Compton College

Midterm Report

The Midterm Report is submitted in support of Reaffirmation of Accreditation

Submitted by:
Compton College
1111 East Artesia Boulevard
Compton, CA 90221

Submitted to:
Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges

March 15, 2021

Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Keith Curry, Ed.D.
Compton College
1111 East Artesia Blvd
Compton, CA 90221

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Sonia Lopez
Sonia Lopez (Mar 2, 2021 12:48 PST)   Mar 2, 2021

Sonia Lopez, (President, Board of Trustees, Compton Community College District)

                                                        Mar 2, 2021

Keith Curry, Ed.D., (President/CEO, Compton College)

                                                        Mar 2, 2021

Sheri Berger, (Vice President Academic Affairs, Compton College)

Lauren Sosenko
Lauren Sosenko (Mar 2, 2021 12:37 PST)   Mar 2, 2021

Lauren Sosenko, (Accreditation Liaison Officer, Compton College)

Minodora Moldoveanu
Minodora Moldoveanu (Mar 2, 2021 12:30 PST)   Mar 2, 2021

Minodora Moldoveanu, Ed.D., (Academic Senate President, Compton College)

Amankwa McKinzie, (Classified Union President, Compton College)

Queen Ashonti Juarez Ward
Queen Ashonti Juarez Ward (Mar 2, 2021 09.30 PST)   Mar 2, 2021

Queen Juarez-Ward, (ASB President, Compton College)

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Report Preparation

The Accreditation Steering Committee at Compton College spearheaded and oversaw the completion of this report. This report contains the progress of Actionable Improvement Items arising from Compton College's Institutional Self-Evaluation Report (2017), Recommendations for Improvement made by the External Evaluation Team (2017), action items identified in Compton College's Quality Focused Essay (2017), as well as data reporting from the 2019-2020 academic year, in compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) requirements. The timeline for the completion of this report is as follows:

Date	Action
March 2019	Confirm Accreditation Steering Committee Membership
April 2019	Build Office 365 site to store Accreditation Midterm Report Evidence Review Institutional Self-Evaluation Actionable Items Develop Quality Focus Essay Action Plan
May 2019	Accreditation Standards Training for Co-Chairs Update Institutional Self-Evaluation Actionable Items Review Quality Focus Essay Action Plan
September 2019	Accreditation Standard Subcommittee began drafting Midterm Report responses and linking evidence
December 2019	Accreditation Standard Subcommittees reviewed and discussed the updated draft of Midterm Report responses; continued evidence collection
January 2020-August 2020	Continued updating Midterm Report responses as progress on action items and recommendations was made[1]
September 16, 2020	First Reading: Accreditation Steering Committee
September 23, 2020	Core Planning Team Review of Midterm Report
October 20, 2020	Associated Student Body Presentation
October 21, 2020	Second Reading & Approval: Accreditation Steering Committee
October 22, 2020	Email communication to the campus community with the Midterm Report
October 22, 2020	Institutional Effectiveness Committee Review of Midterm Report
October 29, 2020	Virtual Town Hall via Zoom
November 12, 2020	Send to Vice President of Academic Affairs for inclusion in the Academic Senate packet
November 19, 2020	Academic Senate First Reading
December 3, 2020	Second Reading & Approval: Academic Senate
December 7, 2020	Consultative Council
January 19, 2021	First Read: CCCD Board of Trustees
February 16, 2021	Second Read: CCCD Board of Trustees

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[1] Please note that during this time, work on the Midterm Report slowed due to the College's shifted focus to address the COVID-19 pandemic.

Plans Arising from the Self-Evaluation Process

Compton College identified sixteen (16) Actionable Improvement Items (AII) from its 2017 Institutional Self-Evaluation Report. Since these Actionable Items were identified, the President/CEO, Accreditation Liaison Officer (ALO), and Accreditation Faculty Coordinator created the Accreditation Action Plan and assigned responsible parties to each. Furthermore, the Accreditation Steering Committee monitors progress toward these items while providing regular updates to these Actionable Improvement Items to the Compton Community College District Board of Trustees and other campus constituent groups.

The Accreditation Steering Committee is one of Compton College's 15 institutional standing committees and is comprised of the President/CEO, the ALO, administrators, a representative from the Office of Institutional Effectiveness, faculty, and staff. Each Actionable Item is listed below with an explanatory narrative and evidence items that support the narrative.

AII 1: **Ensure all meeting agendas and related documents include the college mission statement. (I.A.1).**

The College updated agenda and minute templates in 2018 to include the new mission statement, and users can access it online on the Institutional Standing Committees webpage (AII.1-1). Furthermore, the mission is present in multiple locations and in publications, including the Mission webpage, Page 3 of the *2020-21 College Catalog*, and Page 5 of the *Compton College 2024: Comprehensive Master Plan* (AII.1-2, AII.1-3, & AII.1-4).

AII 2: Outline how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. (I.A.3, IV.A.1, IV.B.3)

In spring 2020, the College completed the *Collaborative Governance Handbook* (AII.2-1), which details how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. The Collaborative Governance Task Force, comprised of faculty, staff, and managers/supervisors, began meeting in fall 2019 to begin drafting a handbook (AII.2-2, AII.2-3, AII.2-4). The President/CEO shared progress on the *Collaborative Governance Handbook* content with all staff, faculty, and administrators during Tartar Talks on September 17, 2019 (AII.2-5) and November 19, 2019 (AII.2-6). Staff, faculty, and managers/supervisors reviewed and provided feedback on the *Collaborative Governance Handbook* during spring Professional Development Day activities on February 13, 2020 (AII.2-7). The *Collaborative Governance Handbook* was then sent to the Academic Senate and Consultative Council for final reviews and approval in May 2020 (AII.2-8) and to the Board of Trustees for approval in June 2020 (AII.2-9).

AII 3: Disaggregate learning outcome data for SLOs, PLOs, and SAOs. (I.B.6)

The Director of Institutional Effectiveness and other representatives from the Office of Institutional Effectiveness met with members of the Core Planning Workgroup, the Vice President of Academic Affairs, academic deans, the Academic Senate President, and student learning outcomes (SLO) faculty facilitators in December 2019 and in January 2020 to develop a plan to pilot program learning outcomes (PLO) disaggregation in spring 2020 (AII.3-1). This pilot plan was implemented in spring 2020, with five PLOs, and the Core Planning Team made a recommendation to move to the eLumen data collection platform to make it easier to collect student-level data. An interim SLO Faculty Coordinator was named in January 2020, and the Office of Institutional Effectiveness will work with this coordinator to develop an implementation and communication plan about the PLO disaggregation to all Compton College faculty in the 2020-2021 academic year. Furthermore, the SLO Coordinator continued work with key service area outcome (SAO) leads and the Core Planning Workgroup to begin SAO development and assessment plans across Student Services, Institutional Effectiveness, Human Resources, and Administrative Services (AII.3-2). The plan has been delayed because of the pandemic and will be shared with faculty and staff once it has been drafted and taken through the governance process.

AII 4: Disaggregate learning outcomes data between Distance Education and traditional courses. (I.B.6)

Compton College piloted disaggregation of PLOs by ethnicity in spring 2020. Scaling disaggregation of learning outcomes across all PLO and SLOs proved problematic with the College's current Nuventive data collection system since Nuventive does not support data collection at the student level. Compton College has since made the decision to move to the eLumen platform and has begun the process to have this new system in place effective spring 2021 (AII.4-1).

AII 5: Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified. (I.B.6)

The *Student Equity Report and Plan* analyzes and identifies disproportionate "gaps" (AII.5-1). The Director of Student Basic Needs and Success continuously looks for additional ways to integrate data into presentations, such as the Planning Summit held in November 2019 and Tartar Talk presentations to the entire community (AII.5-2, AII.5-3). The Student Equity and Achievement committee, the Student Success Committee, and the Equity Committee will continue to strategize with the Director of Student Basic Needs and Success on this item. Also, specific task forces have been developed to investigate and respond to specific group needs, such as the Men of Color Task Force and the LGBTQ Task Force. The groups meet regularly during the primary terms (AII.5-4, AII.5-5). Furthermore, the President/CEO regularly updates the campus community with semiweekly email updates related to solutions regarding equity gaps (AII.5-6, AII.5-7). The CCCD Board of Trustees receives monthly updates on these task forces as well (AII.5-8). The Office of Institutional Effectiveness also produces reports and dashboards that disaggregate student achievement data for the campus and partners and is currently working on a series of data workshops that will support data interpretation and use (AII.5-9, AII.5-10).

AII 6: Develop board policies and procedures for the future Compton College under the authority of CCCD. (I.C.5)

A schedule of board policies and administrative regulations to be reviewed has been established and is reviewed regularly by the College's Consultative Council (AII.6.1). Compton Community College District (CCCD) reviews board policies and administrative regulations on a three-year cycle, which is consistent with Board Policy (BP) 2410: Board Policies, Administrative Regulations, and Procedures (AII.6-2). Each fall semester, as co-chairs of Consultative Council, the President/CEO and President of Academic Senate review the listing of upcoming board policies and administrative regulations due for the academic year. This list is distributed regularly to campus leaders on the Consultative Council to take to their constituent groups for review (AII.6-3). Each year, the Board of Trustees receives for review and information the Board Policy and Administrative Regulations and Procedures scheduled to be reviewed for the year. Furthermore, the *CCCD Change in Administrative Regulation or Board Policy Transmission Cover Sheet* was updated and approved by the Academic Senate in fall 2018 and is used to track the movement of any board policy or administrative regulation through various campus constituent groups (AII.6-4, AII.6-5).

AII 7: Develop a curriculum process at the Compton College. (II.A.1)

The College's Curriculum Committee was established as a subcommittee of the Compton College Academic Senate in spring 2018, and a curriculum chair was elected among the faculty by the Academic Senate in spring 2017 with the primary responsibilities of developing the *Curriculum Handbook* and developing the Curriculum Committee (AII.7-1). Comprised of faculty members from across the disciplines, Compton College's articulation officer, curriculum analyst, and the Vice President of Academic Affairs, the Curriculum Committee meets twice a month to review and vote on the new curriculum and to oversee curriculum modifications and regularly scheduled course reviews (AII.7-2). The work of the Curriculum Committee is then reported on and brought to the Academic Senate, where the Academic Senate offers any final feedback before approval and recommendation to the CCCD Board of Trustees. Work on the *Curriculum Handbook* that establishes a detailed curriculum process and course review schedule and guidelines began in spring 2018 (AII.7-3). After several revisions, the *Curriculum Handbook* was approved by the Academic Senate on November 15, 2018 (AII.7-4). The College's curriculum process became official effective spring 2019.

AII 8: Develop DE advisory committee at the Compton Center. (II.A.5)

The Distance Education Advisory Committee (DEAC) was established in spring 2017 and became fully operational in spring 2018, as a subcommittee of the Academic Senate. DEAC's membership is comprised of faculty members from across the disciplines, counselors, an articulation officer, and is co-chaired by the distance education faculty coordinator and the Vice President of Academic Affairs. DEAC meets monthly and reports directly to the Academic

Senate ([AII.8-1](#)). In 2019-2020, DEAC worked with the Institutional Effectiveness Partnership Initiative (IEPI) to improve Compton College's distance education program through a grant awarded in fall 2019 ([AII.8-2](#)).

AII 9: Develop a course articulation process at the Compton Center. (II.A.10)

As the transition from El Camino College began, Compton College created a job description for and subsequently hired an articulation officer in fall 2019 ([AII.9-1](#)). The articulation officer is working with both the University of California (UC) and California State University (CSU) system offices on articulation agreements for the College. Compton College courses follow the established articulation process for general education courses with the CSU system facilitated through the California Community Colleges Chancellor's Office. Additional A-G course articulations with the CSU and all course articulations with the UC are managed through the ASSIST platform and are tracked by the articulation officer. The articulation process is dependent upon university approval. Only two universities have articulated Compton College courses at a large scale (University of California, Irvine and California State Polytechnic University, Pomona), and the Articulation Officer reports that approvals slowed in fall 2020 due to COVID-19. The articulation officer tracks these approvals' progress on the ASSIST platform and CurricUNET (the College's curriculum platform), notifies campus groups if follow-up is needed, and engages with university partners about articulation agreements.

AII 10: Develop a method to improve the Compton Center tracking of results for external certification exams for programs offered at Compton College. (II.A.14)

The College has an established process to track results of external certification exams for the Nursing and Welding programs ([AII.10-1](#)). The Dean of Student Learning and the Director of Adult Education and Workforce Development are currently defining a process for other career and technical education disciplines. The College's goal is to create a data collection process for all disciplines by spring 2021. The data collection will be assigned to designated staff who will collect the rates from various sources, including program reviews, and post the certification rates online.

AII 11: Develop a Program Discontinuance Policy for CCCD. (II.A.15)

To ensure that the College is providing up-to-date and in-demand programs, the College established Board Policy 4021: *Program Discontinuance* and Administrative Regulation 4021: *Program Discontinuance* that both aim to review enrollment trends and inform college actions on programs that are no longer inconsistent demand for students ([AII.11-1](#)) ([AII.11-2](#)). Board Policy 4021 provides the purpose of and the CCCD's approach to program discontinuance. Administrative Regulation 4021 outlines the collaborative and collegial procedures by which the Educational Task Force, comprised of representatives across major constituent groupings, shall determine those programs to be recommended for discontinuance ([AII.11-3](#)).

AII 12: Digitize student records currently stored as hard copies. (II.C.8)

All student records between August 24, 2006, and June 7, 2019, belong to El Camino College, and the responsibility for digitizing those belong to them (AII.12-1). Compton College now collects most records electronically through Banner, the College's student information system. The College is working to ensure that each full-time staff member will have a scanner installed at their workstation to scan documents that are turned in on paper. Furthermore, the Admissions and Records business process will be changed to require documents to be scanned daily to alleviate the amount of paperwork in the Admissions and Records Office. Transcript requests will be processed online via Credentials, while workflows are being created to allow all grade change petitions and general petitions to be fully processed, including signatures. Finally, discussions about how to take these completed documents and attach them to a student's educational record will continue in the Admissions and Records Office. Any associated costs will be determined by the Director of Admissions and Records and will be requested through the resource allocation process.

AII 13: Update Technology Plan. (III.C.1)

The College's *Technology Plan* was updated in fall 2019 to reflect the technology changes needed at the College following the transition away from El Camino College (AII.13-1). This plan includes the integration of the College's new enterprise resource planning (ERP) system, Banner, the College's migration to Office 365, and the introduction of the College's new mobile application for students. Finally, the updated *Technology Plan* was revised to align with the College's recently adopted Tartar Completion by Design Framework and *Compton College 2024: Comprehensive Master Plan* (AII.1-4). All major constituent groups, including the Academic Senate, reviewed and provided feedback on the *Technology Plan* prior to its Board approval on November 19, 2019 (AII.13-2, AII.13-3).

AII 14: Implement Institutional Effectiveness Partnership Initiative - College Innovation and Effectiveness Plan (IEPI). (III.D, IV.A)

The College has accomplished many of the IEPI goals for planning (AII.14-1). Major accomplishments include regularly scheduled program review training during primary terms, the establishment of the *Integrated Planning and Budget Calendar*, formalizing the annual planning process, and the implementation of SLO and planning eLumen software (AII.14-2, AII.14-3, AII.14-4, & AII.14-5). The College integrated these planning action items into the comprehensive Compton College 2024 Action Plan, and the Institutional Effectiveness Committee will continue to review action items related to planning action items to ensure completion (AII.14-6). The new student learning outcomes faculty coordinator, in collaboration with the Office of Institutional Effectiveness, implemented a pilot program learning outcome (PLO) disaggregation project in spring 2020 that will continue in the 2020-2021 academic year, as the College considers how to scale student-level SLO data collection.

AII 15: Finalize the "Decision Making and Governance Manual for the CCCD and Compton Center." (IV.A.1, IV.B.3)

As mentioned in AII 2, the Collaborative Governance at Compton College document was completed and approved by the CCCD Board of Trustees on June 16, 2020 (AII.2-6).

AII 16: Complete another cycle of evaluations of institutional standing committees. (IV.A.7, IV.B.3)

Beginning in 2016, Compton College has evaluated its governance structure and its 15 institutional standing committees through a governance survey (AII.16-1) (AII.16-2). The survey seeks to measure the College's employees' understanding of the governance structure and committee participation. Responses are anonymous, and once the survey response window closes, the Office of Institutional Effectiveness collects, evaluates, and disseminates the results to the campus. Evaluation of the standing committees is conducted annually. Results were communicated to the campus community in September 2019 at Tartar Talks and sent to institutional standing committee co-chairs in fall 2020 (AII.2-2).

Response to Team Recommendations for Improvement

Compton College's comprehensive review occurred March 6 – March 10, 2017, and during their visit, the External Evaluation Team offered nine (9) recommendations for improvement in their 2017 External Evaluation Report. In response to these recommendations for improvement, the College assumed the same actions as that for the Actionable Improvement Items, where the President/CEO, in collaboration with accreditation liaison officer (ALO) and Accreditation Steering Committee, identified responsible parties for each recommendation and began working to ensure that these recommendations for improvement were addressed appropriately and promptly.

Recommendation 1 (Improvement): *In order to increase effectiveness, the team recommends all program reviews are completed in accordance with institutionally established timelines.* (I.B.1, I.B.8, I.B.9, ER19)

To organize and formalize the program review process at the College, the President/CEO and Vice President of Academic Affairs created the program review faculty coordinator position in fall 2016 (R1-1). This role includes the creation and maintenance of the webpages for *Academic Program Reviews* and *Administrative/Student Services Program Reviews*, the publishing of the College's program review schedule, the creation of the *Program Review Handbook*, as well as hosting program review trainings and office hours (R1-2, R1-3, & R1-4). Additionally, the program review faculty coordinator also serves on the Institutional Effectiveness Committee (IEC) that actively monitors and certifies completion of program reviews across academic, student, and administrative services areas. Furthermore, completed program reviews are posted online, while the IEC and the coordinator notifies program review authors and supervisors of delinquent reviews by email. Although the College has established these timelines and trainings, there are still areas and programs where program reviews are still incomplete. The President/CEO communicates to the campus community regarding the importance of completing program review in a timely manner (R1-5). The President/CEO's office will work with area vice presidents, IEC, academic deans, and Academic Senate to increase completion rates.

Recommendation 2 (Improvement): *In order to increase effectiveness, the team recommends that all program review reports and shared governance committee meeting minutes be disseminated in a timely manner to support the institution's culture of transparency and sustained, substantive dialogue for continuous improvement of student learning and achievement.* (I.B.1, I.B.8, I.B.9, ER19)

In order to increase effectiveness and transparency among constituent groups, all completed program reviews are currently posted on the College's website on either the *Academic Program Review* webpage or the *Administrative/Student Services Program Review* webpage (R1-2). Moreover, the President/CEO and Director of Community Relations have developed both a schedule and *President/CEO Message* to ensure that program review information, as well as other important College or district issues, are communicated to the campus community on a monthly basis (R2-1). The *President/CEO Message* was distributed via email every month to

CCCD employees and is also made available to the CCCD service area constituents through the College's President/CEO webpage as well as on the College's social media channels (R2-2, R2-3). However, since spring 2020, the *President/CEO Message* is published twice per week (R2-4, R2-5).

Recommendation 3 (Improvement): *In order to increase effectiveness, the team recommends that the Compton Center regularly assess and update its website to present clear and accurate information.* (I.C.1, II.A.10, ER 10, ER20)

In spring 2019, CCCD's website was migrated to the Compton College website (R3-1). Anchored on the College's homepage, this move provides website visitors with an easier to navigate and more comprehensive web experience. All institutional standing committee webpages are maintained and reviewed for accuracy by the respective administrative assistant for that Institutional Standing Committee. Relevant information regarding student activities, registration, financial aid, and other student support services is regularly updated by the respective office and is reviewed for content and accuracy by the Director of Community Relations. Furthermore, the Director of Community Relations holds trainings for departments and programs to support the maintenance of their webpages using OU Campus (R3-2). In fall 2020, the College began the process of a website redesign under the leadership of the Director of Community Relations.

Recommendation 4 (Improvement): *In order to increase effectiveness, the team recommends that the Compton Center delineate the Program Learning Outcomes among the general program, degrees, and certificates.* (II.A.3)

As previously mentioned, the College is undertaking several steps to ensure that all PLOs are delineated among programs, degrees, and certificates (AII.3-1). Aided by the Office of Institutional Effectiveness and the SLO faculty coordinator, beginning in the 2020-2021 academic year, the College's PLOs will be reviewed by faculty members to ensure proper alignment between course student learning outcomes. In future semesters, the College's faculty will also assist in both the alignment of PLOs to institutional learning outcomes (ILOs) as well as in the evaluation of the College's ILOs.

Recommendation 5 (Improvement): *In order to increase effectiveness, the team recommends the Library and Student Success Center staff and the Career Technical Education faculty work together to explore strategies to improve information sharing (e.g., tutoring, supplemental instruction).* (II.B.1, ER17)

Representatives of the Student Success Center, previously led by the Director of Student Equity, have been meeting regularly with the Director of Adult Education and Workforce Development to identify areas of support for career technical education (CTE) students (R5-1). Strategies such as supplemental instruction, library/tutoring support, and workshops dedicated to CTE students are being designed. These measures are further supported by the Student Success Committee and are aligned with the College's Tartar Completion by Design framework (R5-2). As the College

moves forward with Guided Pathways counselors and a case management style of student support, CTE students will benefit from more focused, one-on-one support from a counselor in their area that will guide them to support services available. Finally, the College's adoption of and campuswide rollout of an early alert system, CRM Advise, has also increased communication between CTE instructors, student support staff, and counselors (R5-3).

Recommendation 6 (Improvement): *In order to increase effectiveness, the team recommends that the Center strengthen its efforts to provide ongoing professional development for all employees and increase the engagement of classified and adjunct employees.* (III.A.14)

The College has taken several steps to strengthen professional development offerings campuswide. First and foremost, the Academic Senate established the Faculty Development Committee in fall 2017, which began designing and offering regular flex workshops throughout the semesters (R6-1). This committee also established a semester reading/book club, and since fall 2019 has been offering an optional faculty-centered professional development day that complements the College's required professional development day (R6-2, R6-3, & R6-4). All professional development opportunities are open to adjunct employees. Adjuncts are encouraged to participate and are offered meals and stipends when available for special trainings such as the Assembly Bill 705 professional development support workshops (R6-5). In fall 2019, the Academic Senate asked the Faculty Development Committee to review and recommend an approved listing of flex activities to the District (R6-6, R6-7). This listing was approved by the Academic Senate on May 16, 2019, and submitted to the CCCD as informational thereafter (R6-8).

The second step that the College took to strengthen professional development efforts among all employees campuswide was to create a *Needs Assessment Survey* (R6-9). Designed by the Office of Institutional Effectiveness, the survey is a non-punitive questionnaire that asks all employees of the District to consider what goals they have for their own professional development and what the District can do to assist in the realization of these goals. The survey was disseminated to various campus stakeholders to provide an opportunity for feedback. The *Academic Senate approved the Needs Assessment Survey* on September 16, 2019 (R6-10). Findings from the fall 2019 administration of the *Needs Assessment Survey* are available online (R6-11), and the survey was updated and administered again in December 2020.

The third step that the College took to strengthen professional development efforts among classified employees was to design and host an annual Classified Professional Development Day. The inaugural Classified Professional Development Day was hosted in spring 2018 and was designed around tactile activities aimed at team building, overall health and nutrition wellness, and strategies for time and financial management (R6-12).

The final step that the College took to strengthen professional development efforts campuswide was to hire a Professional Development Manager. Hired July 1, 2019, the Professional Development Manager's role is to "facilitate and coordinate appropriate and timely professional development workshops for faculty, management and staff; design, plan and implement various

programs to address institutional, departmental, and personal training needs; train, supervise and evaluate assigned staff" (R6-13). The manager has worked with the Profession Development Committee and established a calendar for 2020-2021.

Recommendation 7 (Improvement): *In order to increase effectiveness, the team recommends that, as the Center transitions toward College/District status, staffing needs are given priority and continuously assessed.* (III.A.9, III.A.10, ER8)

As Compton College completed the transition away from El Camino College, staffing needs were assessed, and suggestions were made to revise the *Staffing Plan* (R7-1). The College addressed its needs through the lens of Guided Pathways implementation, CTE/curriculum trends, and various legislative changes, including Assembly Bill 288, Assembly Bill 705, and 504/508 compliance. The *Staffing Plan* was revised to align with the College's Tartar Completion by Design framework as well as the *Compton College 2024, Comprehensive Master Plan* (AII.1-4). Furthermore, in order to increase effectiveness of staffing needs that reflect the needs of the College's diverse student population, the College partnered with the University of Southern California's (USC) Center for Urban Education to review job descriptions and create opportunities for diversity and inclusiveness at the College (R7-2).

Finally, staffing needs are also assessed and reviewed each fall semester by the Faculty Prioritization Committee, which is comprised of faculty members appointed by the Academic Senate, the Vice President of Academic Affairs (serving as the President/CEO's representative), and the Vice President of Human Resources (R7-3). The purpose of this committee is to listen to the faculty staffing requests from each area dean and then, using data, to rank these requests. Once this process has been completed, the Faculty Prioritization Committee makes a formalized recommendation to the President/CEO for hiring faculty for the following academic year, and the President/CEO responds to the Academic Senate in writing (R7-4).

Recommendation 8 (Improvement): *In order to increase effectiveness, the team recommends the Center develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment.* (III.B.4)

The College revised AR 6602: *Bond Program Management* in September 2019 (R8-1). This administrative regulation documents the best practices related to long-range plans and total cost of ownership. Specifically, section IV, titled "Bond Program Management Controls," outlines the processes as they relate to projection and documentation of the total cost of ownership (TCO) that includes: a listing of current CCCD projects, ongoing and future facility needs, a biennial revision of the facilities section of the *Compton College 2024 Comprehensive Master Plan*, scheduled maintenance needs, tracking of funding by source, cost and schedule review, construction, contract documentation, monthly progress reports, quarterly forecasts, and annual audits (AII.1-4).

Recommendation 9 (Improvement): *In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information.* (III.D.2, III.D.3)

Based on this recommendation and the needs of the College, the President/CEO recommended that integrated planning should be one of the focuses of the College's 2017 Quality Focus Essay (R9-1). The first action was the creation of the Core Planning Workgroup, which consists of administrators, staff, and faculty leaders across the campus. Led by the Director of Institutional Effectiveness, the Core Planning Workgroup meets monthly and reports directly to the President/CEO on all progress of assigned tasks.

The College updates its *Planning and Budget Calendar* annually, and it is disseminated to the campus community by the committee membership (AII.14-3). As one of the College's institutional standing committees, the Planning and Budget Committee will begin providing the most updated version of this calendar on its committee webpage for transparency and ease of access. Additionally, to further increase transparency about budget allocations and prioritizations timelines, the calendar has been incorporated into Administrative Regulation 6200: *Budget Calendar* and was first received by the CCCD Board of Trustees in July 2019, following the end of the Partnership Agreement with El Camino Community College District (R9-2).

Finally, to further clarify the planning and budget process, in spring 2019, the President/CEO and Consultative Council established a campuswide writing committee, comprised of administrators, faculty, staff, and students, to write the College's *Collaborative Governance Handbook*, where this process is written out in detail for all District stakeholders to review (AII.2-1). The President/CEO and Consultative Council aim to help campus and District constituents better understand the process from program/area request to budget allocation. Additionally, in order to increase consistency with integrated planning, the President/CEO and vice presidents worked with the Office of Institutional Effectiveness to design a new budget request and prioritization process beginning in fall 2020. Finally, for those budget requests not funded, a process is being developed to "close the loop," where a written letter regarding the decision, with reasons for not being funded, is sent to the requestor. This process, along with the budget request and prioritization processes, is included in the *Collaborative Governance Handbook* (AII.2-1).

Data Trend Analysis

This section provides the relevant data defined in the *ACCJC Midterm Report Data Form*. In addition, the data presentation includes a summary of the Accreditation Steering Committee reflection and discussion about the data trends.

For this presentation, unless an exception is noted in the data analysis section, the data represent the following academic years:

Year 1: 2016-2017

Year 2: 2017-2018

Year 3: 2018-2019

Annual Report Data – Institutional Set Standards

STUDENT COURSE COMPLETION
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	63%	63%	63%
Stretch Goal	72%	72%	74%
Actual Performance	68%	69%	69%
Difference between Standard and Performance	5%	6%	6%
Difference between Stretch Goal and Performance	-4%	-3%	-5%

Analysis of the data:

Course success is well above the institutional set standard but consistently below the stretch goal. Compton College has undergone several changes and implementations that would impact course success including:

- Transition from El Camino College: The transition from El Camino College was a historic and consequential event for Compton College faculty, staff, administrators, and students. The College had been building toward this new independent Compton College, which began operations as of June 7, 2019.
- Implementation of Assembly Bill 705: Compton College has been implementing efforts related to Assembly Bill 705 since spring 2019. The key changes were revised course offerings in math and English, with the elimination of the lowest level courses. Further, faculty in math and English participated in professional development in winter and summer 2019 to provide accelerated course success and established Communities of Practice in fall 2020.
- Compton College joined Achieving the Dream, Inc. to focus on professional development about teaching and learning, as well as improved data use.

Moving forward, we expect to see an increase in course success due to:

- Compton College is implementing Guided Pathways and key student supports, such as the early alert system that was piloted in fall 2019 and is currently being scaled across the campus.

College stakeholders review course success during its annual review of Institutional Set Goals in the spring of each year. The stretch goal was increased in year three as a response to a discussion about Assembly Bill 705 and the expected increase in course success related to increased success in math and English and to align with the California Community Colleges Chancellor's Office Vision for Success.

Academic programs and student services faculty and staff review course success data through the program review process. Course success data are available on the Compton College website with drillable options by discipline and course, as well as student ethnicity and gender to identify potential disproportionate impact.

DEGREE COMPLETION
(Students who received one or more degrees may only be counted once.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	199	199	264
Stretch Goal	319	319	677
Actual Performance	487	495	497
Difference between Standard and Performance	288	436	233
Difference between Stretch Goal and Performance	168	316	-180

Analysis of the data:

The number of students awarded an associate degree has increased from 487 to 497 between year 1 and year 3; this represents an increase of 10 awards. During each of the last three years, the actual performance of degree completion surpassed the institutional-set standard. After raising the stretch goal, the College fell behind the stretch goal in the 2018-2019 school year.

Compton College transferred over only select degrees and certificates as it transitioned to an independent college. It also developed five Guided Pathway Divisions launched in fall 2019 based upon the *Compton College: Most Popular Majors and Meta-Majors* report produced by the Office of Institutional Effectiveness. This report also found that many students earn a General Studies degree. In spring 2020, Compton College administered a "major" survey to make sure that students have the correct major, and therefore can benefit from the Guided Pathway student services support designed to inform students about programs of study and career options.

CERTIFICATE COMPLETION
(Students who received one or more certificates may only be counted once.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	77	77	90
Stretch Goal	111	111	133
Actual Performance	178	104	173
Difference between Standard and Performance	101	27	83
Difference between Stretch Goal and Performance	67	-7	40

Analysis of the data:

The number of students awarded a certificate decreased from 178 to 104 between year 1 and year 2. However, the number of students awarded a certificate increased from 104 to 173 between year 2 and year 3. The actual performance of certificate completion surpassed both the institutional set standard and stretch goal except during year 2.

Compton College transferred over only select certificates as it transitioned to an independent college. This focus on more select certificates may impact certificate completion numbers in the future.

Transfer

Category	Year 1	Year 2	Year 3
Institutional Set Standard	278	278	478
Stretch Goal	544	544	867
Actual Performance	615	642	388
Difference between Standard and Performance	337	364	-90
Difference between Stretch Goal and Performance	71	98	-479

Analysis of the data:

The number of students who transferred increased from 615 to 642 between year 1 and year 2. The number of transfers surpassed both the institutional set standard and stretch goal. However, in year three there was a decrease in the number of transfers accounted for Compton College. This decrease was due to a change in how the transfer data were pulled from the National Student Clearinghouse. In the prior years, the methodology to pull "Compton College" students from the El Camino Community College District Institutional Research Office was to include any student who had completed 12 units in the previous year at either the Compton College or El Camino campus. In 2018-2019, as Compton College was gaining its independence from El Camino, the methodology was changed to pull only students who had completed 12 units in the

previous year at Compton College. Moving forward this is the methodology that will be used, and the decrease will need to be accounted for in a revised institutional set standard and stretch goal.

In spring 2021, the Director of Institutional Effectiveness will request that the transfer Institutional Set Goal and Standard be included in the Core Planning Workgroup agenda for a recommended change. This recommendation will be forwarded to Consultative Council and then to the Board of Trustees to finalize the new standard and goal for the College.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Year 1	Year 2	Year 3
Number of Courses	293	243	230
Number of Courses Assessed	271	209	135
Number of Programs	22	20	25
Number of Programs Assessed	15	14	4
Number of Institutional Outcomes	1	1	1
Number of Outcomes Assessed	0	0	0

Analysis of the data:

The table above presents the number of student learning outcomes, program learning outcomes, and institutional learning outcomes that were scheduled for assessment during the academic years. The courses and programs are on a three-year assessment cycle that was initiated in 2013. The number of courses assessed decreased from 271 to 135 during the last three years.

The number of programs assessed has decreased from 15 to 4. Compton College is establishing a new report that will be disseminated to Academic Deans to track SLO and PLO completion. Academic Deans will be responsible to ensure full participation on an ongoing basis, instead of the semiannual report that has been provided in the past. The College has not yet assessed the Institutional Learning Outcomes (ILOs). In spring 2021, Compton College will re-establish the ILO assessment schedule and assessing one ILO each year.

Historically, Compton College has used Nuventive for its SLO data collection but will now migrate to eLumen effective spring 2021. The SLO Coordinator conducts regular trainings about SLO data collection and use. The College has defined SLOs, PLOs, and ILOs and entered them into the current Nuventive system. However, participation in entering assessment results has been a continuing struggle, as the College has experienced turnover in faculty coordinators and facilitators. The College named a new interim faculty SLO coordinator for winter 2020. Under the new leadership, the College emphasized the importance of SLO collection and implemented a PLO disaggregation project through winter 2021 when a new faculty SLO coordinator will take over.

LICENSURE PASS RATE
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing	80%	72%	83%	90%	-8%	3%	10%	N/A	N/A	N/A	N/A
Cosmetology-Written	75%	NA	70%	91%	NA	-5%		N/A	N/A	N/A	N/A
Cosmetology-Practical	75%	NA	73%	77%	NA	-2%	2%	N/A	N/A	N/A	N/A

Analysis of the data:

While the licensure pass rate was low in year one for nursing and cosmetology in year two, the most recent licensure pass rates have met our institution set standard in all three programs. The nursing program has partnered with Assessment Technology Institute (ATI) and UWorld software to help students prepare for the National Council Licensure Examination (NCLEX). Further, Kaplan provides review for the exam. After program completion, the College did not establish stretch goals for these licensure pass rates in this time frame; the accreditation liaison officer (ALO) requested that discipline faculty and the respective academic deans establish these goals in fall 2020. Additionally, the dean responsible for our CTE programs of study will review the disciplines that are reporting licensure pass rates and determine if additional areas should be included.

JOB PLACEMENT RATE
(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Automotive Collision Repair	60%	42%	69%	57%	-18%	9%	-3%	N/A	N/A	N/A	N/A
Automotive Technology	60%	53%	56%	58%	-7%	-4%	-2%	N/A	N/A	N/A	N/A
Business and Commerce	70%	71%	68%	NA	1%	-2%	NA	N/A	N/A	N/A	N/A
Business Management	70%	NA	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A
Child Development	55%	72%	82%	80%	17%	27%	25%	N/A	N/A	N/A	N/A
Children with Special Needs		100%			N/A	N/A	N/A	N/A	N/A	N/A	N/A

Computer Information Systems	70%	60%	50%		-10%	-20%	NA	N/A	N/A	N/A	N/A
Cosmetology	60%		100%	61%	NA	40%	1%	N/A	N/A	N/A	N/A
Machine Tools	None	88%	56%	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Marketing	70%	60%	50%	NA	-10%	-20%	NA	N/A	N/A	N/A	N/A
Nursing	60%	84%	88%	88%	24%	28%	28%	N/A	N/A	N/A	N/A
Welding	None	71%	100%	71%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Analysis of the data:

The College did not establish stretch goals for these job placement rates in this time frame; the ALO requested that discipline faculty and the respective deans establish these goals in fall 2020. Further, the College has not yet set institutional set standards for the job placement rate in machine tools and welding disciplines. The ALO requested that discipline faculty and the respective deans and administrators establish these goals in fall 2020.

Job placement is consistent and high in the nursing, welding, and child development disciplines. Child development improved during the time frame (from 17% to 25%). The College hired a Permit Specialist who supports students in child development as they navigate employment and permitting requirements. The job placement rate for automotive collision and repair and automotive technology improved from year 1 to year 3. Other disciplines saw a decline in job placement or too few graduating students to calculate the job placement rate. The College must consider plans to address this low participation for the viability of the programs.

Annual Fiscal Report Data

General Fund Performance

	Year 1	Year 2	Year 3
Revenue	$37,746,267	$38,252,345	$40,493,934
Expenditures	$38,749,553	$37,049,256	$39,650,117
Expenditures for Salaries and Benefits	$29,855,162	$28,723,071	$31,151,164
Surplus/Deficit	($1,003,286)	$1,203,089	$843,817
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-3%	3%	2%
Reserve (Primary Reserve Ratio)	27.1%	31.7%	31.8%

Analysis of the data:

Compton College's revenue has increased over the last three years, with the last total revenue of $40,493,934. Expenditures were slightly more than revenue in year one, and slightly less than the total revenue in years two and three. The reserve started at $12,568,820 and has increased to $14,921,979 in year three.

Other Post-Employment Benefits

	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	$6,953,000	$11,679,424	$12,568,820
Funded Ratio (Actuarial Value of Plan Assets/AAL)	41%	24%	26%
Annual Required Contribution (ARC)	$1,721,216	N/A	N/A
Amount of Contribution to ARC	$1,203,237	N/A	N/A
Service Cost	N/A	$608,696	$571,280
Interest	N/A	$687,184	$740,494
Employer Contribution	N/A	$1,203,237	$672,378

Analysis of the data:

The actuarial accrued liability for Other Post Employee Benefits (OPEB) has increased over the three-year period, while the funded ratio has decreased. The Annual Required Contribution was eliminated in 2017 and therefore is only applicable to year one. Furthermore, in years two and three, the service cost, interest, and employer contributions are reported.

Enrollment

	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	5,261.79	4,956.19	4,576.80

Analysis of the data:

Enrollment at Compton College has been decreasing over the last three years. This was expected with the combination of its transition as an independent college, the strong economy, and

shrinking K-12 population. Compton College has drafted a new *Compton College 2024 Enrollment Management Plan* to increase Compton College enrollment.

Financial Aid

	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD – 3 year rate)	Not enough borrowers to display	4%	1.4%

Analysis of the data:

The loan default rate for years 2 and 3 represents fiscal years 2016 and 2017. The rate was 4% in year 2 and decreased to 1.4% in year 3. Year 1 shows less than 10 borrowers.

Report on the Outcomes of the Quality Focused Projects

Compton College submitted a Quality Focused Essay (QFE) Special Report to the ACCJC in November 2017. This QFE focused on two areas of the College: Integrated Planning and Distance Education. This section provides a description about how Compton College has progressed to the goals outlined in the QFE.

Quality Focused Essay – Action Project 1: Integrated Planning

The Quality Focused Essay (QFE) described the need to make improvements to Compton College's planning process to develop a clearer connection between planning and resource allocation. The QFE outlined Compton College's planning system designed to prioritize recommendations from Annual Program Plans (APP) developed through program review. The annual plan process then builds upon the APPs to define Unit Plans, followed by Area Plans, which then ultimately culminates into a final College budget that funds a prioritized set of recommendations. The QFE suggested that program plan-derived recommendations were not consistently implemented across divisions and service areas. Furthermore, the College realized that it needed to make organizational changes that would involve adjustments to current committee responsibilities, as well as the development of a workgroup connected to the College's Institutional Effectiveness Committee (IEC). Thus, the QFE identified two major goals related to Integrated Planning:

1. Strengthen the link between Annual Program Plans and resource allocation.
2. Improve campus communication regarding planning processes and actions.

This section describes the progress that Compton College has made to date in realizing these goals.

Strengthen the link between Annual Program Plans and Resource Allocation

Over the last three years, Compton College has undertaken several activities to strengthen the link between APPs and resource allocation. These activities are monitored through the Compton College 2024 Action Plan (AII.14-6). These activities include: improving the institutional standing committee structure, bolstering the Office of Institutional Effectiveness staffing and planning resources, and strengthening the student learning outcome processes of the College.

The College has further developed its institutional standing committees (ISCs) across the campus (AII.1-1). All ISCs report to Consultative Council, the representative planning committee co-chaired by the President/CEO and the Academic Senate President. Compton College has 15 institutional standing committees with clearly defined purpose statements captured on the representative list circulated each term by the President/CEO and Academic Senate President. Per the *Collaborative Governance Handbook*, these committees have a faculty and administrator co-chair leadership structure and a defined administrative assistant to ensure all agenda and notes, including any recommendations that will require resource allocations, are captured and posted online in a timely manner for access by all college stakeholders (AII.2-1).

In the 2019-2020 academic year, Compton College drafted the *Collaborative Governance Handbook* that outlines the decision-making processes at the College, including descriptions of the annual planning process and resource allocation (AII.2-1). The *Collaborative Governance Handbook* outlines how ISCs make recommendations to the President/CEO for funding consideration. This process was developed, reviewed, and approved by campus constituent groups over a two-year period (AII.2-2, AII.2-3, AII.2-4, AII.2-7).

Each year, the President/CEO holds a training for all committee co-chairs to review the roles and responsibilities of committees (QF1-1). During the training, the President/CEO underscores the importance of moving recommendations through the committee structure for funding consideration, establishing annual goals, evaluating each ISC (which is performed by the Office of Institutional Effectiveness), and reviewing the evaluation findings. The evaluation findings are reviewed by the Collaborative Governance Task Force each August.

To effectively track the efforts to strengthen planning and budget allocation, the College established the Core Planning Team (AII.3-1, AII.3-2). This team focuses on key objectives identified in the QFE, including student learning outcome disaggregation, establishing annual college goals, and tracking progress on Compton College's Institutional Effectiveness Partnership Initiative (IEPI) project on integrated planning and the subsequent IEPI project on Distance Education. Progress toward the IEPI goals is captured in the Compton College 2024 Action Plan (AII.14-6). Led by the Director of Institutional Effectiveness, the Core Planning Team consists of various members from across campus constituent groups.

Compton College invested in staffing for the Office of Institutional Effectiveness and in planning resources to support strengthening the link between annual plans and budgeting allocations. The College developed a job description for a Manager of Institutional Research and Planning, as called for in the QFE (R9-1). Upon further review of the roles and responsibilities related to this position, the title of the position was modified to a director position (QF1-2). Furthermore, the department was later renamed from Research & Planning to Institutional Effectiveness, in order to clarify the roles and responsibilities of the department to the campus community. Subsequently, the position's title was modified to "Director of Institutional Effectiveness" (QF1-3). Since 2018, the Director of Institutional Effectiveness has overseen the annual planning cycle and worked to close the link between planning and budget, which has resulted in increased funding through the planning process (see Data Trend Analysis section above).

In addition to hiring a Director of Institutional Effectiveness, Compton College also invested in the Nuventive platform to capture the College's planning documentation that is linked to the budget process (QF1-4). Since its adoption, the Director of Institutional Effectiveness conducts regular, periodic Nuventive trainings across the campus in alignment with Administrative Regulation 6200: *Budget Calendar*, to increase the number of faculty and staff who complete annual plans (AII.14-3, QF1-5). During the 2019-2020 planning cycle, a majority of annual plans were captured in the Nuventive system and documented in the annual evaluation report (QF1-6). While this work has been institutionalized, the College has made the decision to adopt the eLumen platform and began the migration of institutional data over to this new system during the fall 2020 semester.

The Program Review Faculty Coordinator (PRFC) offers regular trainings about how to complete a rigorous program review; however, the program reviews are still captured outside of Nuventive (AII.14-2). The Office of Institutional Effectiveness began working on a plan in fall 2020 to integrate all program review content into the College's newly adopted eLumen platform, which will effectively link program review recommendations to the annual plan recommendations that inform the annual budget.

Improve Campus Communication Regarding Planning Processes and Actions

To improve the campus communication related to planning, Compton College engaged in its first IEPI project focused on integrated planning. Many of the IEPI recommendations have been addressed since 2017 (AII.14-1). Through this process, the PRFC position was created. Once hired, the PRFC created and publicly posted a program review schedule timeline, *Program Review Handbook*, and additional support resources (R1-1, R1-4, QF1-7).

The IEC and the PRFC monitor the program review schedule timeline and regularly communicate with faculty and staff who are responsible for program review efforts. As previously mentioned, the PRFC hosts multiple trainings each term about how to complete program review. Furthermore, the PRFC regularly communicates with the academic deans, providing status updates of program reviews, and where they are complete, need revision, or are outstanding (QF1-8). Compliance with the program review timeline continues to be a challenge. In April 2020, the President/CEO sent a message about all outstanding program reviews that were due by June 30, 2020 (R1-5).

The *Planning and Budget Calendar* has been created and updated for the current academic year and is posted as AR6200. The Director of Institutional Effectiveness communicates deadlines related to the annual planning process across the campus, as well as maintains the planning webpage (QF1-9). During the 2020-2021 annual planning cycle, the College implemented "Feedback Reports" at each roll-up level (e.g., Unit, Area, and College). These reports provide a justification for recommendations that are not forwarded to the next level of review. These reports are publicly posted for all stakeholders to review (QF1-10). Furthermore, the 2020-2021 annual planning process included a voting system of informed stakeholders during the roll-up process to increase the awareness of annual plan recommendations across the campus (QF1-11).

The faculty Student Leaning Outcomes (SLO) Coordinator provides leadership and guidance to our faculty to realize the SLO area of focus on the IEPI plan. The SLO Coordinator, in collaboration with four additional faculty SLO facilitators across the campus, work with faculty constituents to communicate SLO requirements and timelines, as well as complete SLO data collection (QF1-12). Additionally, the SLO Coordinator and the Director of Institutional Effectiveness communicated with key faculty about a pilot effort to disaggregate PLO data collection in spring 2020 through the Core Planning Team (AII.3-1).

Beginning fall 2020, the Institutional Effectiveness Committee and the Core Planning Team will review the IEPI action steps to determine if additional efforts need to be addressed outside of normal continuous improvement efforts. This status update will be publicly posted and

forwarded to the Institutional Effectiveness Committee and then to Consultative Council in spring 2021.

Quality Focused Essay – Action Project 2: Distance Education

Compton College is investing in and developing its distance education offerings for students. In its November 2017 QFE Special Report, the College identified three main goals for distance education: 1) create an organizational management structure for distance education; 2) implement best practices to increase student success; and 3) promote student awareness and develop tools for student success. To support the effort to meet these goals, in spring 2019, the College participated in an IEPI and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) consortium (AII.8-2, QF2-1). The sections below describe the progress that the College has made toward each of the QFE goals for distance education and additional plans for distance education through 2024.

Organizational Management Structure

The College has developed its own support and management structure for distance education independent from El Camino College. Specifically, the College established three positions, which are housed in Academic Affairs, to support distance education: 1) a distance education faculty coordinator who facilitates the College's faculty training and certification processes and leads the Distance Education Advisory Committee (DEAC); 2) a learning management system specialist to help manage the Canvas system, support faculty using Canvas; and, 3) a Distance Education Manager who works with the Distance Education Faculty Coordinator and the Vice President of Academic Affairs. The manager provides oversight of the distance education program, coordinates and oversees day-to-day operations, supervises the learning management system specialist and distance education faculty coordinator, has budget oversight, serves as a trainer for online student support services, and works closely with the Distance Education Advisory Committee (QF2-2, QF2-3, QF2-4).

In spring 2020, Compton College identified the need for an instructional designer/faculty distance education trainer, and this position was filled with a full-time faculty representative (QF2-5).

In addition to the human resources deployed to support distance education, the College established the DEAC in spring 2017. In support of the institution's QFE and the *Compton College 2024 Comprehensive Master Plan*, the DEAC works collaboratively with academic deans, the distance education faculty coordinator, the Curriculum Committee, and the Academic Senate to facilitate and improve online teaching, learning, and technology (QF2-6). The DEAC supports a learner-centered program and makes recommendations to the Curriculum Committee and the Academic Senate that are designed to further student success. Moreover, each DEAC member not only represents their division, but also acts as a resource to all faculty and staff members within the division regarding the exploration, development, and implementation of robust pedagogical online strategies in the distance education environment (QF2-7).

Implement Best Practices to Increase Student Success

The distance education faculty coordinator and the DEAC have developed a *Distance Education Handbook* that outlines best practices and guidelines for Compton College faculty (QF2-8). In joining the CVC-OEI, the College is building its capacity to create strong distance education course offerings.

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC), which is responsible for determining the College's Peer Online Course Review (POCR) training process. This review process ensures that all online courses meet Title 5 of the California Code of Regulations requirements, adhere to the course outline of record, and that the faculty who teach online have a standard level of expertise in distance education teaching practices (QF2-9). In addition to the POCR process, the College also will host professional development workshops and a digital summit about distance education in the coming year (QF2-10).

In spring and summer 2020, concerns about the potential for a closure because of COVID-19 led the distance education faculty coordinator to expedite in-house Canvas training for all full-time and adjunct faculty (QF2-11, QF2-12). In addition, the distance education team, which included 15 trainers, held a four-hour Canvas training, "Growing with Canvas," on March 18, 2020. All faculty were required to attend. Prior to COVID-19 our Canvas use was recorded at 138 courses, 63 teachers and 2,571 students. After this transition during COVID-19, the use was measured at 382 courses, 199 teachers, and 4,594 students. In addition, student academic support programs and student services were also moved online.

The distance education faculty coordinator trained a small cohort of counselors to implement online counseling Q&A in fall 2019 (QF2-13). The coordinator also held a digital summit in February 2020 with the CVC-OEI to enhance student services awareness of online resources such as Cranium Café (QF2-10). The COVID-19 crisis amplified this work, and by spring 2020, all counselors are now trained and able to implement educational planning counseling sessions online (QF2-14).

Promote Student Awareness and Develop Tools for Student Success

Compton College is investing in ongoing technological professional development for faculty and resources to support the online student experience. These services are provided through the partnership with the CVC-OEI as an online ecosystem of support, including online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. In sum, to foster greater accessibility and equitable outcomes for all students, the College plans to expand its distance education courses, programs, and services (AII.13-1).

All Guided Pathway division chairs have completed the POCR training and are aware of the Course Review Prep Form that is used to review faculty online courses (QF2-15). The FCRC will recommend policies and procedures for Compton College to become a Local POCR campus approved by the CVC-OEI consortium. Furthermore, the Office of Academic Affairs will work with the Academic Senate and DEAC to establish an ongoing training schedule for the faculty to complete their accessibility training to continue to use Canvas.

Cranium Café student hub was installed into Canvas to allow all students to be able to contact all student services and other various departments online through Canvas in spring 2020. Further, the NetTutor was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. Proctorio was installed into Canvas to address the need for testing software, Labster addresses the need for online laboratory courses, and Ally addresses the need for managing accessibility across all Canvas courses (QF2-16). The College leadership is closely watching the state-level funding for these resources and will consider local funding, if necessary. For example, in October 2020, the CCCD entered into an agreement to continue to utilize Cranium Café for online student support services.

APPENDIX – Evidence Master List

Actionable Improvement Items

Actionable Improvement Item 1
AII.1-1	AR2511 Council and Committee Structure
AII.1-2	Compton College Mission Statement Webpage
AII.1-3	2020-2021 Compton College Catalog, Page 3
AII.1-4	Compton 2024 Comprehensive Master Plan, Page 5

Actionable Improvement Item 2
AII.2-1	*Collaborative Governance Handbook*
AII.2-2	Collaborative Governance Workgroup Notes – March 8, 2019
AII.2-3	Collaborative Governance Workgroup Notes – April 5, 2019
AII.2-4	Collaborative Governance Workgroup Notes – May 24, 2019
AII.2-5	Tartar Talks Presentation - September 17, 2019
AII.2-6	Tartar Talks Presentation - November 19, 2019
AII.2-7	Flex Day Agenda - February 13, 2020
AII.2-8	Academic Senate Minutes – May 21, 2020
AII.2-9	CCCD Board of Trustees Agenda – June 16, 2020

Actionable Improvement Item 3
AII.3-1	Core Planning Workgroup Agenda – January 10, 2020
AII.3-2	Core Planning Workgroup Agenda – April 22, 2020

Actionable Improvement Item 4
AII.4-1	Core Planning Team Agenda – June 22, 2020

Actionable Improvement Item 5
AII.5-1	Student Equity Report and Plan
AII.5-2	Planning Summit Agenda – October 11, 2019
AII.5-3	Tartar Talks Presentation – November 19, 2019
AII.5-4	Men of Color Task Force Agenda – May 22, 2020
AII.5-5	LGBTQ+ Task Force Agenda – November 29, 2018
	LGBTQ+ Social Event Flyer – Summer 2020
AII.5-6	President/CEO Newsletter/Email – November 16, 2020
AII.5-7	President/CEO Newsletter/Email – December 17, 2020
AII.5-8	CCCD Board of Trustees Agenda – October 20, 2020
AII.5-9	Data Use Summit Agenda – November 13, 2020
AII.5-10	Tartar Success Institute 2.0 Agenda – October 9, 2020

Actionable Improvement Item 6
AII.6-1	CCCD Board Policy and Administrative Regulation Review/Timeline – 2019 – 2020

AII.6-2   BP2410 – Board Policies, Administrative Regulations, and Procedures
AII.6-3   Consultative Council Agenda – October 5, 2020
AII.6-4   CCCD Change in Board Policy and Administrative Regulation Form
AII.6.5   Academic Senate Minutes – September 20, 2018

Actionable Improvement Item 7
AII.7-1   Academic Senate Minutes – May 18, 2017
AII.7-2   Compton College Curriculum Handbook, Pages 16-18
AII.7-3   Curriculum Committee Agenda – June 20, 2020
AII.7-4   Academic Senate Minutes – November 15, 2018

Actionable Improvement Item 8
AII.8-1   DEAC Meeting Schedule – 2019-2020
AII.8-2   Institutional Effectiveness Partnership Initiative (IEPI) – Distance
                 Education

Actionable Improvement Item 9
AII.9-1   Articulation Officer Job Description

Actionable Improvement Item 10
AII.10-1   NCLEX Pass Rates/Licensure Rates - Nursing

Actionable Improvement Item 11
AII.11-1   BP4021 – Program Discontinuance
AII.11-2   AR4021 – Program Discontinuance
AII.11-3   Educational Task Force Recommendations Memo – December 6, 2016

Actionable Improvement Item 12
AII.12-1   ECCCD and CCCD Partnership Agreement MOU – August 24, 2006

Actionable Improvement Item 13
AII.13-1   Compton College 2024 Technology Master Plan
AII.13-2   Academic Senate Minutes – October 3, 2019
AII.13-3   CCCD Board of Trustees Agenda – November 19, 2019

Actionable Improvement Item 14
AII.14-1   IEPI Status Report (Strategic Planning) – March 8, 2017
AII.14-2   Program Review Training Schedule – Spring 2020
AII.14-3   AR6200 – Planning and Budget Calendar
AII.14-4   Report on Annual Planning Cycle – 2019-2020 AY
AII.14-5   SLO/PLO/ILO Webpage (Screen Capture)
AII.14-6   Compton College 2024 Action Plan

Actionable Improvement Item 15
AII.2-6   CCCD Board of Trustees Agenda – May 19, 2020

Actionable Improvement Item 16
AII.16-1   Compton College Governance Survey – 2016
AII.16-2   Compton College Governance Survey – 2017
AII.2-2   Tartar Talks Presentation – September 2019

Recommendations from External Evaluation Team

Recommendation 1
R1-1   Program Review Faculty Coordinator Job Description
R1-2   Academic Program Reviews Webpage (Screen Capture)
R1-3   Administrative/Student Services Program Reviews Webpage (Screen
                              Capture)
R1-4   Program Review Handbook
R1-5   President/CEO Memo – Program Review Completion – May 24, 2020

Recommendation 2
R1-2   Academic Program Reviews Webpage (Screen Capture)
R2-1   Sample President/CEO Newsletter
R2-2   President/CEO Newsletter Webpage (Screen Capture)
R2-3   Compton College Facebook Page (Screen Capture)
R2-4   President/CEO Message – April 29, 2020
R2-5   President/CEO Message – May 1, 2020

Recommendation 3
R3-1   Compton College Homepage (Screen Capture)
R3-2   OU Campus Training Flyer/Schedule

Recommendation 4
AII.3-1   Core Planning Workgroup Agenda – January 10, 2020

Recommendation 5
R5-1   Student Success Center and Strong Workforce Meeting Agenda
R5-2   Tartar Completion by Design Framework Model
R5-3   Early Alert Presentation/Rollout

Recommendation 6
R6-1   Faculty Development Meeting Agenda
R6-2   Faculty Development Book Club Flyer
R6-3   Fall 2019 Optional Faculty Development Flex Day Agenda – August 23,
                              2019

R6-4   Fall 2019 Flex Day Agenda – August 22, 2019
R6-5   AB705 Assessment Implementation Update
R6-6   Academic Senate Letter to Faculty Development Committee, Re: Flex Activities
R6-7   Approved Flex-Day Activities List
R6-8   Academic Senate Meeting Minutes – May 16, 2019
R6-9   Compton College Needs Assessment Survey (Draft to Senate)
R6-10   Academic Senate Meeting Minutes – September 19, 2019
R6-11   Needs Assessment Survey Results Report
R6-12   Classified Professional Development Day Presentation – Spring 2018
R6-13   Professional Development Manager Job Description

Recommendation 7
R7-1   Compton 2024 Staffing Plan
AII.1-4   Compton 2024 Comprehensive Master Plan, Pages 18-19
R7-2   Partnership Agreement – USC Center for Urban Education
R7-3   Faculty Prioritization Committee Policy/CCCD Policies and Procedures Handbook, Pages 55-56
R7-4   Faculty Prioritization Results Memo

Recommendation 8
R8-1   AR6602 – Bond Program Management
AII.1-4   Compton 2024 Facilities Master Plan, Pages 20-21

Recommendation 9
R9-1   Compton College Quality Focus Essay
AII.14-3   AR6200 – Planning and Budget Calendar
R9-3   CCCD Board of Trustees Agenda – June 16, 2019
AII.2-1   Collaborative Governance Handbook, Pages 20-22

Quality Focus Essay

Action Project 1: Integrated Planning
AII.14-6   Compton College 2024 Action Plan
QF1-1   Institutional Standing Committee Webpage (Screen Capture)
AII.1-1   AR2511 Council and Committee Structure
AII.2-1   Collaborative Governance Handbook
AII.2-2   Collaborative Governance Workgroup Notes – March 8, 2019
AII.2-3   Collaborative Governance Workgroup Notes – April 5, 2019
AII.2-4   Collaborative Governance Workgroup Notes – May 24, 2019
AII.2-7   Flex Day Agenda - February 13, 2020
AII.3-1   Core Planning Workgroup Agenda – January 10, 2020
AII.3-2   Core Planning Workgroup Agenda – April 22, 2020

R9-1	Compton College Quality Focus Essay
QF1-2	Manager of Institutional Effectiveness Job Description
QF1-3	CCCD Board of Trustees Agenda – October 16, 2018 (Director of Institutional Effectiveness Reclassification)
QF1-4	CCCD Board of Trustees Agenda – March 17, 2020 (Nuventive Adoption)
AII.14-3	AR6200 – Planning and Budget Calendar
QF1-5	2020 Annual Plan Training Email
QF1-6	Sample Annual Plan in Nuventive (English)
AII.14-2	Program Review Training Schedule – Spring 2020
AII.14-1	IEPI Status Report (Strategic Planning) – March 8, 2017
R1-1	Program Review Faculty Coordinator Job Description
R1-4	Program Review Handbook
QF1-7	Program Review Timeline – 2016-2023
QF1-8	Program Review Status Email from PRFC
R1-5	Program Review Status Email from President/CEO – May 2020
QF1-9	Integrated Planning Webpage (Screen Capture)
QF1-10	2020-2021 Feedback Report (Sample)
QF1-11	2020-2021 Annual Plan Voting Sample
QF1-12	Completed SLO Data Table
AII.3-1	Core Planning Workgroup Agenda – January 10, 2020

Action Project 2: Distance Education

AII.8-2	Institutional Effectiveness Partnership Initiative (IEPI) – Distance Education
QF2-1	CVC-OEI Partnership Agreement
QF2-2	Distance Education Faculty Coordinator Job Description
QF2-3	Learning Management System Specialist Job Description
QF2-4	Distance Education Manager Job Description
QF2-5	Instructional Designer/Faculty Distance Education Trainer Job Description
QF2-6	DEAC Meeting Agenda – September 22, 2020
QF2-7	DEAC Mission/Webpage (Screen Capture)
QF2-8	Distance Education Handbook
QF2-9	POCR Process
QF2-10	Digital Summit Agenda – November 2019
QF2-11	Faculty Canvas Training Agenda – Summer 2020
QF2-12	Emergency COVID-19 Faculty Canvas Training Agenda – March 2020
QF2-13	Counselor Online Counseling Training Agenda – February 21, 2020
QF2-14	Emergency COVID-19 Counselor Online Counseling Training Agenda, March 2020
AII.13-1	Compton College 2024 Technology Master Plan
QF2-15	POCR – Course Review Prep Form
QF2-16	Enrollment Management Agenda – November 2020 (Proctorio Discussion)