



Date: February 1, 2024

To: Henry Shannon, Team Chair  
Torence Powell, Vice Chair  
Kevin Bontenbal, ACCJC Staff Liaison

From: Keith Curry, President/CEO, Compton College

CC: Sheri Berger, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Compton College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

**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.

**Standards or Policies:** IV.B.1 and IV.B.6

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.**  
(300 words max.)

The College continues to maintain existing partnerships and looks to expand partnerships, especially related to supporting our Guaranteed Income and Food Resources Programs.

**Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.**  
(documents should be separate pdf files on submitted flash drive)

1. Basic Needs Services Partnerships.pdf

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)**

Basic needs support is a primary focus of our student success efforts. The partnerships established by the President/CEO and others on campus are cultivated and maintained on an ongoing basis through offices such as Basic Needs, CalWORKs, EOP&S, and CARE.

**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

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2. (300 words max.)**

The District has sought, and believes it will receive, Employee Retention Tax Credit funds as a result of its efforts to maintain employee payments and benefits throughout the COVID-19 pandemic. At the November 21, 2023, meeting, the Board of Trustees approved Resolution 11-21-2023C to allocate \$4 million for Basic Student Need Services. Additionally, the College launched its [Student Services Dashboard](#), which presents student success and retention outcomes by basic needs services and support programs. The information will help guide program improvement and will provide data to help determine ongoing support services.

**Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 2 which will assist the team to better understand current college processes and outcomes. (documents should be separate pdf files on submitted flash drive)**

1. Resolution No 11-21-2023C Tax Credit Funds(43018787.1) – signed.pdf
2. ComptonCollege\_NextGenPolicy\_PolicyBrief.pdf
3. Student\_Services\_Dashboard.pdf
4. Compton CCD-Student Housing-Final Board Presentation 09-08-2023.pdf

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)**

As noted in the NextGen Policy brief, “Compton College is at the forefront of eliminating basic needs barriers.” The College takes a comprehensive, data-driven approach to address student needs and assist in their success. As discussed in the ISER, the College provides direct support and assistance in the areas of food, transportation, health care, institutional debt, emergency aid, and the digital divide. The college currently refers students to housing resources but is in the process of building student housing to provide more direct support in this area.

**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

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3.** (300 words max.)

Students are the largest constituent group on the Auxiliary Services Committee as outlined in Administrative Regulation 2511: Council and Committee Structure. As evidenced by their October meetings, the committee recommended allocating \$75,000 for various events and activities on campus such as the Raza student graduation celebration, the Martin Luther King Jr. Breakfast, as well as co-curricular activities.

**Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 3 which will assist the team to better understand current college processes and outcomes.**

(documents should be separate pdf files on submitted flash drive)

1. October\_12\_2023\_ASC\_Minutes.pdf
2. October\_19\_2023\_ASC\_Minutes.pdf
3. Collaborative\_Governance\_Handbook.pdf
4. BP\_2510\_ParticipationInLocalDecisionMaking\_061521.pdf
5. AR\_2511\_Council\_and\_Committee\_Structure\_071822.pdf
6. Board Agenda - 12-12-2023 Item 11.01.pdf
7. AS\_Agenda\_12.7.23.pdf
8. BP\_5400\_AssociatedStudentsOrganization\_061620.pdf
9. AR\_5400\_Associated\_Student\_Government\_062023.pdf
10. BP\_2020\_Student Trustee\_061521.pdf
11. AR\_2020\_StudentTrustee\_061521.pdf
12. Board\_Retreat\_Minutes 8.14.2023.pdf

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.** (300 words max.)

As discussed in the ISER, the Collaborative Governance Handbook specifies all constituent involvement, including students, in the decision-making process. This is further codified in Board Policy 2510: Participation in Local Decision Making and Administrative Regulation 2511: Council and Committee Structure. The Associate Student Government (ASG) president has a standing agenda item on the Board of Trustees agenda to provide a report. Similarly, the ASG president has a standing agenda item to provide a report at the Academic Senate meetings. Board Policy and Administrative Regulation 5400: Associated Student Government codifies the College's commitment to student participation in governance. Lastly, Board Policy and Administrative Regulation 2020: Student Trustee outlines the role and responsibility of the student trustee. The student trustee participates in all Board meetings, including special meetings, but excluding closed sessions.

**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

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 4.** (300 words max.)

While the College is committed to diversity, equity, and inclusion (DEI) initiatives that positively impact student success, the College is equally committed to DEI in its hiring processes and policies and procedures that affect employee working conditions. This commitment is evidenced through ongoing, readily available EEO, Title IX, and implicit bias trainings that are not only part of the EEO-led standard trainings for hiring committee representatives but that are also available for all employees at the College via the Professional Development Calendar. College deans and directors serve as chairs of hiring committees at the College and participate in EEO and implicit bias training regularly.

**Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 4 which will assist the team to better understand current college processes and outcomes.** (documents should be separate pdf files on submitted flash drive)

1. Committee Process Flow Chart.pdf (Documents the hiring committee process for both classified and faculty positions)
2. eeo flyer.pdf (Sample of campuswide EEO training opportunity on May 28, 2021)
3. 1222\_Implicit Bias\_Compton College.pdf (Campuswide Implicit Bias training on December 2, 2022)
4. 2023-2024-PD-Calendar (002).pdf (2023-2024 Campuswide Professional Development Calendar, which include EEO training opportunity)
5. Bias.pdf (Bias handout shared and reviewed with members of hiring committees at their first meeting)
6. -Hiring Committee Slide Deck-.pdf (Interview Committee Training presentation provided to Deans and Directors Council on March 10, 2022)
7. Diversity Equity and Inclusion in Considerations in the Hiring Process 2023-12-07.pdf (Listing of managers required to complete the training including faculty and staff who opted to complete the training)
8. Evidence of performance evaluations and improvement plans will be available on site during the focused site visit.

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.** (300 words max.)

The College is continuously working to further improve its Human Resources/personnel policies and procedures in a way that is consistent with the College's mission and values. The College aims to support its employees through professional learning opportunities and

encourages its employees to engage in robust conversations regarding innovative ways to mitigate any barriers to professional growth.