

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Compton College from February 20 - 21, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Henry D. Shannon, Ph.D.
Team Chair

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Compton College
Peer Review Team Roster
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ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President

**Compton College
Peer Review Team Roster
FOCUSED SITE VISIT**

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Summary of Focused Site Visit

INSTITUTION: Compton College

DATES OF VISIT: February 20 -21, 2024

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

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In September, 2023, the Team conducted Team ISER Review (formative component) to identify where the College meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the Team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review Team conducted a Focused Site Visit to Compton College February 20-21, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The Team chair and vice chair held a pre-Focused Site Visit meeting with the College President/CEO on September 13, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, Team members met with approximately 75 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The Team held two open forums, which were well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit Team. The Team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The Team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The Team commends the chief executive officer's leadership in organizational planning, institutional goal setting and fostering strategic community partnerships that have improved student success through enhanced access to basic needs. (IV.B.1, IV.B.3, IV.B.6)

Commendation 2: The Team commends the College for its prioritization and institutional commitment in developing and sustaining transformative student supports that are essential to student success and ensure equitable educational access to all students. (II.B.1, II.C.3)

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

Introduction

The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the College from the high school district. Construction of the new College campus was completed on the present site, and classes began on the new campus in fall of 1956. The Compton Community College District encompasses an area of about 29 square miles, making educational services available to about 307,000 residents of Compton, Lynwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.

In June 2005, the Accrediting Commission for Community and Junior Colleges (ACCJC) revoked Compton College's accreditation, and in August 2006, per Assembly Bill 318, the Compton Community College District entered into a partnership with the El Camino Community College District. College administrators, faculty, and classified professionals worked tirelessly during the partnership to achieve accreditation and independence. In June 2017, the ACCJC granted Compton College accreditation, and in June 2019, the California Community Colleges Chancellor's Office recognized Compton College as an independent College.

The Team was impressed with the President/CEO's dynamic role in establishing strategic partnerships with organizations within the College's service area to support student success, as well as the robust, centralized culture of care and support the College delivers to its students through instructional and student support services. Compton College removes barriers to education by addressing basic needs through free resources including: parking permits; passes for transportation; Wi-Fi, headphone and laptop loans; one free meal per day; \$20 per week in vouchers for the on-campus farmers' market; printing, blue books and Scantrons; and access to the on-campus food pantry and locker rooms for showers.

Eligibility Requirements

1. Authority

The Team confirmed that Compton College derives its authority to operate as a two-year community College under the state of California and the Board of Governors of the California Community Colleges, and has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accreditation body recognized by the Department of Education.

The College meets the Eligibility Requirement (ER).

2. Operational Status

The Team confirmed that Compton College is providing educational services leading to associate degrees and certificates for 6,032 unduplicated students as of the 2021-22 academic year.

The College meets the ER.

3. Degrees

The College offers 43 associate degrees (AA, AS, and ADTs) and 47 certificates (designated as Certificates of Achievement, Accomplishment and non-credit Completion) across the five Guided Pathways Divisions of: Business and Industrial Studies; Fine Arts, Communication and Humanities; Health and Public Services; Science, Technology, Engineering and Mathematics; and Social Sciences. The Team confirmed that all associate degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis.

The College meets the ER.

4. Chief Executive Officer

The Team confirmed that the College has a PRESIDENT/CEO not serving as the governing Board chair. Board policies ensure that the PRESIDENT/CEO has appropriate powers of authority delegated to him. Dr. Keith Curry has served as the College President/CEO since 2017, following 6 years of service as the CEO while Compton College operated as an extension of El Camino College.

The College meets the ER.

5. Financial Accountability

The Team confirmed that Compton College uses a qualified external auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified, and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past three years. Any findings prior to that time were resolved. Audit reports are made available to the public via Board meetings and the College website.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review Team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review Team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College meets the regulation. ACCJC did not receive any applicable third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student
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	achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
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X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Team confirmed that the College meets the credit hours and program lengths meet the requisite total hours of total student work.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The transfer policies are provided in the College Catalog and on the College website. The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

	The College does not offer Distance Education or Correspondence Education.
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Narrative:

The Team reviewed a subset of Compton College online courses and related Distance Education policies and procedures and confirms that the College meets the requirements.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The Team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has established procedures and policies regarding student complaints and keeps a database of such complaints. The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the regulation.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational,

	library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The Team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The Team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Compton College's mission demonstrates a commitment to student learning and achievement, as well as fosters a welcoming and inclusive community. To meet its goals for student learning and achievement, the College uses quantitative and qualitative data to inform decision-making, planning, and resource allocation.

Findings and Evidence:

The mission of the College describes the institution's educational purpose, which is to foster student success and prepare students for the workforce or transition to university. The mission seeks to foster a "welcoming and inclusive community where diverse students are supported to pursue and attain student success." (I.A.1, ER 6)

The College uses data to assess how effectively it is accomplishing its mission and how its mission directs institutional priorities in meeting the educational needs of the students. The College has public data dashboards to insure transparency. Additionally, the College incorporates data assessment and evaluation into planning and collaborative governance structures to ensure that decision-making is mission and data driven. (I.A.2)

The College's programs and services are aligned with its mission and regularly assessed for efficacy, which guides their decision-making, planning, and resource allocation. The College uses a strategic planning process to create a Comprehensive Master Plan, which guides all other major plans across the campus. Collaborative Governance structures, program review, and curriculum processes inform decision-making and resource allocation. (I.A.3)

The College's mission statement is updated and reviewed regularly by the Consultative Council and Academic Senate governing bodies and reflects its commitment to student learning and student achievement. (I.A.4, ER 6)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Compton College is committed to academic quality and institutional effectiveness. The College has robust assessment processes that are Collegewide and include analysis, evaluation, and input from a variety of stakeholders. Their processes are transparent, extensive, and reflective, and

involve a collaboration between various faculty, staff, administrative, and public stakeholders. The College refreshed their master plan and reorganized initiatives and structure to support student achievement. The College acknowledges that a delay in assessment of outcomes has occurred due to their transition to the eLumen platform, transitions of faculty leadership, and through the process of becoming an independent college. However, they have laid out a plan to improve the systematic assessment of outcomes in their Quality Focused Essay to strengthen and improve their assessment across the campus.

Findings and Evidence:

Compton College demonstrates multiple levels of collaboration regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College has several committees that are dedicated to institutional effectiveness and student learning, including the Institutional Effectiveness, Student Success, and Guided Pathways committees. Additionally, Board Policy 2510 outlines the stakeholders involved in the decision-making process: academic senate, staff, students, and consultative council. The College also holds campus-wide summits on equity, planning, and professional development. The College has worked with Achieving the Dream, which has provided coaching to improve student achievement. These efforts demonstrate a sustained and substantial commitment to collaboration among stakeholders to ensure academic quality and student success. (I.B.1)

The College defines and assesses student learning outcomes for all instructional programs and student support services by assessing course level, program level, service area level, and institutional level outcomes regularly. The Compton College Curriculum Handbook (IB1-26) details many processes for defining and assessing student learning, including the curriculum review process, the role of the Curriculum Committee, the course review flowchart, and the course outline or record process. In the Handbook there are detailed descriptions of the roles various stakeholders (i.e., Division Chair, SLO Coordinator, Librarian, Distance Education Faculty Coordinator, Division Dean, Curriculum Analyst, President/CEO, etc.) have in the curriculum review process. The processes outlined in the Handbook are collaborative and comprehensive. The College has recently transitioned to the eLumen platform, which has slowed some of the processes related to assessments of SLOs, but has also outlined an Action Plan in the Quality Focused Essay to address this issue. Overall, the College has many processes, committees, and collaborations between stakeholders to insure that instruction and student support services are reflecting and assessing their institutional level outcomes regularly. (I.B.2, ER 11)

The College has identified the following standards to assess student achievement: course success rate, number of degrees awarded, number of certificates awarded, and number of students who transfer. These are related to the mission because their mission speaks directly to student success, completion of programs of study, and transition to a university. The College has provided ample evidence regarding the standards and goals set and reviewed annually to assess student achievement and continue to improve and work towards their goals. (I.B.3, ER 11)

To support student learning and achievement, the College uses assessment data and has created institutional processes to support the assessment at the course, program, department, and College levels. In response to the Guided Pathways framework and their own assessment of local completion data, the College has undertaken a major reorganization of their structure and processes to improve completion and support student achievement. Part of these efforts have included Compton College Success Teams, which emphasizes collaboration between Academic Affairs and Student Services, as well as offering embedded student supports. Additionally, technological resources, such as Program Mapper, Degree Works, EMSI, and CCCMyPath have been leveraged to help support student achievement. (I.B.4)

Program review and evaluation of goals and objectives, student learning outcomes, and student achievement at the College involves analyzing disaggregated data by program type and mode of delivery. A four-year program review cycle for academic, student services, and administrative service programs has been established by the College. The Program Review Handbook and Program Review webpage on the College's website describe the program review process as a reflective process that improves student success in the programs and in SLOs. This self-evaluation and reflective process allows faculty and staff to identify, evaluate, and discuss strengths and weaknesses in their programs and departments. In addition to qualitative data, the College also keeps a public Academic Program Review Dashboard for all stakeholders to review. This Dashboard presents student counts and success rates by program by gender, ethnicity, full or part time, educational goal, day or evening enrollment; success rates by modality; grade distribution; and failure rates. The College continually assesses programs and services to ensure student success by conducting regular program reviews and using qualitative and quantitative data to help analyze and evaluate programs, services, goals, objectives, student achievement, and student learning outcomes. (I.B.5)

The College uses disaggregated data to analyze learning outcomes and achievement for subpopulations of students; this analysis is used to identify disproportionately impacted groups of students and implement strategies to support student achievement. The College has provided a Student Equity Plan, which has identified disproportionately impacted student groups in areas of success/achievement, enrollment, and other critical metrics. The College also recently held an Assessment Summit (IB5-16, IB6-15) with faculty, staff, and administration with the intent to analyze Learning Outcome data and make recommendations. Overall, the College uses disaggregated data in multiple arenas to identify disproportionately impacted groups. The analysis and assessment of this data has helped the College to fund programs, such as the Black and Males of Color program, to help address the equity gaps and increase student achievement. (I.B.6)

The College uses a five-year cycle to review policies and procedures within instructional programs, student and learning support services, resource management, and governance processes. The College does note that the "policy and administrative regulation review procedures should be more clearly documented in the Collaborative Governance Handbook". Overall, regular evaluation of policies and practices of all areas support the assessment of academic quality and the accomplishment of their mission. (I.B.7)

The College uses communication methods such as publicly available dashboards on their website, reports, and messages from the President/CEO. Additionally, collaborative governance committees, divisions, Academic Senate, and other campus stakeholders take part in review and recommendations in various areas of the College. Professional Development, Board of Trustees meetings, campus wide summits, and quarterly Tartar Talk presentations are all examples of how the College communicates assessment and evaluation results to various stakeholders to solicit feedback and recommendations for decision making. (I.B.8)

The College has several processes of assessment, evaluation, program review, planning, and resource allocation that all contribute to student success and the accomplishment of the College's mission. The College's Master Plan and operational plans include processes for analysis, assessment, goal setting, resource allocation, and budgeting. The College sets long-term and short-term goals in a variety of documents, including their Master Plan, Technology Plan, Human Resources Staffing Plan, Enrollment Management Plan, Outreach and Recruitment Plans, and Outreach Plan. Operational plans are aligned with the College's mission and involve collaborative review and assessment. The College's Master Plan from 2017, with a target completion and review of 2024, was refreshed in 2019 to align with the newly formed Guided Pathways and the Vision for Success goals with a focus on equity and completion. This shows the College's commitment to their mission and student success. (I.B.9, ER 19)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Compton College assures clarity, accuracy, and integrity of information that it communicates to students and the public through its website and catalog. This includes the use of documented assessment of student learning and achievement and the purpose, content, course requirements, and expected learning outcomes of its certificates and degrees. Through established policies and procedures, the College promotes honesty, responsibility, and academic integrity. The College ensures compliance with Accreditation Eligibility Requirements, Standards, and Commission Policies.

Findings and Evidence:

Compton College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. Information is provided to students, employees, and members of the public through various means including the College website, email, social media platforms, and texting. Faculty, staff, and administrators participate in the process of reviewing and updating information and the systematic review of these processes. Additionally, information about the College's accreditation status is shared with students and the public through the College catalog and website. (I.C.1, ER 20)

The College publishes a Catalog in print and online formats that includes precise, accurate, and current information on all the facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (I.C.2, ER 20)

Compton College utilizes the College website, annual reports, and other institutional documents to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Additionally, the College shares links to Cal-PASS Plus Student Success Scorecard, the California Community Colleges Chancellor’s Office Data Mart, and the federal IPEDS annual reports. Further, student learning and achievement data are assessed as part of program review, which are posted publicly on the College website. (I.C.3, ER 19)

Using the five Guided Pathways Divisions, information about the College’s certificates and degrees is provided in the College Catalog and in the Course Outlines of Record on the College’s searchable master curriculum website, CurrIQūnet (CNET). This information includes the purpose, content, course requirements, and expected learning outcomes of the College’s certificates and degrees. (I.C.4)

Compton College utilizes a five-year cycle that engages all constituencies to regularly review institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. (I.C.5)

Through the relevant sections of its catalog and website and links to the U.S. Department of Education Net Price Calculator, the College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. (I.C.6)

To assure institutional and academic integrity, the College uses and publishes Board Policies (4030 and 5500) and Administration Regulations (3230 and 3900), which make clear the College’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (I.C.7, ER 13)

Compton College has established and published Board Policy 5500 and Administrative Regulations 5500 and 5520 that outline clear policies and procedures promoting honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. (I.C.8)

Article II of the certificated faculty contract, while allowing academic freedom, requires that faculty distinguish between personal conviction and professionally accepted views in their discipline. Additionally, the faculty evaluation process provides opportunities for feedback on faculty members’ abilities to present data and information fairly and objectively. (I.C.9)

Compton College has established and publishes policies on nondiscrimination, conduct, and academic freedom that apply to staff, faculty, administrators, and students, The College does not seek to instill specific beliefs or world views. (I.C.10)

Standard I.C.11 does not apply to the College, as it has no foreign sites. (I.C.11)

The College demonstrates a willingness to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, Team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (I.C.12, ER 21)

Compton College advocates and demonstrates honesty and integrity in its relationships with external agencies. Board and administrative policy exist to prevent conflicts of interests and contracts and memorandums of understanding provide transparency to all partnerships. The College is in compliance with all relevant state, federal, and ACCJC regulations and statutes. Further, it describes itself in consistent terms to ACCJC and communicates any changes in its accredited status to the Commission, students, and the public via the accreditation page of the College website. (I.C.13, ER 21)

As a public, non-profit institution, Compton College does not generate financial returns for investors or contribute to a parent organization or other external interest. As such, it demonstrates that high quality education, student achievement, and student learning are the paramount goals of the institution. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Compton College offers robust instructional programs, library and learning support services, and student support services that align with the College's mission, are appropriate to higher education, and lead to student achievement of degrees, certificates, living-wage employment, and transfer to four-year institutions. The College consistently uses a variety of assessment tools aligned on regular review cycles to assess educational quality, meet changing student needs, and achieve institutional goals and equity. As part of its improvement plans, the College is updating its Distance Education Handbook and improving systematic assessment of outcomes across campus, as outlined in its Quality Focus Essay.

Findings and Evidence:

The Team reviewed the College's evidence and found that Compton College's programs and courses support the institutional mission of preparing its students for the workforce and providing pathways to completion and transfer. The College's policies and procedures to develop and assess programs, degrees, and certificates meet higher education standards and CTE course relevancy. The College offers 16 associate degrees for transfer (ADTs), 27 Associate of Arts or Associate of Science degrees, 31 certificates of Achievement, 9 Certificates of Accomplishment, and seven noncredit Certificates of Completion. As noted in the Curriculum Handbook, faculty are highly involved in the development of curriculum. The process of review of ILOs is linked to SLOS and PLOs, and the process of review involves the use of disaggregated data and discussion about findings and possible improvements. Courses approved for Distance Education go through separate curriculum approval processes. The College catalog lists all PLOs and sample CORs, and Program Plans show inclusion of learning outcomes as well as rich discussion of disaggregated data in terms of Program Review. (II.A.1, ER 9 and ER 11)

The College's Curriculum Handbook outlines the process the College uses to ensure that the content and methods of instruction meet academic and professional expectations. All Course Outline of Records (CORs) are reviewed and updated every six years (every two years for CTE courses). The curriculum review process involves division chairs, SLO Coordinators, Librarian, Distance Education Coordinator, VP for Academic Affairs, in addition to the Curriculum Committee, Academic Senate, and Board of Trustees. Courses offered through distance education also follow the curriculum development and approval processes. Faculty teaching online must meet separate DE certification requirements. The Institutional Effectiveness committee provides recommendations about program review. All programs go through program review on a four-year cycle, with CTE programs conducting smaller reviews every two years. Review of institutional data

and SLO and PLO assessment data are an integral part of the program review. Student success data are disaggregated and evaluated as part of these ongoing reviews. (II.A.2)

Compton College clearly identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. The Team reviewed course outline records, the College catalog, course syllabi, as well as the job descriptions of the SLO Coordinator and SLO Facilitator to confirm that the College is engaged in a regular and consistent assessment cycle, involving the use of disaggregated data, student success measurements, and professional development. All PLOs are published in the College Catalog. Both SLOs and PLOs are assessed over a four-year cycle. The Team reviewed course syllabi for both online and in-person courses and all included Student Learning Outcomes. (II.A.3)

All CORs are reviewed at least once every six years and once every two years for CTE courses. All faculty are required, per their contract, to provide a syllabus in every class section, which includes the approved SLOs (which align with the COR). The College is engaged in a process of further strengthening its ability to regularly assess course and program outcomes assessment through organizational staffing and software transition to eLumen. The SLO Faculty Coordinator is responsible for the overall coordination of SLOs, PLOs, and institutional learning outcomes (ILOs) for assessment. The SLO Faculty Coordinator works with a Team of SLO Faculty Coordinators – one for each Guided Pathways Division- in order to provide support, training, and feedback for improvement. At the time of this writing, the College is at the start of a four-year reporting cycle and professional development to strengthen the College culture of outcomes assessment and the use of disaggregated data, as outlined in its Qualitative Focus Essay. (II.A.3)

Prior to Fall 2019, the College offered numerous precollegiate level courses in English, English as a second language, and mathematics. Once the College began implementing AB705, however, most precollegiate courses were no longer offered. As of Spring 2020, the College stopped scheduling precollegiate classes in English and mathematics to maintain compliance with AB705. English as a second language (ESL) classes continue to be offered through the College's noncredit Adult Education program. The College currently maintains credit ESL classes in the course catalog. The College has an improvement plan through the curriculum process to remove precollegiate classes from the course catalog in Fall 2023. (II.A.4)

The College follows standard practices for higher education in designing degree and certificate programs. Minimum numbers of units in majors and associate degrees comply with California Code regulations and Board Policies. The breadth, depth, quality, and rigor of the College's programs are determined through the curriculum process, as outlined in the Curriculum Handbook. The curriculum review process, program review, and faculty evaluation processes ensure the quality of courses and programs is assessed and continuously improved. The Career and Technical Education (CTE) program receives additional feedback from advisory committees to ensure coursework meets industry needs. (II.A.5, ER 12)

The College schedules all classes with the goal of supporting students in completing certificate and degree programs in a timely manner consistent with higher education expectations and with the College's institutional goals. Attention is given to ensure students who need evening, weekend, and online availability have access to those courses as well as support services during those times. Course scheduling processes begin with deans and Guided Pathway division chairs who review semester offerings and annual enrollment data; classes are scheduled for full and partial terms to accommodate student demand. Deans and GPD chairs also review program maps, the two-year schedule plan, and the history of each course offered by the various programs. Faculty were involved in designing all program maps for Guided Pathways. The Office of Institutional Effectiveness added the opportunity for more input about needed course offerings with the creation of an employee form where anyone can submit recommendations for class offerings.

The College became a formal part of the California Virtual College Exchange (CVC) in 2022, which allows students to access online courses offered by other teaching Colleges, and vice versa. This partnership assists students who need online courses offered through other institutions while also promoting enrollment in the College's online courses. The Team reviewed the published online schedule of classes and found the information about classes, modality, and location to be especially clear and helpful. The Team is particularly impressed with Compton College's innovation in dual enrollment and how it is serving its three local school districts: Compton, Lynwood, and Paramount Unified School Districts. All three districts have a formal agreement with the College to allow students to complete not only College courses, but also earn Associate level degrees concurrently with their high school diplomas. More specifically, Compton Unified School District maintains an MOU with the District to provide access to dual enrollment for their early College High School program, which allows students to complete an associate degree and graduate from high school at the same time. In 2023, 83 students earned associate degrees from Compton College as a part of the Early College High School Program. This amounted to nearly one-third of Compton's 2023 graduating class, an impressive accomplishment. Dual enrollment students are also intentionally included in all instructional and student support services, such as food resources, access to technology, and tutoring (II.A.6, ER 9)

The College offers a variety of delivery modes (in-person, synchronously, asynchronously, and hybrid) in order to meet the diverse and changing needs of its students. The Team reviewed the 2018-2019 and 2021-2023 Distance Education Handbooks which clearly outline the process in which faculty establish regular, substantive contact with students in their online courses, in addition to suggestions to faculty about specific kinds of contact that results in student-centered pedagogy. The Team reviewed 5% of Compton College's online course offerings in Spring 2023 and found that all courses actively demonstrate regular, substantive contact between instructors and students and all included Student Learning Outcomes as part of the syllabi. Compton College prepares its students and faculty for successful online educational success. As such, faculty must achieve Distance Education certification and undergo a course review prior to teaching online. Students complete a Passport to Compton training prior to beginning online courses. Online students are also supported with access to online student resources like counseling, tutoring, and

library materials. A Canvas link embedded into the left navigational menu allows students to access tutoring and library support with one click. Each Guided Pathway Division has a “success team” built into its division to operationalize the College’s Completion by Design, an effective structural approach. (II.A.7)

Compton College does not utilize department wide course or program examinations. The College does give credit for prior learning. The Team reviewed Board Policy 4235 and Administrative Regulation 4235 and found that the College offers various opportunities for students to assess prior learning credits. In 2022, the College implemented the Military Articulation Platform (MAP) in order to better facilitate articulation of the military experience to college course credit. (II.A.8)

Compton College offers a total of 90 degrees and certificates, and programs are included in the Course Catalog and include approved PLOs. The Team confirmed that course SLOs are defined in the COR and included in each class syllabus. Compton College uses the Program and Course Approval Handbook developed by the California Community College Chancellor’s Office (CCCCO) to guide program and degree development. The Compton College Graduation Requirement for Degrees and Certificates and Program, Curriculum, and Course Development plans follow generally accepted formulas for degree attainment and clock-to-credit conversions. The Team notes the consistent increase in the number of degrees and certificates awarded following separation from El Camino Community College District. (II.A.9, ER 10)

The Compton College Course Catalog does a good job of explaining the transfer-of-credit policies to students while the College Articulation Officer, a member of the Curriculum Committee, develops and maintains articulation agreements with four-year Colleges and universities. Learning outcomes for the College’s courses are reviewed and approved by the Articulation Office during technical review. (II.A.10, ER 10)

Compton College has mapped all SLOs and ILOs on the Course Outline of Record using the eLumen platform. The College uses four (4) ILO categories that encompass the Standard: Critical Thinking, Communication, Community and Personal Development, and Information Literacy. (II.A.11)

Compton College uses Board Policy 4025 to guide its process for identifying general education requirements for degree programs, and the College Course Catalog describes the general education philosophy and options for students. All degrees are required to include humanities, science, mathematics, etc. Associate degrees include a health and physical education area, as well as a culture, diversity, and equity requirement. Students have the opportunity to choose the IGETC or CSU path for degree attainment. Lifelong learning is emphasized to all students. (II.A.12, ER 12)

According to Board Policy 4100 (Graduation Requirement for Degrees and Certificates), all majors require a minimum of 18 units of study in a specific field, and all degree programs offered at Compton College include these minimum units. All programs have defined PLOs, and course SLOs

are communicated to students in class syllabi. (II.A.13)

Compton College ensures that CTE courses, degrees, and certificates demand competency and the currency of skills required by industries. The College meets with industry professionals to ensure that CTE coursework meets employment standards. For example, Compton College met with cosmetology experts from Andis, Premier Barber and SIBE to make sure changes to the cosmetology degree met with industry expectations. Advisory committees for each CTE program meet, at a minimum, each year. (II.A.14)

The College's Administrative Regulation 4021 (Program Discontinuance) describes the process for deciding to discontinue a program. The Board Policy specifies a joint task of faculty and be created to develop assessment criteria and that the College will make appropriate arrangements for students to complete their education in a timely manner. The College notes that since its independence in 2019, no programs have been discontinued. (II.A.15)

The College uses a four-year program review cycle to evaluate and improve collegiate and career technical courses. All CORs are updated on a five-year cycle and two years for CTE courses. CTE programs conduct a full program review every four years and every two years complete a "mini-review" to answer further questions. Noncredit classes follow the same cycle of 4-year review. (II.A.16)

Conclusion:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Compton College's Library and Student Success Center thoughtfully and innovatively prioritize student success for all students. The mission of the Holifield Library and Student Success Center supports the mission of the College and accomplishes its goals through robust services, technological access, and welcoming spaces that meet the diverse needs of the student community. Services are consistently evaluated through various assessment methods. The Team is impressed with the richness of services and how equity and meeting foundational basic student needs are prioritized.

Findings and Evidence:

Compton College's Library and Student Success Center (L-SCC) offer centralized, vibrant student-centered resources, services, technology and spaces (both online and on campus) that support students' educational experiences and the mission of the College. With an art gallery, Library, Student Success Center, and Computer Lab housed in one building, these areas really are a resource hub and "one stop shop" for students. Similarly, with a direct Canvas navigational link embedded in every Compton College Canvas shell, Compton College ensures that their services

are one click away from all online students' direct access. These areas are engaged in ongoing and consistent dialogue and review, participating in establishing and assessing Student Learning Outcomes and Student Area Outcomes. All areas regularly solicit student input through surveys and draw on the College's Student Equity Plan to conduct Annual Plans and Program Review, which then drive funding requests. Instructional support services like tutoring, embedded coaching, supplemental learning, as well as the various Centers, Library Instruction, Librarian Support, and the Computer Lab, are scheduled and available both online and on campus (sometimes Monday - Saturday) to enhance students' access across modalities and scheduling needs of students. The Library, Instructional Support Services, and Instructional Technologies are clearly viewed as not only integral to students' success at Compton College, but as access points for fundamental basic and essential student needs. The Team applauds the College's coordinated efforts from both Instructional Support Services and Student Support Services to ensure that students' life challenges do not interfere with the achievement of academic success, and these efforts include essential instructional support services such as free student printing available to all students; laptop, Wi-Fi, and headset loans; and free scantrons and other testing materials. The Team further recognizes the commitment to digital equity, in addition to the innovations from the Student Success Center and Library to expand their modalities of services and expansive open hours for optimal student access to tutoring and academic study spaces as a part of overall student success. (II.B.1, ER 17)

Compton College relies on the knowledge of the faculty, including librarians, and instructional support staff to select, maintain, and evaluate the educational equipment and materials to support student learning and enhance the achievement of the mission. College community members can submit feedback and recommend Library Materials either directly to library staff or by using the online Library Materials Request Form. The Library Advisory Committee reviews and assesses requests. The Student Success Center coordinator and instructional specialists consult with instructional faculty to select and review educational software and materials that enhance student success in key courses. Collaboration and communication between the College's ITS department ensures not only the L-SSC Computer Lab is maintained and meeting student needs, but also that distance education students from off-campus computers can securely use the library webpages, online research databases, and e-books, as well as streaming video collections. (II.B.2)

The Holifield Library and Student Success Center participate in a consistent institutional cycle of assessment and review supporting the College's mission. In addition to regular student surveys, the library and other learning support services have service area outcomes (SAOs) and complete the program review process and annual plans. The library also uses circulation statistics, other usage data and student surveys to assess how they are meeting student needs. This cycle of review draws upon the College's Student Equity Plan and drives institutional funding requests. The Team reviewed two Program Reviews and appreciated the rich student-centered work to align the library's mission with the College's mission, to review and improve services, materials, and equity with both quantitative and qualitative data and regular assessment, and to maintain fiscal responsibility. Likewise, the Team review of student surveys clearly showed that students feel the

Holifield Library and Student Success Center services, spaces, and staff are helpful and positively contribute to their abilities to be successful students. An overwhelming majority of students surveyed in the most recent Program Review reported great appreciation for the help that staff provided, gratitude for both online and on campus workshops and tutoring services, and that they were able to get help when they needed it. (II.B.3)

The Holifield Library maintains reciprocal lending contracts with CSU, Dominguez Hills and Loyola Marymount University (for students in that transfer pathway). Both the Holifield Library and the Student Success Center take responsibility for the security, maintenance and reliability of services provided by educational software providers such as Ex Libris and the Community College Library Consortium. Services are evaluated to confirm their usefulness to current students and when evidence is presented that students are no longer using subscription services, they are not renewed. (II.B.4, ER 17)

Conclusion:

The College meets the Standard.

Commendation:

The Team commends the College for its prioritization and institutional commitment in developing and sustaining transformative student supports that are essential to student success and ensure equitable educational access to all students. (II.B.1, II.C.3)

II.C. Student Support Services

General Observations:

The Compton Community College District (CCCD) demonstrates a commitment to its students through its mission, which articulates its dedication to providing a welcoming and inclusive environment for a diverse student body. The mission also communicates its commitment to ensuring that all students succeed by removing barriers, preparing students for the transition to a university, and/or preparing students for the workforce. Through its comprehensive program review, planning and resource allocation cycle, the College aligns instructional programs, library and learning support services, and student support services with its mission based on the communities that it serves. The College regularly assesses its educational quality, makes results available to the public, and uses the results to improve educational quality and institutional effectiveness.

Findings and Evidence:

The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance the accomplishment of the mission of the institution. More specifically, the College requires that all programs evaluate the

effectiveness of their services and their alignment with the College's mission statement through its program review process, which operates on a four-year cycle. The College also uses its: 1) strategic initiatives; 2) comprehensive master plan; 3) virtual enrollment audit assessment; 4) service area outcomes; 5) customer service surveys; 6) disaggregated program data; and 7) student equity plan to assess the effectiveness of services, student learning, and alignment with the College's mission. The Team applauds how the Student Equity Plan is a key driving factor for the College to critically assess and evaluate student equity planning and budget needs to prioritize institutional goals and processes that address student basic needs such as food, housing, transportation, childcare, technology, and study spaces and instructional support services. (II.C.1, ER 15)

The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes while also utilizing assessment data to continuously improve student programs and services. The College regularly collects data to evaluate service area outcomes (SAOs) and assess for effectiveness to adjust for improvement when necessary. Moreover, the program review process guides employees in assessing data to make informed recommendations for improvement and in mitigating gaps in student support services. (II.C.2)

The College assures equitable access to all students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. These services manifest a strong culture of care that ensures that Compton College students' essential needs are met so that each student can focus on their academic success journeys. All students have access to quality support services through various modalities including virtual, phone, and in-person. The College confirms that virtual spaces are compliant with the Americans with Disabilities Act (ADA) and utilizes single-sign-on technology to authenticate users and secure student information. Examples of this include the Comevo platform in which students can complete their required orientation virtually and the Student Support Hub, which provides students with various online resources. The Team commends Compton College for providing in-person and virtual health services to students, including physical, dental, and mental health, which are available 24 hours a day, seven days a week, 365 days a year. The Team further applauds the College for the various programs it has developed to support disproportionately impacted (DI) student populations including, but not limited to, justice impacted students, men of color, and foster youth. The institutional access provided to students through meal support, farmer's market access, extended counseling hours, technology loans, childcare, housing support, and transportation access is exemplary and a model for how community Colleges can assure equitable access to all its students. The College has developed meaningful relationships with community partners in delivery of transformative student supports that unite instructional and student support service goals. (II.C.3, ER 15)

The cocurricular and athletics programs at CCCD are suited to the institution's mission and contribute to the social and cultural dimensions of the educational student experience. The College offers five men's sports and seven women's sports which are regulated by the California

Community College Athletic Association, the South Coast Athletic Conference, and Board Policy 5700, which guides the implementation of and participation in athletics programs. In 2022, the College added esports to its athletics programming. All CCD students have access to courses in physical education which promote lifelong health and learning. The College's co-curricular and athletics programs are managed with sound educational policy and standards of integrity as evidenced by the College's "Student Development Policies and Procedures Manual," which outlines the operational procedures for Associated Student Government (ASG), student clubs, and organizations. The College also has three Board Policies that govern ASG structure, elections, and finances. The clubs and organizations that exist under the umbrella of ASG host various social, cultural, and educational activities that contribute to the student experience including, but not limited to, Black history month, Latinx heritage month, women's history month, and LGBTQ+ history month. The Black and Males of Color Initiative also provides monthly cocurricular programming for students. (II.C.4)

The College provides counseling services to support student development and success and prepares employees responsible for the advising function. Counseling services assist students in identifying career goals and in developing an appropriate course of study based on the student's aptitude, academic strengths, and interests. Students also receive educational plans, accessible on their student portals, to ensure they understand the requirements related to their programs of study including graduation and transfer policies. Counselors attend various professional development opportunities throughout the year to ensure that they are prepared for the "advising function" and all new counselors participate in an extensive training process. To ensure accuracy in planning for a discipline, students are encouraged to meet with counselors who specialize in their selected Guided Pathways Division. Students who are part of a special population may also access a counselor designated to that population or visit a counselor who specializes in career or transfer services. (II.C.5)

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs and defines and advises students on clear pathways to complete degrees, certificate and transfer goals. The District accepts 100% of its applicants; however, programs for special populations such as EOPS/CARE, CalWORKs, Guardian Scholars, STEM and Upward Bound post admission requirements on the College website and in the course catalog. The College nursing program requires supplemental qualifications and an additional application. As part of the Completion by Design framework, the College offers a clear path for students by providing easy-to-understand information that is relevant to student needs and makes the course catalog user friendly. Students are directed into a program of study at the time of application and provided with degree and program maps to help them navigate and successfully complete their educational journey. The College also provides students with information on careers commonly associated with each program along with typical wages and market demand for that career. In addition to advising on pathways for degrees and certificates, students can meet with counselors who specialize in career or transfer services. (II.C.6, ER 16)

Prospective student applicants use CCCApply to submit electronic applications and are not subject to taking assessment tests. In 2019 the College closed its assessment center and in July 2021 it conducted an analysis of English and math outcomes to ensure that special populations were not disproportionately enrolled in pretransfer level coursework. In fall 2022 the College eliminated all English basic skills courses and based on state feedback, all pretransfer math courses were eliminated in summer 2023. (II.C.7)

The College maintains student records permanently, securely, and confidentially, with provisions for the secure backup of all files, regardless of the form. The College abides by Title 5 (Section 59020) guidelines for the maintenance of records and Board Policy 3310 (Records Retention and Destruction), which details the College's commitment to retaining secure and confidential student records. The College also established and abides by Administrative Regulation 3310 (Records Retention and Destruction), which details the College's process for securing and destroying student records. The College works with a third-party vendor to automatically backup files for a period of 35 days. Manual backups are retained indefinitely and access to student files can only be requested through the ITS department and must have personnel authorization with good cause by the director of admissions and records. (II.C.8)

Conclusion:

The College meets the Standard.

Commendation:

The Team commends the College for its prioritization and institutional commitment in developing and sustaining transformative student supports that are essential to student success and ensure equitable educational access to all students. (II.B.1, II.C.3)

Standard III

Resources

III.A. Human Resources

General Observations:

Compton College has clear, fair and equitable policies and procedures for conducting and governing the College's work. It has clearly defined minimum qualifications for its personnel. The College has a plan for staffing that is also adjusted to meet student and College needs consistent with its mission. The College is committed to DEIA and has made it a priority. It has established partnerships with CUE and infused equitable practices throughout the institution.

Findings and Evidence:

Compton College has clearly defined Board Policies, regulations and procedures that govern recruitment and hiring policies which help to ensure alignment with the mission and values. However, several policies need updating as they continue to refer to Compton College either as a Center or with El Camino.

The College has worked to improve its equity-minded procedures and practices by working with Center for Urban Education. Minimum qualifications for faculty and administrators are determined by the *Minimum Qualifications for Faculty and Administrators Handbook* adopted by the Board of Governors in 2020 Compton College has a staffing plan for the College and a Hiring Prioritization Committee to assess current needs and requests. Positions are advertised for a minimum of 30 days and include campus information as well as campus demographics. All positions are posted on the CCCD website as well as the California Community Colleges Registry.

Classified vacancies and processes are governed by the Board of Trustees in lieu of CCCD's Personnel Commission. (III.A.1)

CCCD uses the Minimum Qualifications for Faculty and Administrators adopted by the California Community Colleges Board of Governors in 2020 and has established procedures per their bargaining agreement. This ensures that they have qualified faculty teaching and performing the tasks needed for an accredited College. There are also several checks to ensure that those that are hired meet or exceed those qualifications and that their educational qualifications come from accredited institutions. Faculty are given the opportunity to show equivalency if needed through a process driven by the Academic Senate in collegial consultation with administrators. (III.A.2, ER 14)

Compton Colleges utilizes the Minimum Qualifications for Faculty and Administrators Handbook adopted by the California Community College Board of Governors to establish their baseline for administrators to ensure that they have qualified individuals performing the tasks needed to operate as an accredited College. There are also several checks to ensure that those that are hired

meet or exceed those qualifications and that their educational qualifications come from accredited institutions. (III.A.3)

Compton College recognized a gap in their procedures with regard to notifying potential applicants with foreign transcripts in fall 2022 and has addressed the issue. There is sufficient opportunity for applicants that need to be qualified through an alternative means to do so. The same is true of current faculty seeking additional service areas. A link to the EEO plan is available to applicants via the job posting. In addition, Compton College has utilized outside expertise to provide guidance- CUE and an outside source for reference checking. (III.A.4)

Compton College has written policies and procedures which govern the timing, process and criteria for the evaluation of duties for faculty, staff and administrators. Human Resources maintains and updates the list for full-time faculty and administrators to be evaluated. Administrators are evaluated annually by either a basic or comprehensive evaluation. Tenured faculty and adjunct faculty are evaluated every three years. Permanent classified employees are evaluated annually while probationary classified is also evaluated in their 3rd and 5th month. (III.A.5)

Compton College has a process that allows for projecting and anticipating needs while also making annual adjustments that give faculty voice through the composition of the Hiring Prioritization Committee. (III.A.5)

Compton College personnel are evaluated on a routine basis. That process includes both a comprehensive 360 review and a basic review. (III.A.5)

Compton College demonstrates its ability to assure quality programs and services by maintaining sufficient numbers of qualified faculty by two measures: Faculty program review which feeds the faculty prioritization process and FON. Faculty program review and the faculty prioritization process give faculty the opportunity to request and prioritize the needs of programs to maintain or improve quality. Compton College further shows that it is meeting the standard by meeting its Faculty Obligation Number. (III.A.7, ER 14)

The College has employment practices and policies that provide orientation, an opportunity for the employee to improve and for successful integration into the campus community. This is evidenced by the orientation provided at the College level which provides a high-level introduction to college and its systems. The division then focuses on the needs of the employee to be successful in their course assignment. The Standard is being met. (III.A.8, ER 9)

The College has enough qualified staff to support the institution's operations. The College has a forward-thinking plan for how to staff the College developed in 2017. The College has followed its staffing plan and hired most of the positions. It has successfully transitioned from a center to a college to an independent college. (III.A.9)

Aligned with the mission and purpose Compton hired a director for the Black and Men of Color Success program and a Director of Basic Needs as support of their mission. (III.A.10, ER 8)

Compton College has shown evidence that it has written fair and equitable personnel policies published to the public. It also distributes a packet on its anti-discrimination policies directly to the campus community. The College uses the Community College League of California's service to keep up to date. The Vice President of Human Resources takes the lead on ensuring appropriate changes are made through the governance process. The Equal Employment Opportunity (EEO) Officer on hiring committees ensures compliance and trains the hiring committees. (III.A.11)

Through its policies and practices the College demonstrates its commitment to employment equity and diversity. This is evidenced by the #114 Leadership Academy focused on its classified employees. The pivot made to respond to the CC Chancellor's Call to Action by responding with the Compton College Task Force for an Equitable Approach to Community Safety and Health and the Call to Action Curriculum Task Force and by the Board of Trustees Resolution #06-16-2020F CCD commitment to Faculty and Staff Diversity written code. (III.A.12)

There is a written code /policy for IRB, discrimination, harassment assaults and computer network. The College has written policies, regulations and codes for professional ethics for all of its employees. (III.A.13)

The College plans and provides personnel with opportunities consistent with its mission. To meet this standard, the College hired a professional development manager. The Professional Development Committee reevaluated and expanded its efforts to focus on learning and engagement. It also established 3 subcommittees focused individually on faculty, classified and administrators per recommendation of the ACCJC. The College is prioritizing DEIA training and makes opportunities known through the web page. (III.A.14)

Personnel records are secure and confidential. Employees have access to their file and relevant files are stored in a lockable cabinet only authorized people have access to per law and contract employees have access. (III.A.15)

Conclusion:

The College meets the standard.

III.B. Physical Resources

General Observations:

Compton College plans and constructs state-of-the-art building projects, which are funded through the Measure CC general obligation bond and the Measure C facilities bond. The College ensures that new construction and renovation projects are designed to meet the Division of State Architect (DSA) and American Disabilities Act (ADA) requirements. The College is guided by several documents and systems, including the 2024 Comprehensive Master Plan, Assessment Intervention Management System, the statewide inspection report, FUSION database, and Citizens' Bond Oversight Committee Annual Report, to ensure there are adequate physical resources to support institutional programs and services.

Findings and Evidence:

Through the \$100 million Measure CC general obligation bond from 2002 and the additional \$100 million Measure C facilities bond from 2014, Compton College has funded and constructed state-of-the-art building projects throughout the 88-acre campus. The College has 53 buildings with 305,575 assignable square feet. The 2019 Facilities Master Plan, contained within the Compton College 2024 Comprehensive Master Plan, describes the need to address issues arising from the evolving building code, aging infrastructure, and deferred maintenance, as well as to embrace advances in energy efficiency and educational technology. New construction and renovation projects are designed to meet the Division of State Architect (DSA) and American Disabilities Act (ADA) safety compliance standards. An annual statewide inspection assists the College in evaluating the safety of its facilities. Such inspections assess security, fire protection, playground safety, pest management, chemical safety, forklift/personnel lift procedures, asbestos operation, hazardous materials handling/storage, and the campus self-inspection program. The July 2022 statewide inspection report indicated that 8 out of 11 priority recommendations were addressed and closed, and there was significant improvement with housekeeping in the Automotive locations. However, more effort needs to be made to clear all debris around the eyewash stations and rooms with electronic transformers. (III.B.1)

Compton College plans, builds, and maintains facilities, equipment, and other physical resources, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. The College assesses needs at the program, institutional, and service levels on a five-year cycle. The Five-Year Capital Construction Plan, the annual Physical Plant Physical Plant and Instructional Support Block Grant Certification for Expenditures, and the Compton College 2024 Comprehensive Master Plan all serve to promote a campus-wide collaborative process, which provide a foundation on which the College carries out its mission and overarching priorities. (III.B.2)

The College assures the quality and effective use of physical resources to achieve its mission and support its programs and services. New instructional and student service buildings, as well as completed maintenance projects improve safety, improve individual education programs and replace/repair aging infrastructure. The institution assesses the needs at the program, institutional, and service levels on a five-year cycle through the Five-Year Capital Construction Plan, the annual Physical Plant and Instructional Support Block Grant Certification for Expenditures, and the Compton College 2024 Comprehensive Master Plan. Compton College address continuous improvement, maintenance services, and custodial services throughout the campus via the Facilities Planning and Operations Department's online work order system. Compton College's chief facilities officer conducts an annual inventory of facilities to ascertain usage and function and the result is reported in the Space Inventory Report, which is submitted through the State Chancellor's Office FUSION database. In addition, education programs, student support services and administrative departments submit a program review approximately every four years to inform future capacity needs. The 2021-2022 Citizens' Bond Oversight Committee Annual Report was almost identical to the 2020-2023 CBOC. The last Program Review schedule was updated in December 2017. (III.B.3)

The Compton College 2024 Comprehensive Master Plan provides the list of long-range capital plans to support the institutional improvement goals. The total cost of ownership should factor in

the entire life cycle of the facility, including the purchase price, maintenance, operational costs, and other expenses that will be incurred during the asset's lifespan. While the term "total cost of ownership" is listed once in the RFQs for architects for the Physical Education Complex and the Visual and Performing Arts Complex, Compton College clarified that TCO is included as a deliverable by the architect on these projects, but they cannot be done until after they receive the construction bids and the contracts have been awarded. (III.B.4)

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Compton College assesses, plans for, and maintains effective technology resources in support of its academic programs and student support services. The College's Technology Plan, which is aligned with its educational master plan, Compton College 2024, sets Compton College's strategic goals as related to technology and information technology. Compton College's technology resources are also effectively integrated into the College's governance and planning processes through its Technology Committee, which includes members of ITS and the College's constituencies, and its Distance Education Advisory Committee (DEAC). Both committees are recommending through the collaborative governance process. This robust technology planning has helped the College meet the needs of the campus community.

Findings and Evidence:

Compton College's technology resources are appropriate and adequate in support of its operational functions and academic programs, as demonstrated in its committee structures and planning documents. Compton College's Technology Committee oversees the development and execution of the College's technology plan and makes policy recommendations to the appropriate decision-making bodies. For instance, in response to increasingly accessible AI technologies, the Technology Committee recommended that the Academic Senate revise its academic integrity policy to reflect this new reality. Moreover, Compton College's Distance Education Advisory Committee (DEAC) develops best practices and policy recommendations related to online teaching and learning, often in response to community surveys and needs assessments. For instance, in response to the COVID-19-related shift to online courses, DEAC created a camera policy, which it recommended to the Academic Senate. Compton College's Information Technology Services (ITS) is responsible for maintaining and updating the College's software, hardware, and facilities. While the ISER did note challenges in retaining certain ITS staff positions, the unit's surveys and workflows indicate that they are adequately serving the needs of the College's students and employees. The Team endorses the College's goal to fully staff ITS and advises that the College explore effective retention strategies. (III.C.1)

The institution plans for, updates, and replaces technology to ensure that the College's technological infrastructure is adequate for supporting its mission, operations, programs, and

services. The College has a Technology Plan, which is aligned with the College’s educational master plan, Compton College 2024. The College, through its Technology Committee and ITS, has audited its technology infrastructure, has budgeted for staffing and technology costs, and implemented its Technology Plan, which is currently being updated. The College further noted that it is currently in the “implementation/adoption phase” in integrating Ellucian Banner SaaS, which will facilitate and streamline ITS’s ability to respond to technology issues. (III.C.2)

Compton College assures that its technology resources are implemented and maintained to assure reliable access, safety, and security. The College has the technology infrastructure to safeguard its systems against intrusion and loss of data through mechanisms like multi-factor authentication, SSO, geo-blocking, emergency backup power, and cloud storage. The College has also recently invested \$500,000 in technology security. (III.C.3)

Compton College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of its technology and technology systems. This instruction and support start with the employees’ onboarding and is continuously supported by the College’s DE Department, the Professional Learning and Engagement Committee, and ITS through a number of yearly workshops on topics from Omni to eLumen. The College’s professional development opportunities were exemplified in their response to the COVID-19-related lockdowns and the shift to online education. The College’s DE Department in collaboration with DEAC provided just-in-time and ongoing Canvas training, and it utilizes internal data from faculty and students to identify training needs. Compton College also provides appropriate instruction and support for students in how to use their educational technology through both workshops and an online Support Hub. (III.C.4)

Compton College has policies and procedures that guide the appropriate use of technology in Board Policy 3720: Computer and Network Use and Administrative Regulation 3720: Computer and Network Use. During the COVID-19 pandemic, the College administration and Compton Community College Federation of Employees identified a need for revising the faculty evaluation forms to “reflect the difference between asynchronous and synchronous teaching modalities.” The Team encourages the completion of these revisions. (III.C.5)

Conclusion:

The College meets the standard.

III.D. Financial Resources

General Observations:

Compton College has provided evidence to support aspects of Standard III D Financial Resources. The College has established financial planning and budget development processes that link to its institutional mission and goals. Compton College undergoes annual financial, compliance, and performance audits to demonstrate its commitment to sound financial practices and financial stability.

Findings and Evidence:

Planning

Compton College has several planning documents, including Program Review, unit and program annual plans, Compton College 2024 Comprehensive Master Plan, Enrollment Management Plan, Technology Plan, Facilities Master Plan, and Human Resources Staffing Plan. The latest Planning & Budget Committee meeting minutes available on the website was from July 25, 2023, in which the 2023-2024 Budget Timeline and 2023-2024 Annual Planning Cycle were documented.

The College underwent a Fiscal Health Risk Analysis (FHRA), an independent review by the Fiscal Crisis and Management Assistance Team (FCMAT) in 2021. While the FHRA identified challenges, the district faced primarily due to turnover in key administrative services positions, such as late or delayed completion and submission of reports, closing of financial books, and completion of the annual audit; it noted that the district has seen increased stability and has improved in these areas. The analysis highlighted the district's need to bridge the gap between earned and hold harmless revenues that were sunseting, as well as provided several recommendations to address fiscal stability. The FHRA concluded that the district has a low probability of fiscal insolvency in the near future. (III.D.1, ER 18)

The College's mission, vision, and strategic initiatives are the core of institutional planning and budget policies and processes. The College mission to provide pathways to completion of programs of study, transition to a four-year College or university, and securing living-wage employment informs all financial planning and institutional planning. (III.D.2)

Compton College's Planning and Budget Committee (PBC) receives, reviews, and approves the budget calendar, annual plans, approves budget assumptions, and recommends tentative and final budgets to be considered by the Board of Trustees. Board of Trustees policy BP 6200 Budget Preparation and Administrative Regulations AR 6200 Budget Calendar address Compton College's budget planning process and the timeline of activities surrounding the budget process. However, the provided Budget and Planning Timeline for Planning Year 2023-2024 (IID1-10) is not entirely aligned with AR6200. For example, the activities noted in AR6200 for the months of October, November, December, February, March and July were not addressed in the Budget and Planning Timeline document. The 2023-2024 Tentative Budget was shared at the June 8, 2023, PBC meeting and was presented to and approved by the Board of Trustees on June 20, 2023. (III.D.3)

Fiscal Responsibility & Stability

Compton College is on hold harmless funding until the academic year 2025-2026, with funding set at an enrollment level of 5,980 FTES. In addition, the 2022-2023 California state budget provided a funding floor for the student-centered funding formula's hold harmless provision until the end of fiscal year 2025. Compton College acknowledges that it would use the time while in hold harmless to plan and rebuild by setting realistic goals for increasing student enrollment, student success, retention, and completion. The College's annual budget is made available on its website and its five-year fiscal management plan is updated annually to ensure that Compton College focuses on student learning and operates within its means. The Fiscal Health Risk Analysis (FHRA) reviewed by the Fiscal Crisis and Management Assistance Team (FCMAT) in 2021 concluded that the district has a low probability of fiscal insolvency in the near future. (III.D.4)

Compton College contracts an independent audit firm annually to conduct audits in accordance with U.S. Generally Accepted Accounting Principles and OMB Circular A-133. Compton College's audited financial statements and compliance reports for the fiscal year ended June 30, 2022, received unmodified opinions, but identified two significant deficiencies (one related to the financial statements on the restricted general fund and student financial aid fund deficit fund balance and the other one related to internal control over compliance and an instance of noncompliance). Compton College has shown improvements since the recommendations for five of the seven prior year findings have been implemented. However, the two significant deficiencies identified in the 2021-2022 audit are repeat findings from the prior year. Compton College uses the Los Angeles County Office of Education's (LACOE) Business Enhancement System Transformation (BEST) system to manage procurements, requisitions, and purchase orders. The software features built-in internal control mechanisms, including rejecting purchase requests where funding is not available or adequate. Compton College clarified that AR 6340's bid limit of \$95,200 is subject to change by the BOG, which is now at \$109,300. It is recommended that the BEST system is set up to align with the limits set in AR 6340 and the AR must also be updated to align with the new limit set by the BOG. (III.D.5)

The College's documents, including the budget, have a high degree of credibility and accuracy. To ensure that the annual budget achieves student learning goals, a budget-to-actual report is provided to the Board of Trustees monthly for review, which compares each department's approved budget with what has been spent to date. The College follows generally accepted accounting principles (GAAP) and has consistently received clean financial and compliance audits wherein any findings identified in the audits were not material. Together, the budget and audits reflect the appropriate allocation and use of financial resources to support student learning programs and services. (III.D.6)

The College's responses to external audit findings are comprehensive, timely, and communicated properly. The College worked closely with its external auditors to discuss audit findings and develop a corrective action plan prior to issuing its financial statements and the auditor's report. The Vice President for Administrative Services presents a corrective action plan to the Board of Trustees, describing any findings and their status. In addition to the annual financial audit, an external financial and performance audit is also conducted for the Compton community College District Proposition 39 General Obligation Bonds Measure CC, November 2002, and Measure C, November 2014. (III.D.7)

Compton College has established policies and procedures for proper fiscal management. The annual external audits are the primary evaluation tool for the College's financial and internal control processes. In addition, LACOE approves all financial transactions through the BEST financial system. The College and LACOE annually review the staff roles and responsibilities to ensure that only authorized users have access. Security System Audit report from July 2023 confirms that the annual review of user roles is conducted. (III.D.8)

Compton College maintains an unrestricted general fund reserve well above 10% of regular general fund operating expenditures for contingencies. Compton College also participates in self-insurance programs to minimize insurance costs. (III.D.9)

The College practices effective oversight of its finances by following Board Policy BP 6200 Budget Preparation. The policy requires adherence to Title 5 of the California Code of Regulations and the California Community Colleges Budget and Accounting Manual. Financial oversight is implemented at the department/cost center levels. The College also uses processes within the BEST financial software to ensure that all expenditures have sufficient documentation and approvals from cost center managers. The accounting transactions undergo further reviews by LACOE before the County Treasurer releases warrants. The Purchasing Department is responsible for reviewing and executing all contracts on behalf of the district, as well as the procurement processes to ensure compliance with policies and procedures. Contracts are presented to the Board of Trustees monthly for review and approval. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission, which aims to ensure financial aid programs are being administered correctly and that the students receive the appropriate assistance. Independent auditors conduct external audits to assess the District's financial practices and ensure compliance with state and federal regulations and requirements. (III.D.10)

Liabilities

Compton College makes short- and long-term financial plans to ensure the financial stability of the institution via its annual budget and the five-year budget plan. Compton College's annual budget identifies and allocates resources for payment of the College's liabilities and future obligations, including GASB "pay as you go" costs for retiree benefits, pension contributions, utility increases, budgets to fill full-time faculty and staff positions, one-time augmentations/ enhancements, line of credit debt expense, OPEB contributions, etc. At the suggestion of the FCMAT, Compton College developed a five-year fiscal management plan that compares the CCCD's financial status with and without the hold harmless support for the College. The Team observed that the Interfund Transfers and Line of Credit reported in the Five-Year Fiscal Management Plan were interchanged in the FCMAT format of the Five-Year Fiscal Management Plan. (III.D.11)

The College plans and allocates appropriate resources to pay for liabilities and future obligations, including OPEB, compensated absences and other employee-related obligations. Additional funding to pay liabilities is part of the budget process and the actuarial plan to determine OPEB is current and prepared as required. (III.D.12)

Compton College regularly assesses and allocates resources to repay any locally incurred debt. The College aggressively paid down its line of credit owed to the State of California and effectively shortened the maturity by three years. Local property tax revenues guarantee the repayment of the General Obligation Bonds (Measure CC and Measure C) and do not negatively affect the College's current fiscal obligations. (III.D.13)

An independent Citizens' Bond Oversight Committee (CBOC) was established to ensure transparency and accountability in the expenditure of bond proceeds. The CBOC is comprised of members from various community sectors representing a diverse range of perspectives and helps

ensure a fair and unbiased review of expenditures. The CBOC serves as a safeguard to ensure that funds allocated for the programs are utilized appropriately and in accordance with established guidelines and objectives. The CBOC meets regularly. (III.D.14)

Compton College receives grants from various sources and the Business Office provides the resources to monitor and comply with the grants' administrative requirements. The annual external audits provide evidence that grant funds are used with integrity and efforts are made promptly to correct internal control concerns. The cohort default rate (CDR) during 2017, 2018, and 2019 were each below the federal guideline of 5.0 percent. The draft 2020 CDR was 5.5 percent, but Compton College's three most recent fiscal years were still below 15.0 percent for each year. Compton College had 45 days to challenge the draft 2020 CDR rate, but it is unclear whether the draft CDR was challenged based on the additional evidence provided. (III.D.15)

Contractual Agreements

Board Policy BP 6340 specifies that the President/CEO is authorized to enter contracts on behalf of the district but cites the incorrect Administrative Regulations (AR) 6341 instead of AR 6340. AR 6340 provides a delegation of authority for the President/CEO or the Vice President, Administrative Services, to enter and amend contracts. Compton College provided additional information to support that the Vice President, Administrative Services has been delegated by the President/CEO (BP 6100, BP 6159, AR 6340, and AR 6330). Compton College provided additional information and evidence that the appropriate insurance and indemnification requirements commensurate with the risk associated with providing services are actually incorporated in each agreement. (III.D.16)

Conclusion:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Compton College has a collaborative governance process that supports and encourages innovation and creativity. Decision-making roles and processes are clearly delineated in the College's *Collaborative Governance Handbook*. Resulting decisions are documented and widely communicated through committee reports, emails from leadership, updates to the College's website, and quarterly updates. Students have a respected voice at Compton College and provide leadership and input on decisions as described in both regulations and in the collaborative handbook.

Findings and Evidence:

Compton College decision-making roles and processes are clearly delineated in its *Collaborative Governance Handbook*, which articulates clear roles for all constituents in the College's governance and planning. Compton College's leadership creates and encourages innovation leading to institutional excellence, and they support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services as demonstrated in several initiatives, such as the *Caring Campus* project led by classified leaders, faculty, and students. Compton College's use of a "Recommendation to the President/CEO" form allows members of the College community, despite their official titles, to engage in the planning process (IV.A.1).

Students' participation in the College's leadership governance is outlined in both Board Policy (BP 2510) and Administrative Regulation (AR 2511) and in the College's *Collaborative Governance Handbook*. The students' leadership was exemplified in their advocacy for changing the College's mascot, which was initiated at the Consultative Council, the College's shared governance committee, and shepherded by a cross-constituent work group which engaged in the College's decision-making process. This work group's recommendation was presented to the President/CEO who then presented it to the Board of Trustees. The students' participation in decision-making is described in Administrative Regulation 2511: Council and Committee Structures, which is a compendium of the College's committees and demonstrates that students are given a seat on all committees where students have a direct and reasonable interest. Similarly, the associated students president has a standing agenda update for the Academic Senate and Board of Trustees, and the Board of Trustees includes a Student Trustee. The Team applauds recent efforts to revitalize student clubs and student leadership on campus, and to encourage connections among student clubs, curriculum development, Board policy, and student advocacy, as is the case with the LGBTQIA+ student club. (IV.A.1) (IV.A.2).

Compton College administration and faculty, through policies and procedures, provide for substantive and clearly defined roles in policy-making, planning, and budget, as outlined in Board Policy 2410: *Board Policies, Administrative Regulations, and Procedures* and Board Policy 2510: *Participation in Local Decision Making*, which gives the Consultative Council, a cross-constituent shared governance body, the power to engage in policy-making, planning, and budget decisions (IV.A.3).

Board Policy, Administrative Regulation, the Curriculum Handbook, and the Academic Senate Constitution and Bylaws outline the policies, procedures, and well-defined structures through which faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. (IV.A.4)

Compton College's Collaborative Governance structure, Board policy, and administrative regulations ensure the appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. Additionally, the College's integrated planning and budgeting cycle and internal timeline ensures timely action on institutional plans, policies, curricular change, and other key considerations. (IV.A.5)

The processes for decision-making are documented in the College's Collaborative Governance Handbook. The resulting decisions are documented and widely communicated across the institution through committee reports, emails from faculty leaders and administration, updates via the College's website, and the campus-wide quarterly updates. Additionally, Academic Senate decisions are documented in the Compton College Academic Senate meeting minutes and are openly available on the Senate webpage. Further, the president/CEO communicates decisions often through weekly President/CEO Messages in the "Closing the Loop" section of the message, monthly Board letters, campus quarterly updates, and virtual student forums. (IV.A.6)

Compton College uses the Committee Evaluation Survey and Collaborative Governance Survey to regularly evaluate and assure the integrity and effectiveness of leadership roles and the College's governance and decision-making policies, procedures, and processes. The College shares the findings of the surveys with the Consultative Council and the individual committees which use them as the basis for improvement. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Compton College's President/Chief Executive Officer (CEO) operates with the authority and within the parameters of a California Community College CEO. The President/CEO exerts appropriate influence on the College general operations, the accreditation process, and its college planning/resource allocation processes. The President/CEO is an active presence in the surrounding community, leveraging effective communication and relation-development practices

to ensure engagement with constituents and strategic partners in the service area. The President/CEO has fostered a culture of innovation, community collaboration and shared identity on the College campus and within the service area.

Findings and Evidence:

The President/CEO has primary responsibility for the quality of the institution. The board policy governing designation of decision-making (BP 2430) clearly articulates the President/CEO's role as the Board's employee, empowering the President/CEO with the authority to delegate responsibilities and ultimately be responsible to the Board for said decisions. The President/CEO provides effective leadership in planning, organizing and budgeting, as evidenced by the development of institutional programmatic priorities such as the food security initiatives (e.g. the Cal Fresh data-sharing and subsequent doubling of enrollment, the Tartar Pantry, the Compton College Farmer's Market). (IV.B.1)

The President/CEO ensures the administrative structure is organized and staffed appropriately. The 2023-24 College Organizational Structure clearly delineates organizational hierarchy and reporting structures. While there are some vacancies in the Information Technology unit, the most recent organization chart indicates that most positions are occupied and filled with permanent staff. In 2022, the College engaged in an administrative review and assessment of all the Divisions across campus, which led to a reorganization of the Student Services area and some augmentation to the salary schedule. (IV.B.2).

The President/CEO guides institutional improvement of teaching and learning through ensuring that functional, transparent, and engaged institutional planning practices have been adopted and are being executed. The College adopted the Compton College 2024 Comprehensive Master Plan, which established clear Institutional Set Goals as assessed through performance metrics. The College also sets annual goals that are comprehensive, identifying activities that cross operational units. College planning effectiveness is also annually assessed through the College's Annual Planning Summit. The College's food security initiatives are evidence of the President/CEO establishing a collegial process that sets values, goals and priorities. The President/CEO has worked to ensure these initiatives are integrated into the College's formal planning and assessment processes, emphasizing fiscal program sustainability to ensure longitudinal access for students. (IV.B.3).

The President/CEO has the primary leadership role for accreditation. The College has engaged in accreditation education/awareness activities (including the annual Accreditation Summit and the Accreditation Happy Hour activity) and maintains a multi-constituent Accreditation Steering Committee. The President/CEO presents on accreditation at the monthly Board of Trustees meetings and has reassigned the role of accreditation liaison officer to the Vice President of Academic Affairs. (IV.B.4)

College Administrative Regulation 2410 stipulates that Board Policies and Administrative Regulations are reviewed over a five-year cycle. The College is in compliance with this Administrative Regulation, maintaining the stated cycle of review. (IV.B.5)

The President/CEO communicates effectively with the communities served by the institution. The President/CEO engages in several targeted outreach/relationship building activities with key strategic partners in the service area, such as the High School Principals Breakfast and the Community Summits. The President/CEO maintains a highly active social media presence that serves to raise the profile of the institution and establish strong relationships with community members. Moreover, the President/CEO has been credited with establishing several relationships with external community partners that have led to increased student support services accessible to all Compton College students. The food security initiatives, for example, are direct results of cultivated external partnerships, as the catalyst for establishing both the Cal Fresh data sharing agreement and the Farmer's Market were suggestions from their area's Second District County Supervisor. The President/CEO's sustained relationships with key stakeholders engenders a collaborative spirit within the extended community that enhances student facing programs and services, thereby enhancing student success (IV.B.6)

Conclusions:

The College meets the Standard.

Commendation:

The Team commends the President/CEO's leadership in organizational planning, institutional goal setting and fostering strategic community partnerships that have improved student success through enhanced access to basic needs. (IV.B.1, IV.B.3, IV.B.6)

IV.C. Governing Board

General Observations:

The Compton Community College District (CCCD) has a Board of Trustees that consists of five members elected from the District's five service areas, and one student trustee. The CCCD Board of Trustees is the official governing board with responsibility for the quality of student learning programs and services as well as the District's financial stability. The Board's goals, which are regularly reviewed, align with the District's mission. The Board provides oversight for all District operations, with a focus on educational quality, legal matters, financial integrity and stability. Board policies codify the Board's duties and responsibilities and are publicly accessible through BoardDocs. Policies are regularly assessed and revised as needed. Board elections are staggered to ensure stability. Board members are kept current on issues related to its duties by ongoing professional development and mentoring of new members. The Board's policies delegate authority to interpret and implement Board policies without interference to the President/CEO. The Board participates actively in accreditation training and review of the District's ISER.

Findings and Evidence:

The Compton Community College District (CCCD) has a Board of Trustees that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (IV.C.1, ER7). The CCCD also has a Special Trustee, approved by the California Community Colleges Board

of Governors, whose primary responsibilities are to maintain fiscal stability and solvency to support continued accreditation. The President/CEO provides the Board with monthly reports outlining the financial condition of the District. The Board has authority over new programs as well as program discontinuance. (IV.C.1)

Although individual Board members have their personal opinions and represent the interests of their service areas, once the Board has reached a decision, the entire Board acts as a collective entity. Board Policy 2715: *Code of Ethics and Standards of Practice*, affirms this practice and acknowledges that “legal and effective functioning is by the Board as a whole.” (IV.C.2)

The Board of Trustees used its selection processes, outlined in Board Policy and Administrative Regulation 2420: *President/CEO Selection* and Title 5, Section 53021, of the California Code of Regulations, in the hiring of the current President/CEO. Documentation of the most recent selection processes demonstrate that the Board adheres to its selection policies. Per Board policy, the Board annually evaluates the President/CEO. (IV.C.3)

The Board of Trustees are elected representatives of the Compton Community College District service area. Board Policy 2200: *Board Duties and Responsibilities* defines the Board’s role and responsibility in protecting the public interest in the institution’s educational quality and affirms that the Board is an independent policy-making entity. Additionally, Board members are not permitted to have any conflicts of interest that may hinder their ability to advocate for the institution. The Compton Community College District recently undertook the redistricting process and a public hearing was held on January 24, 2022, and the Board approved the current District map on February 28, 2022. All meetings of the Board are conducted in accordance with the Brown Act. (IV.C.4, ER 7)

The Board of Trustees adopted policies to ensure quality, integrity, and improvement of student learning programs and services. These policies address program and course development, general education, graduation requirement, and program viability. Furthermore, it demonstrates responsibility for educational quality, legal matters, and financial integrity and stability. (IV.C.5)

The Board’s policies are available to the public through the BoardDocs online platform. These policies define the Board’s size (Board Policy 2010: *Board Membership*), duties, responsibilities, structure, and operating procedures. Board policies are regularly reviewed and updated under the supervision of the President/CEO on a five-year cycle. (IV.C.6)

The Board of Trustees acts in a manner consistent with its policies and bylaws. Compton College employs a consultative process in reviewing and revising policies and regulations. Board Policy 2410: *Board Policies, Administrative Regulation and Procedures* establishes the practices of adopting and reviewing policies. Annually, the President/CEO, in consultation with the constituent groups responsible for particular policies, creates a schedule for reviewing all the policies and regulations due for review that academic year. The agendas for the Board of Trustees meetings demonstrate the Board is regularly reviewing and updating policies. All policies are available for public viewing on the BoardDocs website. (IV.C.7)

The Board of Trustees regularly receives reports on student learning and achievement as well as institutional plans for improving academic quality. Compton College publishes dashboards of student success and retention and achievement that are updated regularly and available to the Board, campus community and the public. (IV.C.8)

The Board of Trustees has many opportunities for ongoing education for development, including an orientation for new Board members and an annual Board retreat, as well as several conferences throughout the year. Board Policy 2100: *Board Elections* outlines the Board member terms of office, which provides for staggered terms to ensure continuity of leadership. (IV.C.9)

The Board of Trustees follows Board Policy 2750: *Board Self-Evaluation*, which describes the process and purpose of the Board's self-evaluation. These results are used as the basis to establish the Board's following year's goals. (IV.C.10)

The Board of Trustees upholds a code of ethics and conflict of interest policy. Board Policy 2715: *Code of Ethics and Standards of Practice* describes the code of ethics and the consequences for violating the policy. (IV.C.11, ER 7)

The Board of Trustees has empowered the President/CEO to administer its policies and procedures and holds the President/CEO accountable through its annual evaluation as described in Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer*. The Board of Trustees delegates to the President/CEO the full responsibility and authority for the operation of the District. Additionally, Board Policy 7110: *Delegation of Authority, Human Resources* delegates the President/CEO the authority to employ personnel subject to ratification of the Board. (IV.C.12)

The Board of Trustees provides oversight and receives monthly updates of the College's accreditation process. All Board members are informed of the eligibility requirements, the accreditation standards, commission policies, and the College's accredited status, and engage in an evaluation of their roles in relation to accreditation. Through Board Policy 3200: *Accreditation*, the Board has set a standard for the College and holds the President/CEO accountable. (IV.C.13)

Conclusions:

The College meets the Standard.

Quality Focus Essay

Compton College's Quality Focus Essay centers on-going efforts by the College to improve both student learning outcomes and service area outcomes as they relate to improving student learning and achievement and building consistent institutional cycles of assessment. The College's ISER provides ample evidence it is deeply engaged in conversations and actions to assess outcomes and create institutional processes that create a rich culture of review informed by the use of disaggregated data. The College acknowledges in several areas of the ISER the challenges it has faced related to outcomes assessment: a less than smooth transition from Nuventive to eLumen; high faculty turnover in the Faculty SLO Coordinator role; and internal data that showed that many faculty, staff, and administrators felt challenged about accessing and using outcomes data. The College's QFE presents three project areas that will continue to strengthen student experiences, drive systematic program improvement, and create even stronger links between outcomes, recommendations, and resource allocation.

The College outlines three projects to accomplish its QFE goals:

Project 1. Course, Program and Institutional Student Learning Outcomes and Assessment

Project 2. Service Area Outcomes and Assessment

Project 3. Data Use and Training

The College provides contextual background of its efforts to transform its assessment culture from 2020 with several organizational changes. Over the last three years, the College has transitioned from collecting student learning outcome data one SLO at a time on a six-year schedule to collecting data for all SLOs each primary term. Such a change in schedule involves a large-scale transformation in culture at the College in terms of how faculty and staff understand the process of assessment and how the institution looks at data in order to assess students' needs.

The College created the Outcomes Committee, which includes the SLO Faculty Coordinator and five SLO faculty facilitators (one for each Guided Pathway Division). A subcommittee of the Institutional Effectiveness Committee, the Assessment Committee has hosted several Academic Assessment Summits for evaluation and discussion of SLO data, ILO assessment, SLO/PLO assessment, the overall processes and connections to equity change, and led the discussion to change the College's system to eLumen. Secondly, the College implemented the change to eLumen in order to disaggregate data by ethnicity, gender, and class modality. The Outcomes Committee helped train faculty and focus on the importance of equity transformations. Included data of Faculty participation in collecting SLO data is robust: Fall 2022 ranges from 71% - 84% of sections of Guided Pathways sections reporting. The College notes the many challenges it has had in this transition to eLumen, including gaps in historical assessment results as well as the need to update alignments between SLOs, PLOs, and ILOs. Lastly, the College discusses the re-establishment in 2022 of an annual SAO assessment schedule for noninstructional departments.

The College has outlined detailed project goals, responsible parties, and timelines for each of the three QFE projects. All activities will be integrated into the College's Action Plan for quarterly tracking by the SLO Faculty Coordinator and the College PRESIDENT/CEO. Some of the activities include updating the SLO Handbook, including providing ample instructions for faculty on how to run reports and use eLumen; building program assessment reports in eLumen; developing a process to maintain existing SLOs and PLOs in eLumen that aligns with curriculum review processes; creating a process to update SAOs in eLumen; and creating an annual showcase for staff to share how they have used outcome data to make changes to their practice to improve student learning and achievement.

The College's goals are integrated, thorough, and already reflect very active involvement from faculty, staff, and administration. The three projects of the QFE, taken as a whole, support the mission of the College and its ongoing commitment to equity- and student-centered education. The Team applauds the continued work to systemically institutionalize outcomes assessment at Compton College.

Appendix A: Core Inquiries

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 PRESIDENT/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> <ul style="list-style-type: none">a. 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.b. The Team recognizes the CEO’s efforts with leveraging strategic partnerships to provide these resources.c. 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> <ul style="list-style-type: none">a. What partnerships does the College have with external organizations (local and non-local) to support comprehensive student support services?b. What resources are provided to students? How do they impact their success?c. What was the process used to establish and maintain these strategic relationships?
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none">a. List of existing comprehensive student support services strategic partnershipsb. Areas where additional strategic partnerships are in consideration/development
<p>Request for Observations/Interviews:</p> <ul style="list-style-type: none">a. Interview with the CEOb. Interviews with studentsc. Interviews with College leadership and support staffd. Interviews 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