



Compton College Academic Senate Agenda



President: Amber Gillis
Date: May 16, 2019
Location: Boardroom

Secretary: Nikki Williams
Time: 12:30-2:00pm

Vision

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

Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Accreditation Standards

This meeting aligns to the following:

- 1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

<input type="checkbox"/> E. French Preston	<input type="checkbox"/> H. Estrada	<input type="checkbox"/> S. Thomas
<input type="checkbox"/> J. Evans	<input type="checkbox"/> H. Pham	<input type="checkbox"/> D. McPatchell
<input type="checkbox"/> A. Gillis	<input type="checkbox"/> J. Villalobos	<input type="checkbox"/> R. Ekimyan
<input type="checkbox"/> J. Mills	<input type="checkbox"/> K. Schwitkis	<input type="checkbox"/> A. Cortez-Perez
<input type="checkbox"/> M. Khan	<input type="checkbox"/> R. Sidhu	<input type="checkbox"/> M. Moldoveanu
<input type="checkbox"/> B. Kooiman	<input type="checkbox"/> A. Valdry	<input type="checkbox"/> S. Atkinson-Alston
<input type="checkbox"/> V. Haynes	<input type="checkbox"/> M. Roeun	
<input type="checkbox"/> P. Richardson	<input type="checkbox"/> H. Schumacher	
<input type="checkbox"/> N. Williams	<input type="checkbox"/> P. Flor	

Agenda Items

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

May 2, 2019 Minutes

IV. REPORTS

1. President's Report
2. Vice President's Report
3. Faculty Representative
4. Curriculum Chair
5. Guided Pathways
6. Academic Affairs
7. Distance Education

V. UNFINISHED BUSINESS

1. First and Second Read and Vote: Student Equity Plan – Bailey Smith
2. Second Read and Vote: Professional Development Categories and Approved Flex Credit Activities

VI. NEW BUSINESS/DISCUSSION ITEMS

1. First and Second Read, Vote: *Compton 2024: Every student is a success story* document – Lauren Sosenko
2. Resolutions for Retirees: Ms. Vanessa Haynes, Dr. Rodney Murray
3. Tenure Confirmations: Theresa Barragan-Echeverria, Katherine Marsh, Carlos Maruri, Gary Narusawa
4. Academic Senate Meeting Times – Fall 2019
5. Tenure Reception – Fall 2019

VII. INFORMATIONAL ITEMS

1. AB705 Student Placement/Multiple Measures Update

VIII. EVENTS/ANNOUNCEMENTS

1. Transition Celebration – May 30, 2019 Compton College Gym
2. Commencement – June 6, 2019 Compton College Stadium

IX. FUTURE AGENDA ITEMS

1. Educational Policies Committee – Fall 2019 Board Policies and Administrative Regulations Review

X. ADJOURNMENT

**The Next Scheduled Meeting: September 5, 2019
Time TBD / Boardroom**



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

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

CCC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

<u>FALL 2018</u>		<u>SPRING 2019</u>	
August 30	Board Room	February 21	Board Room
September 6	Board Room	March 7	Board Room
September 20	Board Room	March 21	Board Room
October 4	Board Room	April 4	Board Room
October 18	Board Room	April 18	Board Room
November 1	Board Room	May 2	Board Room
November 15*	Board Room	May 16	Board Room
December 6	Board Room	May 30 (Tentative)	Board Room

*Adjusted for the holiday

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

<u>FALL 2018</u>		<u>SPRING 2019</u>	
September 4	Dist. Ed. room 166	February 19	Dist. Ed. room 166
September 18	Dist. Ed. room 166	March 5	Dist. Ed. room 166
October 2	Dist. Ed. room 166	March 19	Dist. Ed. room 166
October 16	Dist. Ed. room 166	April 2	Dist. Ed. room 166
November 6	Dist. Ed. room 166	April 16	Dist. Ed. room 166
November 20	Dist. Ed. room 166	May 7	Dist. Ed. room 166
December 4	Dist. Ed. Room 166	May 21	Dist. Ed. Room 166
December 11 (Tentative)	Dist. Ed. room 166	June 4 (Tentative)	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster

2018-2019 (19 members)

Officers:

President/ <i>Chairperson</i>	Amber Gillis (18-20)
Past President/ <i>Past Chairperson</i>	Paul M. Flor (19-21)
President-Elect/ <i>Chairperson-Elect</i>	Amber Gillis (21-22)
Vice President/ <i>Vice Chairperson</i>	Jesse Mills (19-21)
Secretary/ <i>Secretary</i>	Nikki Williams (19-21)
Curriculum/ <i>Curriculum Representative</i>	Roza Ekyiman (18-19)
<i>Adjunct Representative</i>	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

Minodora Moldoveanu (20-21)
Nikki Williams (19-20) *Secretary/Secretary*

Social Sciences and Fine Arts (2)

Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)

Jerome Evans (19-21)
Valerie Woodward (19-21)

Adjunct Representatives (2)

Mahbub Khan (19-21), *Adjunct Representative*
Anthony Alaimalo (19-21)



ACADEMIC SENATE MINUTES

Thursday, May 2nd, 2019 12:30 p.m. Board Room

ATTENDANCE

Senators

Visitors

Jerome Evans
Roza Ekimyan
Paul Flor
Amber Gillis
Brent Kooiman
Kent Schwitkis
Pamela Richardson
Rajinder Sidhu
Holly Schumacher
Shirley Thomas
Andree Valdry
Nikki Williams
Harvey Estrada
Hoa Pham
Vanessa Haynes
Mahbub Khan
Jesse Mills
Minodora Moldoveanu
Jose Villalobos
Stephanie Atkinson-Alston

Aurora Cortez- Perez
Anthony Alaimalo
Axa Maradiaga
Cesar Jimenez
Valerie Woodward
Vanessa Madrid
David McPatchell

- I. **CALL TO ORDER** – Amber Gillis 12:50 p.m.
- II. **APPROVAL OF AGENDA** – Evans/Schwitkis- Approved
Motion to amend the agenda to move elections up on the agenda Mills/Evans
- III. **APPROVAL OF MINUTES** – Schwitkis/Mills- Approved
With correction Minodora Moldoveanu was present at April 18, 2019 meeting

IV. **REPORTS**

President's Report- Amber Gillis reporting.

- I want to talk about some of the things that I have learned over the last year. Today is the last of the meetings that make up my first year. I have learned a lot over the last year. What I have learned is that I didn't know half of what I thought I knew about the institution. I have learned what works for one senate president does not work for me. One of the things that I was sharing with some of the senators is that I have been taking some time to visit other senates at other colleges. I wanted to see what we can do to strengthen our governing process to see what we can do as a senate to empower our faculty. As I have been reaching out to faculty members, I have noticed that there

a lot of faculty who are not involved that would like to be; they just may not have been asked. Some of the things that I have learned is that for the last many years we have been working with top down action. Other senates are particularly empowered. This is because they are bringing the information to their districts. I would like to continue to work to build a network and to establish institutional longevity. I can help all of us work together to come up with ways to empower ourselves. I have heard a lot of comments that this has been a senate of one or a senate of me. I have to apologize for that; I didn't know how some people felt. I would hope that if you were feeling that way, you would come and talk to me about this. I can't fix things, if I don't know that there is a problem. So if you noticed, last week, I sent out an email asking for input on the agenda. So typically how it was working before and how I inherited the process, is that if somebody wanted to be on the agenda, they just sent an email and we made it happen. That is problematic because there are a number of things that are coming down from the district like the Comprehensive Master Plan that I just got yesterday that they want us to take a look at before May 31st and is a large document. We really need to start to plan ahead and if we know that there are things that will be happening year after year that need to come to senate we need to plug those in place ahead of time. One of the things that was in your packet is the Student Equity Plan so that you have more than a few days to look at them. Other things have been brought to senate that are serious issues for our campus. These issues are brought up in senate, we have great ideas and then they never really go anywhere. I spoke with our parliamentarian today and some other campuses use the resolution process that the ASCCC recommends. For example, we had a situation with honors that is an ongoing problem. We talked about it at length here in senate. I took that information to Academic Affairs but I have not heard anything back from them. If we use a resolution process, it formalizes it and provides a clear structure for our expectations. What does this mean for you as senators? This means that you will be writing the resolutions, not me. My role is to facilitate discussions and conversations and help be a liaison between the faculty body and the District. If we are writing resolutions as senators then I can take this forward. This gives us a more unified front.

- Earlier in the week we had an e-board meeting. These are some of things that we suggested. We need to clean up our website online. We should be including resources for faculty that are not there. We would like to start a newsletter that celebrates our faculty. We agreed as an e-board that it would be very beneficial to have an Academic Senate retreat. It is tentatively scheduled for August 19 and 20, 2019. It is flex week. We want to take a look at our by-laws and constitution. We can have a workshop on writing resolutions.
- Currently the only committee that we have in our by-laws is Curriculum and we would like to open this up. We want to have an OER Committee and Educational Policy Committee. We have had a request for the Author Committee to come under senate so that we can support them. As well we would like to have Faculty Development. We also need a treasurer so that we can make sure that we have control over our finances. Discussion followed.

- I just want to say thank you for allowing me this opportunity to serve you.

Vice President- Jesse Mills reporting.

- Program Review- We had a training on April 19th. We are doing something a little bit ground breaking. We have all of our administrative offices writing program reviews. We are getting them done. We had 2 or 3 of them coming in last month. We are going to be one of the few community colleges where administrative offices complete program reviews. We are currently trying to figure out a new Program Review repository so that they are all available to be publically viewed. We would like something more comprehensive.

Board Representative – Jerome Evans reporting.

- In speaking to people in various divisions and departments there are a lot of things that go on within your own division that are not privy to the whole school, and as my role of Faculty Representative to the Board it is my responsibility to report to the Board. Please make me privy to that information so that I can share them with the Board. I will see that it is disseminated to the body.

Curriculum: Roza Ekimyan reporting.

- We are moving forward. Tomorrow, May 3, 2019, we have the Chancellor's office visiting us. It will be in SSC 121 from 9-12. You can get Flex credit for this. I am asking all of the curriculum reps to join as well as anyone who is interested to please attend. Because we are going to be in new divisions with Guided Pathways we are going to continue the structure of the curriculum committee make-up. The term of Curriculum chair is three years and I am finishing my 2nd year this semester and we will have elections this year for the next Curriculum chair. If you are interested in this you can follow me for one year. P. Flor- So you are going to run again? R. Ekimyan- Because of the amount of time that I put into it, there are a lot of hours that are put in. I want to be fair about my compensation. I want 40% release time and if not I am stepping down. I know the amount of time I put in but it is endless. I do want to say that I love it. I am done with my workshops but if there are faculty that have questions I am working with them. At our next Curriculum meeting we will have 54 courses coming through. This means we will have done all new courses that faculty have put into the queue as well as review 48 CORs.

Academic Affairs- Stephanie Atkinson-Alston reporting.

- Academic Affairs has been really busy. I want to give a shout out to Curriculum for this being the first year that they are really on their own going through the process. The Chancellor's office is really excited to help us and will be coming back on September 6, 2019.
- I have asked Roza to put together an end of the year summary of what has been going on in Curriculum so that everyone at the institution can see what is going on with Curriculum. Yesterday I received the catalog. I want to thank Heather Parnock for all of the work that she has done on this. It should come out in the next couple of days. The summer schedule of classes is online. Students can start registering on May 14, 2019. We would like to have a catalog committee. What I am recommending from the

Curriculum Committee as we get curriculum is that we go in and annotate the electronic copy so that it makes it much smoother.

- The Guided Pathways division elections are coming up in a few weeks. So make sure that you cast your secret ballot.
- We have our Professional Development activities calendar for next academic year. I have asked Amber to let me know what we are doing on the optional days. We are trying to get the next academic year planned and locked in.
- We have a new Associate Dean of Nursing and we should invite her to the next Academic Senate meeting. P. Flor- How are we progressing on Banner? Dr. A- Banner is progressing. Discussion followed on the platforms they are working on. Dr. A- We will have some faculty trainings prior to the beginning of the fall semester. We are almost done with inputting the fall semester. P. Flor- Once we terminate the partnership, are we going to have an equivalent to Gema. Dr. A- That position was put out. P. Flor- For the summer in the meantime. Dr. A- What we currently have is Celia who will be able to help with this in the summer. S. Thomas- We use gradebook now, what will we be using as our gradebook now? Dr. A- Banner has a gradebook built into it. We are finding that there are some things that we need and we will extend them.

Distance Education- Jasmine Philips reporting.

- No report.

Guided Pathways- Vanessa Haynes reporting.

- Yesterday we had a Guided Pathways meeting; we are preparing a report that the state required of us. It is a self-assessment of our Guided Pathways Central Practices. This is similar to the one that we did before but it is a bit more specific. This will be sent to A. Gillis to be brought to you for a reading. Dr. A- What you are seeing is the progress to date and we are taking input on this. We sent this to Amber today to circulate this to senate to get input. For the sake of time right now, we can just go over the major categories. The first one is mapping pathways to students end goals. As we talked with the committee yesterday, we have made major strides in a lot of areas that are part of this survey. We will bring it back to this group to take a look at. K. Schwitkis- What is the relationship of this with item 4 in New Business. This is informational or are you expecting senate to give input? When is the due date? Dr. A- Yesterday, but we have an extension. I am anticipating that in the next couple of weeks we will be able to turn this in. We have a major report that will be due in September. A. Gillis- We will take a look at this more in depth at the next meeting.

V. ACTION ITEMS-UNFINISHED BUSINESS

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VI. NEW BUSINESS

- K. Schwitkis- Professional Development Categories and Approved Flex Credit Activities. We took a look at this in Faculty Development Committee. This is just a listing of items that have already been approved and this is being carried over from El Camino. This listing has to fit in with a process and that process we have just begun talking about this in the Faculty Development Committee. These are just category lists of everything that is approved to be able to do. This is a good document to start with and we will fix mistakes as we go along. A. Gillis- Who can we send the feedback to? K. Schwitkis- You can send

any of your feedback to anyone that is on the committee. A. Gillis- I will send out an email of everyone that is on the committee. H. Schumacher- Under “Institutional Improvement” bullet 7 and 8, there is existing language in the contract already that talks about compensation for both of those bullet points. I would recommend taking these out since this conflicts with language in contract. I also had a question about conducting institutional research to improve service to students, what does that mean? How would a faculty member get to conduct institutional research? K. Schwitkis- I don’t have an answer for this. Discussion followed on the professional development process.

- A. Gillis- According to our By-Laws, we have to hold elections at this meeting so I would like to make a motion to amend the agenda to move up the Academic Senate Executive Board election ahead of the 1st read of the Student Equity Plan. Mills/Evans- vote taken and motion passes.
- Jesse Mills- We have four positions that are up for election: president elect, vice president, secretary, and board representative. Someone must make a motion to nominate somebody and it must be seconded. Once we have the candidates for election, we must make a motion to close nominations and then we can hold a vote and determine outcomes.

President Elect nominations

H. Schumacher/V. Woodward- nominate Minodora Moldoveanu

P. Flor/J. Evans- nominate Amber Gillis

H. Schumacher- I have a question. According to our Constitution, it says under officers, that officers may be elected to subsequent terms except for the president. Does this mean that the president can be elected more than once? P. Flor- We are not electing the president, we are electing the president elect. Amber is being nominated for the president elect so that means that she is being nominated for her second two year term. H. Schumacher- So we are not electing the president again? A. Gillis- The position is for president elect not for president. P. Flor- Amber still has her second year of her first term and if she wins president elect she will be president for the 3rd year and 4th year. H. Schumacher- Did she serve as president elect before? P. Flor- She was president elect before assuming the presidency. When I was on my 3rd year she was elected as president elect. When my term was over, she became the president. J.

Villalobos- I don’t see the difference between president and president elect. P. Flor- After Amber’s second year, that person will become president. H. Schumacher- That does not make sense since that would be a subsequent term. Discussion followed. P. Flor- We are not electing the president, we are electing the president elect. I think what you are saying Holly, Amber was elected as president elect before and then became president, can she be president elect again? The answer is yes. V. Woodward- The wording of the Constitution is confusing.

Motion to close nominations- P. Flor/J. Mills

Discussion followed on how to take the vote. J. Mills- Please write your selection on the piece of paper.

Vote count: Gillis- 9, M. Moldoveanu - 6

A. Gillis- Senate President

Vice president nominations

P. Flor/J. Evans- nominate Jesse Mills

Motion to close nominations- P. Flor/J. Evans
J. Mills elected by proclamation

Secretary nominations

J. Evans/S. Thomas- nominate Nikki Williams
P. Flor/J. Mills- nominate Minodora Moldoveanu
Motion to close nominations- P. Flor/J. Evans
Vote Count: N. Williams-9, M. Moldoveanu- 5
N. Williams- Senate Secretary

Board Representative nominations

P. Flor/N. Williams- nominate Jerome Evans
Motion to close nominations- P. Flor/J. Mills
J. Evans elected by proclamation

Adjunct Representative nominations

J. Evans/S. Thomas- nominate Anthony Alaimalo
H. Pham/there was no official second-nominate Juan Quinones
No official nominations for Mahbub Khan
Motion to close nominations- no motion to close nominations
Vote Count: A. Alaimalo- 10, J. Quinones-1, M. Khan- 9
A. Alaimalo and M. Khan – Adjunct representatives

At Large nominations

J. Evans/H. Schumacher- nominate- V. Woodward
Motion to close nominations- N. Williams/J. Evans
V. Woodward elected by proclamation

B. Information- Discussion Items

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C. Events/Meetings

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MOTION TO ADJOURN – Approved – 2:31 p.m.

Compton College Flexible Calendar Program
Professional Development Categories and Approved Flex Credit Activities

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720) in lieu of regular instruction. The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual’s professional obligation, and consequently, do not meet the purpose of the flexible calendar program. There are two main focuses to the flexible calendar program—the benefit of the individual staff member and the institution as a whole. Faculty and staff should be provided adequate time to participate in any activities which will best suit his or her needs.

In accordance with Title 5, Section 55724, the following is a list of suggested professional development activities that fulfill faculty flex obligations. These activities align with the mission and strategic initiatives of Compton College and are intended to provide continued instructional and institutional improvement to support student learning and success. Approved activities are not limited to what is listed below. For the process of adding an activity to this list contact the Faculty Development Committee Chair, Judith Crozier. Once approved by the FDC it can then be entered into Flex Reporter and offered to faculty.

<u>Faculty Improvement</u>	<u>Student Improvement</u>	<u>Institutional Improvement</u>
<p>Activities include those that enhance knowledge in discipline/subject matter, improve pedagogical practices or student services, and promote holistic wellness of a faculty member, such as:</p> <ul style="list-style-type: none"> • Attending on-campus workshops/trainings/orientations to improve instruction or student services • Attending conferences, workshops, or trainings related to discipline and/or teaching methodology or student services • Reading discipline-related books intended to enhance knowledge in your subject area • Listening to podcasts, TED Talks, etc. related to your discipline and/or teaching methodology • Completing webinars or other online training relevant to your discipline and/or teaching methodology • Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE 	<p>Activities include those that support student success such as:</p> <ul style="list-style-type: none"> • Evaluating scholarship applications • Collaborating with faculty and staff on projects to improve services to students • Serving as student club advisor • Attending workshops on mentoring students • Serving as a student mentor • Participating in New Student Welcome Day • Participating in student orientation programs (faculty only) • Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) • Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) • Conducting workshops for students • Serving at on-campus information table (Career Day, etc.) 	<p>Activities include those that foster program, departmental, and/or institutional effectiveness such as:</p> <ul style="list-style-type: none"> • Serving on College Curriculum Committee (voting reps) • Serving as Division SLO Facilitator • Serving as Annual Program Plan Review Leader • Serving as Program Review Chairperson • Attending SLO workshops/training • Participating in SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement • Participating in meetings to address areas of curriculum or program review • Developing new programs, courses, or curriculum (Not including DE courses) • Modifying an existing course to comply with changing institutional or discipline requirements • Serving on a hiring committee

<ul style="list-style-type: none"> • Evaluating materials to consider for use in major course revision • Participating in a teaching-focused book club • Reading professional books on teaching methodology • Learning a second language to better communicate with a diverse student population • Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction • Training to teach online, re-training for a new course management system • Attending literary readings, debates, sporting events, or lectures relevant to your discipline • Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline • Mentoring new or prospective faculty, or being mentored yourself • Writing and publishing scholarly material (unpaid) • Conducting field research 	<ul style="list-style-type: none"> • Visiting/recruiting at area high schools or in the community • Outreach for special programs (e.g., STEM, MESA, FYE, etc). • Writing grants aimed to improve services to students • Faculty learning another language such as Spanish to help aid in communication and delivery of student services 	<ul style="list-style-type: none"> • Creating a website to support a course or program • Conducting institutional research to improve service to students • Making presentations related to your discipline/program or the college to community groups • Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. • Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. • Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues • Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.)
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<p><u>Other</u></p>
<ul style="list-style-type: none"> • Participating in campus-sponsored wellness activities that assist individuals to be physically and mentally better able to perform their jobs such as: <ol style="list-style-type: none"> a. Humor in the workplace b. Stress reduction c. Self-defense d. Tai Chi or Yoga e. Nutrition and weight reduction f. Healthy cooking techniques g. Painting to relieve stress h. Walking for fitness



2019-22 Student Equity Plan

(For Planning Purposes Only)

- In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Compton College Draft 1

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p>Access: Successful Enrollment</p> <ul style="list-style-type: none"> Proportion of all applicants in selected academic year that enrolled and/or applied the prior academic year from CCC Apply application form and specified for intent to enroll during the selected academic year. 	<p>Current Baseline (2017-18)</p> <p style="text-align: center;">42%</p> <p style="text-align: center;">N= 19,425</p>	<p>Goal (2021-2022)</p> <p style="text-align: center;">50%</p>	<p>Completion By Design: Connection</p> <p><u>Re-designed New Student Orientation</u>: students who attend NSO are more likely to enroll in classes.</p> <p><u>Oliver Connor Compton College Promise Program</u>: Students from Compton Promise partnership schools are eligible to have enrollment fees waived for the first year of college, and free textbooks for the first two years of college.</p> <p><u>Educational Planning including Multiple Measures placement into appropriate Math and/or English</u>: Counselors and students work together to determine appropriate course placement.</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

	Current Baseline (2017-18)	Goal (2021-2022)	Completion by Design: Entry and Progress
<p>Retention: Fall to Spring</p> <ul style="list-style-type: none"> Among all unduplicated students, the proportion retained from Fall to Spring at the college in the selected year, excluding students who completed an award or transferred to a postsecondary institution. 	<p>54%</p> <p>N=</p>	<p>65%</p>	<p>Case Management initiative: Student Services programs meet regularly to ensure that students are completing orientation, placement, and financial aid applications.</p> <p>First Year Experience: learning communities with linked classes and peer mentors to ease the transition to college.</p> <p>Guided Pathways: Clear pathways for students to proceed within identified programs.</p> <p>EOPS/CARE, CalWORKS, and Special Resource Center (SRC—disabled student programs and services): support for students with additional financial, social, and academic needs</p> <p>FIST Program: Support for formerly incarcerated students providing specific services for academic, social, and financial needs.</p> <p>Tartar Support Network: food pantry, showers, and community referrals assist students with basic needs.</p> <p>Veterans Resource Center: launching Fall 2019 to support student veterans.</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Transfer to a four-year institution</p> <ul style="list-style-type: none"> Among all students, the number of students who transferred to various types of postsecondary institutions. 	<p>Current Baseline (2016-17)</p> <p>8%</p> <p>N=</p>	<p>Goal (2021-2022)</p> <p>11%</p>	<p><u>Completion By Design: Transition</u></p> <p><u>Guided Pathways Counselors</u>: Academic advising, follow-up, referrals to services, and education planning and progress monitoring, within a collaborative structure that includes instructional and student service representatives.</p> <p><u>Transfer Fair</u>: Increase awareness of transfer opportunities for all Compton College students.</p> <p><u>College Tours</u>: Tours to Historically Black Colleges and Universities, Northern California Colleges and Universities, and Hispanic Serving Institutions to promote transfer.</p> <p><u>MESA/STEM Center</u>: support for students in STEM-related majors, including internships and assistance with transfer applications.</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Completion of transfer level math and English</p> <ul style="list-style-type: none"> Among all students, the unduplicated proportion who completed transfer-level math and English in their first academic year of credit enrollment within the same district. 	<p>Current Baseline (2017-18)</p> <p>1.8%</p> <p>N=</p>	<p>Goal (2021-2022)</p> <p>2.2%</p>	<p>Completion By Design: Entry</p> <p><u>English Bridge</u>: Intensive English review to promote success in subsequent English courses</p> <p><u>Math Academy</u>: Non-credit math review for all levels of math</p> <p><u>Just in Time Math Workshops</u>: Faculty-led workshops on identified math “gateway” topics</p> <p><u>Multiple Measures co-requisite courses</u>: support success in college-level Math and English</p> <p><u>Tutoring</u>: Re-designed academic support services to include drop-in and online tutoring</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</p> <ul style="list-style-type: none"> Among all students, the unduplicated number of students who earned various types of awards within a year of last enrolling. 	<p>Current Baseline (2017-18)</p> <p>4%</p> <p>N=11,114</p> <ul style="list-style-type: none"> And the unduplicated number of adult basic education, adult secondary education, and ESL students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year. 	<p>Goal (2021-2022)</p> <p>5%</p>	<p>Completion By Design: Completion</p> <p><u>Guided Pathways Counselors</u>: Academic advising, follow-up, referrals to services, and education planning and progress monitoring, within a collaborative structure that includes instructional and student service representatives.</p> <p><u>Academic Support</u>: Drop-in, online, and embedded tutoring to support student success in all levels and disciplines.</p> <p><u>Tartar Support Network</u>: Food pantry, lockers and showers, and referrals to needed services for students struggling with basic needs.</p> <p><u>Student Services Categorical Programs</u>: Financial, transportation, and social-psychological support for students.</p> <p><u>MESA/STEM Center</u>: Academic and career related community for majors in STEM areas</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

NOTE: Baseline with * indicates < 10 students completed the metric.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
Access: Successful Enrollment PPG	Overall college baseline: 42%		<u>New student activities:</u> Early Decision Day New Student Welcome Day New Student Orientation		
	Current Baseline (2017-18) Disp. Impacted Students			Goals (2021-2022)	
	American Indian / Alaskan Native	28%		American Indian / Alaskan Native	39%
	Black or African American	36%		Black or African American	44%
	Pacific Islander	34%		Pacific Islander	43%
	White	32%		White	42%
	Disabled	37%		Disabled	47%
	Foster Youth	33%		Foster Youth	45%
	LGBT	37%		LGBT	47%
	Veteran	34%		Veteran	46%



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(For Planning Purposes Only)

<p>Retention: Fall to Spring</p> <p>PPG</p>	<p><i>Overall college baseline: 54%</i></p>	<p><i>Overall college goal: 65%</i></p>	<p>SRC Instructional Associates/Notetakers: In-class support for students taking Educational Development courses</p> <p>First Year Experience Peer Mentors: Provide peer mentors to FYE students</p> <p>STEM Support: <i>MESA/STEM Center:</i> Workshops, tutoring, internship assistance, study space, field trips and computer lab for students in STEM pathways</p> <p><i>A CURE Biology In-Class Research:</i> Project based learning to promote equitable outcomes in Biology 10.</p> <p><i>High Altitude Balloon Project:</i> Project based learning to promote equitable outcomes in Physics and related courses</p> <p>Tartar Support Network: Campus network of faculty, staff, and managers to assist students with basic needs such as food and housing issues</p> <p>Note: Several male cohorts were identified as disproportionately impacted in terms of retention. Inclusion of males will be noted in overall college strategies such as professional development, mentoring programs, and outreach strategies.</p>																
	<p>Current Baseline (2017-18)</p>	<p>Goals (2021-2022)</p>																	
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2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Transfer to a four-year institution</p> <p>PI</p>	<i>Overall college baseline: 8%</i>		<i>Overall college goal: 11%</i>		<p><u>Transfer Fair</u>: Increase awareness of transfer opportunities for all Compton College students.</p> <p><u>College Tours</u>: Tours to Historically Black Colleges and Universities, Northern California Colleges and Universities, and Hispanic Serving Institutions to promote transfer.</p> <p><u>MESA/STEM Center</u>: Assist with academic support, internships, transfer applications, field trips, and workshops to promote transfer.</p>
	Current Baseline (2016-17)		Goal (2021-2022)		
	Black or African American	6%	Black or African American	11%	
	Male & Hispanic	6%	Male & Hispanic		
	LGBT	4%	LGBT	8%	
	Foster Youth	5%	Foster Youth	9%	
	Disabled	6%	Disabled	9%	
			8		



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Completion of transfer level math and English</p> <p>PPG</p>	<p><i>Completion numbers very low across all student populations. No disproportionate impact found.</i></p>	<p><i>Overall college goal: 5%</i></p>	<p><u>English Bridge</u>: Intensive English review to promote success in subsequent English courses</p> <p><u>Math Academy</u>: Math review to help students at various levels refresh their math skills</p> <p><u>Just in Time Math Workshops</u>: Faculty led workshops on identified math “gateway” topics</p> <p><u>Multiple Measures Initiatives</u>: supplemental courses and in-class support to assist students in transfer-level courses.</p> <p><u>Professional Development</u>: learning opportunities for faculty teaching pre-college level and transfer-level courses, especially working with diverse student populations.</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Earned credit certificate over 18 units, associate degree</p> <p>PI</p>	<p><i>Overall college baseline: 4%</i></p>	<p><i>Overall college goal: 5%</i></p>	<p><u>Special Resource Center</u>: support for note-takers and in-class tutoring for Educational Development courses.</p> <p><u>Professional development</u>: focus on working with diverse student populations and retaining male students.</p>														
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2019-22 Student Equity Plan

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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Student Equity goals are evaluated on a consistent basis. With the involvement of Institutional Research as well as internal reporting, Student Equity goals are reviewed per term, annually, or longitudinally to assess trends in data. When departments submit proposals for Equity funds, they must meet with a staff member from Institutional Research to delineate measurable outcomes, methods of assessment, and a timeline for evaluation. This evaluation plan is used as part of the review process for granting funding. The project proposal form includes the report template that will be required if the project is funded.

The Student Equity committee reviews progress towards goals in monthly committee meetings, reporting out on projects and inviting project leaders to meetings to give informal reports on implementation. Semester and annual data are compiled using the report template. The report form outlines the impact of the initiative, challenges, and accomplishments. Reports are shared at committee meetings as well as other college venues such as campus-wide Tartar Talks (town halls), Board of Trustees meetings, and Student Services Manager's meetings. Data is used in planning funding for ongoing and newly proposed projects.

Institutional Research staff compiles "snapshot" reports at the end of each academic year to show progress towards established goals.

Timelines for 2019-2022 Student Equity goals assessments:

Late summer: Funding proposals reviewed

Fall and Spring semesters: Ongoing progress reports to Student Equity committee

February/March: Reports for Fall

July/August: Reports for Spring/Academic Year

July/August: Year-End Data

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The Completion for Design framework adopted by the college established a clear trajectory for students, from orientation and enrollment, to transition to work or further education. The Case Management approach targets new students to promote completion of orientation and educational planning before students finish their first semester. Campus-wide goals are set to reduce number of students on probation through counselor-led workshops, referrals to academic support, and Student Equity activities as applicable (such as support for formerly incarcerated students, student with disabilities, and those with basic needs).



2019-22 Student Equity Plan

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The Student Equity and Achievement Program coordinating group ensures that Equity-related programs, outreach and enrollment, gateway course faculty, and academic support staff are working together for student success. The Guided Pathways initiative brings together faculty, staff, students, and administrators to not only share information but do hands-on refinement of Pathway plans. Transfer-related programs such as the STEM Center and college tours are overseen by staff and faculty in both Instruction and Student Services areas and there is strong campus-wide support. Planning occurs across Student Services and Instruction to ensure effective scheduling, reduce duplication of services, and appropriately timed interventions.

- Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Narrative: link to Completion by Design/alignment with Vision for Success. Note transition to independent status, basics on community demographics, income level, AA and Bachelor's attainment, unemployment rate, incarceration rate or parolee stats, homelessness, Number of vets

Identified Groups	Goals	Activity	Resources
Access: Successful Enrollment			
American Indian or Alaskan Native	39%	<u>New student activities:</u> Early Decision Day New Student Welcome Day New Student Orientation	No budgetary impact Staffing and logistical support as needed
Black or African American	44%		
Pacific Islander	43%		



2019-22 Student Equity Plan

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Unknown/Not reported	38%		
White	42%		
Disabled	47%		
Foster youth	45%		
LGBT	47%		
Veteran	46%		
Retention: Fall to Spring			
African American	60%	SRC Instructional Associates/Notetakers	\$24,000
First Generation	62%	First Year Experience Peer Mentors	\$24,000
Foster Youth	58%	STEM Support	\$11,765
		Tartar Support Network	No budgetary impact
Earned Degrees and Certificates			
Male, 35 to 39	5%	Professional Development	
Male, Disabled	4%	SRC Instructional Associates/Notetakers	\$24,000
Transfer to a 4-year institution			
Black or African American	11%	Transfer Fair	\$5,600



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Male & Hispanic			
LGBT	8%	College Tours	\$95,000
Foster Youth	9%	MESA/STEM Center	\$1,500 (Internship Support) Staffing
Disabled	9%		

2015-16 Expenditures

Category	Expense	Percentage of budget
Student Services and Direct Student Support	370,753	34%
Research and Coordination	292,035	27%
Professional Development and Instructional Support	287,797	35%



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2016-17 Expenditures

Category	Expense	Percentage of budget
Student Services and Direct Student Support	377,547	44%
Research and Coordination	266,868	31%
Professional Development and Instructional Support	206,796	24%

2017-18 Expenditures *(preliminary data)*

Category	Expense	Percentage of budget
Student Services and Direct Student Support	500,138	58%
Research and Coordination	306,032	36%
Professional Development and Instructional Support	49,225	6%

Assessment of Progress

Student Equity Goals, 2015-2018 Plan:

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>African American</u> students			
Increase course completion by 5% within five years	2015: 58% 2018: 59%	Increase; goal not met	Establish professional development focusing on diverse populations
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 14% 2018: 11%	Decrease; goal not met No change; goal not met	Multiple Measures initiatives to ensure more accurate placement and higher success



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	English: 2015: 28% 2018: 28%		
Increase degree and certificate completion by 5% within five years	2015: 12% 2018: 14%	Increase; goal not met	Guided Pathways Counselors and Program Mapping
Increase transfer rates by 5% within five years	2015: 17% 2018: 21%	Increase; close to target goal	Continue transfer-related activities and tours Collaborate with Transfer Center to bring activities to scale

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Latino/Latina</u> students			
Increase course completion by 5% within five years	2015: 68% 2018: 68%	No change; goal not met	Establish professional development focusing on diverse populations
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 25% 2018: 24% English: 2015: 40% 2018: 40%	Decrease or no change; goal not met	Multiple Measures initiatives to ensure more accurate placement and higher success
Increase degree and certificate completion by 5% within five years	2015: 17% 2018: 20%	Increase; goal not met	Guided Pathways Counselors and Program Mapping
Increase transfer rates by 5% within five years	2015: 16% 2018: 26%	Increase; surpassed target goal	Continue transfer-related activities and tours



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			<p>Collaborate with Transfer Center to bring activities to scale</p> <p>Evaluate re-designed Hispanic Serving Institutions tour</p>
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GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Pacific Islander students</u>			
Increase course completion by 5% within five years	2015: 55% 2018: 56%	Increase; goal not met	Establish professional development focusing on diverse populations
Increase transfer rates by 5% within five years	2015: 27% 2018: 10%	Decrease; goal not met Note: population very small; 10-11 students	Specific outreach to P.I students Reactivation of APISA student group Establish professional development focusing on diverse populations

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Student Veterans</u>			
Increase enrollment	2015: 109 2018: 64	Decrease; goal not met	Support for college Veterans Center
Increase transfer rates by 5% within five years	2015: % 2018: %		



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GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Students with Disabilities</u>			
Increase course completion by 5% within five years	2015: 63% 2018: 61%	Decrease; goal not met	Support for Education Development courses, additional notetakers
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 19% 2018: 13% English: 2015: 29% 2018: 35%	Decrease; goal not met <i>Note: student population decreased overall in Math courses</i> Increase; surpassed target goal	Support for Education Development courses, additional notetakers
Increase transfer rates by 5% within five years	2015: 13% 2018: 13%	No change; goal not met	Increase collaboration with Transfer Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Foster Youth</u>			
Increase course completion by 5% within five years	2015: 53% 2018: 50%	Decrease; goal not met	Establish professional development focusing on diverse populations
Increase transfer rates by 5% within five years	2015: % 2018: %		Increase collaboration with Transfer Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Males</u>			



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(For Planning Purposes Only)

Increase enrollment	2015: 3733 2018: 3753	Small increase; goal not met	Disproportionate impact identified with several male student populations; professional development, targeted initiatives, and intentional recruitment of males planned within Student Equity activities
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For further information, contact:

Bailey Smith
 Director, Student Equity
 Compton College
 1111 E. Artesia Blvd.
 Compton, CA 90221

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____ Title _____
 Email Address _____ Phone _____

Alternate Point of Contact:

Name _____ Title _____
 Email Address _____ Phone _____



2019-22 Student Equity Plan

(For Planning Purposes Only)

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor’s Office.

Chancellor/President	Date	Email Address
Chief Business Officer	Date	Email Address
Chief Instructional Officer	Date	Email Address
Chief Student Services Officer	Date	Email Address
President, Academic Senate	Date	Email Address