2025 Program Review Latest Version

Student Services (1) - Program Description Final Submission: Version by **Banks, Antonio** on **03/12/2026 19:46**

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?
The Black and Males of Color Success (BMCS) Initiative at Compton College is a holistic, equity-driven program designed to support the academic success, cultural identity development, and personal growth of Black students and male students of color. The program functions as a hub for engagement, mentorship, leadership development, culturally responsive programming, and case-managed support, providing students with the tools needed to persist, complete, and thrive at Compton College.

The initiative affirms that student success is both an institutional responsibility and a shared community responsibility, aligning directly with Compton College's mission to be "an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations" and to "cultivate a sense of belonging to support students in achieving academic goals" .

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.
The student population the initiative was initially designed to serve was for Black students of all genders, as well as Male students of color, inclusive of Black, Latino, Native/Pacific Islander, and Southeast Asian men (due to their status of being historically and presently disproportionately impacted). Though the intended group of students has been served, an additional demographic that we have seen with steady/increasing involvement and engagement with the initiative is Latina women. This could be attributed to the communal/cultural nature of our programming and opportunities, which has a great deal of intersectionality across populations. Though there are unique and nuanced challenges that these student demographics face, there are often more similarities than differences.

Though current data specifically identifying students engaged in the program are undergoing the process of being compiled via cohort/student attribute implementation through Institutional Effectiveness and Admissions & Records, we have not acquired this specific dataset as of yet. Historically, we have been able to capture data about Black students in totality and the datasets are as follows:

The number of degree and certificate programs completed by all students, and by Black and or African American students.

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	847	976	906	-
Black/African American Students	169	240	201	-

The number of all students, and of Black and /or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	-	-	-	-
Black/African American Students	0	0	0	0

150% of Normal Time

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	-	-	-	-
Black/African American Students	0	0	0	1

300% of Normal Time

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	-	-	-	-
Black/African American Students	14	10	6	14

More Than 300% of Normal Time

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	-	-	-	-
Black/African American Students	118	120	96	111

Initial Enrollment Could Not Be Determined

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	-	-	-	-
Black/African American Students	14	38	45	77

The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	325	308	916	-
Black/African American Students	56	62	187	-

c) Describe how interaction with the program helps students succeed or meet their educational goals.
BMCS participation leads to measurable increases in sense of belonging, academic confidence, faculty/staff connectedness, navigational capital, transfer awareness, access to counseling, academic persistence, and degree/transfer progress.

Mechanisms of Success:

A. Leadership Academies
The BOSS, LevelUp, BRUH, and LIT Leadership Academy series have helped develop cultural identity, academic resilience, leadership skills, conflict resolution, and self-efficacy amongst the attendees

B. Basic Needs Relief
Gift cards, stipends, gas cards, food support, and transportation offset financial barriers, which are frequently cited as stifling academic performance and progress

C. Transfer & Professional Development Exposure
Statewide conference attendance (Umoja, A2MEND, MOCAN, CSU YMOC, WOCAN) increases transfer motivation, network-building, and identity development.
These elements collectively improve outcomes across persistence, course success, and degree/transfer progress.

d) How does the program interact with other on-campus programs or with off-campus entities?
A. On-Campus Partnerships
BMCS maintains strong collaborations with:

- Basic Needs (gas cards, food pantry, LA Food Bank events)
- EOPS & CalWORKs (joint programming e.g., *You Good, Bruh?*)
- Counseling Division (BMCS-affiliated counselor appointments)
- Professional Development Office (campus-wide equity PD series)
- Student Development & ASG (Welcome B(l)ack, Black Grad, student leadership)
- Guided Pathways (transfer-focused coordination)

B. Off-Campus Engagements
BMCS interacts with:

- Umoja Community Education Foundation
- A2MEND
- Men of Color Action Network (MOCAN)
- CSU Young Men of Color Consortium
- African Diaspora Education Summit

These partnerships provide advanced opportunities for cultural learning, academic preparation, networking, and leadership development.

e) List notable achievements that have occurred since the last Program Review.
A. Major Expansion of Programming
85+ workshops, leadership academies, mental health sessions, identity-based events, and transfer activities delivered

B. Significant Growth in Cultural, Academic, and Leadership Opportunities

- 3-year expansion of *Welcome B(l)ack*
- 3rd Annual *Black Grad Celebration*
- Expansion of Leadership Academies (BOSS, LevelUp, LIT, BRUH)

C. Enhanced Institutional Professional Development

- Over 16 major PDs led or co-sponsored by BMCS

D. Statewide Recognition and Conference Presentations
BMCS staff and students represented the college at more than a dozen statewide/national convenings
E. Measurable Student Outcome Improvements

- Black transfer numbers tripled (56 → 187).
- Steady increases in student engagement and belonging.

F. BSI Designation Established
BMCS Initiative took the lead on curating and completing the statewide BSI application, which examined campus's current commitment to Black student servingness en route to receiving the designation. A part of the inaugural class of institutions to be identified as such.

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?
Though this is our first formal Program Review, the following items and recommendations have not been completed since our last annual plan submission:

Full Staffing Model Not Implemented
BMCS's intended staffing infrastructure (Coordinator, Advisor, Tech, Counselor) was not fully funded or institutionalized.

Why hasn't it been implemented?

- Funding limitations
- Competing college priorities
- Provisional rather than permanent hiring allocations

Impact:

- High turnover in the Program Technician role (3 individuals)
- Reduced capacity for academic follow-up, cultural excursions, and case management
- Limited ability to scale English/Math interventions

B. Cultural Excursions Not Fully Developed
Program Technician turnover disrupted planned excursions.
Impact:

- Students rely largely on conference travel for off-campus exposure
- Loss of high-impact identity and academic integration opportunities

C. STEP Summer Program Delayed
STEP could not launch due to staffing and summer bandwidth demands. The reintroduction of the FYE program also took priority over launching a department-specific project
Impact:

- Incoming BMCS students lacked a structured, culturally grounded onboarding experience

D. Basic Needs Distribution Model Needs Redesign
The gift card distribution model proved inequitable.
Impact:

- Uneven access to basic needs resources

Risk of incentivized, rather than developmental, engagement

Goals and Objectives	Met	Not Met
2025-2026: Encourage more cross-departmental and cross-program collaborations to demonstrate a more unified front dedicated to student success.	Met	Not Met
2025-2026: Establish a case management model in coordination with Adjunct/Shared Counselor and Program Technician that actively tracks students' access to the initiative and its employees beyond programming, workshops, conferences, etc.	Met	Not Met
2025-2026: Expand the number of professional and/or paraprofessional employees to assist with coverage, planning, execution, and overall development of the initiative's efforts.	Met	Not Met
Encouraging personal development of the whole student, including successful life strategies and how to prepare for life beyond Compton College, is essential to the initiative's mission.	Met	Not Met
BMCS professional staff will continue to work to ensure that students reach personal goals set outside of academics and monitor BMCS Program progress through case management to ensure students are persisting through the BMCS Program model.	Met	Not Met
BMCS staff work actively to familiarize and engage BMCS students with the campuses' other resources and provide applicable strategies for how and when to access these resources.	Met	Not Met
To sustain personal development, opportunities to provide direct student support and chances for student reflect holistically on their education, professional, and personal journeys, and how they all intersect with one another.	Met	Not Met
Enhancing the academic success metrics of each Black and Male of Color Student Who Interacts With the Black and Males of Color Success Initiative	Met	Not Met
Continue to establish and maintain various academic relationships on campus with faculty to facilitate dialogue and strategies for how to serve our BMCS students better	Met	Not Met
Ensure each BMCS student has an education plan on file and is reviewed/updated each semester with BMCS-affiliated counselor	Met	Not Met
Ensure each BMCS student has had a meeting each semester with a BMCS-affiliated counselor	Met	Not Met
Provide BMCS tutors/embedded instructional assistance in identified barrier courses for BMCS Students (namely transfer-level English and Math)	Met	Not Met
Provide, at minimum, 3 academic-related workshops centered on improving the academic success of BMCS students per semester (Fall and Spring)	Met	Not Met
Raising cultural awareness of Black students and male students of color by way of dentity development is crucial to the development of the holistic student.Identifying as a Black student or male student of color often presents additional complexities of academic advancement, personal growth, and overall wellbeing; therefore, all initiatives and programmatic components of the program are to be executed while keeping this lens/perspective at the forefront.	Met	Not Met
Create and facilitate workshops and educational series designed to engage BMCS Students in reflective and engaging thought about who they are, who they aspire to be, and how increased cultural competency will help them get there.	Met	Not Met
Provide access to off-campus opportunities such as conferences, webinars, and other BMCS-related initiatives at the state and national level which are focused on cultural competency.	Met	Not Met
Provide opportunities for students to explore various facets of their identity and many of the different types of identities represented in other BMCS Students and students at Compton College in general.	Met	Not Met
Provide opportunities to participate in cultural excursions to empower students in significant ways. Cultural excursions centered on significant advancements by the Black and male of color populations in academia, arts, history, literature, sciences, technology, media, and athletics can motivate students to aspire to achieve greatness.	Met	Not Met

Student Services (2) - Program Environment Final Submission: Version by **Banks, Antonio** on **03/12/2026 19:46**

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?
The Black & Males of Color Success (BMCS) Initiative is centrally housed in the Student Services Building, which opened in Spring 2023. This location places the program intentionally at the epicenter of campus student-services resources, including the Welcome Center, Financial Aid, Admissions & Records, Counseling, SRC, EOPS, CalWORKs, Basic Needs, and other mission-critical units—ensuring that BMCS students can access multiple forms of support in one place. Students consistently describe the center as a cultural and psychological home away from home.

This proximity enables the BMCS Initiative to provide a culturally affirming environment, low-anxiety engagement space, and immediate referrals to essential services

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.
The initiative's staffing includes the following:

- Director, BMCS Initiative – Only fully stable position since 2021.
- Provisional Program Technician – High turnover; three individuals have held the position. The current Technician has had the longest tenure of 8 months as of December 2025
- Student Assistants (3-6, depending on budgeting and candidate pool) – Support programming, general operations, and outreach; duties more fluid than originally envisioned.

c) Describe the personnel needs for the next four years.
In addition to the Initiative's Full-time Director, the following staffing positions could bolster the initiative's efforts exponentially:

- Full-Time BMCS Coordinator – Critical for day-to-day operations, major event planning, professional development implementation, cultural excursions, and leadership academy management.
- Full-Time BMCS Advisor – Required to manage intensive case management, academic progress monitoring, completion tracking, and follow-up systems.
- Permanent Program Technician – Stabilization of this role is essential (high historical turnover is listed as a program weakness
- Dedicated BMCS Counselor (not shared) – Needed for culturally contextualized, consistent guidance across Math/English bottleneck courses, educational planning, persistence interventions

Next 3-4 Year Strategic Personnel Expansion Vision

- Four to Five Programming Student Assistants – To fully actualize leadership academies, cultural programming, and workshop series.
- One Outreach/In-Reach Student Assistant – To support community outreach, high school engagement, social media presence, and guided recruitment pipelines.
- One Specialized Learning Support Staff – To support academic progress reports, coordination with Math/English faculty, and alignment with Guided Pathways and Equity initiatives.

These hires would directly support:

- Expanded academic success interventions,
- Scaling the STEP/ FYE-Collaboration summer bridge program
- Implementing cultural excursions
- Providing sustained mentorship
- Integrating BMCS into Academic Affairs
- Increasing case management capacity for persistence, completion, and transfe

d) Describe facilities needs for the next four years.
The BMCS Initiative currently benefits from being centrally located in the Student Services Building. Over the next four years, the program would benefit greatly from increased dedicated space to accommodate:

- Growing student participation
- Cohort-based leadership academies
- Private counseling/case management conversations
- Hosting workshops without relying on external room scheduling
- A cultural center that can serve more than one concurrent function (drop-in, tutoring, workshops, and administrative meetings)

Facilities Required to Support Planned Program Growth

A dedicated multi-use instructional & workshop space, enabling:

- Leadership academy sessions
- Professional development sessions for faculty/staff
- Cultural identity programming
- Peer mentoring circles (BRUH, BOSS, LevelUp, T^3, LIT)

Private counseling & advising space
To support confidentiality and FERPA compliance during academic and personal case management

Dedicated Storage & operational space
For:

- Basic needs distribution (gift cards, supplies)
- Retreat/training equipment
- Cultural excursion materials
- Technology for workshops

Currently utilizes a shared space with Student Equity/Basic Needs

Technology-Enhanced Spaces
To support:

- Hybrid workshops
- Recorded professional development modules
- Virtual mentorship
- Academic progress tracking systems

Summer Transition Educational Program (STEP) Facilities

Envisioned establishment and expansion of STEP would require:

- Dedicated summer classroom space
- Appropriate rooms for English/Math with embedded instructional assistants
- Orientation and transition academy spaces.

Long-Term Vision

As stated in several sections, BMCS anticipates growing its role as a campus hub for Black student and male students of color success, making the need for a dedicated, flexible, and culturally affirming environment essential for meeting retention, completion, and transfer goals.

e) Describe the equipment (including technology) needs for the next four years.

The initiative could benefit greatly from curating more technology-enhanced spaces. These enhanced spaces could directly support the initative's efforts with:

- Hybrid workshops
- Recorded professional development modules
- Virtual mentorship sessions
- Academic progress tracking systems

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

The current hours of the center are as follows:

- Monday - 8:00 AM- 4:30 PM
- Tuesday- 8:00 AM- 4:30 PM
- Wednesday- 8:00 AM- 4:30 PM
- Thursday- 8:00 AM- 4:30 PM
- Friday- Office closed; Director is remote, completing administrative tasks not addressed during the week, prepping for the next week, and handling any scheduled teleconferencing meetings

To date, there has not been a vocal need from students engaged in the initiative to have extended hours on Fridays. Anecdotal observations might factor in the lower overall campus visitation on Fridays and/or pre-established office hours for the center. During peak weeks, when the office is mandated to be open on Fridays, there have never been more than 5 students who stopped in for assistance.

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

Several external factors directly influence the reach and impact of the initiative, most notably demographic shifts within the City of Compton, evolving community college enrollment patterns, and broader national discourse surrounding diversity, equity, and inclusion efforts.

One of the student populations the initiative seeks to support is Black students, regardless of gender. Over the past three decades, however, the demographic composition of the City of Compton has shifted considerably. In 1990, individuals identifying as Black or African American represented approximately 52.7% of the city's population. By the 2020 U.S. Census, that figure had declined to 25.4%, representing nearly a 50% decrease in proportional representation over the last thirty years. Although updated census data is not yet available, it is reasonable to anticipate that this demographic trend has continued in the years since. As a result, the initiative is operating within a context in which the target population has become proportionally smaller, which can naturally impact overall participation and engagement levels.

Another significant enrollment trend affecting program reach is the rapid expansion of dual enrollment programming. Community colleges across California, including Compton College, have increasingly adopted dual enrollment strategies that allow high school students to earn college credit while still enrolled in secondary education. While this approach has proven effective in accelerating students' pathways to educational attainment, it also presents structural limitations for student engagement initiatives. Because instruction is frequently delivered off-site at local high school campuses, many dual-enrolled students have limited opportunities to physically access the college campus and participate in co-curricular programs. At present, dual enrollment students account for approximately one-third of the institution's overall enrollment, representing a substantial portion of the student population that remains difficult for campus-based initiatives to consistently reach.

Enrollment behavior has also been shaped by the long-term impacts of the COVID-19 pandemic, which significantly altered higher education delivery models nationwide. Even after the return to in-person operations, there has been a notable increase in students choosing online or hybrid learning modalities. While these options improve access and flexibility for many students, they also reduce the frequency with which students are physically present on campus. This shift has had direct implications for student engagement efforts, particularly initiatives that rely on in-person programming, community-building activities, and face-to-face support services.

Finally, broader state and federal policy discourse surrounding diversity, equity, and inclusion (DEI) initiatives has introduced additional uncertainty for programs such as BMCS. National conversations about the restructuring or elimination of DEI efforts in higher education have the potential to influence funding priorities, policy frameworks, and institutional decision-making. In many cases, initiatives serving historically underrepresented populations have been required to reconsider how their missions are articulated, compete for increasingly limited resources, or navigate shifting political landscapes. While Compton College's executive leadership has remained supportive of the initiative, the broader policy environment introduces a degree of uncertainty regarding the long-term sustainability and prioritization of programs designed to support historically underserved student populations.

Goals and Objectives	**Met**	**Not Met**
2025-2026: Continue with a robust set of opportunities for student engagement both on and off campus related to their academic, personal, cultural, and professional development.	Met	Not Met
2025-2026: Encourage more cross-departmental and cross-program collaborations to demonstrate a more unified front dedicated to student success.	Met	Not Met
2025-2026: Establish a case management model in coordination with Adjunct/Shared Counselor and Program Technician that actively tracks students' access to the initiative and its employees beyond programming, workshops, conferences, etc.	Met	Not Met
2025-2026: Expand the number of professional and/or paraprofessional employees to assist with coverage, planning, execution, and overall development of the initiative's efforts.	Met	Not Met

Goals and Objectives	Met	Not Met
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BMCS professional staff will continue to work to ensure that students reach personal goals set outside of academics and monitor BMCS Program progress through case management to ensure students are persisting through the BMCS Program model.	Met	Not Met
BMCS staff work actively to familiarize and engage BMCS students with the campuses' other resources and provide applicable strategies for how and when to access these resources.	Met	Not Met
To sustain personal development, opportunities to provide direct student support and chances for student reflect holistically on their education, professional, and personal journeys, and how they all intersect with one another.	Met	Not Met
Enhancing the academic success metrics of each Black and Male of Color Student Who Interacts With the Black and Males of Color Success Initiative	Met	Not Met
Continue to establish and maintain various academic relationships on campus with faculty to facilitate dialogue and strategies for how to serve our BMCS students better	Met	Not Met
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Raising cultural awareness of Black students and male students of color by way of dentity development is crucial to the development of the holistic student.Identifying as a Black student or male student of color often presents additional complexities of academic advancement, personal growth, and overall wellbeing; therefore, all initiatives and programmatic components of the program are to be executed while keeping this lens/perspective at the forefront.	Met	Not Met
Create and facilitate workshops and educational series designed to engage BMCS Students in reflective and engaging thought about who they are, who they aspire to be, and how increased cultural competency will help them get there.	Met	Not Met
Provide access to off-campus opportunities such as conferences, webinars, and other BMCS-related initiatives at the state and national level which are focused on cultural competency.	Met	Not Met
Provide opportunities for students to explore various facets of their identity and many of the different types of identities represented in other BMCS Students and students at Compton College in general.	Met	Not Met
Provide opportunities to participate in cultural excursions to empower students in significant ways. Cultural excursions centered on significant advancements by the Black and male of color populations in academia, arts, history, literature, sciences, technology, media, and athletics can motivate students to aspire to achieve greatness.	Met	Not Met

Student Services (3) - Service Area Outcomes (SAO) Final Submission: Version by **Banks, Antonio** on **03/12/2026 19:46**

a) List and describe the program's SAO assessment results.

SAO	Description	Current/Possible Assessment Methods	Rationale
1. Sense of Belonging and Community	Students who participate in BMCS programs will demonstrate an increased sense of belonging and connection to Compton College.	• Post-event surveys (current practice) • End-of-semester program surveys (current practice) • Comparison of BMCS participants vs non-participants (underway- eta May 2026)	The initiative's logic model explicitly lists increasing students' sense of belonging to the college community as a key short-term outcome.
2. Awareness and Use of Campus Resources	Students who participate in BMCS programming will demonstrate increased knowledge of and engagement with campus academic and student support services.	• Surveys measuring awareness of tutoring, counseling, financial aid, etc. (current practice) • Tracking cross-program participation (EOPS, counseling, tutoring) (to be explored granted capacity/infrastructure)	The initiative emphasizes familiarizing students with campus resources and strategies for accessing them.
3. Academic Navigation and Planning	BMCS students will demonstrate improved academic navigation skills, including maintaining an education plan and meeting regularly with a counselor.	• % of BMCS students with education plans (to be determined upon cohort setup in Banner) • Counseling appointment participation (not tracked through our program currently)	The initiative's plan specifies ensuring students meet with counselors and maintain updated education plans.

4. Leadership and Personal Development	Students who participate in BMCS leadership academies and workshops will demonstrate increased leadership skills, self-efficacy, and personal development awareness.	• Pre/post leadership academy surveys (current practice) • Reflection assignments (current practice) • Workshop feedback forms (current practice)	Leadership academies and mentorship programs focus heavily on self-efficacy, leadership, accountability, and personal development.
5. Transfer and Career Awareness	Students participating in BMCS programs will demonstrate increased knowledge of transfer pathways, degree completion strategies, and post-college opportunities.	• Participation in transfer workshops (need cross-referencing to be done with the Transfer Center)	The initiative's logic model identifies increased knowledge of four-year universities and transfer options as a program outcome.
6. Academic Persistence and Engagement	BMCS participants will demonstrate increased academic persistence and course completion behaviors compared to non-participants.	• Term-to-term persistence rates (underway- eta May 2026) • Course success rates (underway- eta May 2026) • Completion of English and Math milestones (underway- eta May 2026)	Evaluation plan explicitly examines persistence, course success, and completion for BMCS students vs. comparison groups.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?
The Service Area Outcomes (SAOs) for the Black and Males of Color Success Initiative (BMCS) were developed through careful consideration of several key foundational data sources and institutional priorities. Central to the establishment of the initiative was an analysis of historical student equity data, which consistently indicated that Black students and male students of color were disproportionately impacted across multiple key performance indicators (KPIs), including access, retention, and completion.

In addition to quantitative equity metrics, campus climate studies provided qualitative insight into the lived experiences of these student populations during their time at Compton College. These findings highlighted the importance of intentional programming and targeted support structures designed to improve students' sense of belonging, access to resources, and overall educational outcomes.

Finally, the development of the SAOs was aligned with the institution's broader strategic plan and institutional objectives, ensuring that the initiative contributes meaningfully to Compton College's commitment to equity, student success, and holistic student development. Together, these data points and institutional priorities informed the framework for designing and assessing the initiative's outcomes.

The President/CEO, Vice President of Student Services, the inaugural Director, and an advisory work group were all actively involved in the early stages of the initiative's development. Their collaboration helped shape the program's foundational vision, structure, and strategic direction. Since its inception, these stakeholders have continued to serve as key partners and points of contact, providing ongoing guidance and support for the initiative's development, refinement, and evolution.

c) How often are the SAOs assessed and who is engaged in the discussion?
To date, data collected on the initiative's Service Area Outcomes (SAOs) have yielded favorable results, particularly regarding students' perceptions of the value added through their participation. These findings suggest that the initiative is contributing positively to students' experiences and engagement with campus support structures.

In future iterations of the initiative, it will be important to more closely examine the relationship between student engagement and key institutional metrics, including 100%, 150%, and 300% enrollment patterns, as well as students' stated academic goals and progression. Strengthening this level of analysis will allow the program to better understand how participation may influence students' academic pathways and persistence.

The development of cohort-based tracking systems within Banner—developed in collaboration with Admissions and Records—along with requests for targeted institutional data reports, will help provide a clearer picture of the initiative's long-term impact. These mechanisms will enable the institution to more effectively evaluate how participation in the initiative contributes to students' academic trajectories and overall progress toward their educational objectives.

d) What has been done if the SAO assessment results were not as anticipated?
To date, assessment results related to the initiative's offerings have been predominantly favorable. While students have provided minor points of feedback (primarily regarding the timing of events, food selections, and occasional frustrations related to giveaways), there have been no substantive critiques concerning the initiative's overall strategies, content, or the delivery of sessions and resources.

The initiative's team reviews student feedback on a biweekly basis and makes adjustments where feasible to improve the participant experience. Should more significant critiques or emerging needs be identified, the team remains committed to thoughtfully retooling programming and delivery methods. Ensuring a positive and meaningful student experience remains a central priority of the initiative

e) Where are the SAOs assessment results shared with staff, students, and the public?
To date, SAO assessment results have been shared with initiative staff at multiple points throughout the academic term, including during select biweekly meetings and immediately following major programming blocks (e.g., Leadership Academies and Black Student Success Week). These internal discussions allow the team to review outcomes, reflect on trends, and make informed adjustments to future programming and service delivery.

Beyond internal staff, there has not yet been a formal request to publicly disseminate these assessment findings to students or the broader campus community. However, the initiative may consider sharing selected assessment highlights in the future to demonstrate the initiative's contribution to the student experience and to encourage greater student participation and engagement.

Additionally, assessment results will be presented during the department's required Board of Trustees presentation, where departments provide updates on program outcomes and impact. The initiative's next scheduled presentation to the Board is currently planned for August 2026.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?
To date, assessment results have not indicated a need for major modifications to the program. However, the initiative remains committed to maintaining an agile and responsive approach, continuously monitoring student feedback and emerging needs to ensure that programming remains relevant, effective, and aligned with the evolving needs of our student population

Goals and Objectives	**Met**	**Not Met**
2025-2026: Continue with a robust set of opportunities for student engagement both on and off campus related to their academic, personal, cultural, and professional development.	Met	Not Met

Goals and Objectives	Met	Not Met
2025-2026: Encourage more cross-departmental and cross-program collaborations to demonstrate a more unified front dedicated to student success.	Met	Not Met
2025-2026: Establish a case management model in coordination with Adjunct/Shared Counselor and Program Technician that actively tracks students' access to the initiative and its employees beyond programming, workshops, conferences, etc.	Met	Not Met
2025-2026: Expand the number of professional and/or paraprofessional employees to assist with coverage, planning, execution, and overall development of the initiative's efforts.	Met	Not Met
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BMCS staff work actively to familiarize and engage BMCS students with the campuses' other resources and provide applicable strategies for how and when to access these resources.	Met	Not Met
To sustain personal development, opportunities to provide direct student support and chances for student reflect holistically on their education, professional, and personal journeys, and how they all intersect with one another.	Met	Not Met
Enhancing the academic success metrics of each Black and Male of Color Student Who Interacts With the Black and Males of Color Success Initiative	Met	Not Met
Continue to establish and maintain various academic relationships on campus with faculty to facilitate dialogue and strategies for how to serve our BMCS students better	Met	Not Met
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Create and facilitate workshops and educational series designed to engage BMCS Students in reflective and engaging thought about who they are, who they aspire to be, and how increased cultural competency will help them get there.	Met	Not Met
Provide access to off-campus opportunities such as conferences, webinars, and other BMCS-related initiatives at the state and national level which are focused on cultural competency.	Met	Not Met
Provide opportunities for students to explore various facets of their identity and many of the different types of identities represented in other BMCS Students and students at Compton College in general.	Met	Not Met
Provide opportunities to participate in cultural excursions to empower students in significant ways. Cultural excursions centered on significant advancements by the Black and male of color populations in academia, arts, history, literature, sciences, technology, media, and athletics can motivate students to aspire to achieve greatness.	Met	Not Met

Student Services (4) - Program Improvement Final Submission: Version by **Banks, Antonio** on **03/12/2026 19:46**

a) What activities has the program engaged in to improve services to students?

1. Academic Support and Counseling

- Ensuring BMCS students meet with a BMCS-affiliated counselor and are encouraged to obtain comprehensiveeducational plans
- Offering academic workshops and skill-building sessions designed to improve academic success and persistence.
- Developing relationships with faculty to facilitate dialogue and strategies for supporting BMCS students more effectively.

2. Student Engagement Programming and Workshops

- Hosting numerous workshops and events focused on academic success, leadership development, and cultural awareness.
- Examples include programs on academic resources, financial literacy, emotional intelligence, leadership, and identity development.
- Annual events such as Welcome B(l)ack, Black Student Success Week programming, and Black Grad celebrations help build community and a sense of belonging among students.

3. Leadership and Mentorship Programs

- Implementing several leadership academies and mentoring opportunities, including:
  - B.O.S.S. (Brotherhood of Student Success) Leadership Academy
  - #LevelUP Leadership Academy
  - L.I.T. (Leaders in Training) Leadership Academy
  - B.R.U.H. (Building Resiliency Through Understanding and Humanization) Mentorship Program
- These initiatives focus on developing leadership skills, self-efficacy, cultural awareness, and community engagement among students.

4. Cultural and Identity Development Opportunities

- Organizing programs and discussions that help students explore their identities and experiences as Black students or students of color.
- Hosting cultural events, book clubs, dialogue sessions, and cultural excursions to promote cultural competency and personal growth.

5. Conferences and External Engagement

- Supporting student and staff participation in conferences such as:
  - Umoja Conference
  - A2MEND Summit
  - Men of Color Action Network (MOCAN) Conference
  - Young Men of Color Conference
- These experiences provide networking, mentorship, and exposure to statewide efforts supporting Black student success.

6. Basic Needs and Direct Student Support

- Providing financial incentives, stipends, and gift cards for students participating in leadership academies and workshops.
- Collaborating with the college's Basic Needs/Student Equity programs to connect students with:
  - food pantry and grocery distribution
  - transportation assistance (gas cards, bus passes)
  - laptop and calculator loans
  - housing referrals and other basic needs resources.

7. Professional Development for Faculty and Staff

- Hosting campus-wide professional development sessions each semester focused on improving culturally responsive practices and strategies for supporting Black students and men of color.
- Topics include culturally responsive pedagogy, addressing stereotypes, and improving engagement with disproportionately impacted students.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.
How Program Personnel Have Used Metrics to Improve Program Services
Program personnel have used several quantitative and qualitative metrics to assess the effectiveness of the BMCS initiative and guide improvements to programming and services.

1. Participation and Engagement Metrics
Program staff tracks student participation in BMCS-sponsored events, workshops, leadership academies, and conferences using sign-in sheets and internal databases. These participation records help determine how many students are engaging with program services and which activities generate the highest levels of engagement. This information is used to refine programming schedules, identify high-impact activities, and ensure that events address student interests and needs.

2. Student Experience and Belonging Surveys
Following workshops and events, students complete surveys that measure outcomes such as increased sense of belonging, awareness of campus resources, and confidence in navigating college systems. An aggregate survey of program perception to date will also be administered during the Spring 2026 semester to measure overall satisfaction with the program to date. Results from these surveys help program personnel identify areas where services can be strengthened and ensure that programming aligns with student needs.

3. Academic Outcome Metrics
Program personnel will begin to monitor several academic indicators to determine whether participation in the initiative correlates with improved student outcomes. These include:

- Course success and completion rates
- Degree and certificate completion
- Transfer rates to four-year institutions
- Term-to-term persistence

A comparative analysis between students who participate in BMCS activities and those who do not, allowing the institution to assess the program's contribution to improved academic outcomes for Black students and males of color will take place during the Spring 2026 semester in conjunction with Admissions and Records and Institutional Effectiveness with the hopes of preliminary findings being shared before the beginning of the Fall 2026 semester.

c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.
No Value

Goals and Objectives	Met	Not Met
2025-2026: Continue with a robust set of opportunities for student engagement both on and off campus related to their academic, personal, cultural, and professional development.	Met	Not Met
2025-2026: Encourage more cross-departmental and cross-program collaborations to demonstrate a more unified front dedicated to student success.	Met	Not Met
2025-2026: Establish a case management model in coordination with Adjunct/Shared Counselor and Program Technician that actively tracks students' access to the initiative and its employees beyond programming, workshops, conferences, etc.	Met	Not Met

Goals and Objectives	Met	Not Met
2025-2026: Expand the number of professional and/or paraprofessional employees to assist with coverage, planning, execution, and overall development of the initiative's efforts.	Met	Not Met
Encouraging personal development of the whole student, including successful life strategies and how to prepare for life beyond Compton College, is essential to the initiative's mission.	Met	Not Met
BMCS professional staff will continue to work to ensure that students reach personal goals set outside of academics and monitor BMCS Program progress through case management to ensure students are persisting through the BMCS Program model.	Met	Not Met
BMCS staff work actively to familiarize and engage BMCS students with the campuses' other resources and provide applicable strategies for how and when to access these resources.	Met	Not Met
To sustain personal development, opportunities to provide direct student support and chances for student reflect holistically on their education, professional, and personal journeys, and how they all intersect with one another.	Met	Not Met
Enhancing the academic success metrics of each Black and Male of Color Student Who Interacts With the Black and Males of Color Success Initiative	Met	Not Met
Continue to establish and maintain various academic relationships on campus with faculty to facilitate dialogue and strategies for how to serve our BMCS students better	Met	Not Met
Ensure each BMCS student has an education plan on file and is reviewed/updated each semester with BMCS-affiliated counselor	Met	Not Met
Ensure each BMCS student has had a meeting each semester with a BMCS-affiliated counselor	Met	Not Met
Provide BMCS tutors/embedded instructional assistance in identified barrier courses for BMCS Students (namely transfer-level English and Math)	Met	Not Met
Provide, at minimum, 3 academic-related workshops centered on improving the academic success of BMCS students per semester (Fall and Spring)	Met	Not Met
Raising cultural awareness of Black students and male students of color by way of dentity development is crucial to the development of the holistic student.Identifying as a Black student or male student of color often presents additional complexities of academic advancement, personal growth, and overall wellbeing; therefore, all initiatives and programmatic components of the program are to be executed while keeping this lens/perspective at the forefront.	Met	Not Met
Create and facilitate workshops and educational series designed to engage BMCS Students in reflective and engaging thought about who they are, who they aspire to be, and how increased cultural competency will help them get there.	Met	Not Met
Provide access to off-campus opportunities such as conferences, webinars, and other BMCS-related initiatives at the state and national level which are focused on cultural competency.	Met	Not Met
Provide opportunities for students to explore various facets of their identity and many of the different types of identities represented in other BMCS Students and students at Compton College in general.	Met	Not Met
Provide opportunities to participate in cultural excursions to empower students in significant ways. Cultural excursions centered on significant advancements by the Black and male of color populations in academia, arts, history, literature, sciences, technology, media, and athletics can motivate students to aspire to achieve greatness.	Met	Not Met

Student Services (6) - Conclusions and Recommendations Final Submission: Version by **Banks, Antonio** on **03/12/2026 19:46**

a) Summarize the program's strengths.
The BMCS Initiative demonstrates extensive strengths across student engagement, cultural belonging, academic support, leadership development, and institutional alignment. These strengths are well-documented throughout the Strategic Plan and BSI Application.

A. An Extremely High-Impact Cultural and Academic Hub
BMCS has become a "home away from home" for Black and male students of color, serving as a center for belonging, identity, resource connection, and academic/personal support.
B. Robust and Diverse Programming Portfolio (85+ programs over four years)
Across four years, BMCS delivered academic workshops, leadership academies, PD for staff/faculty, cultural celebrations, statewide travel, and community-building events

This includes major signature events like:
- Welcome B(l)ack
- Black Grad Celebration
- Cultural excursions
- Men-of-Color leadership academies
- Mental health and identity-development workshops

C. Strong, Multi-Tiered Leadership Academy Structure
Academies such as **BOSS, BRUH, LevelUp, and LIT** develop:

- cultural identity,
- communication,
- team dynamics,
- leadership capacity, and
- community cultural wealth.

D. High Levels of Student Satisfaction & Engagement
Program evaluations show consistently positive ratings in:
- Belonging
- Academic confidence
- Increased sense of relationship with staff and Faculty
- Cultural affirmation

E. Significant Growth in Transfer and Completion Outcomes

Black/African-American student transfer numbers increased from 56 → 187, more than tripling in four years.
Degree completions for Black students increased from 169 → 240 before stabilizing at 201

F. Strong Alignment with Equity, BSI Priorities, and Guided Pathways
BMCS directly addresses:
- AB 705 pressures
- BSI scale expectations
- Equity gaps in English/Math via PD opportunities and Flex Day presentations
- College-wide strategic priorities (transfer, persistence, completion)

G. High-Impact Community and Statewide Engagement
BMCS connects students to statewide Black student success communities via:
- Umoja
- A2MEND
- MOCAN
- CSU Young Men of Color Consortium
- African Diaspora Summits

H. Strong Case-Management Foundation
BMCS developed a structured case-management model including:
- Intake
- Counseling
- Progress monitoring
- Belonging assessment
- Academic interventions

Though not fully implemented due to personnel constraints, the model for a culturally responsive, and holistically developmental case management style has been developed in partnership and consideration from faculty, staff, and students from across campus.

b) Summarize the program's areas that need improvement.
A. Insufficient Full-Time Staffing
Cited as the program's most critical barrier.
The initiative currently has:
- Only one stable full-time position (Director)
- A provisional Program Technician (high turnover)
- Previously funded an adjunct counselor (shared across departments), due to the location/placement of the Counselor, engagement was low.

This staffing level cannot sustain the Campus nor the recently designated BSI expectations.
B. Lack of a Coordinator and/or Advisor
These are essential for:
- Academic follow-ups
- Leadership academy coordination
- Program logistics
- Communication
- Student case-management

Currently, the Director and the Program Technician are responsible for carrying out these tasks in addition to administrative tasks, committee commitments, and a high level of daily student interfacing.

C. Inadequate Capacity for English/Math Academic Interventions
Disaggregated data show Black students remain disproportionately impacted in:
- English and Math throughput
- Time to completion

The initiative needs:
- Embedded academic support
- Progress-report systems
- Enhanced counseling capacity

D. Overreliance on Basic Needs Incentives
The Strategic Plan identifies that heavy distribution of stipends and gift cards can:
- Incentivize participation unevenly
- Skew program access
- Be financially unsustainable

A new model is needed. In alignment with executive leadership's new direction for distributing basic needs, this model will be refined and executed over the next academic year and will analyze participant trends based on modifications.

E. Insufficient Physical Space for Growth
As engagement grows, BMCS needs:

- Additional workshop space
- Private counseling/advising rooms
- Storage
- Hybrid learning technology

F. Lack of Institutionalized Funding for Initiative
Beyond the Director position, all initiative operations have been supported through a combination of external and categorical funding sources. While the current budget is relatively strong compared to many statewide programs designed to support similar student outcomes, the absence of fully institutionalized funding introduces a level of uncertainty that could affect the sustainability and future iterations of the initiative.

G. Limited Campus-Wide Cultural Competency
BMCS reports a need for:

- Greater faculty professional development
- Deeper equity training
- Broader institutional buy-in

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.
Priority 1: Staffing & Personnel (Highest Importance)

1. Hire a Full-Time Program Coordinator/ Advisor (Critical Path Need)
To oversee day-to-day operations, programming, logistics, communication, event management, case management, academic intervention, progress reports, and transfer tracking.

2. Hire a Dedicated BMCS Counselor (Not shared)
To provide consistent, comprehensive academic planning, intervention, and personal counseling.

3. Stabilize the Program Technician Position
Convert the provisional position to a permanent role to potentially eliminate turnover issues. Everyone who has been in the role was actively seeking Full-time employment. Therefore, this may be a broader labor issue than Compton College; however, permanency might signal more stability for those who are applying.

Priority 2: Academic & Programmatic Enhancements

4. Implement Embedded Academic Support in English & Math
Align with data showing these as primary bottlenecks for Black students and male students of color.

5. Expand the STEP Transitional Summer Program
To increase first-year success, belonging, and academic readiness.

6. Formalize Academic Progress Reports
To strengthen progress monitoring and reduce DFW rates for BMCS students.

Priority 3: Physical & Technological Infrastructure
7. Expand BMCS Program Space
Add:

- Workshop rooms
- Study/tutoring rooms
- Counseling spaces
- Storage
- Hybrid-learning technology

8. Invest in Program Technology
Needed for data-driven case management, hybrid workshops, and digital tracking
Priority 4: Institutional Culture & Professional Development

9. Scale Equity-Focused Professional Development for Faculty & Staff
Campus-wide Professional Development on:

- Culturally responsive pedagogy,
- teaching Black students and male students of color more effectively,
- building belonging,
- reducing classroom equity gaps.

Priority 5: Sustainability & Funding
10. Secure Multi-Year Funding for Overall Initiative Operations, Including Travel, Leadership Academies, and Basic Needs Support
Stabilize the operational budget through:

- SEA
- BSI
- Unrestricted general funds
- Philanthropic partnerships

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