



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Compton Community College District
1111 East Artesia Boulevard
Compton, CA 90221

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 18, 2023.

Henry D. Shannon, Ph.D.
Team Chair

Contents

Peer Review Team Roster.....	3
Summary of Team ISER Review.....	4
Core Inquiries.....	5

Compton College

Peer Review Team Roster

Team ISER Review

October 18, 2023

Dr. Henry Shannon, Team Chair Chaffey College Superintendent/President	Dr. Torence Powell, Vice Chair Napa Valley College Superintendent/President
ACADEMIC MEMBERS	
Dr. Nicole Grose Feather River College Assistant Professor	
Dr. Tera Martin Cabrillo College English Instructor	
Mr. Jeramy Wallace College of San Mateo Associate Professor of English	
ADMINISTRATIVE MEMBERS	
Dr. Derrick Booth American River College Interim Vice President, Instruction	Dr. Duncan Sutton Salvation Army College Director of Institutional Effectiveness & Strategic Planning
Ms. Rodalyn Gerardo Guam Community College Vice President for Finance & Administration	
ACCJC STAFF LIAISON	
Dr. Kevin Bontenbal Vice President	

Summary of Team ISER Review

INSTITUTION: Compton College

DATE OF TEAM ISER REVIEW: October 18, 2023

TEAM CHAIR: Henry D. Shannon, Ph.D.

An eight-member accreditation peer review team conducted Team ISER Review of Compton College on October 18, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 1, 2023 and held a pre-review meeting with the college CEO on September 13, 2023. The entire peer review team received team training provided by staff from ACCJC on August 30, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in February 20-21 (tentatively) in Spring 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team recognizes the CEO's dynamic role in establishing and leveraging strategic partnerships with organizations within the institution's service area to support student success.</p>
<p>Standards or Policies: IV.B.1 and IV.B.6</p>
<p>Description:</p> <ol style="list-style-type: none">The team recognizes that the College is involved in several initiatives to combat student food insecurity (e.g. Mobile Food Pantry, Compton College Farmers Market) that are available to all students.The team recognizes the CEO's efforts with leveraging strategic partnerships to provide these resources.The team would like to learn more about the CEO's process for, and results of, engaging strategic partnerships for providing comprehensive student support services.
<p>Topics of discussion during interviews:</p> <ol style="list-style-type: none">What partnerships does the College have with external organizations (local and non-local) to support comprehensive student support services?What resources are provided to students? How do they impact their success?What was the process used to establish and maintain these strategic relationships?
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">List of existing comprehensive student support services strategic partnershipsAreas where additional strategic partnerships are in consideration/development
<p>Request for Observations/Interviews:</p> <ol style="list-style-type: none">Interview with the CEOInterviews with studentsInterviews with college leadership and support staffInterviews with local strategic partners

Core Inquiry 2: The team is impressed with the robust, centralized culture of care and support Compton College delivers to its students through instructional and student support services.

Standards or Policies: II.B.1, II.C.1, II.C.3

Description:

- a. The team reviewed evidence including, but not limited to, the Compton College 2024 Master Plan, Library-Student Success Centers Program Reviews, the Student Equity Plan 2022-2025, and the Dual Enrollment Dashboard, that clearly support excellent integration of equity-minded student services, regardless of modality, that meet students' essential needs, enhance the accomplishment of the mission, and assure equitable access to all.
- b. Evidence reviewed, further demonstrated that support services are regularly assessed and improved as part of institutional culture of the College in a cycle of equity-minded inquiry for continuous improvement.
- c. The team noted several student supports within this culture of care, such as affordable housing, Farmers Market dollars, one meal a day on campus, 6-day-a-week tutoring and computer lab support, multiple library modalities, bus passes, free printing and scantrons, and technology loaners for digital equity.
- d. The team would like to learn more about Compton College's commitment to remove barriers to students' success and to scaling student basic needs as part of all institutional processes, assessments, and outcomes.

Topics of discussion during interviews:

- a. How the college develops community and funding partnerships to developed and sustain their culture of care and student supports?
- b. What is the role of student equity in shared governance?
- c. How the College CEO infuses curiosity and commitment to staff to prioritize meeting students' essential needs as a core tenet of student success?

Request for Additional Information/Evidence:

- a. Any additional evidence that demonstrates the college's efforts to implement and sustain a culture of care.

Request for Observations/Interviews:

- a. Student interviews
- b. Staff that are providing these services
- c. Community partners
- d. Basic needs and student success coordinator

Core Inquiry 3: The team recognizes the outstanding work the College is doing in supporting student voice, independence, and inclusion in the decision-making process.

Standards or Policies: IV.A.1

Description:

- a. The team was impressed with the College's inclusion of student voice in the decision-making processes.
- b. The Associated Student Government (ASG) is a robust organization at the College, as evidenced by their motion to change the mascot in 2021.
- c. The team was impressed with the College's robust action plan, including surveying campus constituents, creating a taskforce, placing a resolution on the Board of Trustees agenda, and creating a timeline to phase the Tartar mascot out.
- d. The team was pleased to see evidence and discussion of the CEO and College's commitment to supporting student voice in the decision-making process and would like to know more about the impacts ASG has had on the College.

Topics of discussion during interviews:

- a. Other student initiatives that have impacted the College.
- b. Other student groups or clubs that are involved in the decision-making process.
- c. How interaction and collaboration with the College administration has impacted student learning and growth?

Request for Additional Information/Evidence:

- a. Any additional evidence that supports the college's work with including the student voice in its decision-making processes.

Request for Observations/Interviews:

- a. ASG officers and student members
- b. Students in other active clubs or student groups
- c. Campus shared governance committee members where students play an active role

Core Inquiry 4: The team seeks to learn more about how the College adheres to its personnel policies and procedures, particularly those around hiring and evaluations, and that such policies and procedures are fair, equitable and consistently administered.

Standards or Policies: III.A.5 and III.A.11

Description:

- a. The team acknowledges the role of the Equity Officer to provide training for hiring committees.
- b. The team is interested in learning more about how the College adheres to its equity policies by having the Equity Officer on hiring committees and trains the hiring committees.
- c. The team verified that the College is evaluating all personnel systematically and at stated intervals and that it has written criteria for its evaluation procedures.
- d. The team is interested in ensuring that actions taken following evaluations are formal, timely, and documented.

Topics of discussion during interviews:

- a. EO trainings for hiring committees
- b. How are the EOs selected and trained?
- c. Performance evaluation follow-up process

Request for Additional Information/Evidence:

- a. A sampling of redacted performance reviews
- b. Redacted performance improvement plan
- c. Equity Officer trainer training material
- d. Equity Office training material for hiring committees

Request for Observations/Interviews:

- a. Representative Equity Officers
- b. Human Resources Manager
- c. Director of Diversity Compliance and Title IX