

# COLLEGE FUTURES FOUNDATION – COMPTON COLLEGE 2024 PLANNING PROPOSAL

## COMPTON COLLEGE BACKGROUND

In 1927, Compton Junior College was established as a component of the Compton Union High School District. In 1950, voters approved a bond measure separating the two, and the Compton College campus was constructed at the present site. After many successful years and following several challenging years, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced in June 2005 its decision to revoke Compton College’s accreditation. With this action, the ability to offer classes and grant degrees and transferable units was terminated. On August 21, 2006, the El Camino Community College District Board of Trustees approved a [Partnership Agreement](#) between the El Camino Community College District and the Compton Community College District to operate the El Camino College Compton Center as an accredited institution under the authority of the El Camino Community College District Board of Trustees. On June 7, 2017, Compton College was [granted initial accreditation status](#) by the ACCJC. On August 29, 2018, [California Community Colleges Chancellor Eloy Oakley issued Executive Order 2018-01](#) declaring Compton College will operate as an independent college under the authority of the Compton Community College District Board of Trustees effective June 7, 2019, at 11:59 p.m. As the 114<sup>th</sup> California community college, Compton College is dedicated to implementing the many new statewide initiatives for community colleges.

## COMPTON COLLEGE 2024 PLANNING PROPOSAL

The Compton College 2024 Planning Proposal reflects the vision and mission of Compton College going forward. As a collective college effort, is implementing the Tartar Completion by Design, which includes Guided Pathways. The Tartar Completion by Design includes the following: 1) Connection, 2) Entry, 3) Progress, 4) Completion, and 5) Transition.

# Tartar Completion by Design



**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

The Compton College 2024 Planning Proposal to the College Futures Foundation supports the Tartar Completion by Design efforts by strengthening, scaling, and studying Compton Colleges' student-centric practices, leadership coordination, and capacity efforts. The Compton College 2024 Planning Proposal also describes how Compton College will research and evaluate these respective efforts to improve and inform the field. This planning proposal will create programmatic, systemic, and sustainable changes so that Compton College students can complete their credential of economic value promptly, transfer to a four-year institution, and become gainfully employed.

The Compton College 2024 Planning Proposal reflects the vision of Compton College going forward, where "Compton College will be the leading institution of student learning and success in higher education," and by 2024 Compton College will have to achieve the following:

## Compton College 2024

- Implement Oliver W. Conner College Promise Programs with Compton, Lynwood, and Paramount Unified School Districts by fall 2019
- Implement the Tartar Focused & Directed Pathways to Completion (Guided Pathways) by 2019
- Enroll 6,400 Full-Time Equivalent Students (FTES)
- Improve overall student completion rates by 2022-2023
- Compton College wins an [Aspen Prize for Community College Excellence](#) by 2024

The Compton College 2024 Planning Proposal includes the following components: Guided Pathways Implementation, Faculty/Staff Diversity, and further development of our Institutional Research and Evaluation efforts. Compton College anticipates implementing the Compton College 2024 Planning Proposal from August 1, 2019, through October 15, 2019, and submitting the Compton College 2024 Grant Proposal to the College Futures Foundation by October 31, 2019.

### **GUIDED PATHWAYS IMPLEMENTATION**

Compton College has adopted the Tartar Completion by Design framework to guide its priorities, decision-making, and evaluations. This framework reflects the students' postsecondary journey using the concepts of connection, entry, progress, completion, and transition. Included in the Tartar Completion by Design framework is the implementation of Guided Pathways, which continues to be coordinated by the Tartar Focused & Directed Pathways to Completion

Committee. Guided Pathways has four main goals, also referred to as the Four Pillars of Guided Pathways:

1. Create clear curricular pathways to employment and further education.
2. Help students choose and enter their pathway.
3. Help students stay on their path.
4. Ensure learning is happening with intentional outcomes.

Compton College has developed "Guided Pathways Divisions" to support students' early academic exploration in broad areas of interest for fall 2019. The Guided Pathways Divisions involve an entire program of courses that happen to overlap or cross between similar disciplines, ideally allowing students to take classes that will count towards their degree or certificate before they have decided on a specific course of study to pursue. The Compton College faculty, classified professionals, administrators, and students helped develop the Guided Pathway Divisions. Furthermore, to help realize the Compton College 2024 Planning Proposal, the following strategic initiatives are in order of priority-

### ***1. Dual Enrollment***

Compton College currently offers dual enrollment opportunities to its three main feeder high school districts (e.g., Compton Paramount, and Lynwood Unified School Districts). Through this effort, the college will hone existing dual enrollment offerings to ensure that high school students are entering a program of study through the dual enrollment experience and the program of study is alignment with a particular degree or certificate program.

Furthermore, Compton College will develop strategies to link our dual enrollment efforts to student's successful enrollment in the Compton College Oliver W. Conner Promise Program. Last, Compton College will create two-year program maps and four-year program maps. High school students will be provided a path that will ensure Associate Degree in Transfer and Baccalaureate degree timely completion.

### ***2. Tartar Success Teams***

Recently, Compton College began the implementation of Tartar Success Teams that will support each of the Guided Pathway Divisions. Beginning in fall 2019, Compton College will have the following five Guided Pathway Divisions: Business and Industrial Studies; Health & Public Services; Fine Arts, Communication, and Humanities; Social Sciences; and Science, Technology, Engineering, and Math. As part of the Guided Pathways, Compton College has reorganized Academic Affairs and Student Services to support the student experience. The reorganization is emblematic of viewing students with a more holistic lens. The Tartar Success Teams include the following:

- Dean
- Division chair
- Faculty (by discipline within a Guided Pathways Division)
- Guided Pathways Counselor
- Academic Counselor
- Instructional Coordinator
- Student Services Advisor

- Student Support Services (EOPS/CARE, CalWORKs, Special Resource Center, Health Center, Financial Aid, and Admissions & Records)
- Student Success Center
- Strong Workforce/Adult Education
- Research & Planning
- Professional Development Faculty Leads

During the planning phase, Compton College will identify areas of support needed to fully implement the Tartar Success Teams that focus on the student experience and student's completion of their program of study.

### ***3. Professional Development***

Compton College is committed to ensuring employees, including faculty, classified professionals, and administrators, to continue to strengthen their practice throughout their career. The professional development opportunities will engage employees at all levels to focus on the needs of our students. Our goal is to learn, and problem solves together to ensure all students achieve success via professional learning, which includes learning and applying new knowledge and skills that will improve employee performance. This fall, with funding from the Student Equity and Achievement Program, Compton College will hire a Professional Development Manager to lead our Professional Development efforts.

### ***4. Building Institutional Capacity/Change Management***

Compton College is at a unique inflection point as it becomes an independent college under the authority of the Compton Community College District Board of Trustees on June 8, 2019. With this new independence, coupled with a re-design of our structure and offerings through Guided Pathways, Compton College has an opportunity to reflect on how it provides academic and support services to students. The college will build its institutional capacity by designing and implementing its services using the student experience through Tartar Completion by Design. We will create a comprehensive approach to thinking through how to engage individuals, build processes, resources, norms, and values of Compton College with the student experience as the guiding framework. Change management efforts will identify cross-functional efficiencies to break down silos to better serve students and scale practices.

### ***5. Opt-Out Scheduling***

Studies from the field of behavioral economics have shown that default options play a key role in individual decision-making. For example, prior research suggests that default options have had a significant impact on decisions in retirement savings programs, where employees who were defaulted into a savings program were significantly more likely to participate in the savings program as opposed to those who had to choose to be in the program (Beshears, Choi, Laibson, & Madrian, 2012). Other studies suggest that simply removing the information burden of choosing a savings program has a positive effect on decision making (Thaler & Benartzi, 2004). Further studies have shown that default options have a significant impact on organ donors; where participants default into an organ donation program, lead to a substantial amount of lives saved (Johnson & Goldstein, 2003). In general, the economic literature suggests that, when faced with a combination of information and default options, individuals typically choose the "path of least resistance" (Choi, Laibson, Madrian, Matrick, 2006).

Community college students often face a heavy burden of academic planning and course selection towards successful and on-time degree completion. As part of the Guided Pathways framework, we aim to reduce the burden of course selection by implementing an opt-out (i.e., default) course schedule for students under each intended major. Opt-out scheduling can also be adapted to the needs of varying groups of students. For instance, we can adapt this model to the needs of undecided students as well as those who require academic assistance. One of the courses may be a career exploration course. The rationale, from the behavioral economics literature, is that this will reduce the burden student's face in making the "right" choices that lead to the courses necessary for their degree goals. The rationale, organizationally, is that Compton College will then be able to address better scheduling and staffing needs for the courses necessary to ensure students meet their degree objectives. During the planning phase, we will partner with the University of California, Davis, Dr. Michal Kurlaender, Professor of Education Policy, to further develop the Opt-Out Scheduling at Compton College.

### ***6. Block Scheduling***

The block scheduling model will successfully allow students to juggle their academics with their other, out-of-class life obligations and can help students graduate promptly. With a block schedule, students will know when they will take classes. The schedule will stay predictable from semester to semester. With block scheduling, students will register for multiple courses at once, making it easier to pick the classes students want and need. Students will be less likely to accidentally take extra courses that are not required for their certification or degree. Last, entering a block schedule program will often mean students will be with the same group of students throughout their entire certificate or degree program. This will allow students to form their self-supporting groups that extend beyond the classroom, more likely to spend more time together out of the class than do student in traditional, stand-alone classes.

### ***7. Transfer Alignment (Program Mapper Associate in Degree for Transfer alignment with California State University, Dominguez Hills)***

The Program Mapper is a customized visual representation of the Compton College catalog and Compton College's Guided Pathways Division. Students will find information on careers commonly associated with each program of study, including typical wages and the labor market demand for California. Each area of study allows students to explore a set of program maps that show a semester-by-semester path from program entry to completion. Students will also find videos that will deepen their understanding of each program, helping students build confidence in their program choice.

Building on the work from Bakersfield College and California State University, Bakersfield, we will create an Associate Degree for Transfer pathway to California State University, Dominguez Hills (CSUDH). This will be a new partnership between Compton College and CSUDH. This pathway will be an agreement that will allow for several benefits to our students, including:

- Compton College students will have access to CSUDH Advisors.
- Opportunity to attend summer sessions at CSUDH to make progress towards their Associate in Degree for Transfer at Compton College.
- Regular communications from CSUDH about transfer announcements and campus events.

- Ability to qualify for scholarships.

**8. Workforce Development**

Compton College would build out its five Guided Pathway Divisions with stronger links to employment opportunities, as well as internship and career exploration for our students.

During the planning phase, Compton College working with a grant writer, who will assist with the further development of each component of our Guided Pathways Implementation efforts.

**FACULTY AND STAFF DIVERSITY**

Over the past five years, Compton College has hired a significant number of full-time faculty members. The college anticipates hiring an additional 15 faculty in spring 2019, and another 40 new faculty members over the next five years. Also, Compton College anticipates the retirement of 25 full-time faculty members over the next five years. This creates an opportunity to actively recruit and create a diverse faculty applicant pool for open positions. Current efforts have yielded modest success in attracting and hiring diverse candidates.

Figure 1 below shows that white faculty are highly overrepresented in comparison to the percentage of white students enrolled at Compton College and that Latinx faculty are highly underrepresented in comparison to Latinx enrollment.

Figure 1: Compton College Faculty Profile Fall 2018

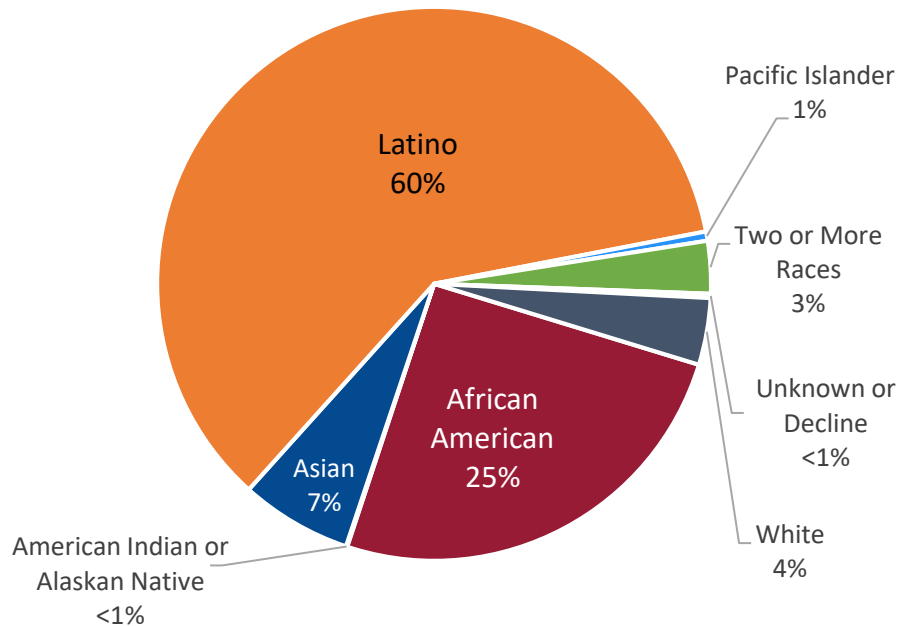
Total	AANHPI	African-American	Latinx	White
Students: 12,366	7%	27%	59%	3%
FT Faculty: 102	10%	32%	27%	33%
PT Faculty: 198	13%	34%	22%	30%

Source: *The Campaign for College Opportunity (2018)*: <https://collegecampaign.org/left-out-appendices>

[Figure 2 shows Compton College student enrollment for the 2017-2018 academic year. Sixty-percent of Latinx and 25 percent of the student population was African-American.](#)

**Figure 2: Compton College 2017-2018 Enrollment**

## 2017-2018



Over the next five years, Compton College will plan and design a series of initiatives to diversify the faculty.

Partners:

- Dr. Estela Mara Bensimon, Professor of Higher Education at the USC Rossier School of Education and Director of the Center for Urban Education
- Dr. Shaun R. Harper, Provost Professor of Management and Organization; Clifford and Betty Allen Chair in Urban Leadership; USC Race and Equity Center Executive Director

The following three components are included in the Faculty and Staff Diversity section of the Compton 2024 Planning Proposal:

### ***9. Compton College Faculty Preparation Academy***

The Compton College Faculty Preparation Academy is modeled after the Grad Prep Academy; an initiative created ten years ago at the University of Pennsylvania. The Grad Prep Academy prepares undergraduate men of color for admission to doctoral programs and subsequently for faculty careers at research universities. Undergraduates attending colleges and universities across the U.S. apply to the Grad Prep Academy in their junior year. Those who are selected to participate in the academy spend four days at the University of Southern California (USC), where they learn about applying to graduate school, interact with professors of color who demystify several aspects of the faculty workload, and are introduced to a set of equity principles developed to guide their eventual faculty careers. Academy participants also attend monthly virtual workshops in which the equity principles are reinforced. Each participant is paired with a mentor (a current Ph.D. student of color) who guides him through the graduate school application process. More than 100 men of color have participated in the Graduation Preparation

Academy. These scholars have transitioned immediately from their undergraduate studies to doctoral programs in education and the social sciences at Harvard University, University of Pennsylvania, Duke University, University of Michigan, UCLA, Michigan State University, University of Wisconsin, Northwestern University, and other major research universities. Several previous participants are now tenure-track assistant professors at research universities. View a short video about the Grad Prep Academy: <http://bit.ly/gradprepacademy>.

The Compton College Faculty Preparation Academy will identify currently enrolled and doctoral students of color who attended Compton College, or another California community college, and who graduated from a four-year college or university and earned a bachelor's degree. Students pursuing graduate degrees in academic fields that are taught at Compton College will be targeted for this initiative.

There will be two main components of the Compton College Faculty Preparation Academy:

1. Graduate students who are selected for participation will learn about faculty work at community colleges, and they will be introduced to a set of equity principles that will guide their future work as faculty members. Over one year, academy participants will spend four days on the USC campus and will be engaged in a monthly virtual learning series focused on preparing for community college faculty work from an equity perspective.
2. Participants will be paired with a current Compton College faculty member or a faculty member from another California community college who will serve as their mentor for two years. These mentors will help clarify aspects of community college faculty work and responsibilities, help participants craft resumes and cover letters that will help them become competitive on the community college faculty job market, and introduce their mentees to faculty colleagues and administrators who might hire them for full-time faculty positions at Compton College and other California community colleges.

Compton College Faculty Preparation Academy Project Design Team will include the following:

- Compton College President/CEO
- Compton College Vice President, Human Resources
- Compton College Professional Development Manager
- Compton College Director of Research and Planning
- Compton College President of the Academic Senate
- USC Race and Equity Center staff

During the planning phase, the project design team will construct a contact database of department chairs and graduate program directors at universities across California who can help market the Faculty Preparation Academy to current graduate students who began their postsecondary education at a Compton College or one of the California Community Colleges. The team will also establish an application and selection process, plan for the four-day experience on the USC campus, select topics for a monthly virtual series, and design the two-year mentorship program.



The goal of the Compton College Faculty Preparation Academy is to have 32 participants in the program, with priority given to former Compton College graduates. Participants selected for the program will receive a scholarship for their graduate studies for \$10,000 per year. Upon the completion of their graduate coursework, participants will interview for an adjunct faculty position at Compton College.

Finally, during the planning phase, the USC Race and Equity Center will develop a scope of work for the Compton College Faculty Preparation Academy, develop an implementation timeline, a program budget for three-years of implementation of the academy, and design a research and evaluation plan for the Compton College Faculty Preparation Academy.

### ***10. Compton College Faculty Hiring Institute***

As part of the planning phase, the USC Center for Urban Education will develop strategies to assist in transforming the hiring practices for Compton College leaders, faculty, and human resources staff. Over the next two years, Compton College will hire new faculty and staff using a hiring process created by USC Center for Urban Education that prioritizes candidates who match the racial/ethnic profile of the student body and demonstrate equity-minded competence. Included in the strategies will be the development of a Compton College hiring institute.

The hiring institute will draw on materials and activities developed in 2018 by the Center for Urban Education for its statewide hiring institutes for community colleges. The USC Center for Urban Education has already organized individual campus hiring institutes at Cuesta College, Mira Costa College, Los Rios Community College District, State Center Community College District, Southwestern College, Santa Rosa Junior College, and several other campuses.

The goal of the institute will be to develop the competency of Compton College academic leaders, chairs, and faculty on the essential practices to establish a hiring process that will be successful in identifying and appointing professionals that:

1. represent the racial and ethnic identities of the student body, and<sup>1</sup>
2. demonstrate knowledge and experiences that are indicative of culturally responsive practices, and
3. understand service delivery methods (e.g., counseling) that are equity conscious, high quality, and professional.

To accomplish these outcomes, participants will engage in hands-on activities to:

- Learn how to write job descriptions that are more specific in signaling the importance of diversity, culturally responsive pedagogies and practices, and experience teaching students of color who are first generation and low income
- Learn how to deconstruct documents and processes that are integral to hiring and identify barriers to identifying and appointing equity-minded individuals, e.g., qualifications that are irrelevant, not casting the net broadly, relying on strategies that automatically exclude

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<sup>1</sup> We stress AND because being of the same “color” or “ethnicity” as students is not in itself a guarantee of effectiveness. Community colleges need instructors who are self-conscious of the ways in which their practices can validate students’ efficacy or can confirm feelings of inadequacy.

candidates of color, failing to ask interview questions to assess equity-minded competence.

- Learn the meaning of implicit bias and how these are manifested in faculty searches, particularly in discussions of candidates' "fit."
- Learn how to structure interview activities and teaching demonstrations to assess candidates' competency about a) disciplinary knowledge, b) culturally responsive pedagogy, c) being an institutional agent for equity, d) evidence of openness to learning and experimenting
- Learn how to create a long-term induction program to create an equity-minded community of practice among new leaders, faculty, and staff
- Learn how to evaluate faculty based on equity-minded criteria

During the planning phase, the USC Center for Urban Education will develop a scope of work for the Compton College Hiring Institute, develop an implementation timeline, and design a research and evaluation plan for the hiring institute.

### ***11. Compton College PRISM Subscription***

The USC Race and Equity Center recently launched PRISM, a dynamic new racial equity recruitment resource and professional learning tool for colleges and universities. Through an easy-to-use technology platform, campus leaders, human resources departments, search committees, and others at subscribing institutions have unlimited access to standardized profiles of highly qualified professionals of color who work in higher education. Subscribers can also post faculty and administrative position announcements that reach racially diverse communities, as well as privately message PRISM members who are potentially good matches for those jobs. PRISM subscribers also access useful professional learning experiences and tools to diversify their campus workforce.

In the winter of 2019, Compton College subscribed to PRISM. During the planning phase, the Compton College Vice President of Human Resources and USC Race and Equity Center will monitor and analyze how Compton College faculty hiring committees use PRISM. The tech platform has several analytics that will yield a pursuable set of research questions. Hence, a portion of the planning phase will be devoted to using PRISM data to research various aspects of faculty recruitment and hiring at Compton College. View a short video about PRISM:

<http://bit.ly/prismlaunchvideo>

## **RESEARCH AND EVALUATION**

Compton College will study its implementation and outcomes of the Guided Pathways effort and the strengthening and scaling of student-centered practices. This research will strive to answer questions such as:

- How do Tartar Success Teams operate?
- How do they address the student challenges differently than past practice?
- What scheduling optimizes the student experiences/success?
- Are students completing faster with opt-out and block scheduling?
- How do students view and use transfer-alignment information with CSUDH?
- How are new career information and workforce development?

Compton College will study its efforts to improve leadership coordination and capacity through a research design that will answer the following research questions:

- How do the faculty-hiring institute and the implementation of PRISM impact hiring practices and the demographic make-up for Compton College employees?
- Does the professional development offering at Compton College meet the needs of faculty and staff to implement Guided Pathways and offer student-centric services?
- How has Compton College reduced silos in its functions? What impact has this had on students and their success?

Also, during the planning phase, Compton College will work with the Research and Planning (RP) group to develop a plan to evaluate all of the Compton College 2024 initiatives.

## BUDGET

<b>BUDGET REQUEST</b>	<b>BUDGET DESCRIPTION</b>	<b>BUDGET AMOUNT</b>
<b>Grant Writer</b>	The Compton College 2024 grant writer will gather documentation and fulfill the requirements to seek funding from the College Futures Foundation for the final Compton College 2024 Grant Proposal.	\$30,000.00
<b>Research and Planning (RP) Group</b>	The RP Group will develop a plan to evaluate all the Compton College 2024 initiatives for the Compton College 2024 Grant Proposal.	\$15,000.00
<b>USC Race and Equity Center; and the USC Center for Urban Education</b>	The USC Race and Equity Center and USC Center for Urban Education will design the Faculty and Staff Diversity component of the Compton College 2024 Grant Proposal.	\$25,000.00
<b>Vice President of Academic Affairs</b>	The Vice President of Academic Affairs will have 10% dedicated time to participate and facilitate faculty involvement and offer curriculum insight to achieve maximum results of the Compton College 2024 Grant Proposal in the areas of Opt-Out scheduling, block scheduling, Tartar Success Teams, and Guided Pathways.	\$8,000.00
<b>Vice President of Human Resources</b>	The Vice President of Human Resources will have 5% dedicated time from their regular duties and responsibilities to participate in the design of the Faculty and Staff Diversity component of the Compton College 2024 Grant Proposal.	\$4,000.00
<b>Dean of Counseling and Guided Pathways</b>	The Dean of Counseling and Guided Pathways will have 25% dedicated time from their regular duties and responsibilities to help oversee the development of the final Compton College 2024 Grant Proposal.	\$16,000.00
<b>Director Admissions and Records</b>	The Director of Admissions and Records will have 10% dedicated time from their regular duties and responsibilities to participate and lead discussions with the development of the Compton College 2024 Grant Proposal in the areas of dual enrollment and Opt-Out scheduling.	\$6,500.00

<b>Director of Enrollment Services</b>	The Director of Enrollment Services will have 10% dedicated time from their duties and responsibilities to participate and lead discussions with the development of the Compton College 2024 Grant Proposal in the areas of dual enrollment.	\$6,500.00
<b>Compton College Faculty Involvement</b>	It is imperative to have faculty involvement throughout the funding of Compton College 2024 Proposal. Securing funds will help with faculty release time to further develop the Compton College 2024 Grant Proposal.	\$15,000.00
<b>Food</b>	Food will be provided during professional learning opportunities, meetings, and events.	\$5,000.00
<b>Total Costs</b>		<b>\$131,000.00</b>

## OUTCOMES AND MILESTONES

### *Short-term outcomes*

#### Institutional

- Implement new technology systems that help students explore careers and develop education plans; access counseling, tutoring, and student services, and track their progress toward completion.
- Implement opt-out scheduling and block scheduling courses in a given pathway so that students have a convenient and predictable schedule.
- Implemented Tartar Success Teams for appropriate Guided Pathways Divisions.
- Exploring alternative calendars and course formats that are not bound by the traditional 16-week academic calendar.
- Increase dual enrollment student count.
- More students successfully completing transfer-level math in year one
- More students successfully completing transfer-level English in year one
- June 2019: First meeting with the grant writer for the Compton College 2024 Grant Proposal to identify needs, focus, proposal, and budget. Identify goals and assess initial technical assistance.
- June 2019: First meeting with Compton College 2024 Grant Proposal implementation team to identify work plan, goals, and determining the level of resources necessary to implement Compton College 2024 Grant Proposal.
- July 2019: Second meeting with grant writer to clarify goals and develop vision.
- July 2019: Second meeting with implementation team.
- August 2019: Third meeting with grant writer and implementation team to identify issues that will need to be addressed and assigning resources and responsibilities.
- August 2019: First internal working draft of Compton College 2024 Grant Proposal completed.
- September 2019: Second internal working draft of Compton College 2024 Grant Proposal completed.

- September 2019: Compton College 2024 Grant Proposal draft completed and posted online for feedback from the campus community.

### Student

- Students will utilize new technology systems, e.g., Degree Works and CRM Advise regularly to track their progress and student engagement.
- Students will make an informed decision on major.
- Students will accumulate units to make progress toward program completion.
- Students will complete gateway courses, appropriate level English, and math courses in the students first academic year.

### *Long-term outcomes*

#### Institutional

- \*<sup>2</sup> Increase successful enrollment, from 42% in 2017-2018 to 44.8%<sup>VS3</sup> by 2021.
- Increase the number of dual enrollment students, from 1,131 in 2017-2018 to 1,206<sup>VS</sup> by 2021.
- Increase student readiness rate (core service completion), from 72.3% in 2017-2018 to 100% by 2022.
- Increase certificates awarded, from 104 in 2017-2018 to 133 by 2022.
- \* Increase all students' fall-to-spring persistence rate, 59.7% in 2017-2018 to 63.7% by 2022.
- Increase first-time, full-time students returning after one academic year, from 59.7% in 2017-2018 to 63.7.8% by 2022.
- Increase overall course success rate, from 68.9% in 2017-2018 to 73.5% by 2022.
- \*Increase completion of transfer-level English in the first year, from 13.6% in 2017-2018 to 27%<sup>VS</sup> by 2022.
- \*Increase completion of transfer-level math in the first year, from 3.1% in 2017-2018 to 11%<sup>VS</sup> by 2022.
- Increase average units completed per academic year (part-time), from 6.5% in 2017-2018 to 12% by 2022.
- Increase average units completed per academic year (full-time), from 23.6% in 2017-2018 to 24% by 2022.
- Increase associate degrees awarded, from 437 in 2017-2018 to 466<sup>VS</sup> by 2022.
- \*Increase average units acquired per associate degree, from 91 in 2017-2018 to 79<sup>VS</sup> by 2022.
- Increase associate degree for transfer awarded, from 198 in 2017-2018 to 211<sup>VS</sup> by 2022.
- Decrease average units acquired per associate degree for transfer, from 87 in 2017-2018 to 79<sup>VS</sup> by 2022.
- \*Increase students completing 9+ career and technical education units, from 553 in 2017-2018 to 590<sup>VS</sup> by 2022.

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2 Measures with an asterisk (\*) come from the Student Success Metrics dashboard provided by Cal-PASS

3 VS designates goal based on alignment with the Community Colleges Chancellor's Office Vision for Success

- Increase career and technical education students employed in their field of study to 69<sup>VS</sup> by 2022.
- Increase the number of transfer students, from 642 in 2017-2018 to 867<sup>VS</sup> by 2022.

Student

- Students will have higher retention, persistent, and graduation rates.
- Students will complete a credential of economic value promptly and obtain gainful employment.

***Milestones***

- By August 30, 2019, conduct a three-day institute for the Tartar Success Teams roles and responsibilities.
- By August 30, 2019, implement Degree Works, an Ellucian product that helps students monitor progress toward degree completion and clearly indicating which course requirements have been met information on units from transfer institution, and student planning.
- By August 30, 2019, enhance current relations with Lynwood, Paramount, and Compton Unified School Districts
- By August 30, 2019, establish and enhance partnerships with four-year institutions, including the University of California, California State Universities, HBCUs, HSIs, and private colleges/universities.
- By October 31, 2019, submit the Compton College 2024 Grant Proposal.
- By November 29, 2019, implement CRM Advise, an Ellucian product that will provide consistent, cohesive, and a personalized approach to each student’s experience and success planning, including student performance tracking, personalize outreach, and actionable insights.
- By December 13, 2019, create a report that shares the learning from the data collection of the Compton College 2024 proposal plan, evaluation of strategies and effectiveness.

**Compton College 2024 Grant Proposal Timeline**

<b>Dates</b>	<b>Key Activities</b>
May 29, 2019	Submit Compton College 2024 Pre- Proposal to the College Futures Foundation.
June 18, 2019	Request Compton Community College District Board of Trustees Approval of Compton College 2024 Pre-Proposal and Budget.
June 2019	First meeting with the grant writer for the Compton College 2024 Proposal to identify needs, focus, proposal, and budget. Identify goals and assess initial technical assistance.
June 2019	First meeting with Compton College 2024 Grant Proposal implementation team to identify work plan, goals, and determining the level of resources necessary to implement Compton College 2024 Grant Proposal.
July 2019	Second meeting with grant writer to clarify goals and develop vision.
July 2019	Second meeting with grant writer to implementation team.
July 16, 2019	Hire grant writer to complete Compton College 2024 Proposal from July 17, 2019, through October 31, 2019.

July 2019	Meet with California State University Dominguez-Hills to design and implement the Associate Degree in Transfer program mapper and a new partnership between our two institutions.
July 2019	Implement the Compton College Degree Works.
July 2019	Meet with the Research and Planning (RP) Group to discuss initial planning for the Compton College 2024 Grant Proposal.
July 2019	Partner with the University of California Davis to plan and design opt-out scheduling for Compton College 2024 Grant Proposal.
July 2019	Meet with the University of Southern California (USC) Race and Equity Center and USC Center for Urban Education to design the faculty and staff diversity component of the Compton College 2024 Grant Proposal.
August 6-9, 2019	Host Compton College Tartar Success Teams Three Day Institute- finalize framework, roles, and responsibilities of Tartar Success Teams.
August 2019	Third meeting with grant writere and implementation team to identify issues that will need to be addressed and assigning resources and responsibilities.
August 2019	First internal working draft of Compton College 2024 Grant Proposal completed.
August 20, 2019	Hire Professional Development Manager to lead Professional Development efforts at Compton College.
August 2019	Research Block Scheduling and anticipated outcomes for the Compton College 2024 Grant Proposal.
August 2019	The Research and Planning (RP) Group will submit a plan to evaluate all the Compton College 2024 initiatives for the Compton College 2024 Grant Proposal.
September 2019	Second internal working draft of Compton College 2024 Grant Proposal completed.
September 13, 2019	Compton College 2024 Grant Proposal 1 <sup>st</sup> Draft Completed and Post Online for feedback from the campus community.
September 17, 2019	Present Compton College 2024 Grant Proposal 1 <sup>st</sup> Draft at the Tartar Talks meeting, which is our quarterly campus-wide meeting.
September 24, 2019	Present Compton College 2024 Grant Proposal 1 <sup>st</sup> Draft to the Compton College Planning and Budget Committee.
September 27, 2019	Publish the updated version of the Compton College 2024 Grant Proposal.
October 3, 2019	Present Compton College 2024 Grant Proposal to Compton College Academic Senate for reviews and approves the Compton College 2024 Grant Proposal.
October 7, 2019	Present the Compton College 2024 Grant Proposal with the Consultative Council Committee.
October 11, 2019	Finalized Compton College Compton College 2024 Grant Proposal and Post Online.
October 15, 2019	Request Compton Community College District Board of Trustees Approval of Compton College 2024 Proposal.
October 31, 2019	Submit Compton College 2024 Proposal to the College Futures Foundation.

## **REFERENCES**

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Thaler & Bernartzi. "Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving." *Journal of Political Economy* (2004).

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Johnson & Goldstein. "Do Defaults Save Lives?" *Science Journal* (2003).