	INFRASTRUCTURE	ACADEMIC DIVERSITY
COMMUNICATION AND COLLABORATION	WIFI ACCESSIBILITY	ACADEMIC PROGRAMS
STRENGTHEN INCLUSION	UPGRADING FACILITIES	INNOVATIVE PROCESSING
STUDENT WELL-BEING	ENHANCING FACILITIES	PROGRAM RESOURCES (LAB EQUIP.)
TUTORING + CAREER PLACEMENT	CAMPUS ACCESSIBILITY	VARIETY OF COURSES



CAMPUS ENGAGEMENT AND KEY THEMES

Keep, Change, Toss

TOSS: Students were asked, “What would you get rid of on campus?” Most students responded along the infrastructure, representation, and community. The results are summarized below.

INFRASTRUCTURE	REPRESENTATION	COMMUNITY
OLD BUILDINGS	INABILITY TO PROVIDE FOOD VARIETY	GRADUATION CONFLICTS
INABILITY TO MAINTAIN BUILDINGS	NOT ADDRESSING RACISM	NEGATIVE ATTITUDES
PHYSICAL BARRIERS	NEGATIVE STIGMAS	OUTDATED POLICIES



CAMPUS ENGAGEMENT AND KEY THEMES

100 Ideas

Participants were asked to share 100 ideas to encourage students to spend more time on campus. The planning team received a wide variety of responses that are summarized below. Ideas mentioned most often are highlighted.

FACILITY UPGRADES	BETTER RESTROOM FACILITIES	ENHANCED OUTDOOR EVENTS TO ENCOURAGE ENGAGEMENT	EXTENDED OFFICE HOURS	MORE FREE SNACKS AND FOOD	SUPPORT FOR STUDENT ASSOCIATIONS/ ORGANIZATIONS
MORE KID-FRIENDLY PLACES	INCREASED COMMUNITY RESOURCES	HOSTED RECREATIONAL ACTIVITIES LIKE MOVIE NIGHTS	ACCESSIBILITY TO LEARNING MATERIALS, AND RESOURCES	A FOSTERING OF INCLUSION FOR ALL	RECOGNITION FOR FACULTY AND STAFF
FUN HANGOUT SPACES	FACILITATED SOCIAL PROGRAMMING	EXTENDED LIBRARY HOURS	UPGRADED FOOD OFFERINGS	PRIORITIZED MENTAL HEALTH SUPPORT AND INCLUSION	IMPROVED CLASS RETENTION AND ENROLLMENT

CAMPUS ENGAGEMENT AND KEY THEMES

Summary

Favored and Inclusive Places

- Student Services Building – EOPS and Counseling spaces, understanding and helpful staff, gathering to bring everyone together.
- Library-Student Success Center – Student Services hub, learning support centers and spaces (math and Science Center, MESA/STEM, Success Center).
- Lot A – Marketplace that brings campus and community together, space and opportunities for volunteering and belonging.

What is Loved

- Welcoming and opportunities for community and connections.
- Programs that basic needs and support resources.
- Close-knit community and environment of belonging and continuous improvement.

Opportunities for Improvement

- Greater inclusion and collaboration
- Better communication
- Improve and consistently maintain buildings and infrastructure (e.g., accessibility, Wi-Fi, campus beautification)
- Diversify academic programs, upgrade instructional resources, and streamline processes.
- Recreational and outdoor programs and events.
- Family-friendly, child-friendly spaces.
- Extended hours of operation.
- Support for religious inclusion.
- Improved employee compensation.

Compton College by 2035

- Bustling, thriving hub with more students and activities.
- Stronger workforce connections and opportunities for students (e.g., apprenticeships, pre-apprenticeships, mentorships).
- New degrees, including bachelor's degrees, and certificates in high-demand fields that provide sustainable, living-wages.

Employee SOAR

Faculty Online Focus Group Sessions, 13 participants, May 21, May 28, July 15, and July 16, 2024; 2) Classified Professionals Online Focus Group Sessions, 38 participants, July 15 and July 16, 2024; 3) Manager/Supervisors Online Focus Group Session, 14 participants, July 16, 2024; 4) Faculty SOAR (Strengths, Opportunities, Aspirations and Results) Online Survey

SOAR dialogue questions posed in these sessions included:

S

Strengths

- What does the College do well? What is it great at?
- What have been the College's most notable achievements in advancing equity and success?
- From your perspective, how well is the College meeting students' needs?
- How do you see your role at the College connecting to students' success?

O

Opportunities

- What kinds of changes or innovations may better serve students?
- What can the College do to eliminate the biggest barriers to students' success?
- What opportunities for training, or upgrading of your skills or knowledge do you need to be more successful at your job?
- What technology or facilities are needed to enhance student success?
- How well has program review worked in your area? How could program review be improved in your area? (Faculty)

A

Aspirations

- What should the College look like in the future?
- What can the College do better to enhance students' inclusion and sense of belonging?
- What would ideal learning and teaching spaces (classrooms, labs, etc....) look like?

R

Results

- What do you consider to be meaningful outcomes for the College?
- How will the College know if it has met its goals? What would be different?
- Based on your experience at the College, what do students most need in the facilities, rooms, spaces, or services? What is missing?
- How should the College track its progress towards its goals?

Employee SOAR Key Themes

S

Strengths

- Basic needs, resources for student (e.g., metro passes, meals, pantry, laptops, free hotspots for Wi-Fi, computer labs, working on zero textbook cost)
- Small Campus, with caring instructors and staff, as well as great sports, clubs and other activities to engage students as well as great Career Education Programs and Adult Education
- Partnerships with the University of Southern California (USC), the Accelerated College Entrance (ACE) Program, and programs for formerly incarcerated
- Addressing parent-student support – priority registration, resource page, study areas, family-friendly areas
- Bringing funding to the College, creativity when using funds
- Improving instruction with professional development
- Comprehensive student services and support throughout their entire journey
- Community, K12, and Career and Technical Partnerships
- Dual Enrollment

O

Opportunities

- Implement Caring Campus Goals
- Create student-centered, predictable course schedules to support completion of programs of study
- Student-centered hours of campus operation
- Improve Adult Education pathways
- More technology support and training for students and faculty to improve outcomes in online courses
- More support for dual enrollment instructors and better coordination with high school dual enrollment partners
- Emotional Intelligence training to strengthen self-awareness and build empathy with and for each other
- Standardize and streamline practices and procedures for budget and purchasing
- Financial Aid System refresh and streamlining
- Improved communication about available resources for students
- More resources for English as a Second Language (ESL) and Spanish-speakers
- Succession and talent-development planning to support future leaders
- Improve instruction and support for online courses
- Artificial intelligence policies and professional development
- Improve program review by including classified professionals in the process, providing more support and training for the analysis and application of quantitative data, and creating explicit connections to annual planning and resource allocation

Employee SOAR Key Themes

A

Aspirations

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

R

Results

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

PLANNING CONTEXT

This section includes a summary of the following:

Notable Trends in Higher Education State Context

- *Vision 2030 – Guided by the Vision for Success and the Governor's Roadmap*
- *Advancing Priorities and Technologies in California Higher Education*
- *California for All: Recovery with Equity - A Roadmap for Higher Education After the Pandemic*

Regional Context Overview

- *Key Demographic Trends*
- *Labor Market and Occupational Outlook*

Key Internal Trends and Success Metrics

- *Summary of Key Enrollment and Demographic Trends*
- *Summary of Key Success Metrics*

2

Notable Trends in Higher Education



NOTABLE TRENDS IN HIGHER EDUCATION

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

Social

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

Technological

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

Economic

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

Environmental

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

Political

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

NOTABLE TRENDS IN HIGHER EDUCATION

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

1. Career-Focused learning flourishes in modernized, stackable formats – Colleges and universities are focusing on academic programs that “meet the demand for more targeted, modular learning that connects to future jobs” (e.g., microcredentials, credit for prior learning, and competency-based education, offered as a “stackable” self-paced programs).

2. Debt-free education captures attention with student loan forgiveness spotlighting the high cost of a college degree, institutions look to help students fund their education without taking on significant debt – Colleges’ “financial aid messaging should actively promote other viable and diverse ways to pay for college that may be less known to students” (e.g., streamlined applications for prior-learning, access to and assistance with scholarships or grants, such as promise programs, and employer-sponsored financial assistance programs). Colleges must also more effectively explain to students the impact of federal changes to student-loan forgiveness programs.

3. Institutions rework financial models and revenue streams to attain sustainability with tuition revenue becoming less reliable, colleges and universities invest in alternative approaches to ensure long-term financial stability via new sources of income – With diminishing funding, colleges are increasingly seeking and leveraging additional other streams of revenue (e.g., grants, fundraising, continuing and contract education, non-credit courses, camps) – initiatives which can also enhance community awareness of the College and its programs and services.

4. Inclusion and support services build connection, acceptance, and success – Direct correlations between student belonging and persistence compels colleges to increase student-centered support and success services and to that services are “culturally relevant, inclusive, affirming, and delivered through multiple modalities,” which incorporate nontraditional approaches (e.g., peer-supported mental health programs).

5. Increased marketing spending puts pressure on quantifiable results as investments in marketing rise, institutions increasingly focus on how to quantify their marketing results - Declining enrollment and waning public sentiment about the value proposition of higher education, colleges are developing more strategic approaches to outreach and enrollment (e.g., establishing strategic marketing goals, consistently tracking performance metrics, using those measurements to refine tactics, and reporting results to internal constituents to ensure that the entire campus understands the importance of their roles in building connections with the community and prospective students.

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

State Context

Compton College 2035 is intentionally structured to align with the state's legislative mandates and priorities, which are fundamentally designed to address the diverse needs of current and prospective students and enhance student access, persistence, retention, and goal completion.



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

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

The California Community College Chancellor's Office (CCCCO) [Vision 2030](#) plan for California's community colleges extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate colleges' goals should address systemwide priorities.

Vision for Success and Guided Pathways

Launched in 2017, the [Vision for Success](#), focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.”⁴ In 2021, the CCCCOC renewed its dedication to the *Vision for Success* plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). Thus, the overarching goal for the state's community colleges remains unchanged: achieve the systemwide targets outlined in the *Vision for Success*, including completion, transfer, efficiency, workforce attainment, and, most importantly, equity, given the disproportionate impact of the multiple pandemics on communities of color.

⁴ Foundation for California Community Colleges, “Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs,” accessed September 1, 2024, <https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf>.



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

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

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

Source: *Redesigning America’s Community Colleges: A Clearer Path to Student Success* (2015).



STATE CONTEXT

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

Governor’s Roadmap and California Community College System

The [Governor’s Roadmap](#), released in 2022, is an agreement with the California Community College system, which builds upon the *Vision for Success* goals to close equity gaps and to promote student success, expand opportunities for transfer students, increase intersegmental collaboration to benefit students, and support workforce preparedness and high-demand career pipelines.⁵ Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.

Vision 2030 – a Roadmap for California Community Colleges

[Vision 2030](#) aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender⁶. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages. Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.

Vision 2030 Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor’s Roadmap

[Vision 2030](#) aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages. Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.



⁵ California Department of Finance, “*Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*,” May 2022, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>.

⁶ California Community Colleges Chancellor’s Office, *Vision 2030*, accessed September 1, 2024, <https://www.cccco.edu/About-Us/Vision-2030>.

STATE CONTEXT

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

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

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects the CCCCO’s commitment to prioritizing equity, striving to dismantle systemic barriers, addressing disparities, and creating environments where all learners can thrive and reach their full potential. The areas of focus and corresponding objectives and strategies embedded in *Compton College 2035* align with and support the elements of this important legislation. For the full legislative text for Title 5, Section 51201 please see Appendix (Planning Context Document 2).



STATE CONTEXT

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

Student Centered Funding Formula

Included in the 2018-19 state budget, the [Student Centered Funding Formula](#) (SCFF) established an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor’s Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the *Guided Pathways* student success metrics applying three primary calculations:

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

Additionally, on July 21, 2023, the California Community College Chancellor’s Office (CCCCO) released Memo [FS 23-24 Advance Apportionment](#) which elaborates on additional factors that may be considered in the SCFF formula (e.g., Credit Inmates in Correctional Facilities, Career Development and College Preparation, Credit Special Admit Students with additional allocation metrics tailored to AB 540 Students, Pell Grant Recipients and Promise Grant Recipients).⁷

⁷ California Community Colleges Chancellor’s Office, Vision 2030, accessed September 1, 2024, <https://www.cccco.edu/About-Us/Vision-2030>.



- FTES (Overall, enhanced non-credit, Dual Enrollment)
- College Promise Grant, AB540 and PELL recipients (intent to add First Generation)
- Transfer-level math & English completion

- Associate for Transfers
- Associate Degrees
- Certificates (16+ Units)
- 9+ CTE Units Completion

- Transfer
- Regional Living Wage



CONNECTION
Initial Interest through Submission of Application

ENTRY
Enrollment through Completion of “Gatekeeper” Courses

PROGRESS
Entry into Course of Study through Completion of 75% of Requirements

COMPLETION
Complete Course of Study through Earning a Credential with Labor Market Value

TRANSITION
Movement to Four-Year University or to Workplace with Living Wage

Advancing Priorities and Technologies in California Higher Education

Master Plan for Career Education

In 2023, Governor Newsom unveiled the [*Freedom to Succeed*](#) spotlighting Executive Order [*N-11-23*](#).⁸ This Executive Order outlines California's commitment to building and enhancing career pathways and educational opportunities for its citizens while continuing to integrate and align programs to meet the evolving needs of students, workers, and businesses. Key highlights of the executive order include:

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

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



⁸ Office of Governor Newsom, "Freedom To Succeed: Governor Newsom Launches New Effort To Prepare Students and Workers for High-Paying Careers," press release, August 21, 2023, <https://www.gov.ca.gov/2023/08/31/freedom-to-succeed/#:~:text=WHAT%20YOU%20NEED%20TO%20KNOW,requirements%20unnecessary%20to%20job%20duties>.

Advancing Priorities and Technologies in California Higher Education

Generative Artificial Intelligence and Artificial Intelligence

The artificial intelligence agenda is being driven by both federal and state guidance. On October 30, 2023, the Biden Administration issued [Executive Order \(E.O.\) 14110](#) concerning the *Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence*.⁹ This executive action initiates a comprehensive, nationwide endeavor focused on fostering responsible artificial intelligence (AI) development and deployment. It describes federal agency leadership, industry regulation, and collaboration with international partners.

In addition to E.O. 14110, the White House Office of Science and Technology Policy issued the [Blueprint for an AI Bill of Rights](#) which provides detailed information and sets forth five principles to guide the design, use and deployment of automated systems to protect the American public.¹⁰ Please see the *Five Principles of the AI Bill of Rights* with links that provide further details and specific information on how to transition a “principle into practice” is located in the Appendix (Planning Context Document 3).

⁹ The White House, “Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence,” press release, October 30, 2023, <https://www.whitehouse.gov/briefing-room/presidential-actions/2023/10/30/executive-order-on-the-safe-secure-and-trustworthy-development-and-use-of-artificial-intelligence/>.

¹⁰ The White House, “Blueprint for an AI Bill of Rights: Making Automated Systems Work For the American People,” press release, accessed September 1, 2024, <https://www.whitehouse.gov/ostp/ai-bill-of-rights/>.

Additionally, on September 6, 2023, Governor Newsom signed [Executive Order N-12-23](#) relating to the use of Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI).¹¹ The *State of California Benefits and Risks of Generative Artificial Intelligence Report* followed in November 2023. This Report provides a preliminary analysis of the benefits and risks of AI and GenAI (e.g., the potential to dramatically improve service delivery outcomes and increase access to and utilization of government programs, risks related to insufficiently guarded government systems, potential risks toward democratic and legal processes, public health and safety, and the economy).

The California Community Chancellor’s Office also held a series of Board of Governors (Board) presentations on Artificial Intelligence representing government, higher education and business and industry. The work and presentations on artificial intelligence aligns with the Vision 2030, Strategic Direction 3: The Future of Learning. To date, the Board has held four agenda items addressing generative artificial intelligence (GenAI/AI), which are linked here for reference: [November 2023](#) (Item 6.4), [January 2024](#) (Item 6.6), [March 2024](#) (Item 6.5), [July 2024](#) (Item 5.3), future presentations planned. Additionally, the CCCCO held its inaugural [AI: Powering Tomorrow’s Workforce](#) on September 10, 2024.

¹¹ Executive Department State of California, “Executive Order N-12-23,” September 6, 2023, https://www.gov.ca.gov/wp-content/uploads/2023/09/AI-EO-No.12-_-GGN-Signed.pdf

California for All: Recovery with Equity – A Roadmap for Higher Education After the Pandemic (February 2021)⁹

In August 2020, California Governor Gavin Newsom's Council for Post-Secondary Education convened the Recovery with Equity Taskforce, comprising state and national experts, to address challenges in higher education as opportunities for economic recovery in California. This Taskforce aimed to create a more equitable, resilient, and coordinated post-secondary ecosystem by focusing on generating student-centered strategies and policies to help institutions recover from the pandemic while better serving all students. Input was gathered from a diverse range of stakeholders, highlighting that many challenges predated the pandemic but could now be re-envisioned to address longstanding and new issues.

The Taskforce's recommendations, which are intended to focus on a collaboration between many different sectors (i.e., post-secondary institutions, K–12 schools, human services agencies, local healthcare providers, business partners, learner-focused nonprofit organizations) include:

- Expanding pathways – Creating more pathways and supports to help students succeed in K–12 and reduce barriers to postsecondary access;
- Systems alignment – Creating streamlined paths to students' goals;
- Inclusive learning environments – Cultivating inclusive, engaging, and equity-oriented learning environments;
- High-tech, high-touch advising – Implementing high-tech, high-touch advising;
- Retaining students – Retaining students through inclusive supports; and,
- Supporting college preparation – Supporting college preparation and early credit.

In addition, the Taskforce identified these four guiding principles, each supported by a set of actionable recommendations for policy and practice:

Fostering Inclusive Institutions: Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.

1. Improve Faculty, Staff, and Administrator Diversity
2. Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments
3. Retain Students through Inclusive Supports

Streamlining Pathways to Degrees: Integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.

4. Establish an Integrated Admissions Platform
5. Streamline and Unify the College Admission Process
6. Develop a Common Course Numbering System

Facilitating Student Transitions: High-touch, high-tech guidance and improved academic preparation for college access and success.

7. Provide High-Tech, High-Touch Advising
8. Support College Preparation and Early Credit

Simplifying Supports for Student Stability: Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.

9. Integrate Platform of State Services for Students
10. Subsidize Internet Access for Eligible Students
11. Improve College Affordability

⁹ California Governor's Council for Higher Education, California for All: Recovery with Equity – A Roadmap for Higher Education After the Pandemic, February 2021, https://www.careereducation.gov.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf.

Regional Context

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



Key Demographic Trends

Projected Population by Race and Ethnicity for Los Angeles County

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

Service Area Population Trends by Age and Gender

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

- Across all three cities, the general trend is that the populations are getting older, increasing in some age groups as much as 116% (Lynwood, 75 – 79 age group). Younger demographics – under 40 years old – are seeing declines as great as 23%. The most notable takeaway is that there is a dramatic spike in growth among young adults 20 – 29 years old. This young adult demographic is a prime population for enrollment at Compton College.
- A deeper analysis across all three service area cities shows a general decreasing population trend among age groups 5 and under, 5 to 9 years, 10 to 14 years, and 15 to 19 years of age. That could be due to a decrease in birth rates in the past decade. According to the Public Policy Institute for California, the fertility rates from 2007 to 2020 dropped from 2.2 down to 1.52 in California.¹² In a 2015 report, the National Center for Health Statistics states that average birth rate across all age groups in 2015 was at 12.6 births per 1,000 individuals. In 2020, that figure dropped to 10.7 births per 1,000 individuals.¹³

- Population density has increased among 20 to 24-year olds in both Lynwood and Paramount, California (3.2% and 17.4% respectively). In Compton and Lynwood, there are also population increases among 25- to 29-year-olds with growth rates of 7.2% and 18.7%, respectively. The growth in these age groups within the local population points to potential opportunities for them to attend Compton College to obtain a degree, certificate, or vocational training.
- Population growth among Compton and Paramount residents who are 45 to 54 years of age as well as for those 55 years of age and older across all three cities. This information indicates that investing in Adult Workforce initiatives can support this demographic as they solidify their skills, update their technological knowledge, or change career paths. This 55+ age group may be heading towards retirement yet may likely desire to maintain connections to the broader community through access to Compton College's programs.
- In 2010, the gender distribution within Compton College's service area consisted of 48% identifying as male and 52% identifying as female. By 2019-2020, there was a slight shift, with the male population increasing to 49% while individuals identifying as females decreased slightly to 51%.

¹³ Johnson H, McGhee E. California's New Baby Bust. Public Policy Institute of California. June 4, 2021. <https://www.ppic.org/blog/californias-new-baby-bust/>

¹⁴ Public Use Natality File – 2015 Update. National Center for Health Statistics. Page 92. https://ftp.cdc.gov/pub/Health_Statistics/NCHS/Dataset_Documentation/DVS/natality/UserGuide2015.pdf.

REGIONAL CONTEXT

Key Demographic Trends

Service Area Population by Ethnicity

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

Language Spoken at Home

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

(Source: 2020 US Census Bureau)



Key Demographic Trends

Summary of Service Area Households, Families, and Incomes

- Population estimates (2023) report the largest city to be Compton (90,986), followed by Lynwood (63,234) and Paramount 51,072.
(Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022.](#))
- The number of households in the period 2018-2022, parallel the overall population levels with Compton being home to 24,617 households, Lynwood at 15,239, and Paramount at 14,366.
(Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022.](#))
- Housing unit tenure rates vary among the three primary service area cities with owner occupied housing highest in Compton (57.4%), and markedly lower in Lynwood (49.6%) and Paramount (40.6%) in the period of 2018 to 2022.
(Source: US Census Bureau QuickFacts, [US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022.](#))

- Between 2015 and 2020, Compton, Lynwood, and Paramount saw a decrease in homeowners, particularly among those who earn between \$10k and \$49k annually. However, the number of homeowners in the highest and lowest earner categories are growing, suggesting that rising home prices are altering the demographics of the surrounding communities. Of particular concern is the explosive 150% growth in the highest-earning demographic, which may be displacing lower-income households and permanently changing the population around Compton College.
- In 2020, the majority of renter households had monthly housing costs between \$1,000 to \$1,499 with a median housing cost of \$1,236. This reflects an increase of nearly \$200 compared to the median monthly housing cost of \$1,096 during 2015. For homeowners, the majority of households had monthly housing costs between \$1,500 to \$1,999 with a median of \$1,634. In 2015, the median for homeowners was \$1,466. Thus, over this five-year period there has been a notable increase in the cost of living.

Key Demographic Trends

Technology Access

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

Income and Poverty

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

Education

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

REGIONAL CONTEXT

Labor Market and Occupational Outlook

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

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

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

Source: Employment Development Department,
<https://labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html>

Notes and Additional Reference Sources for Top Twenty Employers in Los Angeles County:

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

Top Twenty Employers in Los Angeles County

Employer	Employer Type	Employees
County of Los Angeles	Public - Local Government	106,200 ⁽¹⁾
Los Angeles Unified School District	Public - Education K-12	73,800 ⁽²⁾
City of Los Angeles	Public - Local Government	61,600 ⁽³⁾
University of California, Los Angeles	Public - Colleges/ Universities	50,200 ⁽⁴⁾
Federal Government - All Agencies Except Defense & State	Public - Federal Government	44,700 ⁽¹⁾
Kaiser Permanente	Private - Health Care	40,800 ⁽⁵⁾
State Of California (Non-Education)	Public - State Government	32,300 ⁽¹⁾
University Of Southern California	Private - Colleges/ Universities	22,400 ⁽⁵⁾
Target Corp.	Private - General Retail	20,000 ⁽⁵⁾
Northrop Grumman Corp.	Private - Aerospace Manufacturing	18,000 ⁽⁵⁾
Cedars-Sinai Medical Center	Private - Health Care	16,300 ⁽⁵⁾
Amazon	Private - Online Retail	16,200 ⁽⁵⁾
Allied Universal	Private - Security & Janitorial Services	15,300 ⁽⁵⁾
Providence Health & Services	Private - Health Care	14,900 ⁽⁵⁾
Ralphs / Food 4 Less (Kroger Co.)	Private - Retail Groceries	14,500 ⁽⁵⁾
Walt Disney Co.	Private - Amusement	12,200 ⁽⁵⁾
Boeing Co.	Private - Aerospace Manufacturing	12,000 ⁽⁵⁾
Los Angeles County Metropolitan Transportation Authority	Public - Transportation	11,700 ⁽³⁾
Los Angeles Community College District	Public - Colleges/ Universities	11,600 ⁽³⁾
Norwalk-La Mirada Unified School District	Public - Education K-12	3,200 ⁽³⁾
Pomona Valley Hospital Medical Center	Private - Health Care	3,200 ⁽⁵⁾
Antelope Valley Healthcare District	Public - Health Care	3,000 ⁽³⁾
Centene Corp.	Private - Health Insurance	3,000 ⁽⁵⁾
Compton Unified School District	Public - Education K-12	3,000 ⁽³⁾
Farmers Insurance Group	Private - Auto & Home Insurance	2,800 ⁽⁵⁾
Pomona Unified School District	Public - Education K-12	2,800 ⁽³⁾
Santa Monica Community College District	Public - Colleges/ Universities	2,800 ⁽³⁾
Aerospace Corp.	Private - Aerospace Manufacturing	2,700 ⁽⁵⁾
City of Santa Monica	Public - Local Government	2,700 ⁽³⁾

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

Labor Market and Occupational Outlook

Occupations with Most Openings and Fastest Growing, 2020-2030

Because Compton College’s mission includes “preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment,” it is critical to ensure that programs of study align with regional projections in occupations offering sustainable living wages. Consequently, the labor market occupational projections are correlated to MIT Living Wage Estimates for the Los Angeles-Long Beach-Anaheim region, within salary ranges to support the average household size of 3.89 persons (rounded to 4 persons) across three primary service area cities (Compton, Lynwood, Paramount): low range of \$33.68 per hour for a household with two adults (both working) and two children and a high range of \$83.67 for a household with one adult and three children. Mid-range salary estimates for households with two adults (one working) and two children are \$49.12 per hour.

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

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

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

REGIONAL CONTEXT

Labor Market and Occupational Outlook

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

- Makeup Artists, Theatrical and Performance: 12.8% projected increase (1,340 openings); median hourly wage of \$84.19
- First-Line Supervisors of Fire Fighting and Prevention Workers: 7.9% projected increase (1,050 openings); median hourly wage of \$81.65
- Radiation Therapists: 9.5% projected increase (130 openings); median hourly wage of \$65.52
- Magnetic Resonance Imaging Technologists: 9.0% projected increase (550 openings); median hourly wage of \$50.71
- Firefighters: 8.2% projected increase (4,050 openings); median hourly wage of \$49.84 (Note: The College has laid the groundwork for the development of this program).
- Physical Therapist Assistants: 36.3% projected increase (2,570 openings); median hourly wage of \$39.91

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



Labor Market and Occupational Outlook

Equitable Recovery Target Industries

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

one of the clearest disparities dividing the Basin's workforce is the opportunity gap along racial and ethnic lines. ... revealed in the data, which shows many of the Basin's better-paying industries and occupations have lower levels of diversity than our population demographics would suggest. More inclusivity and more widely shared opportunity can be achieved, and one valuable tool is workforce development, which can be focused to create an increasingly racially and ethnically diverse pool of skilled talent for the Basin's well-paying jobs which are highlighted in this report. ¹⁴

¹⁴ Center for a Competitive Workforce, Los Angeles Economic Development Corporation, "Middle-Skill Occupations and Related Career Education Programs Through the Lens of Race and Ethnicity in The Los Angeles Basin" June 2021, https://laedc.org/wpcms/wp-content/uploads/2024/02/CCW_RaceEthnicity_FINAL02_web.pdf.

This report identified eleven occupations within three highlighted industry sectors - construction, health care and professional and business services – where an increase in diverse employee representation would align more clearly with the racial and ethnic demographics of the Los Angeles Basin's population. These industry sectors and occupations include:

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

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

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

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

Key Internal Trends and Success Metrics

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

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

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

KEY INTERNAL TRENDS AND SUCCESS METRICS

Summary of Key Enrollment and Demographic Trends

Compton College Enrollment Trends

Enrollment at Compton College peaked in 2010-11 at 16,369 students, steadily declined until 2015-16, and then plateaued until 2019. When the COVID-19 pandemic began in March of 2020, student enrollment significantly decreased at Compton College, reflecting a statewide enrollment decline. This decline resulted from a combination of interrelated factors, which explain a 23.4% decrease in student enrollment from 2018-2019 to 2019-2020: the mandatory stay-at-home public health orders to limit the spread of COVID, the emergency shift to remote learning, technological access challenges, and family emergencies students faced in this unprecedented public health emergency. By 2023-2024 enrollment showed signs of a rebound at 7,375 compared to the 2021-2022 figure of 6,032.

Compton College Students by Gender

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

Compton College Students by Ethnicity

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

Special Populations

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

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

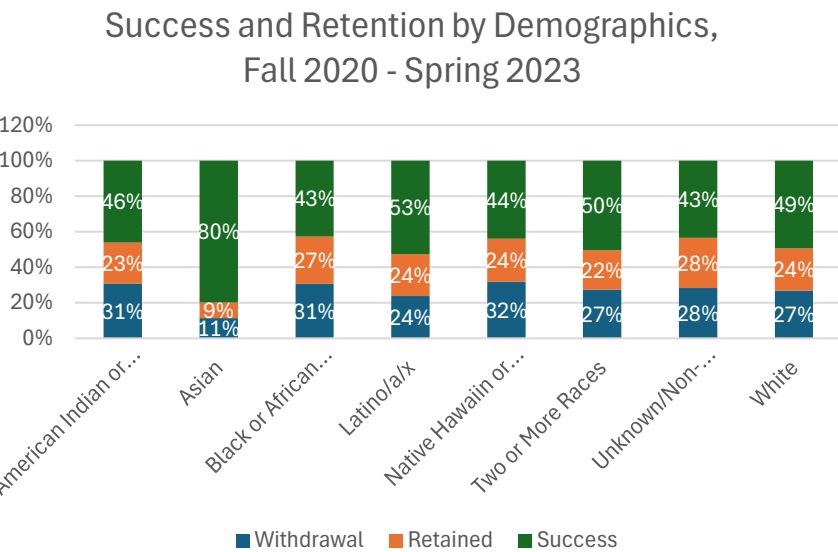
While the student headcount numbers may be relatively small, these percentage increases reflect the impact of the College's outreach efforts, particularly to dual enrollment high school students.

KEY INTERNAL TRENDS AND SUCCESS METRICS

Summary of Key Success Metrics

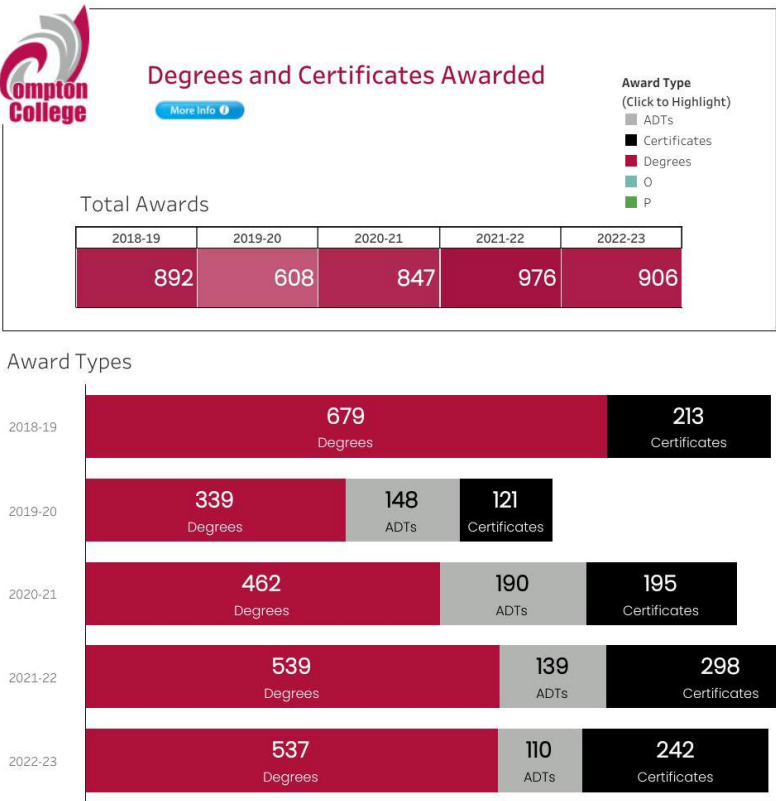
Success and Retention by Ethnicity

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



Awards

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



KEY INTERNAL TRENDS AND SUCCESS METRICS

Summary of Key Success Metrics

However, equity gaps in awards remain evident, particularly for male students of color. For example:

- In 2018-2019, of the 679 degrees granted, 170 (26.15%) were awarded to Black or African American students, however, only 38 (22%) were awarded to Black or African American male students who comprised approximately 35% of the student population;
- By 2021-2022, 117 degrees of 538 (21.7%) were awarded to Black or African American students; however, 38 (32.4%) of these were awarded to men while female students continued to be awarded the majority of degrees.
- In 2020-2021, of the 172 Associate Degree for Transfer, which support direct pathways to transfer to California State Universities (CSU's), 33 (19.2%) were awarded to Black or African American students; however, only 12 (7%) were awarded to Black or African American male students. While Black or African American students comprised 22.5% of the total student population in this academic year, Black or African American male students represented a comparatively small proportion (390 or @6%) of the student population – a statistic that also reflects disproportionate barriers to access for this segment of the population.

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



A background image of graduates in black gowns and caps, wearing colorful stoles, standing in a large stadium with many empty white seats. One graduate in the foreground is looking at a smartphone.

COMPREHENSIVE PLAN STRUCTURE

This section includes a summary of the following:

Compton College 2035 Plan Alignment

Compton College 2035: Accelerating Completion While Advancing Equity and Success

Completion By Design: Areas Of Focus Objectives and Strategies

- *Education (Guided Pathways and Programs of Study)*
- *Strategic Enrollment Management*
- *Student Equity and Achievement Plan*

Supporting Areas of Focus

- *Technology*
- *Human Resources*

3

Compton College 2035 Plan Alignment

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

By integrating these proven models, Compton College envisions intensifying clearer, more supportive academic and career pathways, ensuring that students efficiently progress through their courses and achieve credentials that meet labor market demands. Focused on reducing barriers to completion and eliminating equity gaps, *Compton College 2035* builds on the momentum of CBD's structured approach, GP's proactive support systems, and Vision 2030's focus on equitable student outcomes across the state. This unified approach promises to create a holistic and student-centered framework for success, propelling Compton College toward its ambitious student completion goals.



Completion by Design Alignment

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

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

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



Completion by Design Alignment

Guided Pathways Alignment

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

Nexus Between Completion by Design and Guided Pathways

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

CBD built upon the work of Achieving the Dream (ATD). ATD institutionalized the central role of data to inform and improve educational reforms and demonstrated the promise of student-oriented strategies and interventions. CBD further developed this work with a systemic approach to student success that weaves together academic and support services into integrated Guided Pathways for students. CBD colleges designed, tested, and rolled out Guided Pathways for large numbers of students in three states with the infrastructure and culture changes necessary to support and sustain them.



Completion by Design Alignment

Compton College 2035 and Strategic Alignment with Vision 2030 Goals

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

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

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

Goal 1: Equity in Success

- Outcome 1: Completion – Streamlines educational pathways, reducing confusion and increasing completion rates.
- Outcome 2: Baccalaureate Attainment – Aligns associate degree programs with transfer requirements, facilitating smoother transitions to baccalaureate programs.
- Outcome 3: Workforce Readiness – Emphasizes aligning academic programs with workforce needs, enhancing students' preparedness for careers.

Goal 2: Equity in Access

- Outcome 4: Student Participation – Simplifies entry processes and enhances access to support services, increasing participation among underrepresented groups.

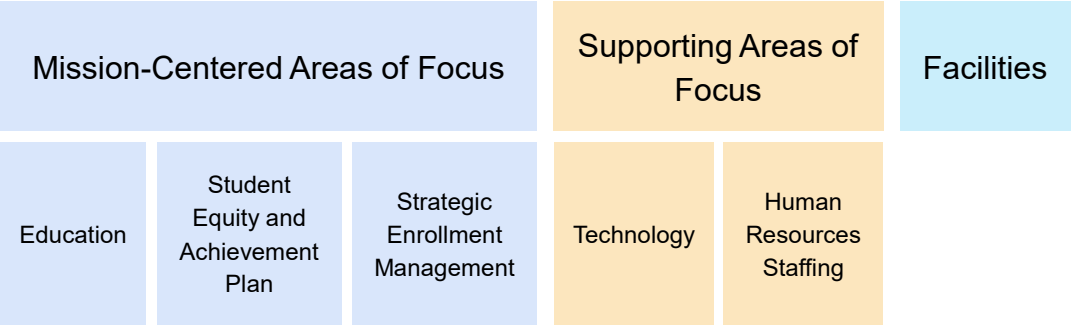
Goal 3: Equity in Support

- Outcome 5: Maximizing Financial Aid – Improves student access to financial aid through clear guidance and resources.
- Outcome 6: Reducing Units to Completion – Provides structured pathways and academic maps to help students avoid excess units and complete their programs efficiently.

Completion by Design: Areas of Focus Objectives and Strategies

Mission-Centered Areas of Focus

Goal: Accelerate Completion While Advancing Equity and Success



Education (Guided Pathways and Programs of Study) Objectives and Strategies

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

Completion By Design Alignment: Connection, Entry

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

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

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

Completion By Design Alignment: Progress

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

Strategy 2.B. Increase the collection, analysis, and sharing of data across the College to better understand and develop strategies to address the needs of student populations identified in Objective 1.

Strategy 2.C. Create an institutional definition of the term "decolonize," and subsequently work to decolonize the curriculum, course and program structures, learning objectives and outcomes, learning and teaching resources, assessment and grading, and legal and administrative information, policies, and practices.

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

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

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

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

Completion By Design Alignment: Connection, Entry, Progress

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

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

Student Equity and Achievement Program Plan Objectives and Strategies

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

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

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

Objective 1: Increase successful enrollment of males of color students who enroll out of those who apply to the College.

Completion By Design Alignment: Connection, Entry

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

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

Strategy 1.C. Implement CRM Recruit and include potential Males of Color student lists to the Black and Males of Color Success Program.

Student Equity and Achievement Program Plan Objectives and Strategies

Objective 2: Increase the number of Black or African American and Latino/a/x students points who enroll in and complete transfer-level English and math courses by ensuring students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

Completion By Design Alignment: Entry, Progress, Completion

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

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

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

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

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

Completion By Design Alignment: Entry, Progress, Completion

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

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

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

Strategy 3.D. Develop and implement Guided Pathways activities related to persistence (e.g., Call Center Campaign, Outreach activities within Guided Pathway Divisions, Canvas training for Distance Education, career advising, cultural field trips) for males of color students.

Student Equity and Achievement Program Plan Objectives and Strategies

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

Completion By Design Alignment: Progress, Completion

Strategy 4.A. Establish a partnership between the Black and Males of Color Success Program and the Transfer Center to design programming to target Black or African American students early in the student experience and develop ways to effectively integrate this programming into Guided Pathways and Success Teams across the campus.

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

Strategy 4.C. Investigate the educational goals and completion outcomes of the Compton College student population and identify promising practices to help more students clarify intentions to transfer or prepare for the workforce.

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

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

Completion By Design Alignment: Completion

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

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

Strategy 5.C. Pair cultural events (e.g., Noché de Familia) with counseling outreach to build community and help inform students about math and English completion, career opportunities, and programs of study.

Strategic Enrollment Management Objectives and Strategies

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

Completion By Design Alignment: Entry, Connection

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

Strategy 1.B. Design and implement a coordinated outreach initiative targeting potential students in high schools, adult schools, continuation high schools, GED students, local economic development agencies, public and social service agencies, and community-based organizations to promote career education opportunities in both noncredit and credit programs, which includes fees and financial aid, available basic needs resources time to completion, and steps to enrollment.

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

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

Strategy 1.E. Provide prospective students with customized service guidance and support to complete the FAFSA and California Dream Act applications and assistance with all phases of the financial aid processes.

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

Completion By Design Alignment: Entry, Connection

Strategy 2.A. Increase participation in the Compton College Promise programs with Lynwood, Paramount, and Compton unified school districts.

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

Strategy 2.C. Expand targeted outreach to working professionals in healthcare, advanced manufacturing, STEM, and education about opportunities and resources to earn degrees, certificates, and transfer opportunities for living-wage careers.

Strategic Enrollment Management Objectives and Strategies

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

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

Strategy 3.A. Increase more robust data collection, analysis, and cross-campus sharing to understand the needs of adult learners and dual enrollment students; use data results to inform changes to existing services, processes, and practices.

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

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

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

Strategy 3.E. Increase the frequency of regular cross-functional team meetings for high school faculty, and counselor, College instructors, and industry partners to develop and align curriculum, build strategies to prepare students’ readiness for specific college courses and degree pathways at Compton College.

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

Strategy 3.G. Increase the utilization of Degree Works to further student completion and transition through student-driven videos explaining Degree Works and how to use it, and student utilization of “what if” scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.

Strategy 3.H. Meet set goal of 85% to 100% for the adoption of Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) by 2035.

COMPLETION BY DESIGN: AREAS OF FOCUS OBJECTIVES AND STRATEGIES

Strategic Enrollment Management Objectives and Strategies

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

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

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

Strategy 4.B. Regularly analyze and monitor two-year course scheduling patterns to eliminate barriers to timely completion of programs of study.

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



Supporting Areas of Focus: Technology and Human Resource Staffing



Supporting Areas of Focus: Technology and Human Resources Staffing

Technology

Objective 1: Close digital equity gaps.

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

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

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

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

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

Strategy 1.E. Conduct assessments of District technology based upon version 2.2 of the Web Content Accessibility Guidelines (WCAG) for measuring digital accessibility.

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



Technology

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

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

Strategy 2.A. Prioritize essential computing technologies and resources by developing standards for classroom technology that support various learning modalities and instructional delivery methods.

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

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

Strategy 2.D. Increase opportunities for connection and belongingness by providing students with community engagement technology (e.g., tools and platforms that help communities engage with each other, communicate, and collaborate).

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



Technology

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

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

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

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

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

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



Human Resources

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

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

Strategy 1.A. Monitor and assess on an annual basis the effectiveness of “recruitment teams” that disseminate candidate recruitment information and position details via traditional online portals (i.e. cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/administrators, and participatory community bodies. Revise recruitment team approaches to respond to the results of completed assessments.

Strategy 1.B. Monitor and assess on an annual basis the effectiveness of recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules) and develop, and implement strategies to increase the size and diversity of applicant pools and retain diverse employees; and, revise recruiting and retention incentives to respond to the results of completed assessments.

Strategy 1.C. Annually review and update the database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants.

Strategy 1.D. Seek funding for and annually assess the effectiveness of a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.

Strategy 1.E. Expand the implementation of a plan for use of social media campaigns to inform and direct interested candidates to apply by targeting high-traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn), and advertise job openings in publications targeting primarily minority populations; annually assess the effectiveness of social media campaigns and adjust strategies to respond to assessment results.

Strategy 1.F. Annually assess the effectiveness of mock sessions for counseling or service delivery while selection committees records observations of the interaction, and/or scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises; and, revise existing protocols to respond to the results of completed assessments.

Human Resources

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

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

Strategy 2.A. Conduct annual needs assessments regarding faculty and staff professional development, particularly around promising practices in teaching excellence and student success, the use of emerging technologies, customer service practices, and equity-minded practices to engage and support traditionally marginalized groups, including, but not limited to, men of color, LGBTQ+, persons with disabilities, foster youth, Veterans, justice-involved and justice-impacted, and adult learners.

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

Objective 3: Prioritize the development of a stronger inclusion, belonging, and connection between and among employees, students, the College, and the community.

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

Strategy 3.A. Annually evaluate Diversity, Equity, Inclusion, and Accessibility (DEIA) activities, including Compton College's Response to the Chancellor's Call to Action; and adjust strategies to respond to assessment results.

Strategy 3.B. Annually evaluate the comprehensive plan focused on strengthening communications with students, employees, and the community, as aligned with the Achieving the Dream, Inc. Partnership; and adjust strategies to respond to assessment results.

Strategy 3.C. Annually evaluate the participation in and impact of cultural appreciation events/activities and professional development activities that emphasize effective representation of diverse populations in higher education; and adjust strategies to respond to assessment results.

Strategy 3.D. Annually review and assess the effectiveness of the succession plan that is centered on two over-arching strategies: 1) developing key equity-minded leadership knowledge and skills among internal faculty, staff, and administration; and 2) an analysis of the key skills and traits of identified leadership positions that can be deployed as needed; and adjust strategies to respond to assessment results.

FACILITIES PLAN

This chapter of *Compton College 2035* summarize the discussions that took place in relation to long-range campus development plans.

It includes a summary of existing conditions (CAMPUS TODAY) and the long-range vision for Compton College (FUTURE CAMPUS).

CAMPUS TODAY

*Existing Conditions
Campus Zoning
Circulation + Parking*

FUTURE CAMPUS

*2035 Facilities Plan
Circulation + Parking
Project Descriptions
Phased Development*

4

Campus Today

The planning process included the analysis of existing conditions, discussions with the campus community and dialogues with the Campus Planning Team.

The information was collected and summarized in a series of graphic plates to illustrate patterns and characteristics to guide future development.

This section includes the following elements:

- EXISTING CAMPUS
- PROJECTS IN DESIGN/CONSTRUCTION
- PLANNED RENOVATIONS
- ZONES OF USE
- CIRCULATION + PARKING



CAMPUS TODAY

Existing Campus

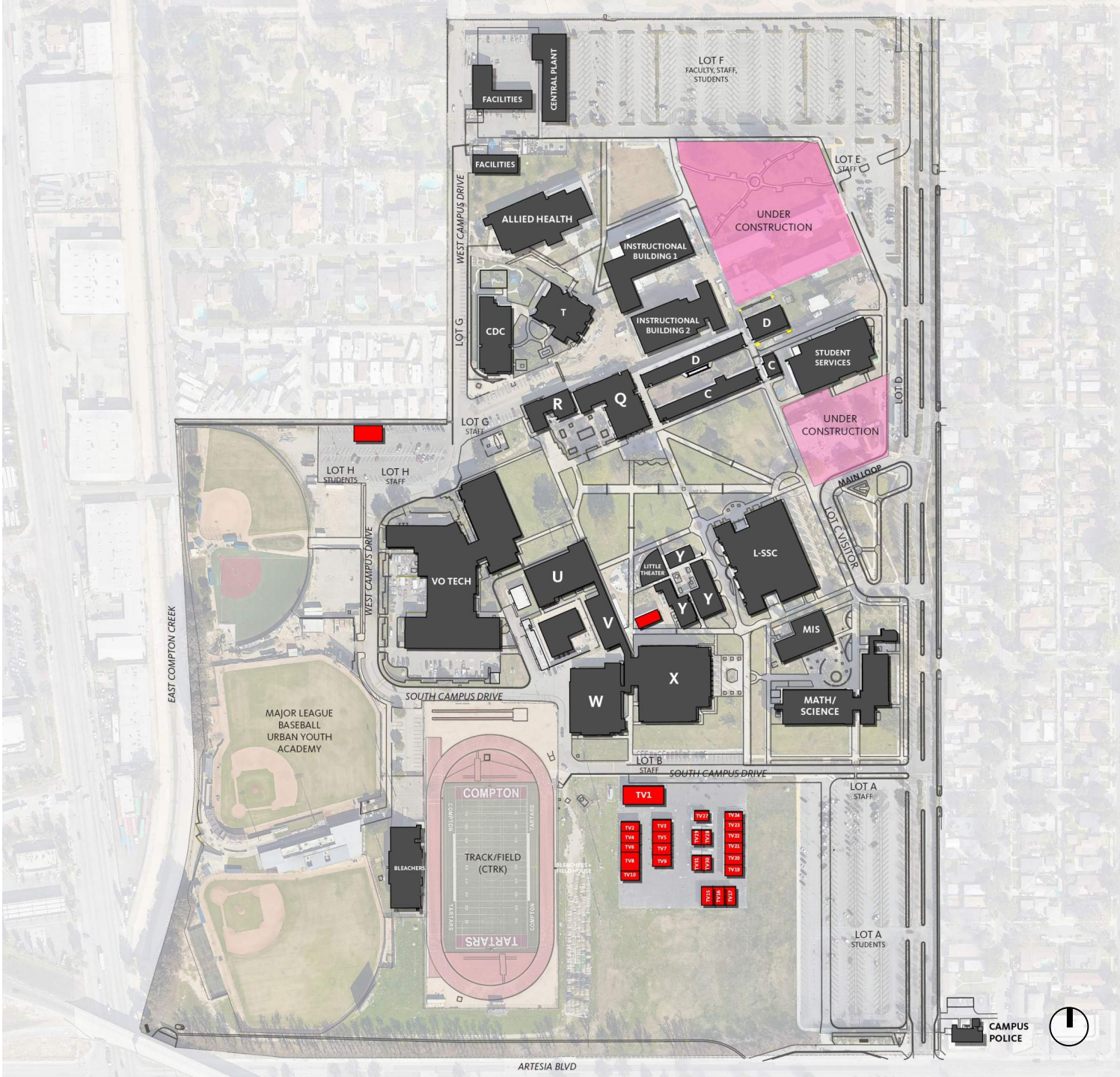
Compton College was established in 1927 as a component of the Compton Union High School District, located in the city of Compton on an 88-acre site. The College serves the cities of Compton, Lynwood, Paramount and Willowbrook and the campus is surrounded by residential communities to the west, north, and east sides.

Artesia Boulevard and SR-91 are located to the south of the campus, close to the main campus entry. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy and is not included in the scope of this plan.

Many of the buildings on campus were built in the 1950's, some of which have been renovated or replaced with new facilities in the following decades. However, original facilities that remain are still in need of renovation and/or replacement.

A series of portable facilities house functions that are planned to relocate into renovated or new facilities. Two large areas of the campus are currently under construction as noted in this diagram.

- EXISTING BUILDINGS
- PORTABLES
- UNDER CONSTRUCTION



In Design/Construction

Several construction projects are planned throughout the campus, including new Student Housing, a Physical Education Complex, and a Visual and Performing Arts Complex (VAPA).

The Administration Building is also undergoing an extensive renovation.






STUDENT HOUSING PHASE 1

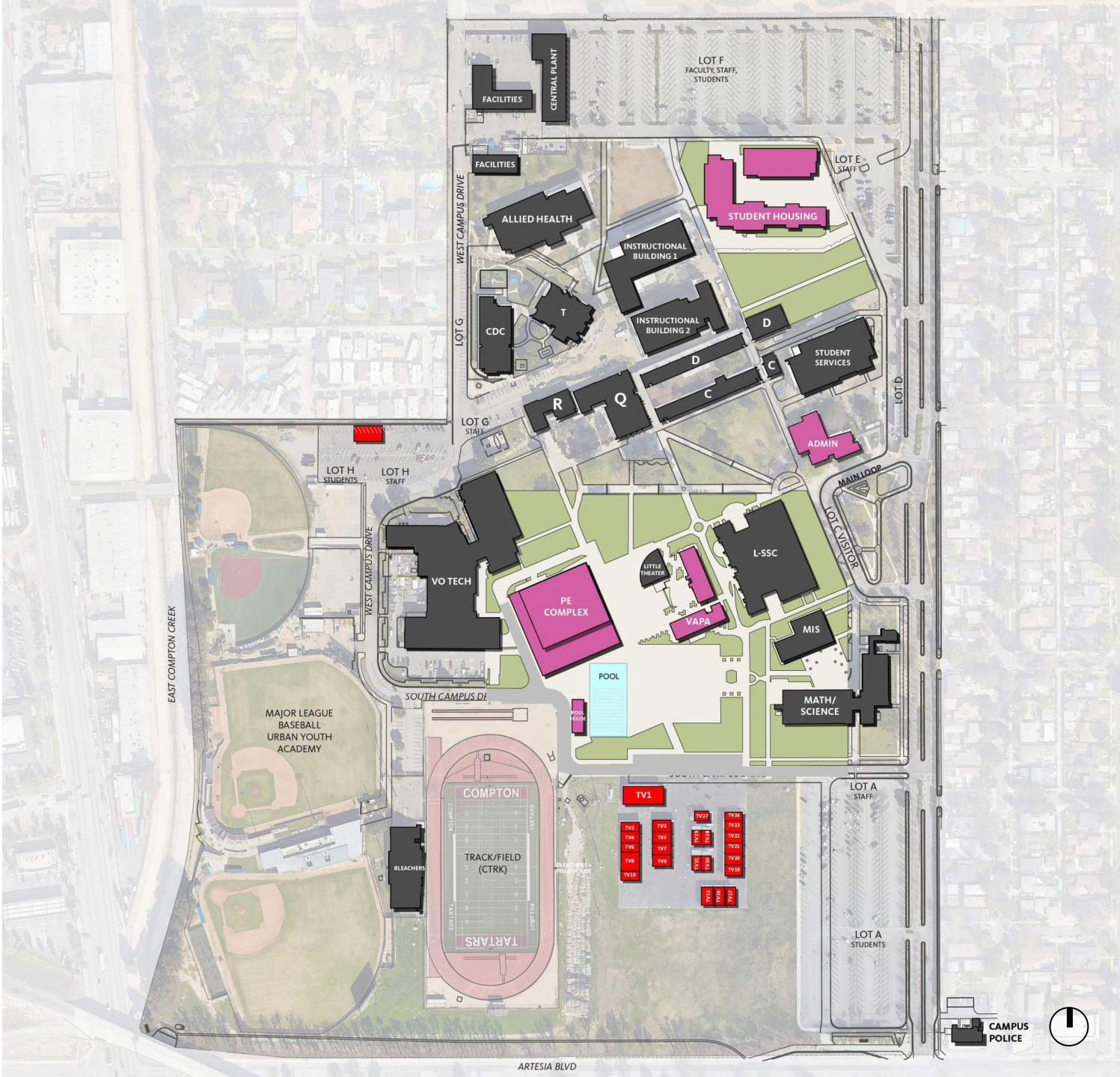


PHYSICAL EDUCATION COMPLEX (PE COMPLEX)



VISUAL AND PERFORMING ARTS COMPLEX (VAPA)

-  EXISTING BUILDINGS
 PORTABLES
 IN DESIGN/CONSTRUCTION



CAMPUS TODAY

Planned Renovations

In addition to the construction projects that are currently in design or construction, a series of renovation projects are planned for several buildings across campus.

COMPTON COLLEGE FACILITIES UPDATE



OUR PROMISE, OUR FUTURE

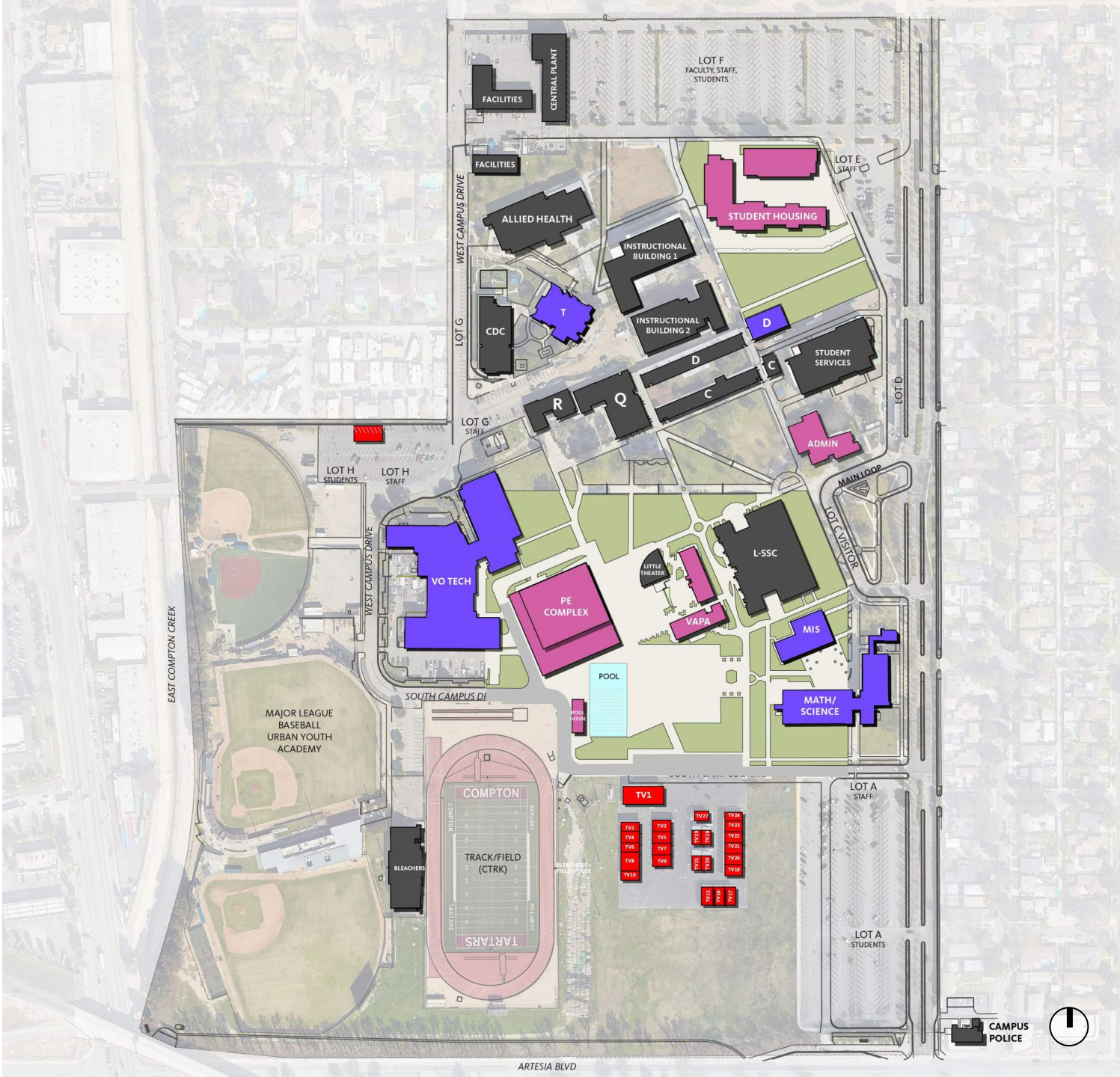
The Compton College campus continues to improve thanks to funds from Measure CC and Measure C supported by voters in 2002 and 2014, respectively. Upcoming facilities projects in the design and/or construction stages at Compton College include:



UPCOMING RENOVATION PROJECTS:

- Vocational Technology Building
- MIS / Math Science Buildings
- Child Development Center
- Building D

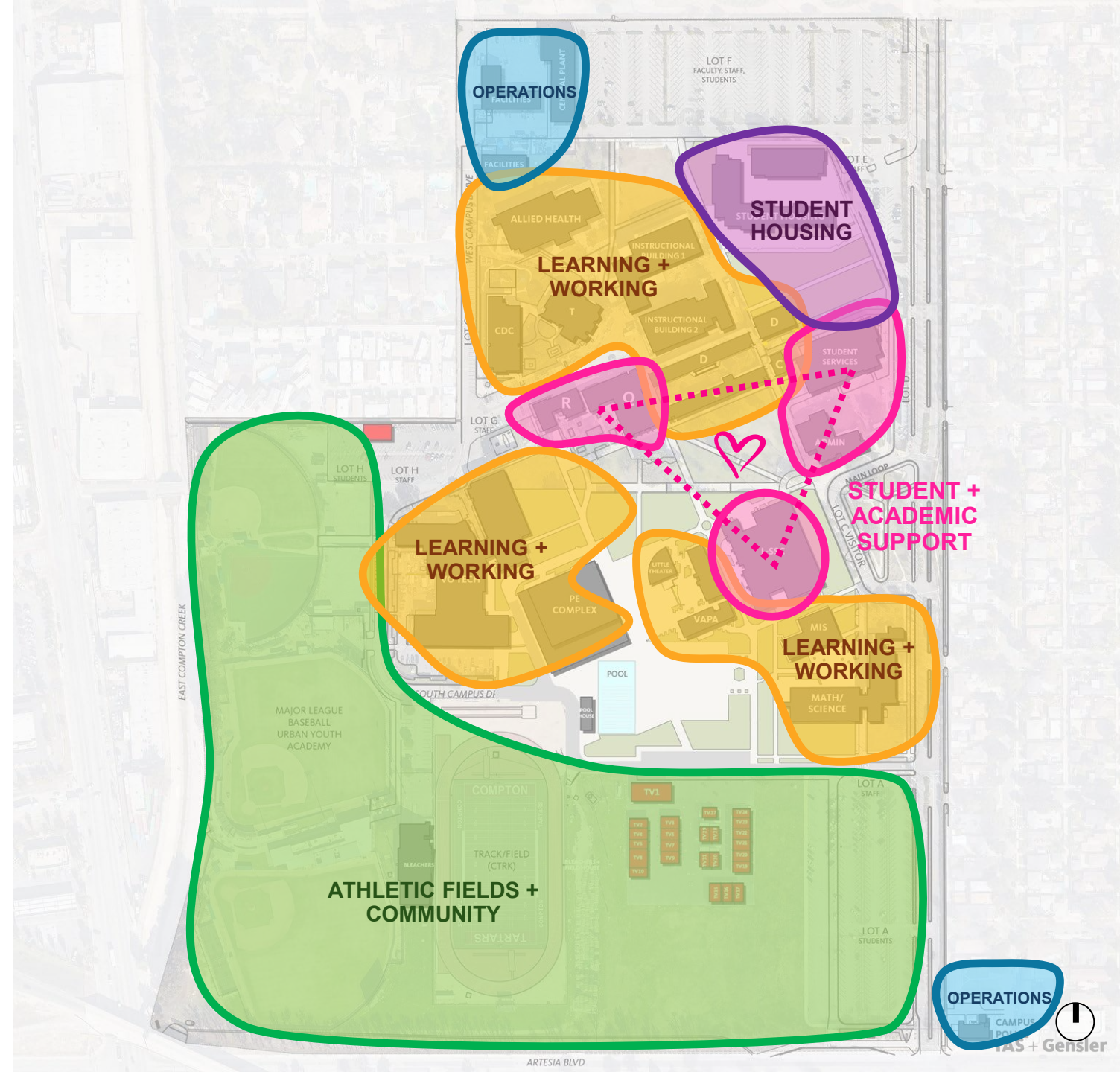
- EXISTING BUILDINGS
- PORTABLES
- IN DESIGN/CONSTRUCTION
- PLANNED RENOVATION



Campus Zoning

The campus heart is located at the center of campus and connects to key student and academic support services on three sides: the new Student Services building, the Student Center and the Student Success Center.

The campus core is surrounded with integrated learning and working environments in multiple facilities and expands out towards the new student housing area and the athletic fields and community use zone.



CAMPUS TODAY

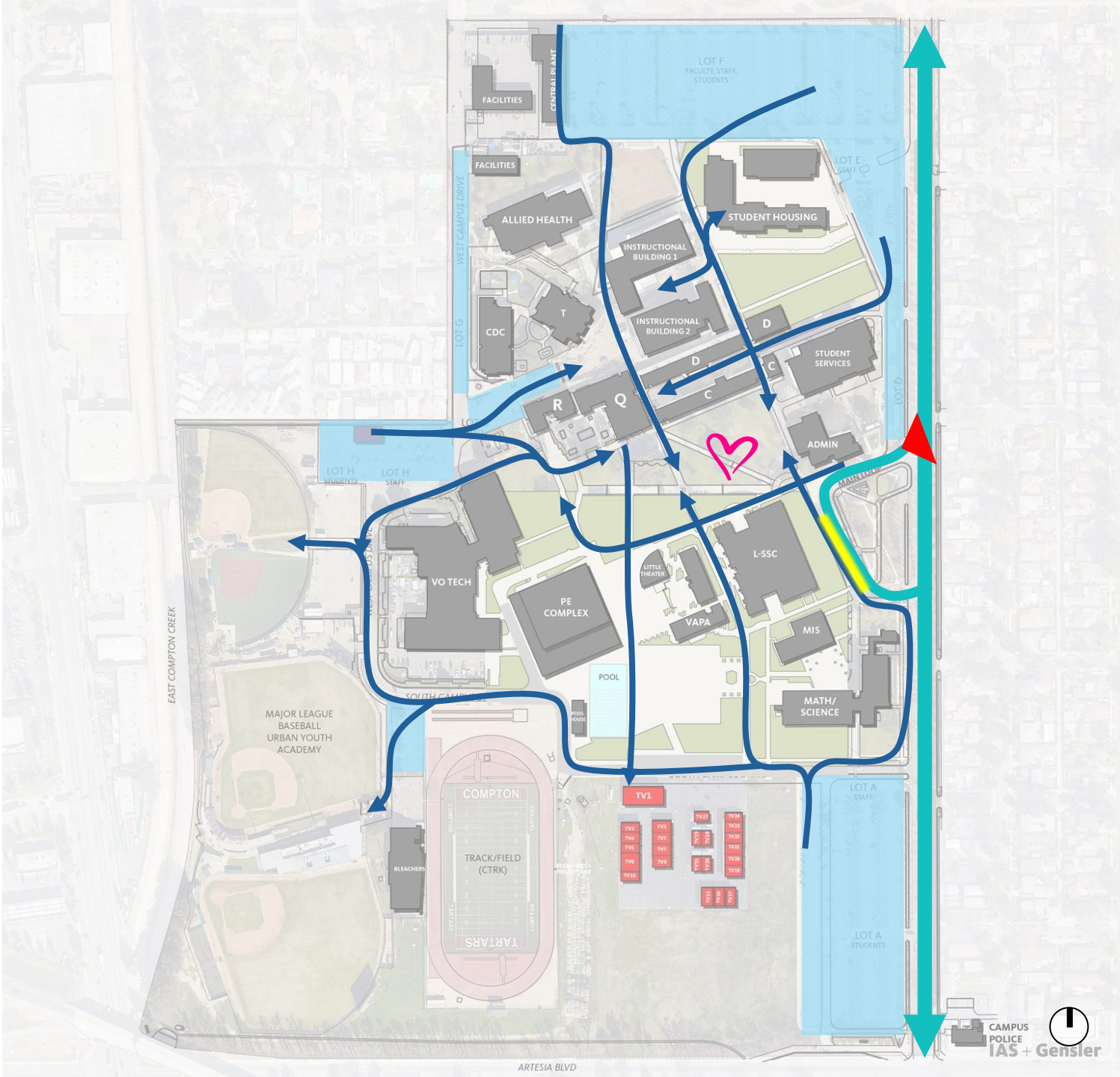
Circulation + Parking

The existing circulation patterns are illustrated on the adjacent graphic. A series of pathways connect all areas of the campus and lead to and from the campus core.

The primary campus entrance is from the south from Artesia Boulevard, adjacent to the Campus Police facility. Parking spaces are dispersed around the campus with the largest lots located on the north and south.

The Main Loop Drive serves as the main campus drop-off, adjacent to the Administration Building and the campus quad.

- PARKING
- CIRCULATION PATH
- VEHICULAR CIRCULATION
- MAIN ENTRY
- DROP-OFF



Future Campus

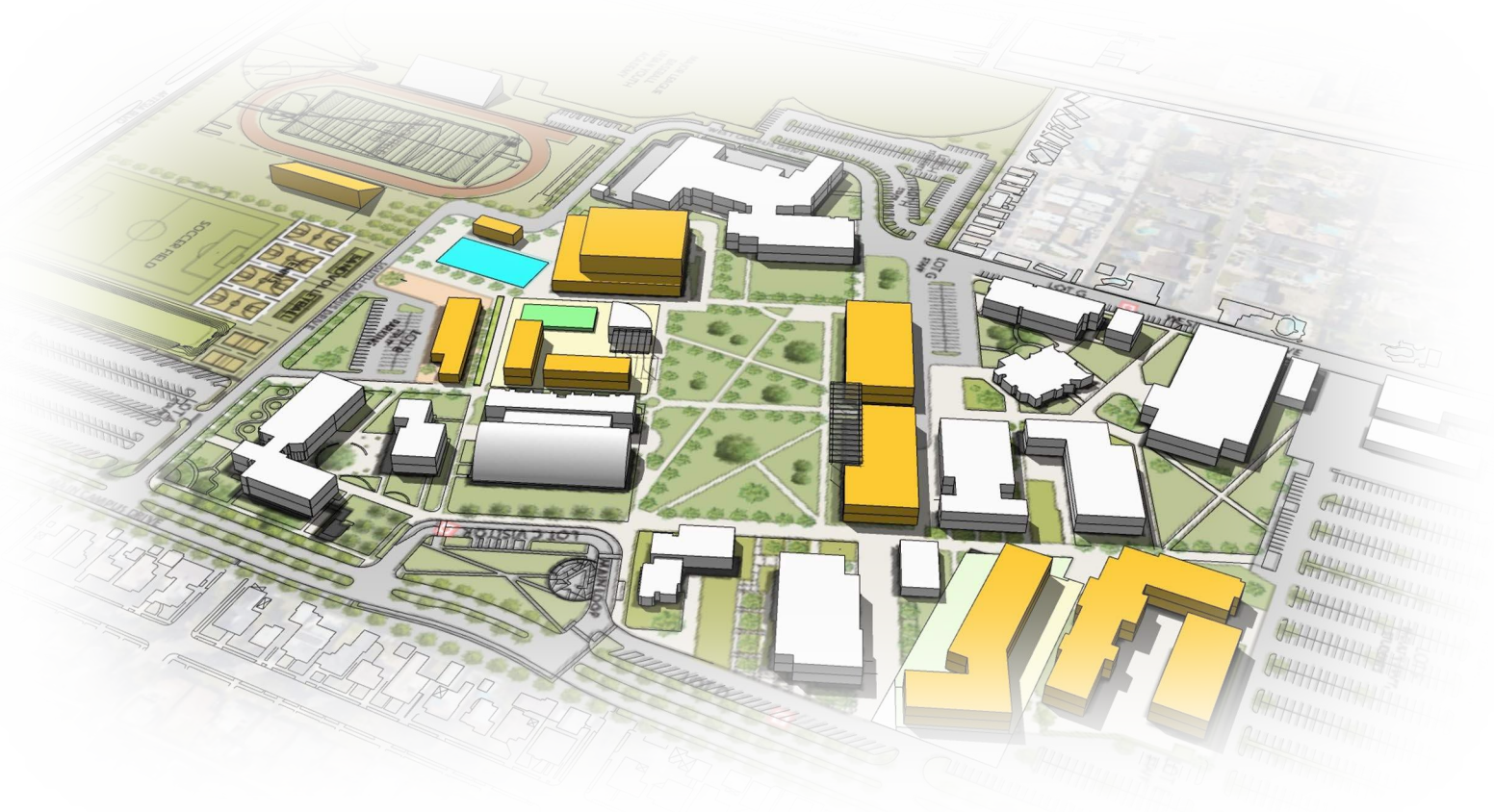
The **Compton College 2035 Facilities Plan** presents an overall picture of the future developed campus and is informed by the analysis of existing conditions, discussions with the campus community and the application of the Comprehensive Plan Framework developed during this planning process.

It includes recommendations for new construction, building renovations/replacements and site development projects. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements.

The final design of each site and facility project will take place as projects are funded and detailed programming and design take place with a designated user group.

This section includes the following elements:

- 2035 FACILITIES PLAN
- CIRCULATION + PARKING
- PROJECT DESCRIPTIONS
- PHASED DEVELOPMENT



FUTURE CAMPUS

2035 Facilities Plan

The Facilities Plan includes recommendations for new construction, building renovations, and site development projects. All projects are intended to provide the necessary spaces to support program needs. In addition, a series of landscape improvements are proposed to enhance the campus experience including new fruit and vegetable-bearing trees that will be accessible to students and campus visitors.

NEW CONSTRUCTION PROJECTS

- Student Union
- Student Housing – Phase 1 and 2
- Physical Education (PE) Complex
- Visual and Performing Arts (VAPA)
- Science Building
- Urgent Care/Community Health Clinic
- Athletics and Community Zone Facilities

RENOVATION PROJECTS

- Building D – Basic Needs
- Building T – Childcare
- Vocational Technology Building
- MIS Building
- Math Building
- Facilities

- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION



FUTURE CAMPUS

Circulation + Parking

Circulation patterns and parking areas are illustrated in the adjacent plan. Main circulation paths are clarified to establish clear wayfinding across the campus, with a main entry located between the Administration and Student Services Buildings. The heart of the campus remains in the central quad, surrounded by key student services.

Parking expansion areas are noted in 3 areas:

- Adjacent to the new Pool and existing Math Building
- Lot G, to provide access and a service path to the new Student Union
- Lot H, following the removal of the construction trailers

EXISTING PARKING

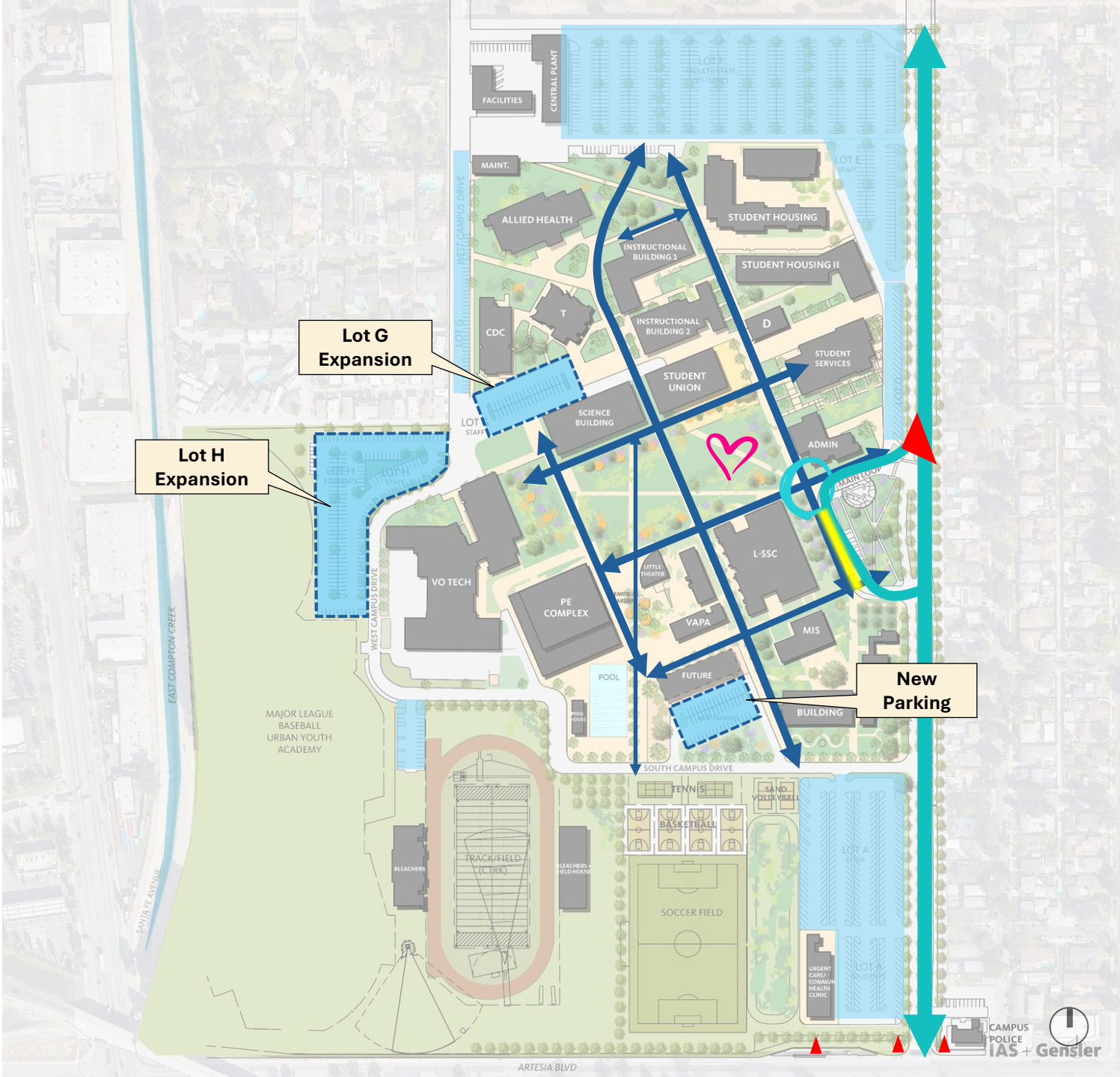
NEW PARKING

CIRCULATION PATH

VEHICULAR CIRCULATION

MAIN ENTRY

DROP-OFF



Project Descriptions

Student Housing

A new Student Housing Complex is proposed for development on campus to support Compton College's students in need. Phase 1 is currently underway and will be followed by Phase 2. The complex will support a diverse student population with a variety of needs and interests. The proposed location for the development is adjacent to parking and ties into the network of pedestrian paths that connect to all areas of the campus.

Student Union

A new Student Union is proposed on the north end of the main quad and will replace the aged Student Center. The new center will become a hub of activity bringing students, faculty and staff together to socialize, study and meet. Functions to be housed in the new facility will include food services, a bookstore, student activity spaces, meeting rooms and a faculty/staff lounge.

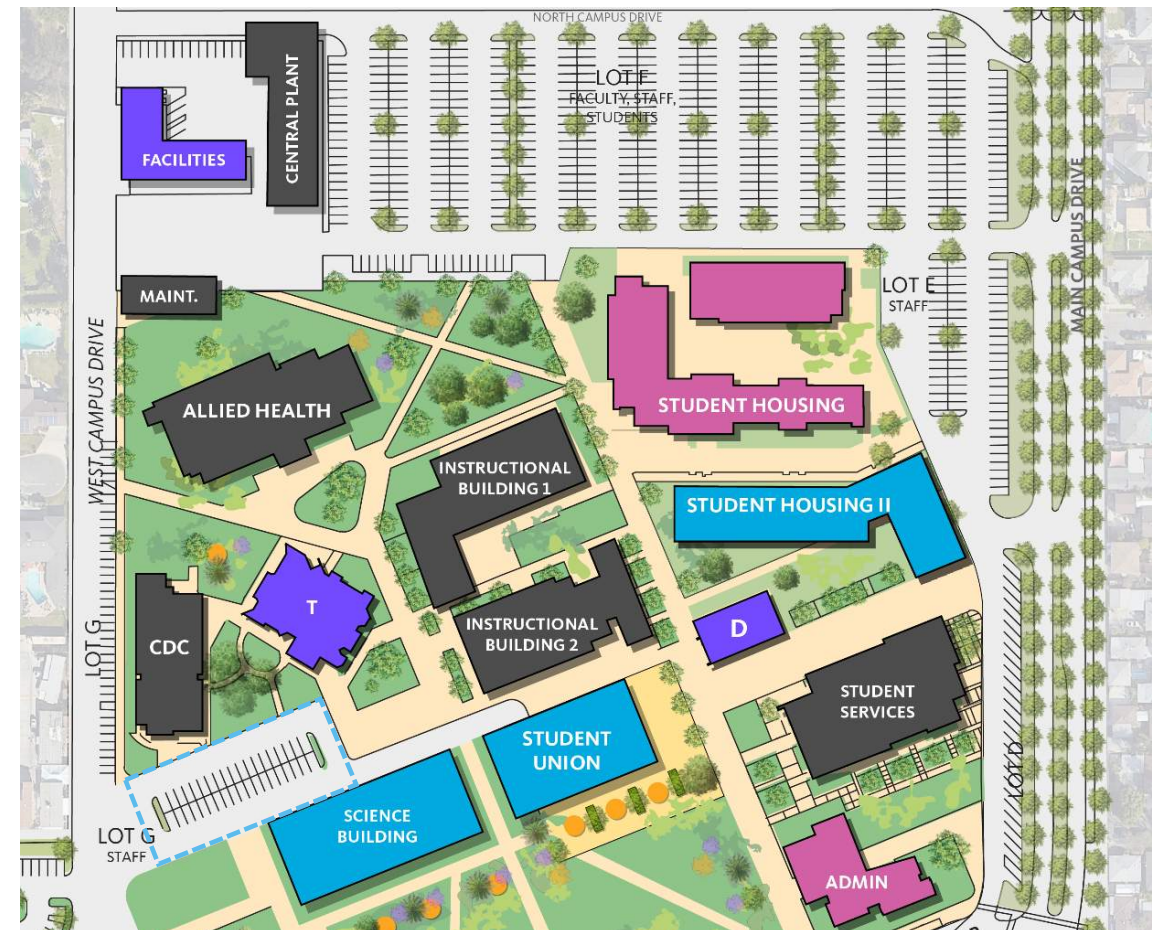
Science Building

A location for a Science Building is included in this long-range plan. The new facility will be designed to support evolving pedagogies in interdisciplinary learning spaces that can adapt as needs change. The location at the heart of the campus will highlight these important programs for current and future students.

Building Renovations

Renovations to existing buildings are proposed to renew their functional purpose and extend their life as a campus asset. Upgrades will support evolving needs and address code requirement such as life safety, accessibility and sustainability.

- Administration
- Building D – Basic Needs
- Building T – Childcare
- Facilities



- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION

Project Descriptions

PE Complex

A new PE Complex will replace functions currently housed in the existing Main Gym, Shower and Locker Buildings. This facility will be located on the southwest corner of the central quad, adjacent to the Vocational Technology Building, and will maximize opportunities for student use and engagement. The complex will also include a new pool and pool house that will be located to the south of the new gym and will share locker and support facilities.

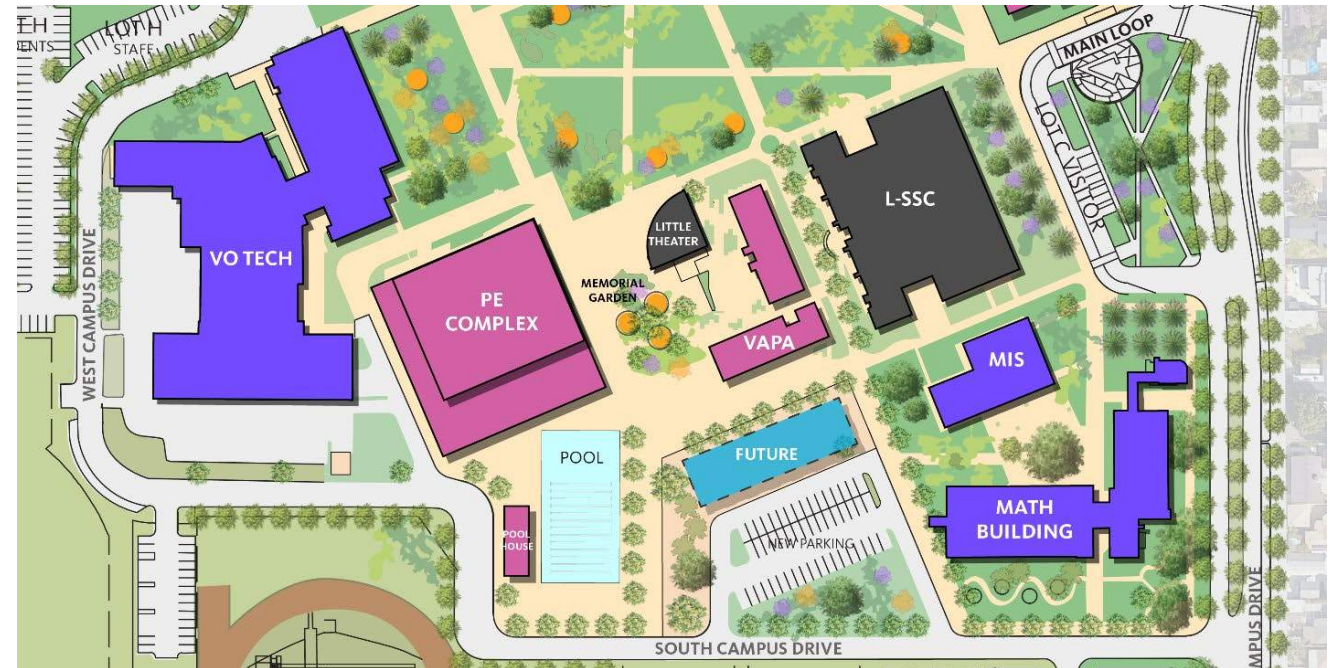
Visual and Performing Arts (VAPA)

A new facility to support music, dance, performing arts, film and video is recommended to replace aging facilities and provide a vibrant learning environment for these important programs. Strategic placement of this new facility supports adjacencies with the Little Theater and the development of an outdoor Memorial Garden.

Building Renovations

Renovations to existing buildings are proposed to renew their functional purpose and extend their life as a campus asset. Upgrades will support evolving needs and address code requirement such as life safety, accessibility and sustainability.

- Vocational Technology Building
- MIS Building
- Math Building



- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION

FUTURE CAMPUS

Project Descriptions

Athletics and Community Zone

Development of the southern end of campus is recommended to support physical education and athletics programs at Compton College. Proposed improvements will enhance the campus entry experience and welcome the community to the campus. A new soccer field is proposed along with sand volleyball, tennis, and basketball courts.

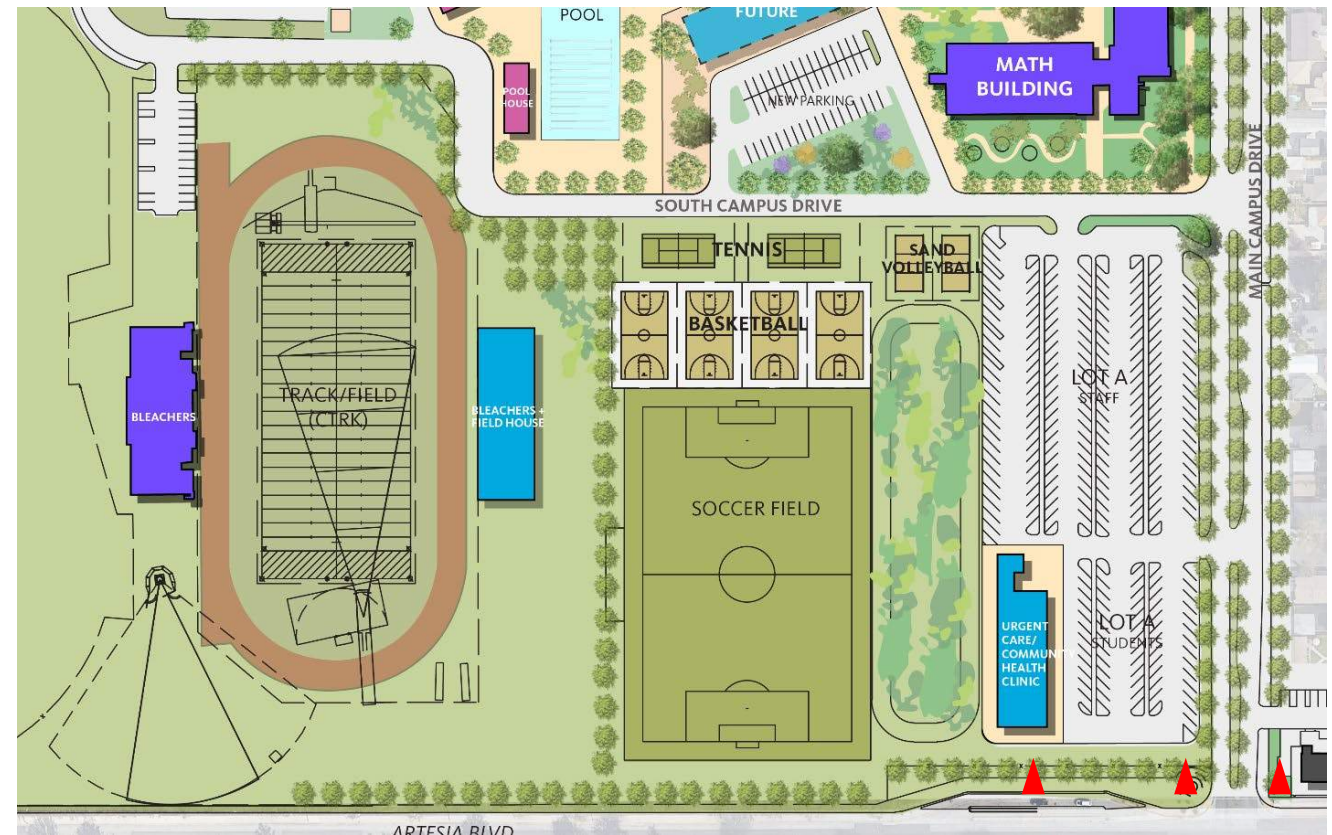
Bleachers and Field House

A new Bleacher and Field House building is recommended to be constructed on the east side of the stadium to provide additional seating, equipment storage, restrooms and common space.

The existing bleachers on the west side of the stadium are identified for renovation.

Urgent Care/Community Health Clinic

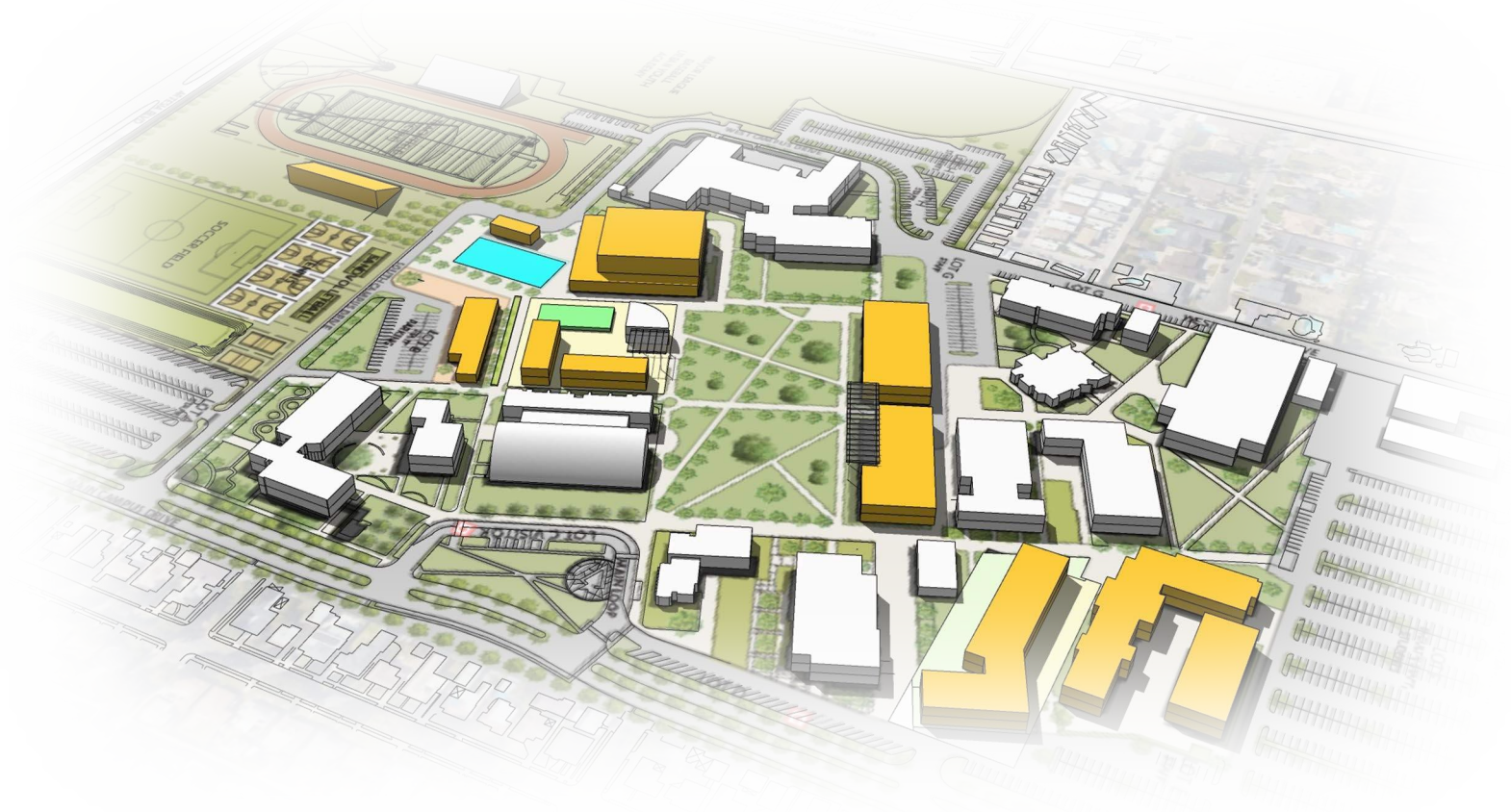
The Urgent Care/Community Health Clinic at Compton College aims to provide accessible and comprehensive healthcare services to both students and the surrounding community. Located on campus, it will offer primary medical care, dental care, behavioral health services, and urgent care, ensuring district residents, including those from Compton, Lynwood, Paramount, and Willowbrook, have access to essential health services. This facility will address health disparities by offering culturally competent care and supporting student well-being and academic success, regardless of their insurance status or ability to pay. It would be a vital healthcare resource, fostering a healthier and more resilient community.



- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION

Phased Development

The recommended phasing plans that follow represent a logical sequence for implementing the Facilities Plan. They are organized according to key space needs and the incremental replacement of existing outdated facilities. Each phase of the three primary phases described includes a combination of demolition, renovation, new construction and associated site improvement scope. Notably, some of the elements of Phase 3 are flexible and could be implemented as part of the preceding phases.



FUTURE CAMPUS

Phase 1 (currently underway)

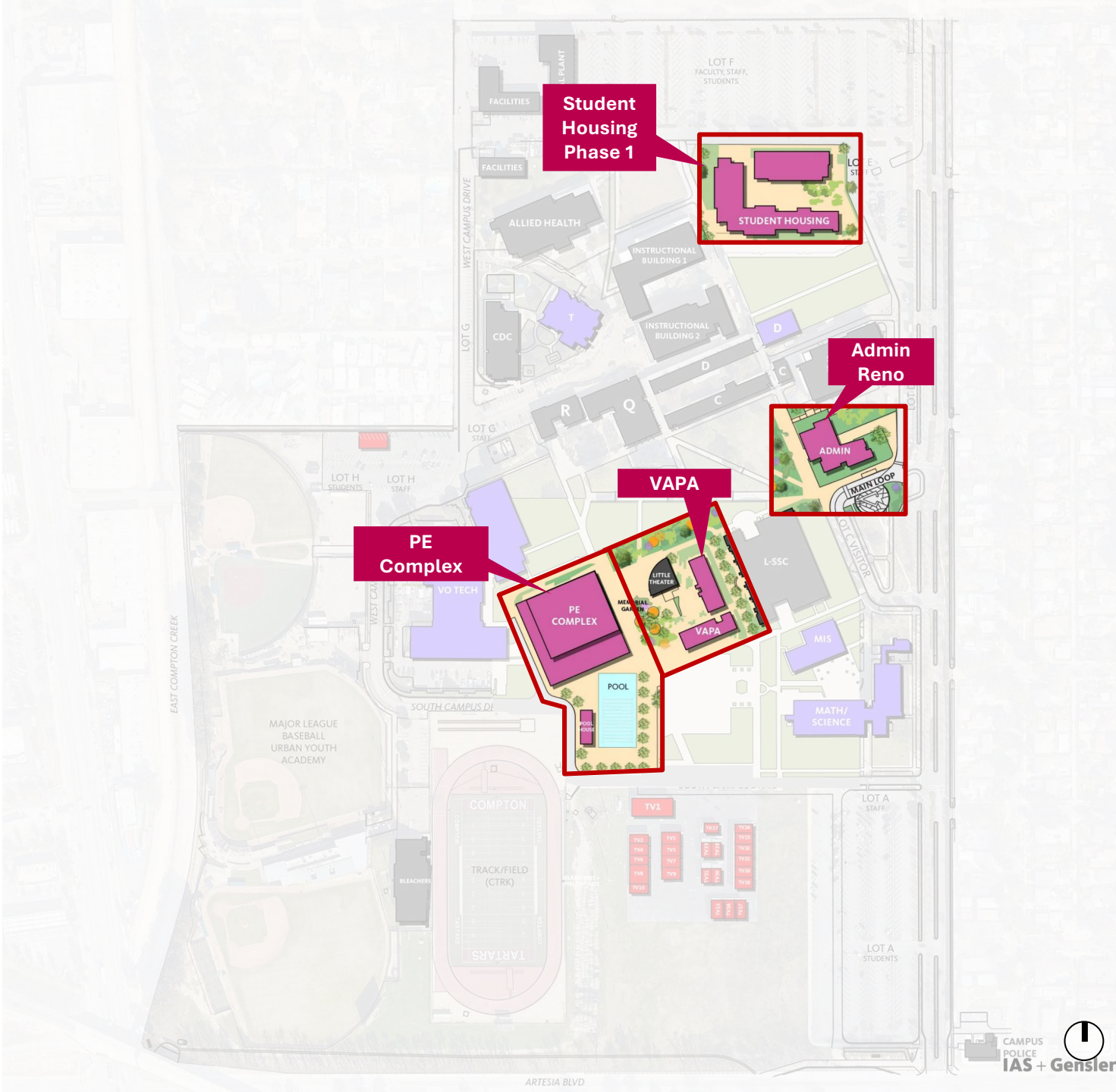
NEW CONSTRUCTION

- Student Housing Phase 1
- PE Complex + Pool
- Visual and Performing Arts (VAPA)

RENOVATIONS

- Administration Building

- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION



FUTURE CAMPUS

Phase 2

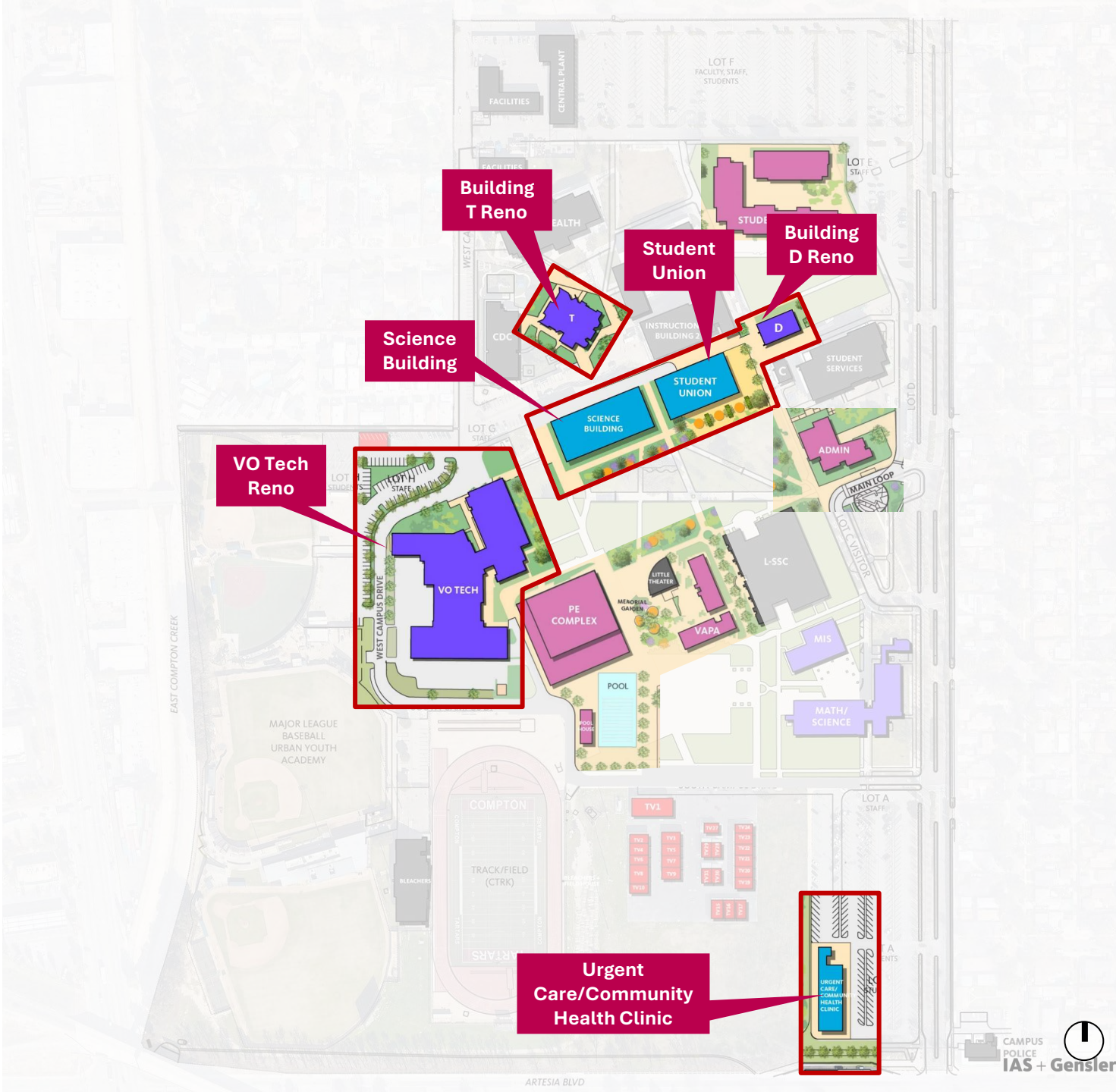
NEW CONSTRUCTION

- Urgent Care/Community Health Clinic
- Student Union
- Science Building

RENOVATIONS

- Vocational Technology Building
- Building D
- Building T

- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION



FUTURE CAMPUS

Phase 3

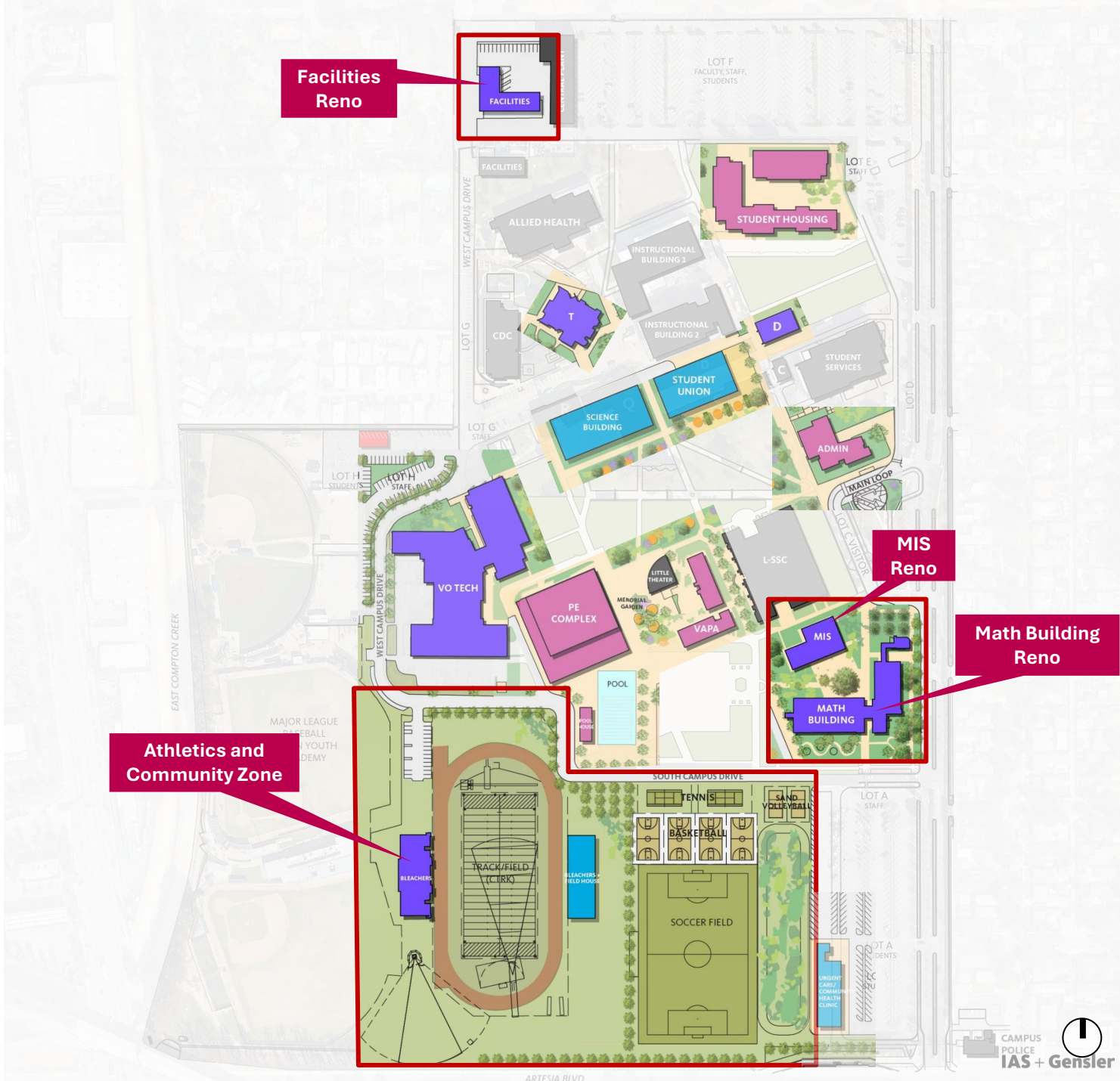
NEW CONSTRUCTION

- Student Housing Phase 2
- Athletics and Community Zone

RENOVATIONS

- Math Building
- MIS Building
- Facilities

- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION



FUTURE CAMPUS

Recommendations

NEW CONSTRUCTION PROJECTS

- Student Union
- Student Housing – Phase 1 and 2
- Physical Education (PE) Complex
- Visual and Performing Arts (VAPA)
- Science Building
- Urgent Care/Community Health Clinic
- Athletics and Community Zone Facilities

RENOVATION PROJECTS

- Building D – Basic Needs
- Building T – Childcare
- Vocational Technology Building
- MIS Building
- Math Building
- Facilities

- EXISTING BUILDINGS
- IN DESIGN/CONSTRUCTION
- RENOVATION
- NEW CONSTRUCTION



IMPLEMENTATION AND PLAN ASSESSMENT

This section includes a summary of the following:

Compton College 2035 Implementation and Protocol

5

Compton College 2035 Implementation and Protocol

Compton College understands that effective planning requires a documented, transparent approach to implementing the goals and objectives of *Compton College 2035*. Thus, the implementation and evaluation protocols delineated in this chapter reflect Compton College's authentic commitment to ensuring the visionary principles of Compton College. As described here, *Compton College 2035* will be executed through the College's implementation and evaluation process grounded in program review, which is integrated into the Planning and Budget development processes.

Ultimately, *Compton College 2035* will be regularly translated into the specific, meaningful, and measurable actionable steps required to fulfill the College's mission and vision.



Annual Implementation Plan Reporting

Each year the College undertakes the Planning and Budget development process, which is driven by the Program Review (PR). *Compton College 2035* provides the foundation for these annual processes and the Annual Implementation Plan Report (AIPR) by which the College reports the progress at meeting the outcomes established in the objectives and strategies of *Compton College 2035*. In the program review process, each program or department will report their progress in the implementation of *Compton College 2035* and utilize data from their annual plans, the annual budget, and the AIPR in the development of their program review. As shown in the adjacent diagrams, these four processes all feed into each other and are driven by the objectives and activities of *Compton College 2035*.

Diagram B: Program Review Process

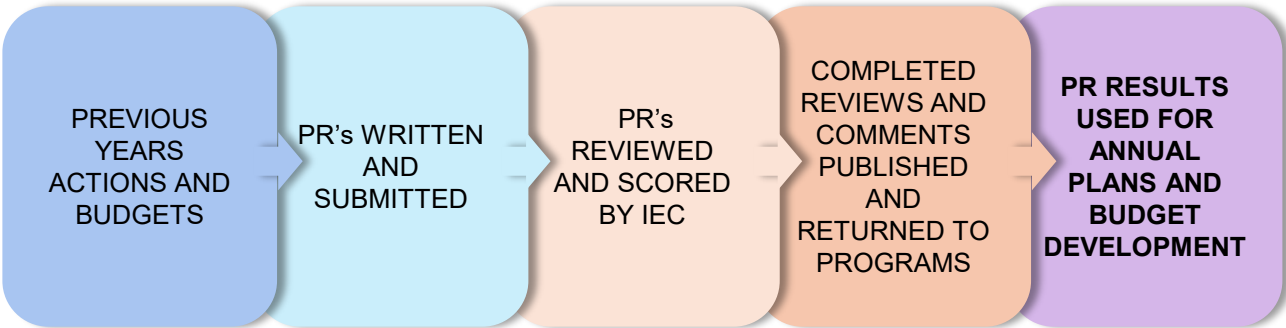


Diagram A: Annual Plan and Budget Process

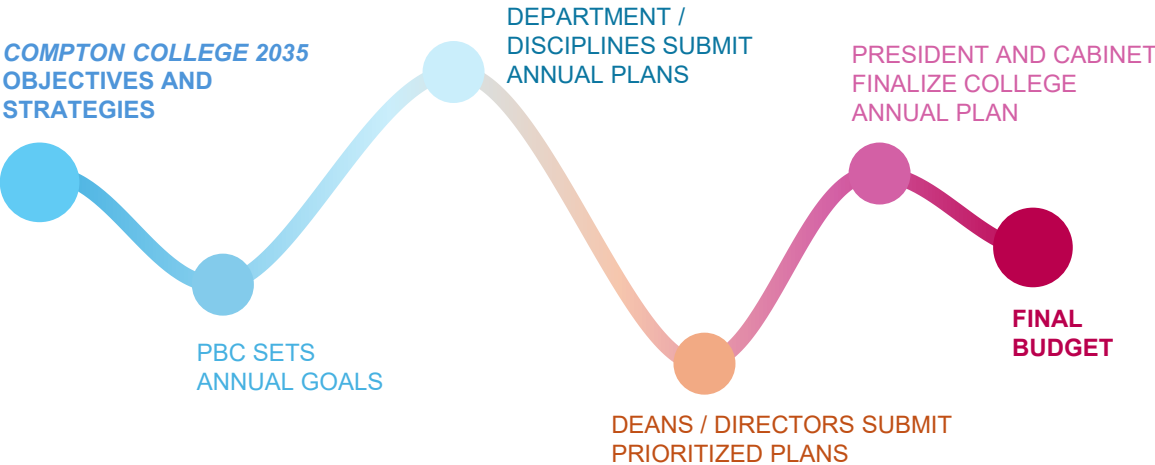
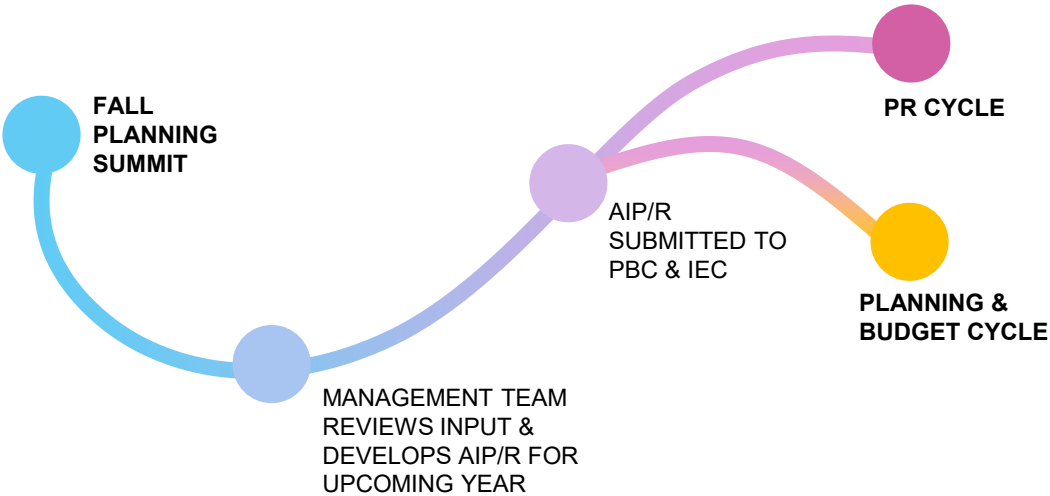


Diagram C: Compton College 2035 Annual Implementation Plan/Report Process (AIP/R)



Annual Implementation Plan Reporting

Utilizing the current calendars for planning and budget development, program review, and Compton College 2035, AIPR the academic/fiscal year would look as diagramed below in the monthly calendar example.

July:

August:

September:

Academic program reviews (PRs) that were constructed in the Spring of the previous year are submitted in ELumen. The PR Coordinator schedules the evaluation by the Institutional Effectiveness Committee (IEC).

Training for authors of non-academic programs that are completing their program review during this semester.

Authors of non-academic programs begin working on first drafts, which involves collaboration with program employees, deans, supervisors, and the PR Coordinator.

October:

From October through November, the IEC reviews PR submissions utilizing a rubric.

The Planning and Budget Committee (PBC) conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas) and sets annual goals.

The Office of Institutional Effectiveness (OIE) provides training for faculty, staff and administrators to complete planning documentation for the next fiscal year. This will provide guidance about how to complete plans, and link department, division, and vice president plans to Completion by Design, the Institutional Set Standards, and *Compton College 2035 Objectives and Strategies*.

November:

Program faculty, staff and managers will review and revise planning priorities. Departments should also work with the OIE staff to finalize measurable goals and for assistance in completing the plans according to the process.

The PBC and IEC will assess the PR Cycle to make sure that program reviews are completed in a timely fashion. If not, the College will explore possible approaches to ensure completion of program reviews in a timely fashion.

December:

Non-academic PR's that were constructed in the current semester are submitted in ELumen. The PR Coordinator will schedule the evaluation by the IEC.

Program faculty, staff and managers will submit prioritized department/discipline annual plans, budget, and planning for the next fiscal/academic year by December 14. These plans shall identify projects/strategies for the next fiscal/academic year and resources needed in alignment with the objectives and strategies of *Compton College 2035*. The plans will also include updates about previously funded projects/strategies/resources.

January:

Vice President of Administrative Services shall determine preliminary revenue estimates for the next fiscal/academic year. The PBC will begin assessment of key budget issues for the next fiscal/academic year and the President/CEO and Cabinet will identify budget development assumptions for the next fiscal year.

Deans/Directors shall submit prioritized plans for the next fiscal/academic year. These plans, which are guided by the objectives and strategies of *Compton College 2035*, are due by January 30 and will identify priorities based on Department/Discipline Annual Plans.

Annual Implementation Plan Reporting (AIPR)

Utilizing the current calendars for planning and budget development, program review, and Compton College 2035, AIPR the academic/fiscal year would look as diagramed below in the monthly calendar example.

February/March:

- Academic programs due for review will be notified and templates will be emailed to authors. PR authors will be provided with the necessary training.
- Non-academic programs that are scheduled for review shall request applicable data from the OIE.
- From March to June the first drafts of Academic PRs shall be completed. This will involve collaboration with program faculty, Student Learning Outcome (SLO) Facilitators, Deans and the PR Coordinator.
- During the Spring semester IEC reviews non-academic PR submissions from the previous semester utilizing a rubric.
- Vice President of Academic Affairs will determine enrollment targets, number of sections offered, and full-and part-time FTEF.
- President/CEO and Cabinet determine the ongoing operational costs including full-time salaries; benefits; utilities; GASB (General Accounting Standards Board); and legal and contract obligations.
- Vice President of Administrative Services develops the line item budgets for the next fiscal year.
- The President/CEO and Cabinet shall submit prioritized area annual plan recommendations that identify priorities based upon the unit annual plans for next fiscal year for Cabinet review. These plans, which are due by March 15, shall be guided by the objectives and strategies of *Compton College 2035*.

April:

- By April 15, President/CEO and Cabinet finalizes the initial planning and budget assumptions for the next fiscal year and defines the College Annual Plan. Part of the review process will be to assure that the College Annual Plan aligns with *Compton College 2035*.
- By April 30, the Vice President of Administrative Services completes the tentative budget information for the next fiscal year and submits it to the PBC.
- On or before April 30, the Activity Responsible Parties will each complete an Annual Implementation Plan Report (AIPR), as described below.

May:

- PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. By May 15, the PBC shall identify priorities based upon the area annual plans and verify their alignment with *Compton College 2035*.
- The Dean of Institutional Effectiveness disseminates the budget and calendar for the next fiscal year.

June:

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

Annual Implementation Plan Reporting

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

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

The President's Office through the OIE oversees the implementation of *Compton College 2035* through the AIPR, which follows this general timeline and process:

August:

At a Fall Convocation Planning Summit, the College community will review *Compton College 2035* objectives, strategies, and activities, identify those that were accomplished in the prior year, and provide input to the Management Team regarding activities needed to achieve *Compton College 2035* priority objectives and strategies for the following academic year.

September – November:

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

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

January – March:

The President and the Dean of IE will present the *Annual Compton College 2035 Implementation Plan* to the PBC, IEC, and College Council for input and feedback prior to finalizing the *Annual Compton College 2035 Implementation Plan*.

May:

The *Annual Compton College 2035 Implementation Plan* for the following academic year will be posted on the College website and will be used by each program/department in the development of their annual plan.

APPENDIX

This section includes a summary of the following:

Planning Context Documents
Data and Resource Links
Compton College Plan Links

6

Planning Context Documents



1. Additional California Reforms in Alignment with Vision 2030

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

AB 705, Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2017): AB 705, also known as the Seymour-Campbell Student Success Act of 2012, aims to enhance student access and success in California community colleges by ensuring the core tenets of matriculation. Ensuring a multiple measures approach to student placement and student services to include orientation, assessment, placement, counseling, and education planning. This mandate emphasizes the need to maximize the likelihood of students completing transfer-level coursework in English and mathematics within one year. This mandate acknowledges the disproportionate impact of traditional assessment methods on students of color and seeks to rectify this by promoting equity and access to higher education. It emphasizes the importance of utilizing multiple measures for placement and encourages collaboration between educational institutions to ensure timely access to student performance data.

AB 1705, Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2022): AB 1705, also known as the Seymour-Campbell Student Success Act of 2012, aims to enhance student access and success in California community colleges by refining core matriculation services such as orientation, assessment, counseling, and academic interventions. The mandate proposes several amendments to existing law to further optimize student placement and enrollment in transfer-level English and mathematics courses within a specified timeframe.

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

Assembly Bill 705 and 1705 collectively aim to enhance student completion rates and narrow the achievement gap by mandating that colleges implement multiple measures in their assessment approach. This requirement aligns with a longstanding tenet of Matriculation legislation passed in 1986-87. AB 1705 further extended AB 705 by requiring that by July 1, 2023, a community college district or community college maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For more information, refer to the CCCCO AB 1705 Implementation Guide.

1. Additional California Reforms in Alignment with Vision 2030

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

AB 928, Berman. Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee (2021): AB 928, also known as the Student Transfer Achievement Reform Act of 2021, focuses on streamlining the transfer process for California Community College students aiming to transition to four-year postsecondary educational institutions. The Act aims to strengthen the Associate Degree for Transfer (ADT) pathway by establishing the Associate Degree for Transfer Intersegmental Implementation Committee until July 1, 2025. This committee is tasked with overseeing the ADT program, reducing excess units accumulated by community college students, eliminating course repetition, and increasing the number of students transferring through the ADT pathway. Furthermore, AB 928 introduced a single lower general education pathway applicable to both the California State University (CSU) and University of California (UC) systems. Furthermore, in Fall 2022, Resolution 15.01, endorsed by the Associated Senate for the California Community Colleges (ASCCC) supports the adoption of CalGETC (California General Education Transfer Curriculum), aiming to synchronize general education criteria across community colleges, CSU, and UC institutions. Resource materials may be found on the ASCCC website [here](#).

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

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

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

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

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

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

3. Five Principles of the National AI Bill of Rights

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

Data and Resource Links



DATA AND RESOURCE LINKS

ACCJC Accreditation Handbook, November 2024 Edition

<https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf>

Achieving the Dream

<https://achievingthedream.org/>

California Assembly Committee On Higher Education, A Call To Action: How Postsecondary Education Institutions Can Address Sex Discrimination And Provide Educational Justice On Campus

https://ahed.assembly.ca.gov/system/files/2024-02/a-call-to-action-report-2024_0.pdf

California Code of Regulations, Statement on Diversity, Equity, and Inclusion in the California Community Colleges, 5 CA ADC § 51201

<https://www.cccco.edu/-/media/CCCCO-Website/Files/textoftitlevregulationsrediversityequityandinclusionstatementa11y.pdf?la=en&hash=D398FD8F1628D7F47932BC67316957A5BE47560A>

California Community Colleges Chancellor's Office (CCCCO) Memorandum 2023-24 Advance Apportionment

[https://www.cccco.edu/-/media/CCCCO-Website/docs/apportionment/2023-24-ad-memo.pdf?la=en&hash=B75D7C0017BE6546CC3C3B4D50DD23AC66A4B5E9#:~:text=SCFF%20General%20Background&text=The%20base%20allocation%20relies%20primarily,Equivalent%20Student%20\(FTES\)%20enrollment.&text=The%20supplemental%20allocation%20is%20based%20on%20prior%20year%20data.&text=The%20student%20success%20allocation%20is,three%20prior%20years%20of%20data](https://www.cccco.edu/-/media/CCCCO-Website/docs/apportionment/2023-24-ad-memo.pdf?la=en&hash=B75D7C0017BE6546CC3C3B4D50DD23AC66A4B5E9#:~:text=SCFF%20General%20Background&text=The%20base%20allocation%20relies%20primarily,Equivalent%20Student%20(FTES)%20enrollment.&text=The%20supplemental%20allocation%20is%20based%20on%20prior%20year%20data.&text=The%20student%20success%20allocation%20is,three%20prior%20years%20of%20data)

California Community Colleges Chancellor's Office (CCCCO) Data Vista

<https://datavista.cccco.edu/>

California Community Colleges Chancellor's Office (CCCCO) Management Information Systems Data Mart

<https://datamart.cccco.edu/datamart.aspx>

California Community Colleges Chancellor's Office (CCCCO) Strong Workforce Program

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program>

California Community Colleges Student Centered Funding Formula

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

California Community Colleges Vision 2030:

<https://www.cccco.edu/About-Us/Vision-2030>

California Economic Development Department Labor Market Information: Los Angeles County Profile

<https://labormarketinfo.edd.ca.gov/cgi/databrowsing/localAreaProfileQSResults.asp?selectedarea=Los+Angeles+County&selectedindex=19&state=true&geogArea=0604000037&submit1=View+Local+Area+Profile>

California Executive Department, Executive Order N-11-23

<https://www.gov.ca.gov/wp-content/uploads/2023/08/8.31.23-Career-Education-Executive-Order.pdf>

DATA AND RESOURCE LINKS

California Governor's Council for Career Education

Master Plan for Career Education

<https://careereducation.gov.ca.gov/master-plan-engage/>

Community Input and Considerations for the California Master Plan For Career Education, July 2024

<https://careereducation.gov.ca.gov/wp-content/uploads/sites/18/2024/08/Community-Input-for-the-California-Master-Plan-for-Career-Education.pdf>

California for All: Recovery with Equity – A Roadmap for Higher Education After the Pandemic, February 2021

https://careereducation.gov.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf

Center for a Competitive Workforce, Los Angeles Economic Development Corporation

<https://ccw.losangelesrc.org/>

Compton College Economic Impact Study – 2023

https://www.compton.edu/about/institutional-effectiveness/Compton_MainReport2023.pdf

Compton College Institutional Effectiveness Annual Fact Book

<https://www.compton.edu/about/institutional-effectiveness/factbook.aspx>

Compton College Institutional Effectiveness Dashboard

<https://www.compton.edu/about/institutional-effectiveness/factbook.aspx>

Equity in Higher Education Act

https://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=5.&title=3.&part=40.&chapter=4.5.&article=

California Employment Development Department Labor Market Information: Employment Projections 2020-2030

<https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

EDUCAUSE Horizon Report: Teaching and Learning Editions

- 2023: <https://library.educause.edu/-/media/files/library/2023/4/2023hrteachinglearning.pdf?la=en&hash=195420BF5A2F09991379CBE68858EF10D7088AF5>
- 2024: <https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf>

Gateway Cities Subregional Profile - 2024

https://www.compton.edu/about/institutional-effectiveness/docs/regional_data/Gateway_Cities_Subregional_Profile.pdf

Hanover Research Trends in Higher Education

- 2023: <https://www.hanoverresearch.com/reports-and-briefs/higher-education/2023-trends-in-higher-education/>
- 2024: <https://3409306.fs1.hubspotusercontent-na1.net/hubfs/3409306/2024-Trends-in-Higher-Education-Report.pdf>

Los Angeles Almanac

<https://www.laalmanac.com/employment/em21e.php>

DATA AND RESOURCE LINKS

Los Angeles County Colleges' Economic Impact Study -2023

https://www.compton.edu/about/institutional-effectiveness/LARC_Nov2023pdf.pdf

Los Angeles Regional Consortium, Regional Plan 2024-2027

https://www.compton.edu/about/institutional-effectiveness/docs/regional_data/Los_Angeles_Regional_Consortium_Regional_Plan_2024-2027.pdf

Los Angeles Subregional Profiles Project: Summary Report - 2024

https://www.compton.edu/about/institutional-effectiveness/docs/regional_data/Los_Angeles_Subregional_Profiles_Project_Summary_Report-2024.pdf

Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges

<https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

The White House, “Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence,” press release, October 30, 2023

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

Update to the Vision for Success: Reaffirming Equity in a Time of Recovery

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

US Census QuickFacts, Paramount, Lynwood, Compton California 2018-2022

<https://www.compton.edu/about/accreditation/2024-self-eval/introduction/A-12.pdf>

US Census QuickFacts, Paramount, Lynwood, and Compton, California

<https://www.census.gov/quickfacts/fact/table/paramountcitycalifornia/PST045223>

<https://www.census.gov/quickfacts/fact/table/lynwoodcitycalifornia/PST045223>

<https://www.census.gov/quickfacts/fact/table/comptoncitycalifornia/PST045223>

Vision for Success: Strengthening the California Community Colleges to Meet California's Needs:

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf>

Compton College Plan Links



COMPTON COLLEGE PLAN LINKS

Compton College 2024 Comprehensive Master Plan

https://www.compton.edu/about/institutional-effectiveness/planning/IB9-02_Master_Plan_2024.pdf

Compton College 2024 Enrollment Master Plan

https://www.compton.edu/about/masterplan/docs/2020_Enrollment-Management-Plan.pdf

Compton College 2024 Human Resources Staffing Plan

<https://www.compton.edu/about/masterplan/docs/Compton-College-2024-Staffing-Plan.pdf>

Compton College 2024 Technology Plan

<https://www.compton.edu/about/masterplan/docs/2024-Compton-Technology-Plan.pdf>

2023-2026 Compton Community College District Equal Employment Opportunity Plan

<https://www.compton.edu/about/officesandservices/human-resources/docs-2/CCCD-Equal-Employment-Opportunity-Plan.pdf>

Compton College's Response to the Chancellor's Call to Action

<https://www.compton.edu/about/officesandservices/human-resources/docs/Compton-College-Response-to-Call-to-Action.pdf>

Compton College Student Equity and Achievement Plan

<https://www.compton.edu/student-support/student-equity/docs/ComptonCCSEAP.pdf>

Compton College Financial Documents

<https://www.compton.edu/district/administrative-business-services/financial-docs.aspx>

Annual Implementation Plan Report

Note: placeholder for the Annual Compton College 2035 Implementation Plan, to be posted beginning May 2026.



Compton College 2035

