Compton College
Midterm Report Virtual Town Hall

Presented by:
Lauren Sosenko, Accreditation Liaison Officer
Amber Gillis, Accreditation Faculty Coordinator
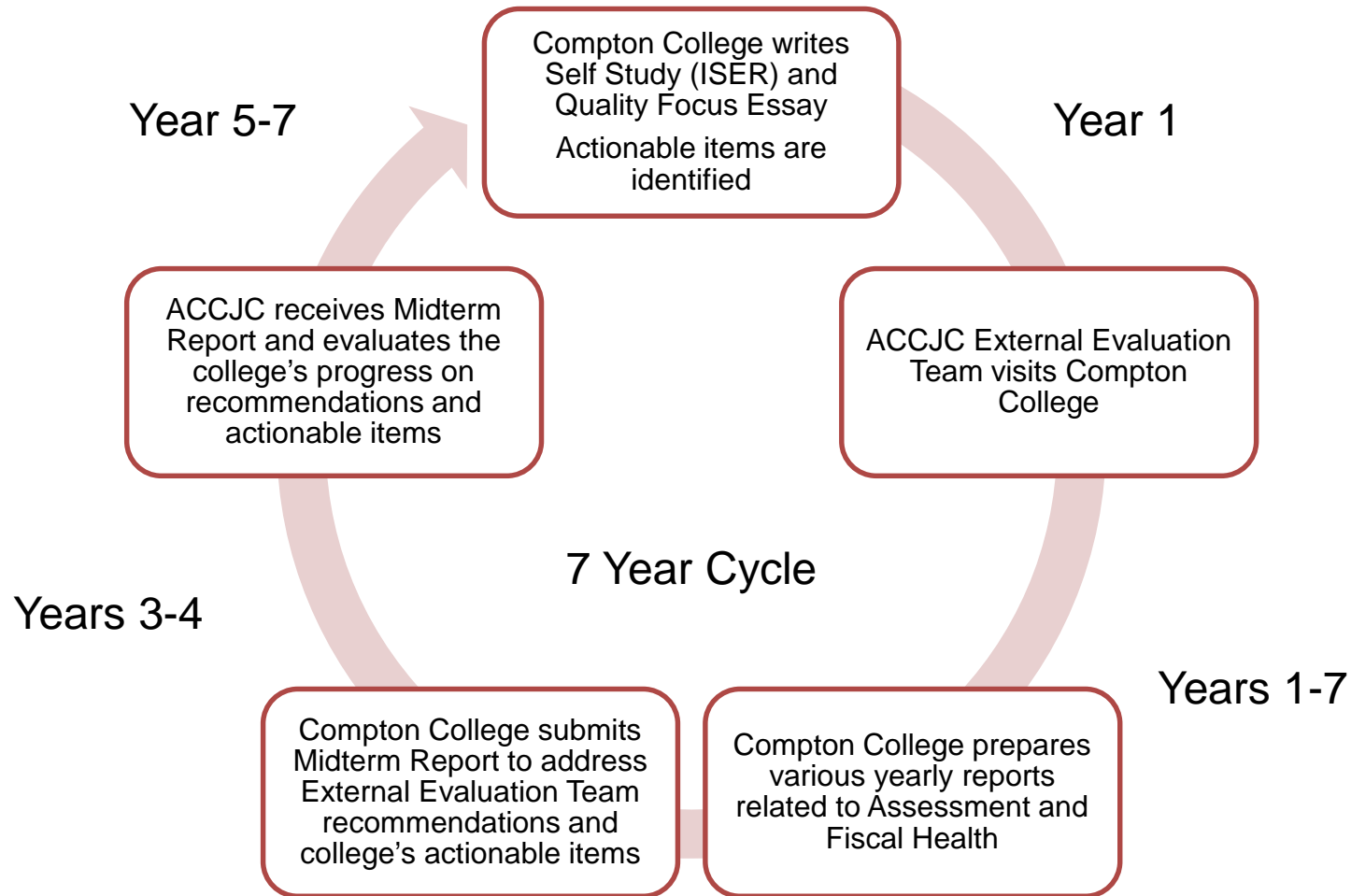**Sheri Berger, Vice President of Academic Affairs**

October 29, 2020

TABLE OF CONTENTS

- Compton College Accreditation Cycle

- What is the "Midterm Report"?

- 2017 Evaluation Team Recommendations and ISER Actionable Items

- Quality Focus Essay Actionable Items

- Midterm Report Timeline – Fall 2020

COMPTON COLLEGE ACCREDITATION CYCLE

Year 5-7

Year 1

Years 3-4

Years 1-7

7 Year Cycle

Compton College writes Self Study (ISER) and Quality Focus Essay

Actionable items are identified

ACCJC External Evaluation Team visits Compton College

Compton College prepares various yearly reports related to Assessment and Fiscal Health

Compton College submits Midterm Report to address External Evaluation Team recommendations and college's actionable items

ACCJC receives Midterm Report and evaluates the college's progress on recommendations and actionable items

WHAT IS THE "MIDTERM REPORT"?

- Required midway between comprehensive evaluation visits (Years 3-4)

- Documents the work accomplished in response to recommendations made by the comprehensive peer review team

- Provides an update of how improvement plans arising out of the institution's self-evaluation were integrated into the institution's ongoing planning and implementation processes

- Analysis of longitudinal trend data

- Report on the progress and outcomes from the action projects that were identified in the institution's Quality Focus Essay (QFE).

MIDTERM REPORT DRAFT

[Midterm Report Link](#)

ditation

COMPTON COLLEGE ACCREDITATION

Compton College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Accreditation serves the public interest by certifying that the institution meets or exceeds specific standards of quality. This certification is also used by the federal government and other entities to determine whether an institution and its students are eligible for participation in federal financial aid programs or other forms of financial assistance to institutions. The peer-based nature of accreditation helps to maintain the values of higher education, particularly the values associated with academic freedom.

To maintain accreditation, colleges complete a peer review process designed to ensure that eligibility requirements and standards are met. The review process occurs on a six-year cycle and involves a comprehensive Institutional Self-Evaluation Report prepared by a college team of faculty, staff, and students. A campus visit from peer reviewers follows.

On June 7, 2019, at 11:59 p.m., Compton College became the 114th California Community College and began to operate as an independent college under the authority of the Compton Community College District Board of Trustees, per Executive Order 2018-01 issued by California Community Colleges Chancellor Eloy Oakley Ortiz.

Compton College is now preparing for a Midterm Report due in March 2021. The Accreditation Steering Committee has already begun the process to complete this report.

COMPTON COLLEGE MIDTERM REPORT

Please join us at a Town Hall to discuss the Midterm Report. All college stakeholders are welcome to join the virtual meeting on Thursday, October 29, 2020, 2:30-3:30 p.m.

Zoom Meeting ID: 984 3272 5652
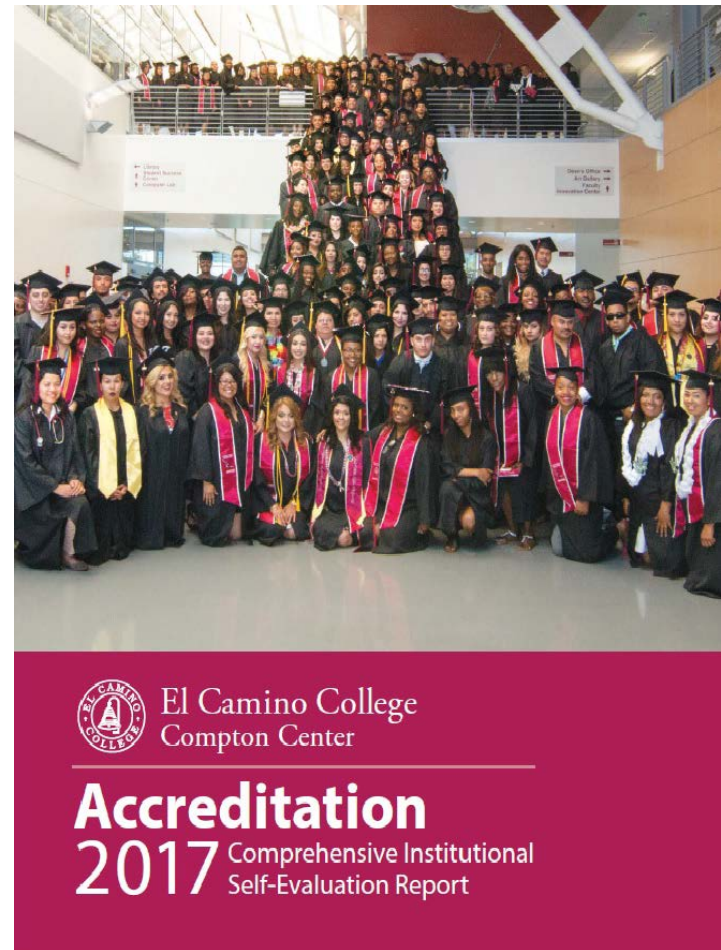
https://cccconfer.zoom.us/j/98432725652

1-669-900-6833, 98432725652

- Midterm Report Draft for Town Hall
- Midterm Report Timeline
- Accreditation Action Plan

2017 EVALUATION TEAM RECOMMENDATIONS AND ISER ACTIONABLE ITEMS

- Evaluation Team Recommendations: 9

- Compton College Self-Identified Actionable Items (ISER): 16

El Camino College
Compton Center

Accreditation
2017 Comprehensive Institutional
Self-Evaluation Report

Evaluation Team Recommendations

- 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)

✓ 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 manne**r 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)

- 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)

- 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)

✓ 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)

Evaluation Team Recommendations

✓ 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)

✓ 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)

✓ 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)

✓ 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)

Actionable Improvement Items

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

✓ 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)

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

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

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

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

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

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

Actionable Improvement Items

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

▪ 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)

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

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

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

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

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

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

QUALITY FOCUS ESSAY ACTIONABLE ITEMS

✓ Integrated Planning

✓ Distance Education
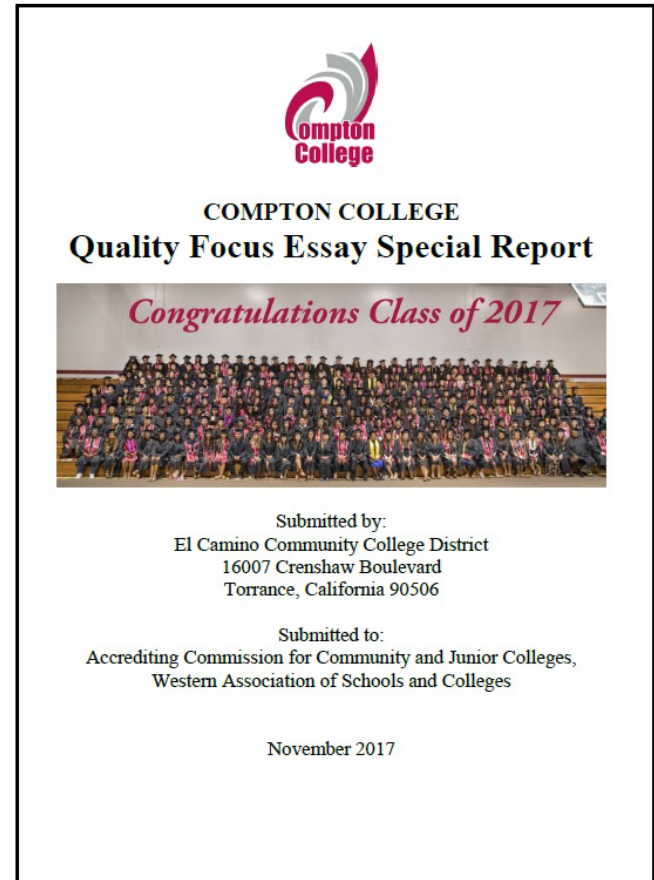
Data Report

- Academic
  - Student Course Completion
  - Degree Completion
  - Certificate Completion
  - Transfer
  - Student Learning Outcome Assessment
  - Licensure Pass Rate
  - Job Placement Rate

- Fiscal
  - General Fund Performance
  - Other post-employment benefits
  - Enrollment
  - Financial Aid

MIDTERM REPORT TIMELINE – FALL 2020

Date	Action
Summer 2020	Finalize Midterm Report
October 2020	Final Feedback from Accreditation Standard Committee
November-December 2020	Request Feedback on the Accreditation Midterm Report through the Consultative Process ➢ Sharing the Mid-Term Report with Institutional Standing Committees and ask for feedback and edits ➢ Town Hall Sharing
January 2021	Board of Trustees receive the Accreditation Midterm Report for 1st reading
February 2021	Board of Trustees receive the Accreditation Midterm Report for 2nd reading and Accreditation Midterm Report Submitted to ACCJC

Report Feedback

- Email with Midterm Report draft link on October 22, 2020

- Town Hall, October 29, 2020

Send feedback to:
Lauren Sosenko, lsosenko@compton.edu
Amber Gillis, agillis@compton.edu

QUESTIONS?

Lauren Sosenko
Director of Institutional Effectiveness
Accreditation Liaison Officer (ALO)
lsosenko@compton.edu

Amber Gillis
Associate Professor of English
Accreditation Faculty Coordinator
agillis@compton.edu

Sheri Berger
Vice President of Academic Affairs
sberger@Compton.edu