

Compton 2024 Guided Pathways Project Overview

What Will this Funding Accomplish and Why is this Important?



Compton College strives to be the leading institution of student learning and success in higher education. To realize this vision by 2024, Compton College has identified **five (5) Strategic Objectives** to guide the planning and decision-making process to realize its Vision by 2024. Execution of the **Compton 2024 Guided Pathways Project** will make a significant impact on the College's success in accomplishing the Strategic Objectives as described below.

1. **Access and Completion:** Compton College will improve the enrollment, retention, and completion rates for all students.
2. **Student Success:** Compton College will support the success of all students to meet their education and career goals.
3. **Innovation:** Compton College will enhance the success of all students through the use of technology.
4. **Workforce Development:** Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed educated workforce for the prevailing job industry.
5. **Partnerships:** Compton College will establish productive partnerships within the community and K-12 school systems.

The primary purpose of the **Compton 2024 Guided Pathways Project** is to provide additional funding to enable Compton College to execute Guided Pathways by 2021-2022. Funding from this grant request will be used to implement the following strategies and activities:

- Dual Enrollment Programming Expansion;
- Opt-Out Scheduling;
- Transfer Alignment;
- College-wide Professional Development

The total amount requested to fully execute these strategies is **\$400,000** for a period of two (2) years (Spring 2020-Spring 2022). The following sections of this proposal will outline the expected outcomes for the **Compton 2024 Guided Pathways Project**, describe the specific strategies and activities enabled through this funding request, and list the associated cost for each strategy.

Critical Partnerships

The **Compton 2024 Guided Pathways Project** will support the following three (3) critical partnerships of Compton College:

- 1) **Dual Enrollment:** Partnership with Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District to implement Dual Enrollment as a component of the Guided Pathways Initiative.
- 2) **Opt-Out Scheduling:** Partnership with the University of California at Davis (UC-Davis) in piloting Opt-Out Scheduling as part of the **Guided Pathways Initiative**. UC-Davis will provide consulting services such as assistance in drafting prescribed curriculum for opt-out scheduling; undecided opt-out scheduling; provide leadership with learning community curriculum alignment/data; and cohort experiences.
- 3) **Transfer Alignment:** Partnership with the California State University (CSU) System to implement Reverse Transfer and create Associate Degree Transfer (ADT) Alignment with CSU Program Maps.

The **Compton College Oliver W. Conner Promise Program** provides an excellent example of the College's expertise in working with its partner institutions. The Oliver W. Conner Promise Program, established in 2018-2019, is a partnership with Compton Unified School District (CUSD), Lynwood Unified School District (LUSD) and Paramount Unified School District (PUSD). The goal of the program is to make a college education more accessible and affordable to high school graduates from the Compton, Lynwood and Paramount Unified school districts. Through the Compton Promise, high school graduates who attend Compton full-time (12 units) beginning the fall immediately after graduation will have enrollment fees waived for their first year (fall, winter, spring, and summer semesters/terms). These students will also receive the following additional benefits:

- Guaranteed admission to Compton College;
- Up to \$400 per year for textbooks and course materials and supplies;
- Priority registration at Compton before graduating from high school for CUSD, LUSD, and PUSD seniors;
- Opportunities to participate in support programs such as the **First-Year Experience (FYE)** and **Extended Opportunity Programs and Services (EOPS)** for additional resources to successfully navigate through Compton College and beyond; and
- Summer Bridge classes at Compton for recent high school graduates to assist with a successful transition to college-level courses.

Compton College intends to utilize the **Dual Enrollment Strategy**, as part of the **Guided Pathways Project**, as a pipeline to encourage student enrollment directly and seamlessly into its **Oliver W. Conner Promise Program**.

Indicators & Data Collection Plan
How will it Become Apparent that the Compton 2024 Guided Pathways Project has Been Successful?

By the end of academic year 2021-2022, Compton College expects to achieve the following student success outcomes (Table 1) as a result of the full execution of the **Guided Pathways Project** strategies and activities.

TABLE 1: INDICATORS OF SUCCESS

METRIC	2017-2018	Target by 2021-2022
Successful Enrollment	42%	44.8%
# of Dual Enrollment Students	1,132	1,206
Student Readiness Rate	72.3%	100%
Fall-To-Spring Persistence (All Students)	59.7%	63.7%
Fall-To-Fall Retention (1 st Time, FT Freshmen)	59.7%	63.7%
Overall Course Success	68.9%	73.5%
Completion of Transfer-Level English in 1 st Year	13.6%	27%
Completion of Transfer-Level Math in 1 st Year	3.1%	11%
Average Units Completed Per Year (PT)	6.5	12
Average Units Completed Per Year (FT)	23.6	24
Average Units Acquired Per Associate Degree	91	79
Average Units Acquired Per Associate Degree for Transfer	87	79
Certificates Awarded	104	133
Associate Degrees Awarded	437	466
Associate Degree for Transfer Awarded	198	211
# Transfer Students	642	867

Table 2 illustrates that students from the unified school districts that feed into Compton College have significant issues with lower levels of college enrollment and high financial instability compared to students statewide.

Table 2: HIGH SCHOOL STUDENT SUCCESS DATA 2017-2018

Success Data	Compton Unified SD	Paramount Unified SD	Lynwood Unified SD	Statewide
College Enrollment Rate	49.8%	53.4%	49.3%	64.4%
Free or Reduced Lunch Rate	79.2%	80.6%	80.0%	60.1%
Source: https://www.cde.ca.gov/ds/sd/sd/filessp.asp , https://www.ed-data.org/state/CA 10/9/2019				

Compton College's Institutional Research Office will track the indicators listed in Table 3 annually to determine its progress in meeting all the outcomes of the **Guided Pathways Project** strategies.

Table 3: TIMELINE FOR DATA COLLECTION

Indicator	Outcome	Timeline
Enrollment of Feeder High School Students in the Fall After Graduation	Increase in Successful Enrollment	Fall
Enrollment of Current High School Students in College Classes	Increase in # of Dual Enrollment Students	Fall and Spring
Percentage of New First Time Freshmen Placing into Transfer-Level English and Math	Increase in Student Readiness Rate	Fall
Percentage of All Students Who Enroll in Fall Semester and Remain Enrolled in Spring Semester	Increase in Fall-To-Spring Persistence (All Students)	Spring
Percentage of First-Time, Full-Time Freshmen Who Enroll in Fall Semester and Remain Enrolled in the Following Fall Semester	Increase in Fall-To-Fall Retention (First-Time, Full-Time Freshmen)	Fall
Percentage of All Students Who Remain in Good Academic Standing	Increase in Overall Course Success	Fall and Spring
Percentage of Freshmen Who Successfully Complete Transfer-Level English By the End of Completion of 30 Credits	Increase in Completion of Transfer-Level English In 1 st Year	Fall
Percentage of Freshmen Who Successfully Complete Transfer-Level Math by the End of Completion of 30 Credits	Increase in Completion of Transfer-Level Math In 1 st Year	Fall
Percentage of Part-Time Students Who Complete 9-12 Credits Each Year	Increase in Average Units Completed Per Year (Part-Time)	Fall
Percentage of Full-Time Students Who Complete 12-15 Credits Each Year	Increase in Average Units Completed Per Year (Full-Time)	Fall
Number of Certificate Completers	Increase in Certificates Awarded	Fall
Number of Associate Degree Completers	Increase in Associate Degrees Awarded	Fall
Number of Transfer Associate Degree Completers	Increase in Associate Degree for Transfer Awarded	Fall
Number of Students Who Transfer to a 4-Year College With/Without Earning an Associates Degree	Increase in # Transfer Students	Fall
Number of Students Who Complete 9+ CTE Units as Part of their Degree	Increase in # Students Completing 9+ CTE Units	Fall

Compton 2024 Guided Pathways Project Strategies & Activities

To accomplish its ambitious goals, Compton College plans to implement the following student-centered strategies and professional development activities.

TABLE 4: STUDENT-CENTERED STRATEGIES

DUAL ENROLLMENT

Compton College currently offers dual enrollment opportunities to its three (3) main feeder high school districts. To ensure that all dual enrollment high school students are entering a program of study aligned with a particular degree or certificate program through the dual enrollment experience, Compton is requesting funding to hire a full-time **Dual Enrollment Coordinator**. This position will serve as the liaison between the College and Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District. The Dual Enrollment Coordinator will help onboard new students, keep all required reports, collect and analyze data, and ensure student success. In order to ensure that student data is collected and recorded consistently across the three (3) districts, the College will also research and purchase an online database for the Dual Enrollment program.

Another critical activity Compton will engage in is the development of the **Dual Enrollment Policy and Procedure Manual**, which will serve as a practical guide that will introduce and define key components, characteristics, practices, and policies associated with dual enrollment process. This Manual will be designed to describe and clarify the roles of everyone involved in the dual enrollment process and establish timelines for completion of tasks. Compton will hire a Consultant to develop the manual in Spring 2020.

The Guided Pathways onboarding process for dual enrolled students will include outreach, application, special programs, career and pathway planning, orientation, registration, summer bridge, and continuous technological support for all processes. Compton College will focus on onboarding dual enrollment students to Guided Pathways through the implementation of the CCCMyPath portal. This online portal will 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. CCCMyPath will provide students and the College with the following critical functions:

- Career exploration, setting goals, and finding programs.
- Individually customized pathways.
- Prescriptive task-based advising.
- Intelligent resource recommendations, visual progress dashboard, and nudges & reminders; and
- Analytics and data warehouse

Additional activities related to dual enrollment that the College will implement are:

- **Summer Bridge Program**: Offering a Summer Bridge Program to dual enrollment students will help them ease the transition to Compton College and support postsecondary success by providing students with the academic skills and resources needed to success in a college environment.
- **Orientation to Dual Enrollment**: To help prepare for the dual enrollment/AB 288 experience, Compton College will offer orientation for students and their parents/guardians. Dual enrollment is an effective method to expand on students interests and experiences while earning units and a credential of economic value.

- **Cross-functional Team Meetings for High School and College Instructors:** High school teachers will have the opportunity to develop and align curriculum, alongside faculty and industry partners, to prepare students to be ready for specific college courses and degree pathways at Compton College.
- **Marketing Plan:** The enrollment and success of dual enrollment students requires a structured marketing plan developed by Compton College to inform potential students and referral sources of enrollment opportunities.
- **Professional Development:** Compton College will offer professional learning opportunities to enhance faculty’s ability to teach “learners” in the high school dual enrollment setting. These opportunities include learning how to apply effective practices for college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines.
- **Career Ladders Project:** Compton College will collaborate with the Career Ladders Project, a leader in the support and research of dual enrollment programs of the state’s community colleges. They have researched the landscape for dual enrollment in California and have produced recommendations on how to help colleges, K-12 districts, and students across California. The Career Ladders Project will provide expertise and technical assistance with Compton College’s dual enrollment component.
- **Technology Consultant:** Compton College will hire a technology consultant to research, identify, explore, and evaluate a cloud-based platform that will manage dual enrollment student registration, instructor onboarding, communication between students and instructors, and integrate with the College’s Student Information System. Utilizing cloud- based technology will help to increase enrollment, allow the College to use its resources to serve more students, improve coordination with high school partners, and assist with reporting.

OPT-OUT SCHEDULING

As part of the **Guided Pathways** framework, Compton College aims to reduce the burden of course selection by implementing an **opt-out** (i.e., default) course schedule for students under each intended major. This practice will reduce the burden that students face in making the “right” choices that lead to the courses necessary for their degree goals, resulting in students accumulating fewer credits that do not apply to their degree program, thus negatively impacting their graduation rates. Implementation of Compton’s **Opt-Out Scheduling** policy will also result in improvement of the College’s ability to address better scheduling and staffing needs for the courses necessary to ensure students meet their degree objectives.

To fully implement the Opt-Out Scheduling policy, Compton College will need to develop Banner processes and identify courses for default schedules in each Guided Pathways Division. This work will be conducted in phases and in partnership with the University of California at Davis, who will offer technical assistance in course scheduling, formatting features, student enrollment, and completion. Pilot implementation with the Oliver W. Connor Promise Program students and the First Year Experience Program will occur in Fall 2020.

Additionally, Compton College is planning to initiate the following activities to support successful implementation of its Opt-Out Scheduling:

- **Professional Development:** There is a need at Compton College to foster a learning community experience within the opt-out scheduling modality. This includes explicitly designing opportunities to practice integrative and interdisciplinary learning for Compton College faculty.

- **Technology Consultant:** Compton College will hire a technology consultant to assist in identifying, exploring, and evaluating a platform that will help with room optimization, uncover space bottleneck, improve college scheduling, and strengthen faculty potential within the College's scheduling needs.
- **Consultation with University of California at Davis:** UC Davis will partner with Compton faculty and staff to provide assistance in drafting prescribed curriculum for opt-out scheduling, as well as opt-out scheduling options for undecided students; and provide leadership with learning community curriculum alignment, data, and cohort experiences.
- **Faculty Professional Development:** Compton College faculty will draft mock opt-out schedules that include mornings, afternoons, evenings, and/or a combination. This includes drafting opt-out block schedules for the Guided Pathway Divisions, with blocks of 12 – 15 units scheduled offerings.

TRANSFER ALIGNMENT/PROGRAM MAPPING

To plan and implement the transfer alignment between Compton College and the CSU system, the College plans to host two (2) **Campus Leader and Faculty Engagement Convenings** with the CSU System to discuss Associate Degree Transfer (ADT) alignment. The discussion topics at these series of meetings will include:

- **Implementation of Reverse Transfer:** Compton College will implement the policy of awarding an associate's degree to students who have transferred in pursuit of a bachelor's degree before completing the requirements for an associate degree at Compton College.
- **Create ADT Alignment to CSUDH, CSULA, and CSULB Program Maps:**
Students will be able to complete an Associate Degree within two (2) years at Compton College, followed by a planned route for completion of a bachelor's degree in two (2) years at CSUDH, CSULB, or CSULA. High volume programs will be targeted and given priority for alignment. This work will be implemented in stages starting with CSUDH first, then CSULB, and finally CSULA.
- **Peer Mentoring Partnership Programs:** Compton College students will receive Peer Mentoring from upper-division students at CSUDH, CSULB, or CSULA. Funding is requested to plan and implement this program in partnership with the CSU system. Peer mentoring is expected to help increase transfer rates and success of Compton College students by holistically equipping them with the skills and knowledge of ADT Pathway and empower them to become self-advocates. Peer mentors will work closely with Compton College staff, faculty, and administrators to create a strong partnership and improve student competitiveness. Peer mentors will meet with assigned students on the Compton campus will participate in campus events and residential experiences.
- **Summer Residential and Non-Residential Programs:** Compton College students will have the opportunity to participate in these academic improvement and non-cognitive skills-building programs held at CSUDH, CSULB, and CSULA.
- **Access to Beneficial CSU Services:** Compton College students will have access to CSU services on CSU campuses such as library, academic support services, sporting events, campus tours, workshops, financial aid and scholarship information, transfer counseling, pre-admission advising, invitations to campus events.

Additionally, Instructional and Counseling Faculty will create a course of study for students to complete their degree program in four (4) years, in partnership with CSU system, specifically

CSUDH, CSULB, and CSULA. Faculty will review the catalog, units, general education, and major requirements for each degree program. Faculty will also have the chance to learn from each other, exchange ideas, student challenges, student successes, and identify gaps in curriculum alignment.

EVALUATION

Compton College will contract with the RP Group to develop an evaluation plan for the Guided Pathways Initiative. They will focus primarily on Opt-Out Scheduling as follows:

- Identify and assess a broader scope of opt-out scheduling outcomes, for students, faculty, and the college.
- Explore specific pedagogical and structural characteristics and the impact on student outcomes.
- Pursue a longitudinal inquiry to examine the long-term impact of opt-out scheduling for students, faculty, and the College.

As part of the **Guided Pathways** transformation, Compton College reorganized its Academic Affairs and Student Services to better support students. The College began the implementation of **Tartar Success Teams (TSTs)** in Fall 2019 within the five (5) Guided Pathways Divisions. This reorganization represents a change in the way the College views and works with students to provide them with a more holistic measure of support. Professional development training and support is critical to the success of the TSTs.

TABLE 5: PROFESSIONAL DEVELOPMENT ACTIVITIES

TARTAR SUCCESS TEAMS PROFESSIONAL DEVELOPMENT ACTIVITIES
GUIDED PATHWAYS COACH
Compton College will secure the services of a Guided Pathways Coach to strengthen the implementation of Guided Pathways at the College. Technical assistance from an experienced Guided Pathways Coach will facilitate the College’s hard work of transforming institutional policies, structures, and initiatives to assist more students attain their academic and life goals.
DATA COACH TRAINING
Tartar Success Team (TST) members will receive training to be certified as Data Coaches. The Data Coaches will discuss data context, ask the appropriate questions, and obtain the correct and quality data for decision-making. Data coaches will help track key performance indicators, such as the College’s institutional effectiveness outcomes, explore equity data within each Guided Pathway Division, and analyze student support interventions, etc.
CAREER COACH TRAINING
To create a culture of career throughout each TST, Career Coach Training will consist of redesigning the institutional structure that encourages students to identify their interests early on, learn about possible careers, become informed about labor market data, and other relevant information to help them in their decision-making. Expected Career Training outcomes include: <ul style="list-style-type: none"> • Creating an institutional culture that values academic success and career outcomes; • Integrating co-curricular activities to create a more robust career student experience that increases their self-awareness, exposure, and skills development; and • Career exploration in numerous and diverse ways.

CONFERENCES AND COLLEGE VISITS

To strengthen the College’s knowledge and capacity of its Guided Pathways framework and completion model, Compton College plans to attend conferences and travel to other colleges to learn how they implemented Guided Pathways, completion teams, and lessons learned. Conferences and college visits will be funded through the Guided Pathways Divisions (college funding).

CROSS FUNCTIONAL COLLABORATION TRAINING

The Tartar Success Teams approach is an example of cross-functional collaboration. A team of this composition has the potential to implement significant improvements throughout the College and is a powerful tool in a culture of continuous improvement. TSTs will promote different perspectives that can spur innovation, allow for increased momentum change, challenge ideas, and level the playing field. However, to have meaningful cross-functional collaboration, Compton’s TSTs will require training in the following areas:

- Addressing the value of cross-functional collaboration;
- Outline the conditions that must exist for teams to work collaboratively;
- Provide the TSTs with the tools to encourage collaboration during meetings and decision-making sessions;
- Improve reasoning and evaluate the viability of different initiatives; and
- Strengthen the ability to navigate change.

COMMUNICATIONS TRAINING

Effective communication skills is an essential tool in achieving productivity and maintaining strong working relationships within the TSTs. Thus, investing in communications training will help build trust within the TSTs, provide all team members a voice, and enable them to openly and effectively communicate ideas.

FACILITATOR TRAININGS

Facilitation is essential to create a successful team and group work. Participating in Facilitator Trainings will help TST members focus on critical skills, such as consensus building, keeping the group focused, generating energy, managing dysfunction, and gaining agreement.

ORGANIZATION DEVELOPMENT & CHANGE MANAGEMENT

Organizational Development training is a planned effort for the TSTs to increase the College’s effectiveness through planned change in processes, specifically within the Guided Pathways framework. To help support the Guided Pathways Divisions and TSTs, Compton College strives to strengthen the following:

- Strategic planning and learning how people react & adapt to change;
- Understanding various models and approaches for effective change management; and
- Learning how to diagnose “change” readiness, understanding the gaps, and building capacity.

Table 6 below identifies the specific **Outcomes Impacted by each Strategy**.

Outcome	Dual Enrollment	Opt-Out Scheduling	Transfer Alignment
Successful Enrollment after High School	X		
# of Dual Enrollment Students	X		
Student Readiness Rate for College Courses	X		
Fall-To-Spring Persistence (All Students)	X	X	
Fall-To-Fall Retention (1 st Time, FT Freshmen)	X	X	
Overall Course Success		X	
Completion of Transfer-Level English in 1 st Year	X	X	
Completion of Transfer-Level Math in 1 st Year	X	X	
Average Units Completed Per Year (PT)		X	
Average Units Completed Per Year (FT)		X	
Average Units Acquired Per Associate Degree		X	
Average Units Acquired Per Associate Degree For Transfer		X	X
Certificates Awarded		X	
Associate Degrees Awarded		X	
Associate Degree for Transfer Awarded		X	X
# Transfer Students			X

Compton 2024 Guided Pathways Project Milestones & Timeline

The critical actions to ensure that the grant is on track to achieve its short- and long-term outcomes are listed on Table 7 below. Titles and brief biographies of staff listed on Table 7 can be found on Table 8 in the Project Personnel section.

TABLE 7: PROJECT MILESTONES & TIMELINE

STRATEGY #1: DUAL ENROLLMENT		
Action	Who Responsible	Date
Hire Dual Enrollment Coordinator	Director of Enrollment Services, VP Academic Affairs, VP Student Services, President/CEO	Spring 2020
Develop DE Policy and Procedure Manual	Consultant, Director of Enrollment Services, VP Academic Affairs, VP Student Services, Director of Admissions & Records, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Spring 2020

Compton 2024 College Futures Foundation Proposal

Plan & Implement Summer Bridge Program	Director of Enrollment Services, VP Academic Affairs, VP Student Services, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Summer 2020
Research & Purchase Dual Enrollment Database	VP Academic Affairs, VP Student Services, Director of Institutional Effectiveness	Summer 2020
Develop Marketing Plan	Marketing & Communications	Fall 2020
Plan & Implement Dual Enrollment Program Orientation	Director of Enrollment Services, VP Academic Affairs, VP Student Services, Director of Admissions & Records, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Fall 2020
Schedule & Convene Cross Functional Team Meetings	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Dean(s) of Student Learning, Dean of Student Success	Fall 2020 & 2021
Plan & Implement Professional Learning Opportunities For College Faculty Teaching Dual Enrollment High School Students	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Dean(s) of Student Learning, Dean of Student Success	Fall 2020

STRATEGY #2 & 3: OPT-OUT SCHEDULING & ASSOCIATE DEGREE TRANSFER ALIGNMENT		
Action	Who Responsible	Date
Faculty Develop ADT Opt-Out Schedules for Guided Pathways Divisions in Consultation with UC Davis	VP Academic Affairs, VP Student Services, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Counseling and Guided Pathways	Fall 2019
Provide drafts of Opt-Out Schedules to Academic Senate, Collaborative Governance, and Board of Trustees for approval.	VP Academic Affairs, VP Student Services, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Spring 2020
Schedule & Conduct Campus Leader and Faculty Engagement convenings with Compton College and CSU System	President/CEO, VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2019 Spring 2020
Implement ADT Opt-Out Schedules to Oliver W. Connor Promise Program students who are in the First-Year Experience.	VP Academic Affairs, VP Student Services Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Fall 2020
Implement Peer Mentoring Program in partnership with CSUDH, CSULA or CSULB	VP Academic Affairs, VP Student Services, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	Fall 2020
Faculty Receive Training in Learning Community	VP Academic Affairs, VP Student Services, Director of Institutional Effectiveness, Dean(s) of	Fall 2020

Compton 2024 College Futures Foundation Proposal

Modalities	Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways	
------------	---	--

STRATEGY #4: TARTAR SUCCESS TEAMS PROFESSIONAL DEVELOPMENT		
Action	Who Responsible	Date
Data Coaching Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness	Fall 2021
Career Coach Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2020 & 2021
Cross Functional Collaboration Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2020 & 2021
Communications Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2021
Facilitator Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2021
Organizational Development & Change Management Training	VP Academic Affairs, VP Student Services, Dean of Counseling and Guided Pathways, Director of Institutional Effectiveness, Dean(s) of Student Learning, Dean of Student Success	Fall 2020

Key Personnel

The Compton College staff on **Table 8** below will lead the implementation of Compton 2024 Guided Pathways Project.

<p>Dr. Keith Curry, President/Chief Executive Officer of Compton College</p> <p>Dr. Curry became president of Compton College in June 2017, when the Accrediting Commission for Community and Junior Colleges (ACCJC) granted initial accreditation status to Compton College. He was appointed permanent CEO of the Compton Community College District in July 2013, after serving as the interim CEO for the District since March 2011. Dr. Curry had previously served as the Dean of Student Services of El Camino College Compton Center since 2006. Under Dr. Curry’s leadership, many existing student support programs at Compton College have expanded or have been created, including the First Year Experience (FYE) program, Honors Transfer Program, Cosmetology program, Transfer Pathways partnerships, Compton College Promise, and the award-winning Formerly Incarcerated Student Transition Program. Dr. Curry earned his doctorate in education from</p>

the University of California, Irvine, and a bachelor's degree in American studies from the University of California, Santa Cruz.

Dr. Stephanie Atkinson-Alston, Vice President of Academic Affairs

Dr. Atkinson-Alston provides leadership in the planning, development, and implementation of the Compton Community College District's Instructional Program while working collaboratively with academic and student support services personnel. Dr. Atkinson-Alston was previously the Dean of Academic Affairs and Distance Education Co-Coordinator at Los Angeles Harbor College. From 2009-2013, Dr. Atkinson-Alston held various positions in administration at Los Angeles Mission College including Dean of Academic Affairs and STEM Director, Acting Vice President of Academic Affairs, and Chief Information Officer. Dr. Atkinson-Alston earned her doctorate in education and leadership of higher education systems from Fielding Graduate University in Santa Barbara, Calif.; a master's degree in education, administration and supervision from California State University, Fresno; a bachelor's degree in health care management from Southern Illinois University; and an associate degree in liberal studies from Columbia College in Missouri.

Elizabeth Martinez, Vice President of Student Services

Ms. Martinez has worked at Compton College for over 14 years in various administrative positions and has served as Vice President of Student Services since July 2017. Under the direction of the President of Compton College, Ms. Martinez provides overall leadership in planning and directing student support services, including enrollment, outreach and recruitment. The Vice President's responsibilities include oversight of admissions and records; financial aid; Extended Opportunity Programs and Services (EOPS); Cooperative Agencies Resources for Education (CARE); CalWORKs; disabled student programs and services (DSPS); counseling; student development; athletics; Student Equity and Achievement (SEA) programs; federally-funded TRIO programs; transfer and career services; and all other student support services. Ms. Martinez earned a master's degree in education, specializing in multicultural counseling from San Diego State University, and a bachelor's degree in sociology from UCLA.

Richette Bell, Director of Admissions & Records

Before joining Compton College, Ms. Bell served as a program manager at Goodwill Southern California, where she managed five (5) vocational training and education programs. Her work experience at institutions of higher education includes California State Polytechnic University, Pomona, where Ms. Bell was director of Student Outreach and Visitor Services and the University of Southern California, where she worked as an Admissions and Recruitment Coordinator; and California State University, Long Beach, where she served in a variety of capacities in the University Outreach and School Relations program, including as Assistant Director of Pre-collegiate Academic Development and Outreach. Ms. Bell earned a master's degree in educational psychology from Clark Atlanta University and a bachelor's degree in criminal justice from California State University, Long Beach.

Dr. Nelly Alvarado, Director of Enrollment Services

As Director of Enrollment Services at Compton College, Dr. Alvarado provides leadership and oversight for the operations/activities relating to recruitment/outreach, the Welcome Center, the Transfer/Career Center, New Student Welcome Day, First Year Experience Learning Communities,

and assigned state/federally categorically funded programs. Dr. Alvarado also provides leadership to the campus in the areas of development of relationships with local feeder high schools/community organizations, the successful transition of new students into college, matriculation, transfer/career programs, evaluation of program effectiveness, and recommending methods for continuous improvement of enrollment management on campus. Dr. Alvarado earned her doctorate in education degree from the University of California, Los Angeles. Dr. Alvarado earned a Master of Public Administration (MPA) degree from California State University Long Beach, and bachelor's degrees in psychology and social behavior and criminology law and society from the University of California, Irvine.

Lauren Sosenko, Director of Institutional Effectiveness

Ms. Sosenko has over 17 years of experience designing and conducting educational research projects and program evaluations. Ms. Sosenko has experience working with multiple stakeholders, including faculty, research organizations, philanthropies, and the U.S. Department of Education, and has designed professional development for continuous improvement efforts within and across K-12 and postsecondary institutions. Before coming to Compton College, Ms. Sosenko worked in research and project director roles at Long Beach City College, the Institute for Evidence-Based Change, and at WestEd. Ms. Sosenko is currently enrolled in an Education Leadership Doctorate program at the California State University, Long Beach. Ms. Sosenko has earned a Master of Science degree in Justice, Law, and Society from American University, and a Bachelor of Arts degree in Social Anthropology from the University of Michigan.

Dr. César Jimenez, Dean of Counseling and Guided Pathways

Prior to joining Compton College, Dr. Jimenez served as Associate Dean of Counseling and Student Services at El Camino College where he oversaw the First Year Experience program, The Opportunity Project (TOP), the RISE Center, the Career, the Transfer Center, and general counseling. In addition, Dr. Jimenez previously served as Director of Student Development at Morton College in Illinois, where he oversaw the academic advising, counseling, workforce development, and testing departments. Dr. Jimenez earned a doctorate degree in higher education and organizational change from Benedictine University in Lisle, Ill., a graduate certificate in leadership from Harvard University, and master's and bachelor's degrees from University of Illinois at Chicago.

Dr. Abiodun Osanyinpeju, Dean of Student Learning

Dr. Osanyinpeju is responsible for planning, organizing and directing the operation of Health & Public Services and Science, Technology, Engineering, and Math (STEM). Dr. Osanyinpeju previously served as the faculty chair since July 2013 and was responsible for the daily operational activities of the division. Since 2003, he has also served as a professor, teaching various life science courses. Before joining Compton College, Dr. Osanyinpeju worked as a biology teacher at Inglewood High School in California, and as an instructor at the University of Agriculture in Abeokuta, Nigeria. Dr. Osanyinpeju earned both a doctorate in philosophy with emphasis in genetics and a master's degree in biology from the University of Lagos in Lagos, Nigeria. Dr. Osanyinpeju earned his bachelor's degree in zoology from the University of Ibadan in Ibadan, Nigeria. Dr. Osanyinpeju also received a California Professional Clear Teaching Credential in biology from California State University, Los Angeles.

Dr. Rebekah Blonshine, Dean of Student Success

Dr. Blonshine joined Compton College after serving as program director of the TRiO Upward Bound Math and Science Program at the University of Southern California (USC). She brings more than 14 years of experience in academia, combining counseling/advising experience with college classroom

and administration experience. Her previous work experience includes adjunct faculty capstone advisor for the Doctor of Social Work program at USC, EOPS adjunct counselor and Bridges counselor at Los Angeles Trade Technical College, and coordinator of student diversity services and science bound student success at Purdue University in Indiana. She has taught a variety of sociology, psychology and counseling courses at several colleges and universities. She earned her doctorate degree in educational leadership with a concentration in higher education administration from the University of Southern California, and a master's degree in social work and a bachelor's degree in psychology both from the University of Michigan.

Dr. Paul Flor, Dean of Student Learning

Dr. Flor has worked as a political science instructor in the political science department since 1997 and subsequently became division chair. He has also served as an adjunct instructor at El Camino College since 2015. He has also served Compton College as president of the Academic Senate, SLO coordinator, and chairperson of Faculty Council at Compton College. In addition, he serves as the Title III coordinator, overseeing the federal grant program which helps fund the Welcome Center and the Learning Lab. In 2018, he was honored with the Distinguished Faculty Award. Flor earned his doctorate degree in higher education from Northcentral University in San Diego, Calif., master's degrees in educational administration and Latin American studies from California State University, Los Angeles, and a bachelor's degree in political science from the University of California, Los Angeles.