Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President **Recorder:** Noemi Monterroso, Secretary
Date: May 18th, 2023 **Time:** 2:00-3:30 p.m. **Location:** **In Person – Board Room**

Vision:
Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators
__ Barragan-Echeverria, Theresa
__ Ekimyan, Roza
__ Estrada, Harvey
__ Corona-Ramirez, Desiree
__ Hobbs, Charles
__ Madrid, Vanessa
__ Martinez, Jose Manuel
__ Martinez, Victoria
__ Maruri, Carlos
__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Monterroso, Noemi
__ Moore, Sean
__ Morales, Janette
__ Schwitkis, Kent
__ Tavarez, Juan
__ Thomas, Shirley
__ Van Overbeck, Michael
__ Villalobos, Jose
__ Woodward, Valerie

Ex-Officio Voting Members
__ Conn, Brad-DEFC
__ Moore, Sean-Curric. Chair
__ Morales, Janette-Un. Pres.
__ Diaz, Corina-FDC Chair

Guests
__ Berger, Sheri-VP Acc. Aff.
__ DeLilly, Carol-Dean of Nurs

Senators
__ Barrag
__ Ekimy
__ Ellis, S
__ Estrada
__ Corona
__ Hobbs,
__ Kahn,
__ Madric
__ Mason
__ Martin
__ Martin

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from May 4th, 2022**
4. **Reports**
    a. President's Report
    b. ASG Report
    c. Vice President's Report
    d. Accreditation Faculty Coordinator Report
    e. Academic Affairs Report
    f. Curriculum Report
    g. Distance Education Faculty Coordinator Report
    h. Faculty Development Report
    i. Enrollment Committee Report
    j. OER Committee Report
    k. LGBTQ+ Committee Report
    l. FYE Committee Report
    m. SLO Coordinator Report

5. **Consent Items**
    a. *Course Inactivation*: ATEC 145 - Automotive Machining.
    b. *Course Review; Course Title Update; DE Addendum*: CSCI 102 - Introduction to Data Structures.
    c. *6-Year Standard Course Review- No Changes*: HDEV 101 - Orientation to College and Educational Planning; HDEV 105 - Career and Life Planning; HDEV 107 - Navigating the Transfer Process; HDEV 110 - Strategies for Creating Success in College and in Life; and HDEV 115 - Career Development Across the Lifespan.

6. **Problem Addressed**
    a. Early Alerts – Delayed Closure of Submitted Early Alerts

7. **Unfinished Business**
    a. Compton College ISER
    b. Outreach and Recruitment Plan
    c. OER Policy
    d. Cosmetology Teacher Training
    e. Academic Freedom Resolution
    f. Artificial Intelligence Mindful Syllabus Statements

8. **New Business**
    a. Sabbatical Application Packet
    b. OER Coordinator Job Description
    c. Adjunct Senators Elections – Candidate Nominations - 2 vacant seats
    d. AR 4105 – OER Policy
    e. AR 7341 – Sabbatical Leave

9. **Discussion Items**

a. Senate Sub-Committee Chairs Having to Attend Senate Meetings – Adding Work to Low Release Time Positions
b. Student Retention and Success – Setting Measurable Future Goals
c. Student Photo ID
d. Co-Teaching Off-Site Courses
e. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
f. Future All African Diaspora Education Summit (ADES) – Ghana
g. Potential eSyllabi at Compton College – Report of Vendor Meetings & Discussion
h. Student Centered Student Grievance Policy
i. Ideas of Issues to Tackle as a Senate

10. Informational Items

a. New Senate President Elect – Sean Moore
b. Dr. Curry's Response to Senate Recommendations – May 4, 2023

c. Committee Vacancies
   i. Curriculum Committee: 1 BIST – **High Priority**
   ii. Institutional Effectiveness Committee: 1 Faculty
   iii. Senators: 2 Adjunct
   iv. Faculty Development Committee Members: All Divisions
   v. Enrollment Committee – 1 Faculty

d. Newly Elected Senators
   i. BIST – Sean Moore, Michael Van Overbeck – 3 year terms
   ii. FACH - Andree Valdry, Juan Tavarez, Mandeda Uch – 3 year terms
   iii. HEPS – Division Meeting Coming Up
   iv. SSES - Pam West, Nathan Lopez – all 3 year terms
   v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.
   vi. Counseling Senators - Desiree Corona Ramirez, Ecko Blake, Karina Lopez – 3 year terms

11. Future Agenda Items

a. Guided Pathways Work Plan – 1st/2nd/Approval

12. Public Comment

13. Adjournment

Next Scheduled Meeting: June 2nd

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1_{st} & 3_{rd} Thursday)

FALL 2022	LOCATION	SPRING 2023	LOCATION
~~September 1~~	~~Zoom~~	~~March 2~~	~~Zoom~~
~~September 15~~	~~Zoom~~	~~March 16~~	~~SSC-108~~
~~October 6~~	Zoom	~~April 6~~	~~Board Room~~
~~October 20~~	Zoom	~~April 20~~	~~Board Room~~
~~November 3~~	Zoom	May 4	Board Room
~~November 17~~	Zoom	May 18	Board Room
~~December 1~~	Zoom	June 1	Board Room

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (22-24)

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Vanessa Madrid (21-23)
Harvey Estrada (20-23)
Juan Tavarez (20-23)
Valerie Woodward (20-24)

Counseling (5)
Noemi Monterroso (21-24)
Carlos Maruri (21-24)
Theresa Barragan-Echeverria (20-23)
Desiree Corona-Ramirez (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (21-24)
Pam West (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Vacancy (21-24)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)
Kent Schwitkis (20-23)
Jose Villalobos (20-23)
Jose Manuel Martinez (20-23)
Vacancy (22-25)
Vacancy (20-23)

Health and Public Services (3)
Vacancy (20-23)
Shirley Thomas (21-24)
Vacancy (20-23)

Adjunct Faculty (2)
Vacancy (22-25)
Victoria Martinez (20-23)

Ex Officio Voting Members
Janette Morales – Union President (22-24)
Sean Moore – Curriculum Chair (22-24)
Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)

Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President **Recorder:** Noemi Monterroso, Secretary
Date: May 4th, 2023 **Time:** 2:00-3:30 p.m. **Location:** **In Person – Board Room**

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Senators		**Ex-Officio Voting Members**
☐ Barragan-Echeverria, Theresa	☒ Moldoveanu, Minodora	☒ Conn, Brad – DEFC
☒ Ekimyan, Roza	☒ Monterroso, Noemi	☒ Moore, Sean – Curric. Chair
☐ Estrada, Harvey	☒ Moore, Sean	☒ Morales, Janette – Un. Pres.
☒ Corona-Ramirez, Desiree	☒ Morales, Janette	☒ Diaz, Corina – FDC Chair
☒ Hobbs, Charles	☒ Schwitkis, Kent	**Guests**
☒ Madrid, Vanessa	☒ Tavarez, Juan	☒ Berger, Sheri – VP Acc. Aff.
☒ Martinez, Jose Manuel	☒ Thomas Shirley	☐ DeLilly, Carol – Dean of Nurs
☒ Martinez, Victoria	☒ VanOverbeck, Michael	
☒ Maruri Carlos	☐ Villalobos, Jose	
☒ McPatchell, David	☒ West, Pamella	
☐ Mills, Jesse	☒ Woodward, Valerie	

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order at 2:05pm**
2. **Approval of Agenda**
   - **Carlos M. motioned to approve agenda. Valerie W. seconded. Approved**

3. **Review and Approval of Minutes from April 6th, 2022**
   - **Sean M. motioned to approve minutes. Pamella W. seconded. Approved**

4. **Reports (15 min)**
   a. President's Report
      - Was a part of 3hr meeting with PRC (partnership resource center). They are helping us with strategizing and developing a plan to make OER/ZTC happen at our campus
      - Sabbatical taskforce has finished putting together a packet/application, HR has reviewed it and sent it to Minodora. Sabbatical packet/application will be included in next Senate meeting
      - McPatchell had previously asked about using OWL at senate subcommittees to make quorum. OWL system was originally meant for instructional purposes. Hopefully, we can purchase an OWL with Senate budget to help senate subcommittees run smoothly and make quorum.
      - Community Day was an open house that showcased our facilities and programs. The event had a good turnout. Around 760 people turned in their passports; there are still some that participated in event but did not turn it in
      - Guided Pathways Summit will be held on Friday at 9:30am – 11:30am. Try to join the discussion on how else we can make guided pathways more efficient in our campus

   b. ASG Report
      - Not Present

   c. Vice President's Report
      - STEM Week Science Symposium occurred today. Tiktok video coming. Students had good projects to showcase

   d. Accreditation Faculty Coordinator Report
      - ISER is in Senate's hands. Senators were supposed to submit feedback form for assigned section in ISER. Submit by tomorrow (latest). Second read will be in next senate meeting

   e. Academic Affairs Report
      - Sending OER grant draft for a first read next Senate meeting

   f. Curriculum Report
      - Attended ASCCC and 34 resolutions were adopted. Sean will share the ASCCC resolutions and AB/SBs that passed in the next curriculum committee agenda
      - Social Media Certificate of Achievement is launched
      - Shoutout to Melain McIntosh for all work in Articulation to make sure all courses stay articulated
      - ASCCC presented on DEI and curriculum toolkit training during last meeting. PD was submitted for those that attended
      - 2 curriculum meetings left in semester. If there are any courses that you are working on, please reach out for help

   g. Distance Education Faculty Coordinator Report
      - Updating handbook. Hopefully it will be finalized in the next DEAC meeting. There will be a survey for PD workshops around DE, identifying fake students, and identifying students that use AI to complete assignments

   h. Faculty Development Report

- No Report

i. Enrollment Committee Report – Nicole J.
   - Will be presenting the 23-24 Outreach and Recruitment Plan

j. OER Committee Report
   - Not present

k. LGBTQ+ Committee Report
   - No report

l. FYE Committee Report
   - Partnering with Dr. Blonshine for Summer Bridge

m. SLO Coordinator Report
   - Identified faculty leads that will write SLO reports. Will send list to VP Berger once we know how many part-time faculty will participate to ensure they get paid
   - Lauren was able to create an elumen SLO assessment template. Will test it during the summer to see what modifications need to be made. Will implement in Fall after testing it in summer

5. Consent Items

- **Sean M. motioned to approve Consent Agenda items. David McP. seconded. Approved**

a. *Course Inactivations*: ATEC 111 - Brakes, Suspension and Four Wheel Alignment; ATEC 122 - Introduction to Engine Performance, Electrical and Fuel Systems; ATEC 127 - Electrical, Electronics and Computer Controlled systems; ATEC 133 - Transmissions, Drive Train and Drive Axles; and ATEC 141 - Engine Rebuilding.

b. *6-year Course Review; Distance Education*: ENGL 248 - Modern Literature of Latin America; and NFOO 110- Nutrition.

c. *2-Year CTE Course Review; SLO Update*: WELD 101 - Introduction to Welding Process.

d. *Catalog Description*: Math 99 – Independent Study.

6. **Unfinished Business**

7. New Business (5 min)

a. Election – Senate President Elect – Statement of Candidacy and Q & A
   - **Desiree C. R. motioned to open discussion on item 7a. Carlos M. seconded**
   - Sean Moore provided Statement of Candidacy:
     - "Good afternoon. No one is more surprised, that I am standing here today, than me. The reason I am, is because I believe that by supporting all of you we can support our students during their educational journeys. I am honored and humbled by the nomination for the Academic Senate President—Elect position. It is an exciting endeavor to serve our college, our students, our faculty, our Academic Senators, and our subcommittee chairs. Serving our faculty as the curriculum chair, has created opportunities for me to get to know all of you, and to hone my public service practices. Through this exchange of mutual participation I have seen our faculty's dedication and hard work. It is said there is strength in numbers. In those numbers of people, we do not all have to be the same. We do not all have to believe, think, or feel the same. What is paramount is that we advance with actions of transparency that cultivates trust. That showing kindness, compassion, and empathy should prevail. That every voice is essential. Particularly those who belong to historically marginalized populations. Change is hard—Substantial long-term change does not come at 180-degress, it comes in incremental wins. Fundamentally, as educators and mentors we are called to facilitate constructive environments that effectively encourage each of us to feel safe stepping up. I see our upstanders on campus as brave colleagues—they're our voice, when at times, we struggle to find ours. An essential responsibility of this leadership position is to listen to all of you, to collaborate on innovative solutions that support a

positive working environment where we flourish. Those of us in this room have dedicated our careers to education. Our students need us, and we need each other. This is an opportunity to strengthen our organizational culture. I am optimistic that collectively, as we advance forward, we will see less crisis, more harmony, and good times in the future—Thank you."

- Valerie W.: What is your #1 goal as Senate President and Senate in general?
  - Sean M.: Streamlining college's processes for students and faculty, advancing DEI in curriculum and processes, teambuilding for faculty (possibly a summer Academic Senate retreat), create a resolutions committee
- Minodora M.: Faculty that were not able to be present sent a couple of questions - What would you do if we have another Vote of No Confidence or what you would do differently?
  - Sean M: Vote of No Confidence was over 1.5 years ago. It was a rushed process the last time it occurred. Many faculty had reached out to him and would prefer a slower process to ensure all voices are heard
  - Minodora M.: When Vote of No Confidence was brought to her, Sean did not want to add item to Senate agenda, what is the perspective now?
    - Sean M.: Curriculum Committee Chair was removed from e-board after Vote of No Confidence…
    - Minodora M.: Correction, in bylaws we removed a requirement that required Chairs of Senate subcommittees to attend extra meetings with no release time
    - Sean M.: When serving on e-board, brought own recommendations and perspective. Looks forward to mentoring from Minodora to serve as a good Senate President
  - Minodora M.: Do you feel e-board or Senate President act as gatekeeper when items are brought from faculty?
  - David McPatchell called Point of Order. Time allotted to agenda item has passed.
    - Minodora M.: Senate agendas no longer has specific time allotted for each section
  - Corina D.: Can we get clarification on the reason for the question? Is it a confrontation or question requesting clarification?
  - Minodora M.: If Senate makes a decision that you are against, what would you do?
    - Sean M.: Will act as the voice for Senate, regardless of own opinion. Will go with majority decision
  - Minodora M.: Track record counts, it is important to look at history to inform how someone will act…
    - Sean: Takes roles very seriously. Will be available and accessible; will continue to work hard
  - Roza E.: Are you planning to do both Curriculum Chair and Senate President:
    - Sean: Will be fine with Senate VP and Curriculum Chair positions next year. Will step down from Curriculum Chair position and will only concentrate on Senate President the following year. If anyone is interested in Chair, willing to train them in the next year to smoothen the transition
- **Desiree C.R. motioned to close discussion on item 7a. Shirley T. seconded**

b. Outreach and Recruitment Plan
- **Carlos M. motioned to open discussion on item 7b. Kent S. seconded**
- Nicole J. presented/reviewed 2023-2024 Outreach and Recruitment Plan
- Provide feedback/questions to Nicole J., updated Plan will be provided. Also let her know if you want to attend meetings
- Vanessa M.: Regarding disproportionately impacted... What does it mean?

        - Nicole J.: Based on data on Equity Plan. These are student populations that are not achieving as well compared to dominant student population; based on factors we have identified in equity plan
    - Valerie W.: How do we rectify how to target specific populations that were mentioned in plan, like Native American, Asian Pacific, etc.?
        - Nicole J.: Haven't developed metrics to measure on how to target or have any data yet
    - Juan T.: We need to sit down and talk to high schools on how they recruit their students since we get the majority of their students.
        - Nicole J.: Dr. Banks is starting to talk about how to connect with black and males of colors in high schools
        - Desiree C.R.: Based on feedback from others and from Counselor Collaborative event, we need folks present at the high schools to represent Compton College. Need full-time Dual Enrollment Counselor
            - Nicole J.: There are no current plans to hire a full time dual enrollment counselor, but will be hiring program technicians to support dual enrollment efforts and adding staff to Street Team
    - Hoa P.: What are the plans to recruit students from the community, students not in high school?
        - Nicole J.: There are activities/outreach efforts for our adult learners like in civic/faith based organizations. Information was included in the adult learner recruitment plan that was brought to Senate for approval last semester and has no been approved by BOT
    - Roza: With Street Team, are you noticing an increase in enrollment? Has noticed an increase in online courses but not as much in person
        - Nicole J.: We don't do a good job reaching back out to folks that express interest during the street team outings. Will start implementing CRM Recruit to enhance this connection. Street Teams have Compton college shirts, canopy, banner, swag, etc. to make presence known in community. Have also looked at tabling in markets but there is usually a cost associated with that
    - What about ensuring robust staffing in Outreach?
        - There has been a lot of turnover in that department. A new Outreach and Promise Director was hired 1 month ago
    - Alejandra P.: What is the success rate online vs in-person? A lot of our classes in Fall '23 are online but a lot of students in our community might prefer in person especially for students with disabilities and adult learners. We should keep this type of data in mind as we select course modality, especially if we notice that online courses do not have a high success rate. Has not been able to find recent success rates
        - Brad Conn: Fall 21 success rates:
            - F2F: 63%
            - Online: 69%
    - Juan T.: We have to keep in mind that things do not move as fast as we would like. A good first step is letting our community know about our college and the changes as they come. For example, letting them know that we no longer require the COVID-19 vaccine
    - Shirley T: Is it a physical paper or electronic interest form that Street Teams are gathering?
        - Nicole J.: Electronic
    - **Desiree C.R motioned to close discussion on item 7b. Carlos M. seconded**

c. Dr. Karis Wong's Application for Equivalency in Anatomy and Physiology
    - **Charles H. motioned to open discussion on item 7c. Sean M. seconded**
    - **Carlos M. motioned to approve decision. Shirley T. seconded. Approved (Abstain: Vanessa M.)**

d. OER Policy
   - **Carlos M. motioned to open discussion on item 7d. Michael V. seconded**
   - Minodora reviewed the District OER policy
   - **Carlos M. motioned to close discussion on item 7d. Michael V. seconded**

e. Cosmetology Teacher Training
   - **Carlos M. motioned to open discussion on item 7e. Michael V. seconded**
   - Sean M.: There is a similar program at CSU Fullerton. This program consists of 600hrs that will allow cosmetologists to teach cosmetology. This would allow our cosmetology faculty to teach students how to be cosmetology teachers. The program would allow the students to take the curriculum and then assist the cosmetology faculty in the classroom
   - Sean M. presented the curriculum and additional courses that would need to be created. They also mentioned we can also start looking CTE programs that will start offering BA degrees like welding, autobody, machine tool technology, etc. The Cosmetology Teacher training program would also allow us to make some general education courses required that would help courses that would no longer be part of the CalGETC and might see a dip in enrollment like HDEV
     - Sheri B.: Point of clarification regarding HDEV. When CalGETC is implemented, HDEV will still be transferable to CSU/UC but credit in GE requirement will change
   - Carlos M.: Is this a new program that we want to add?
     - Sean: Yes. It doesn't require any additional infrastructure or faculty. This can be done with the faculty and facilities that we already have
   - Carlos: Will we be able to offer Cosmetology as a Bachelor's degree?
     - Sean: We can't create a BA here if it already exists at CSU/UC, but doesn't think any local CSU/UC offer one so it might be possible
     - Sheri B.: it's not as simple to make a BA. We would have to rewrite curriculum, all faculty would need a Master's degree to teach (not currently required to teach for a CTE/AS program), etc.
   - **Roza E. motioned to close discussion on item 7e. David McP. Seconded**

f. Academic Freedom Resolution
   - **Carlos M. motioned to open discussion on item 7f. Michael V. seconded**
   - Sheri B.: There is already a BP on academic freedom in case it should be included in resolution
   - **Shirley T. motioned to close discussion on item 7f. Michael V. seconded**

g. Artificial Intelligence Mindful Syllabus Statements
   - **David McP. motioned to open discussion on item 7g. Carlos M. seconded**
   - Reviewed proposed edits for Option 2 in the current syllabus optional statements (highlighted in document)
   - **Vanessa M. motioned to close discussion on item 7g. Shirley T. seconded**

8. **Discussion Items**
   a. Student Retention at Compton College – Teaching and Learning Plan
      - **Desiree C.R. motioned to open discussion on item 8a. Michael V. seconded**
      - Minodora M.: Should we submit a plan and attach a stipend for faculty to look at course data and create strategies on how to increase student retention?
        - Volunteers: Valerie W., Susan J., Sean M.
      - **Michael V. motioned to close discussion on item 8a. David McP. seconded**

   b. Faculty & Staff Retention at Compton College

- **Shirley T. motioned to open discussion on item 8b. Charles H. seconded**
- Vanessa M.: Do we have exit interviews? This can help us understand why people are leaving
  - Sheri B.: There is an exit interview survey. HR sends it to people that are leaving
    - Minodora: Is there any way to see responses from faculty?
- Carlos M.: Implement a faculty mentorship program
- Brad C.: Include training for faculty to navigate different student populations, specifically high school students. For example, we have a lot of faculty that do not know how to teach in high schools or dual enrollment courses
  - Jose M.: Agrees. It's very different to teach the high school population.
  - Minodora M.: There was a training on teaching strategies for Dual Enrollment/High School students
- Juan T.: Early Alert for faculty
- Valerie W.: Sensitivity and Inclusivity training
- Michael V.: Have access to exit interview data to start analyzing reasons people are leaving
- David McP.: Are we able to go back and reach out to faculty that left in the past (maybe past 3 years) and not just present?
- Carlos: Maybe survey ourselves and identify why we stay. We can cultivate more of the positive reasons and apply that knowledge in mentorships
  - Fun bonding activities
- **Carlos M. motioned to close discussion on item 8b. Brad C. seconded**

Rest of agenda items tabled. Meeting adjourned

c. Senate Sub-Committee Chairs Having to Attend Senate Meetings
d. Student Photo ID
e. Co-Teaching Off-Site Courses
f. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
g. Ideas of Issues to Tackle as a Senate

9. Informational Items

a. LGBTQIA+ Resolution Authored by Sean Moore Passes During Spring ASCCC Plenary
- **David McP. motioned to open discussion on item 9a. Shirley T. seconded**
- Sean M. reviewed resolution to provide long-term funding to create robust LGBTQ+ centers in all community colleges
- **Desiree C.R. motioned to close discussion on item 9a. Carlos M. seconded**

b. California's Chancellor's Office Places Community College Bachelor Degrees on Hold
c. CCSSE (Campus Climate) Survey – Remind Students to Complete
d. Real College Survey – Remind Students to Complete
e. Guided Pathways Summit – Friday, May 5th, 9:30-11:30 am

f. Committee Vacancies
   i. Curriculum Committee: 1 BIST, 1 HEPS, 1 SSCI – **High Priority**
   ii. Institutional Effectiveness Committee: 1 Faculty
   iii. Senators: 1 Adjunct
   iv. Faculty Development Committee Members: All Divisions
   v. Enrollment Committee – 1 Faculty
g. Newly Elected Senators
   i. BIST – Sean Moore, Michael Van Overbeck – all 3 year terms
   ii. FACH - Andree Valdry, Juan Tavarez, Mandeda Uch – all 3 year terms

iii. HEPS – Division Meeting Coming Up
iv. SSES - Pam West, Nathan Lopez – all 3 year terms
v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.

10. Future Agenda Items

a. May 18 – ISER – 2nd Read

11. Public Comment

12. Adjournment at 3:35pm

Next Scheduled Meeting: May 18th

2023-2024 Outreach and Recruitment Activities Plan DRAFT

Overview

The Outreach and Recruitment Plan focuses on the Connection and Entry phases of the Tartar Completion by Design framework. Connection centers on initial interest through submission of the admissions application, while Entry centers on enrollment through completion of "Gatekeeper" courses. The graphic below visually illustrates the Tartar Completion by Design Framework.

Moreover, the Outreach and Recruitment Plan aligns with Goal 1 of the Compton College 2024 Enrollment Management Plan: develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

The Outreach and Recruitment Plan also aligns with the 2022-2023 Compton CCD Board of Trustees Goals, the 2022-2023 President/CEO Priorities, and the Compton College 2024 Comprehensive Master Plan, Certificated

Bargaining Unit Agreement, as well as Classified Staff and Administrative job descriptions to increase outreach opportunities within our District.

Outreach and Recruitment Goals

Compton College has three Institutional-Set Goals for **Connection *through* Entry:**

- Successful Enrollment - CC 2024 Action Plan, Student Equity Plan, Student Centered Funding Formula, Tableau IE_Evaluation_of_Planning_Goals_November2021.pdf (compton.edu)
- Number of Dual Enrollment Students, and
- Student Readiness Rate

Table 1 below shows Compton College's Evaluation of Institutional-Set Goals Fall 2021 and the goals associated with Connection through Entry, which aim to improve students' successful enrollment, dual enrollment, and Student Readiness Rate: Completion of Core Services which includes New Student Orientation and Educational Planning.

Table 1: Compton College Evaluation of Institutional-Set Goals -- Fall 2022

Achievement Measure	2016-17	2017-18	2018-19	2019-20	2020-21	AVG	AVG + %	Goal
***Successful Enrollment** (Applicant Yield Rate, student count) *Guided Pathway North Star, Equity*	34% (3,175)	34% (2,904)	32% (2,527)	43% (4,776)	45% (3,517)	37% (3,365)	38% (3,533)	45%
Number of Dual Enrollment Students	1,114	1,150	1,391	1,863	1,600	1,561	1,639	1518
Student Readiness Rate (Core Service Completion)	54.7%	72.3%	67.4%	…	…	65%	68%	100%

**Measures with an asterisk come from the Student Success Metrics dashboard provided by Cal-PASS Plus or the CO dashboard*

And refer to: https://public.tableau.com/app/profile/sean.whaley/viz/ApplicationYield2014-15to2019-20/ApplicationYield

Measuring Impact/Effectiveness

Data is essential to measure the impact/effectiveness of the proposed outreach and recruitment activities plan. The following provides an overview of proposed assessment measures and deliverables.

1) Improve the onboarding process to increase successful enrollment of a diverse student population that is reflective of the Compton Community College District community.
    a. Increase the number of inquiries for each target audience
    b. Increase application to registration yield

2) Meet the Connection *through* Entry Institutional-Set Goals:
    a. 45% Successful Enrollment
    b. 1,518 Dual Enrollment Students
    c. 100% Student Readiness Rate

Data Needs

The following resources are needed to measure the impact/effectiveness of the Outreach and Recruitment Activities.

1. Community/Environmental Survey/Scan
2. Prospective Student Database (CRM Recruit)
    a. Inquiries via Prospective Student Forms
    b. Event Attendance
    c. Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply)
3. Successful Enrollment
    a. Current enrollment breakdown by student type
    b. Enrollment targets by student type
4. Number of Dual Enrollment Students (define AB288)
    a. Number of Dual Enrollment Students by:
        i. High School
        ii. Gender
        iii. Students who may not be college bound
            1. Grade point average below 2.0
            2. Not proficient in the English Language Arts/Literacy and Mathematics
        iv. English Language Learners
        v. Disproportionately Impacted Student Groups
            1. American Indian
            2. Black or African American
            3. Pacific Islander
            4. White
            5. Disabled
            6. Foster Youth/Guardian Scholars
            7. LGBTQ+
            8. Asian
5. Student Readiness Rate: Core Services completion by Guided Pathway Division, Categorical Program, and Special Programs.
    a. Implement Core Services completion case management
    b. Collaborate with faculty to give students extra credit points for the completion of the New Student Orientation and Comprehensive Educational Plan

Measuring Impact: *These data are measured annually to inform practice.*

Questions	Data	Timeline	Lead
How effective are the outreach activities? Is enrollment increasing?	Increase the number of inquiries for each target audience Meet the Connection *through* Entry Institutional-Set Goals: a. 45% Successful Enrollment b. 1,206 Dual Enrollment Students 100% Student Readiness Rate	Annual in October	Director, IE

Are our Outreach activities supporting equity in access to Compton College?	Disaggregated Institutional Set Goals. a. 45% Successful Enrollment b. 1,206 Dual Enrollment Students 100% Student Readiness Rate	Annual in October	Director, IE

Data Use for Improvement: *These data are measured continuously and regularly by the college to inform practice.*

Questions	Data	Timeline	Lead
Which outreach activities are attracting prospective students? Why?	Inquiries via Prospective Student Forms Event attendance by event type Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply) Comparison of data across school districts, high schools, and other groups Tracking announcements via QR codes to determine where prospective students found out about events, information Surveys	Ongoing with each event	VP Student Services, Director of Educational Partnerships
Is the dual enrollment offering successfully targeting all high school students?	Number of Dual Enrollment Students by high school, gender, students who may not be college-bound, English Language Learners, and disproportionately impacted student groups.	Annual	VP Student Services, Director of Educational Partnerships

Steps to Enrollment

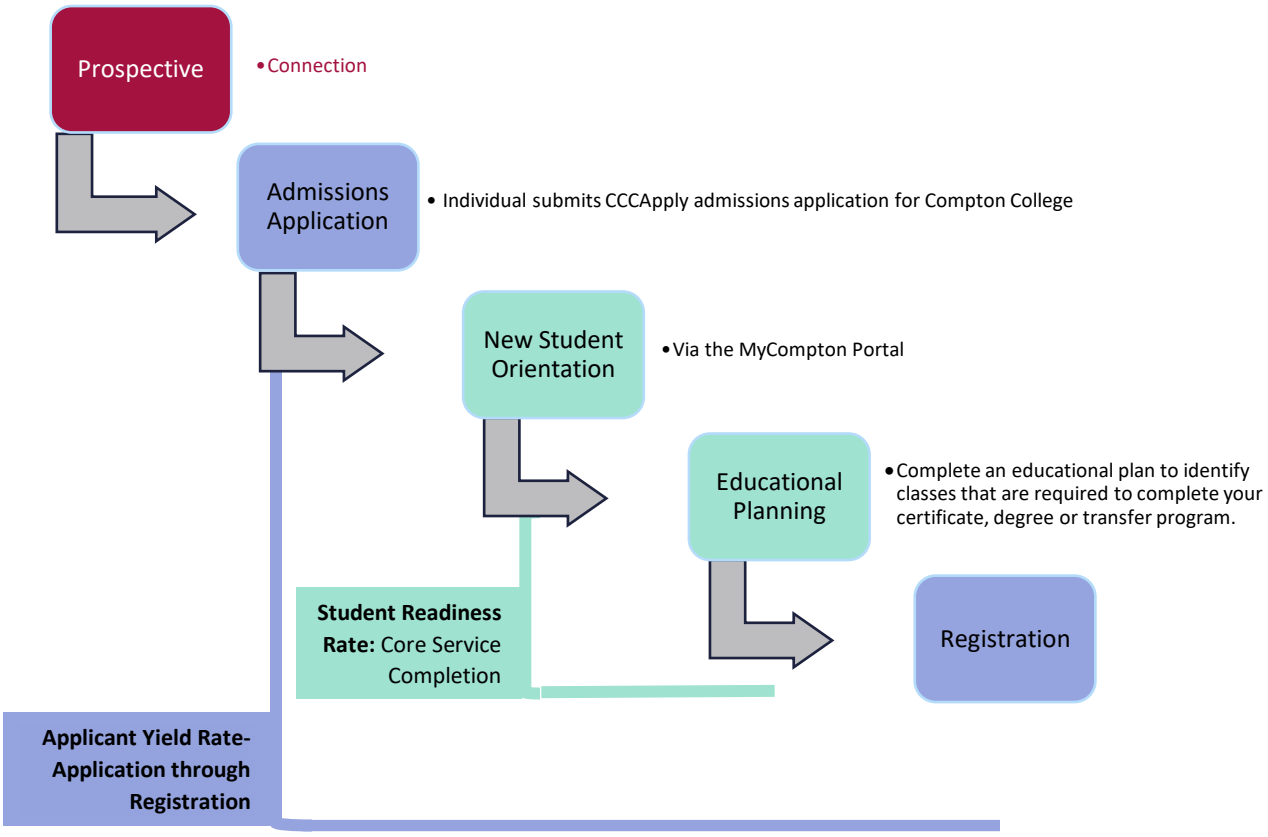
Successful enrollment requires that students complete the Steps to Enrollment. The intent of the Steps to Enrollment is to ensure that students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. Below are Compton College's Steps to Enrollment.

1. Application- submit a free CCCApply admissions application, online Financial Aid (Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA).
2. New Student Orientation- is an introduction to academic programs and support services.
3. Educational Planning- Meet with a counselor and complete an educational plan to identify classes that are required to complete a certificate, degree, or transfer program.

4. Register for classes- *Student moves to the Entry Phase of the Tartar Completion by Design Framework*.

Diagram 1 below illustrates the Steps to Enrollment in relation to the Institutional Set Goals referenced in Table 1 above for Successful Enrollment and Student Readiness Rate. The diagram shows that Outreach and Recruitment Activities should be tailored based on an understanding of the Steps to Enrollment, which begins with faculty, classified professionals, and administration engaging in positive interactions to connect with prospective students to encourage them to apply to the college, and complete the core services, and register in courses.

Diagram 1: Steps to Enrollment Relationship to Compton College's Institutional Set Goals



Current Outreach and Recruitment Focus Areas

Enrollment Management Plan Goal #2 - Strategy #5 Increase student awareness of Compton College Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.

Enrollment Management Plan Goal #2: Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts

1. Oliver W. Conner College Promise Program Eligible Students
    a. List existing criteria here for 2022-2023…
    b. Class of 2019, 2020, 2021, and 2022 high school graduates
    c. Students who applied to the Promise program but did not register
2. Dual Enrollment
    a. Afternoon College
    b. Early College High School
    c. Assembly Bill (AB) 288 Agreements
3. Applied and Not Registered (2018-present)
4. Parents and Guardians
    a. Parents of Promise-eligible students
    b. Parents of Dual Enrollment students
5. Disproportionately Impacted Student Groups
    a. American Indian
    b. Black or African American
    c. Pacific Islander
    d. White
    e. Disabled
    f. Foster Youth/Guardian Scholars
    g. LGBTQ+
    h. Asian
    i. Veterans - Active-duty military, military families, reserve, and guard
6. Former Students
    a. Summer 2019 – present (pandemic stop-outs)
    b. Non-completers
    c. Career education students who completed 9 or fewer units
7. Single Parents
8. Adult population (25-45 years old)
    a. Underemployed, unemployed
    b. Little or no college experience
9. English as a Second Language (ESL)
10. Undocumented/DACA/AB-540
11. Low-Income/Pell-eligible/College Promise Grant eligible
12. Rising Scholars (Formerly Incarcerated)
13. Adult/Re-Entry
    a. Including the National Student Clearing House (NSCH) list of in-District residents who have no college-experience
    b. Recently Unemployed
    c. Stong intent to continue their education (ex. Swim Digital data)
14. English as a Second Language (ESL) - non-credit
15. Reverse-Transfer Students
16. High School Counselors and Faculty
17. Community Members and Partners

Tartar Completion by Design Correlation – Connection and Entry

Outreach and Recruitment Strategies:

A. Develop a structured marketing plan to inform and provide prospective dual enrollment students with dual enrollment opportunities.
B. Increase information about and access to the First Year Experience (FYE) program.
C. Assess and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.
D. Expand Welcome Center services by Guided Pathway Divisions.
E. Resume Financial Aid Office services and outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
F. Fully implement Compton College Welcome Week activities in the fall and spring semesters.
G. Provide on-campus childcare services to potential students during enrollment appointments.
H. Implement CRM Recruit (college recruitment software).
I. Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes.
J. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.
K. Maintain CCCMyPath cards
L. Call Center (include targeted demographics chart and timeline)

Current & Planned Connection Outreach and Recruitment Activities

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Connection** for the 2023-2024 academic year.

2023-2024 Current Outreach and Recruitment Activities		
Activity	**Department Responsible**	**Lead**
Educational Partnerships with District	Educational Partnerships, Academic Affairs, Admissions & Records	Dir. of Educational Partnerships
Info Sessions/Presentations: ☐ Dual Enrollment ☐ Promise ☐ Steps to Enrollment (on & off-site) ☐ MyCompton Portal ☐ Adult Education ☐ Career Education ☐ Honors Transfer Program ☐ Formerly Incarcerated Students in Transition (FIST) ☐ Guardian Scholars ☐ Foster & Kinship Care Education ☐ EOPS/CARE ☐ Special Resource Center ☐ Athletics ☐ Financial Aid ☐ STEM Center	Multiple Departments and Programs, including use of student ambassadors	As Needed
Marketing (paid and free)	Community Relations	Dir. of Community Relations
Website	Community Relations	Dir. of Community Relations

Social Media	Community Relations	Dir. of Community Relations
Prospective Student Form (General)	Educational Partnerships	Dir. of Educational Partnerships
CCCMyPath- students receive an email/text message	Counseling & Guided Pathways	Dean of Counseling
Communications (Prospective and former students, parents, and High School counselors)	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs
Community Relations	Community Relations	Dir. of Community Relations
Community Outreach/Messaging	Community Relations	Dir. of Community Relations
Student Success Stories	Community Relations	Dir. of Community Relations
Engage high school students in on-campus (offsite) activities	Outreach Ambassadors	Educational Partnerships
Direct Mailing(s)	Community Relations	Dir. of Community Relations
Review and development of new and existing academic programs/offerings	Academic Affairs, Division Chairs	Faculty
Outreach Strategies by Division: Assist in coordinating activities related to supporting students, such as offering Division-specific workshops, student orientations, or major fairs	Division Chairs	Division Chairs
Supporting student recruitment efforts	Faculty	Faculty
Use of CCLA	Adult Education and Workforce Development	Director of Adult Ed and Workforce Development

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Entry**.

2023-2024 Current Outreach and Recruitment Activities		
Activity	**Department Responsible**	**Lead**
Enrollment Services (virtual, onsite, off-campus)	Welcome Center, Educational Partnerships	Dean of Counseling and Guided Pathways and Director of Ed. Partnerships
Financial Aid	Financial Aid	Director of Financial Aid
New Student Orientation (core service)	Counseling and Guided Pathways	Dean of Counseling and Guided Pathways
Student Support – Case Management	Categorial Support Programs and Counseling and Guided Pathways	Directors as assigned
Educational Planning/Counseling	Counseling & Guided Pathways	Dean of Counseling

Promise Program	Educational Partnerships	Outreach & Promise Coordinator
Update Promise Memorandums of Understanding with Compton, Lynwood, and Paramount unified school districts	Student Services Division	VP of Student Services and President/CEO
Marketing (paid and free)	Community Relations	Dir. of Community Relations
Website Redesign - Upfront, easy-to-access interest form (CRM Recruit) - New “Start Here” webpage - Steps to Enrollment by type of student (in progress)	Community Relations and Web Taskforce	Dir. of Community Relations
CRM Early Alert	Student Success & Counseling & Guided Pathways	Dean of Student Success & Dean of Counseling
Social Media	Community Relations	Dir. of Community Relations
MyCompton (Student Portal) Activation (help videos, visual guides, virtual workshops)	Multiple programs and departments	Vice President of Student Services
Communications	Community Relations, Admissions & Records, categorial support programs	Communications Matrix Workgroup
New Student Welcome Day (NSWD)	NSWD Committee	Dean of Counseling, Director of Ed. Partnerships, Director of Student Development
Tartar Success Team Activities: Core Service Case Management, collaborate with faculty to provide extra credit opportunities for students for completion	Counseling & Guided Pathways	Dean of Counseling
Call Center: Call current and prospective students regarding steps to enrollment and registration	Counseling & Guided Pathways	Dean of Counseling
Customer Service Training for Staff	Human Resources	Professional Development Manager
Expand Oliver W. Conner Promise Program (Adult SEM: Tactic 1.A.5.)	Vice President Student Services, Director Educational Partnerships, Community Relations	Outreach and Promise Coordinator

The table below lists enhanced (additional/new) Outreach and Recruitment Activities around **Connection** and **Entry** and proposed enhancements to the 2023-2024 academic year.

2023-2024 Enhanced Outreach and Recruitment Activities				
Technology				
Activity	**Department Responsible**	**Action Item**	**Timeline**	
Prospective Student Forms: Integrate forms from other areas into CRM Recruit ~~(technology 1)~~	Outreach & Marketing Enrollment Management Subcommittee	Collect all interest forms and build in CRM Recruit	Reconvene the subcommittee	
Implement CRM Recruit ~~(technology 2)~~	CRM Recruit Workgroup	Develop staff training, identify CRM recruit leads(?)	Fully implemented before Aug. 1, 202	
Virtual Compton College Tour including Welcome Video from Dr. Curry ~~(technology 4)~~	Outreach & Marketing Enrollment Management Subcommittee	Research options, make a recommendation, and include budget needs	Reconvene the subcommittee; Recommendation due by November 1, 2023	
Faculty Videos (~~technology 5)~~	Outreach & Recruitment Workgroup	Invite division chairs to Outreach & Recruitment meetings	Summer 2023	
Social Media Influencers (internal and external) ~~(technology 6)~~	Community Relations	Discuss options w/ Outreach & Recruitment Workgroup; renew contract with Graduate Communications for the management of the Compton College social media channels.	Fall 2023	
Events				
Activity	**Department Responsible**	**Action Item**	**Timeline**	

Academic Open Houses Recruitment Events ~~(events 3)~~	Tartar Success Teams	Develop schedule	September 2023	
Super Saturday Event	Educational Partnerships, Student Services (Counseling, FA, A&R, Steps to Enrollment Completed)	Process same day applications	August 2023/October 2023 (Late start)	
Attend high school sporting events and open houses ~~(events 4)~~	Educational Partnerships	Develop a schedule, and coordinate with Educational Partnerships	September 2023	
Compton College Caravan to school sites ~~(events 5)~~	Tartar Success Teams, multiple programs, and departments	Develop a schedule, and coordinate with Educational Partnerships	Ongoing 2023-2024	
Summer Enrichment Programs for 9-12 graders ~~(events 2)~~	Multiple programs, faculty, and deans	Refer to approved list; application form to be developed; waiver	Summer 2023 (five approved programs)	
Community Days ~~(events 1)~~	Educational Partnerships	Develop planning committee	Twice per year (spring and fall)	
Collaborations				
Activity	**Department Responsible**	**Action Item**	**Timeline**	
Dual Enrollment Training for Compton College Faculty/Summit ~~(collaboration 1)~~	Academic Affairs, Admissions & Records, Educational Partnerships	Develop virtual training & schedule	August 2023	
Expand the Faculty-to-Faculty Dialogues to all partner districts ~~(collaboration 2)~~	Faculty, deans/CTE	To be developed	April/May 2024	
Counselor to Counselor Conference ~~(collaboration 3)~~	Counseling & Guided Pathways	Set date, event planning	April/May 2024	
~~Robo Calls~~ Call Campaign (All Staff) ~~(collaboration 4)~~	Adult Education and Workforce Development Academic Affairs, Student Services,	Guided Pathway Divisions	Pilot campaign summer 2023 for all	

	Classified, Administrators and Faculty		Academic programs	
~~Increase participation in outreach (info sessions, presentations, recruitment events/activities, and focus groups) (collaboration 5)~~	~~Educational Partnerships with multiple departments as needed~~	~~Invite college workgroups, taskforces, Associated Student Government, clubs, and other student groups to participate~~	~~Create a volunteer form by Spring 2022~~	~~Completed~~
Student Success Stories ~~(collaboration 6)~~	Faculty, Staff and Managers to Community Relations	Provide student name, major, and contact info	Ongoing, every term/semester	
Content to be included on the College's social media channels ~~(collaboration 7)~~	Faculty, Staff and Managers to Community Relations	Provide information, appropriate links, and images if available	Ongoing, every term/semester	
Build relationships with healthcare and manufacturing businesses (Tactic 1.A.3: Adult SEM)	Target Marketing to Adult Students	Partner with organizations	Spring 2023	
Tri City Consortium (Tactic 1.C.1: Adult SEM)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Implement strategy for consortium	Spring 2023	
County Partnership Collaborative: Assess interest in academic and career programs for partners such as the LA County Office of Education (LACOE) and Department of Public Social Services (DPSS), with the focus of enhancing planning for client access to program	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Assess interests in academic and career programs for partners like LACOE and DPSS	Fall 2024	

entry. (Adult SEM: Tactic 1.C.3)				
Identify events and partnership events, increase Skill Builder Courses and data sharing with partnerships with CBO's, FBO's, etc. (Tactic 1.C.2: Adult SEM)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Promote data sharing with CBOs, FBOs, and other agencies	Fall 2023	
Marketing				
Activity	**Department Responsible**	**Action Item**	**Timeline**	
Develop Marketing Materials ~~(marketing 1)~~ - Make available for employee/student/community member use. Sample webpage: https://www.palomar.edu/outreach/virtualtable/ - Community Newsletter (mailed to all in-District residents) - Fast Facts - High School Newsletter - General Information Brochure - Schedule of Classes Postcard with registration information and QR code - Bus advertising, ELAC "Create your success story"	Community Relations and Outreach	Create, publish, and distribute materials	Print-ready (or post online) - Summer 2023, Fall 2023, Spring 2024 dates: Community Newsletter – in mailboxes by September 30; High School Newsletter printed by October 28; Fast Facts updated every term; General Info Brochure printed by October 14; Schedule of Classes completed as assigned	
Identify Compton College's flagship programs. Change perceptions. ~~(marketing 2)~~	Outreach & Marketing Enrollment Management Subcommittee	Utilize list of degrees, certificates,	Reconvene the subcommittee;	

Transfer Admit Rates are better than SMC, Long Beach and PCC per CSU/UC transfer dashboard		programs/program maps, Guided Pathways, etc.); reference 2020-2021 Fact Book	List due by July 20, 2023	
Compton College photo opportunities ~~(marketing 4)~~	Community Relations	Identify location on campus for a permanent backdrop, request budget	Location due by September 30; design, print and install backdrop (fall 2023)	
Street Teams (hand out swag, put up posters) ~~(marketing 5)~~	Outreach & Recruitment Workgroup	Create Compton College Club at the high schools	Ongoing	
Concerned Citizens Volunteer Outreach Program ~~(marketing 3)~~	Educational Partnerships	Train volunteers on behalf of the College to attend community events, college fairs, recruitment events, and within their neighborhoods	Develop a volunteer request form, Implement July 2023	
Target Marketing to Adult Students (Tactic 1.A.1: Adult SEM)	Director of Community Relations	Develop marketing materials that adult students can relate to	Spring 2023	
Videos to promote Pathway programs for REACH and Adult Education – Onboarding Materials (Welding and CIS) (Tactic 1.A.2: Adult SEM)	Dean of Counseling and Guided Pathways	Select 2–8 high value pathways and create maps that show a path from non-credit to associates	Spring 2023	

		degree and beyond		
Targeted Outreach for CTE programs, continuation schools, etc. (Tactic 1.A.4: Adult SEM)	VP Student Services, Faculty Enrollment Management Co-Chair, EMC, Academic Deans	Address how to best strengthen the role of outreach and marketing for CTE programs, expand educational partners beyond current feeder schools to continuation high schools other adult schools and CBOs	Spring 2023	

(Items are prioritized in each category. Refer to numbers listed after each activity.

Outreach & Recruitment Strategies

The following strategies will be conducted in an intentional and coordinated manner across the campus.

GENERAL COLLEGE PROMOTION
College Marketing
Word of Mouth
Passive Programming

WELCOME CENTER
Centralized point of contact for providing outreach info and services
Information Desk
Application/My Compton assistance
Campus Tours

ONLINE INTEREST FORM
Prospective students
High school and community members requesting information and outreach services

PRESENTATIONS
Compton College Promise
Financial Aid
College Application
GPD/Program Specific
Other

WORKSHOPS
Virtual and In-Person
Compton College Promise
GPD/Program Specific
Other

SPECIAL EVENTS
New Student Welcome Day
Senior Day
High School Principals Breakfast
GPD Open Houses
Other

STEPS TO ENROLLMENT COMMUNICATION
Automatic messages
Core Service Completion Case Management

Extra credit opportunities provided by faculty for completion
Personal/human connection (Call Center, TST, other)

MARKETING MATERIALS
Digital and print

Outreach and Recruitment Activities for Specific Populations

The list below describes Outreach and Recruitment Activities around **Connection** and **Entry**.

1. **Compton College Promise Program**
    a. Outreach campaign for the class of 2023 high school graduates from Compton, Lynwood, and Paramount unified school districts.
    b. President/CEO acceptance letter in English and Spanish (in mailboxes by January 10, 2023).
    c. Class presentations in government and economics classes beginning January 2023 through March 2023
    d. Postcards twice a year (October/November and February General Compton College, March/April EOPS/CARE sends follow-up, and June/July (on list but not registered)
    e. Increase funding for Paid social media ads compared to the year 2022-2023.
    f. Additional marketing strategies to be determined

g. National Student Clearing House (in district high school seniors) Spring 2022 & 2023 graduates not enrolled anywhere. Encourage registration for summer and fall 2023. Include in postcard. Have call center follow-up in spring.
h. Require all seniors to apply to Compton College
i. Pre-schedule info sessions at high school locations fall and spring semesters
j. Open to all first-time college students w/in our District regardless of year of graduation or set a timeframe.
k. Potential part-time pathway for Promise students.
l. Begin targeting high school students in 9th grade (dual enrollment options and transition to Promise program) develop a pipeline specifically for in-District K-12 students.

2. **New Students**
    a. Establish partnerships with private and charter schools within our District - for 2023-2024.
    b. Build a sense of community
        i. Marketing for Guided Pathways Divisions/majors
    c. Student Organizations (increase participation and engagement)
        i. Encourage faculty to become advisors
        ii. Shorten the club organization form
    d. Market programs not offered by other districts
    e. Reach out to community and faith-based organizations
    f. Partner with College Access Programs- Gear up, California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), Upward Bound (UB), Upward Bound Math and Science (UBMS), Educational Opportunity Center (EOC)
3. **Dual Enrollment**
    a. Campaign to target parents of 9-12 grade high school students from Compton, Lynwood, and Paramount unified school districts to promote Afternoon College.
4. **Reverse Transfers**
    a. Marketing to target local four-year college students who want to complete college credits quickly at a lower cost at Compton College. Promote winter and summer course offerings that meet general education requirements.
    b. Print and online ads would run in University of California (UC) and California State University (CSU) newspapers promoting short-term classes. (February-April (summer classes) and October-December (winter classes).
    c. Paid social media ads targeting four-year colleges within a 50-mile radius
5. **Veterans**
    a. Develop and distribute marketing materials targeting military personnel.
        i. Collaborate with CSU Long Beach Educational Opportunity Center (EOC)
        ii. Run ads targeting Veterans – print, online and social media.
        iii. Community outreach to local veterans' resources and organizations.
        iv. Update Veterans Resource Center webpage (step-by-step enrollment process including application for Veterans Educational Benefits and Veterans Affairs certification).

6. **Parents and Guardians**
    a. Part of the districtwide mailing list
    b. Friends and family event (referral incentive)
    c. Parents and Guardians in terms of their children enrolling at Compton College AND in terms of “adult learners.”
7. **Community-Based Organizations** (CBO), faith based, parks and recreation, and other agencies. Refer to the list using this link *Compton College Community Agency List.*
8. **EOPS/CARE**
    a. EOPS/CARE Student Services Advisor conducts Information/recruitment sessions every Tuesday at 11:00am.
    b. EOPS/CARE Student Services Advisors and EOPS/CARE Counselors provide In-person and virtual classroom presentations to campus and community.
    c. Connect with EOPS/CARE Advisory Committee members to provide student resources, conduct workshops, and recruit new students.
    d. Purchased postcards to recruit EOPS/CARE students in the community.
    e. Created banners on campus to increase student and staff visibility.
    f. Continue to advertise EOPS/CARE, CalWORKs, SRC (Student Resource Center) one application on Compton College website, social media, and EOPS/CARE program website.
    g. Continued partnership with the Compton Promise and CTE/Workforce Development staff.
    h. Continue to call new and continuing students that qualify for the California Promise Grant A, B, or C with an EFC (Expected Family Contribution) of zero based on Financial Aid data retrieved from Argo's report.
    i. Continue to survey CARE (Cooperative Agencies Resources for Education) students to ensure we are providing professional development and other activities that students need as single parents.
    j. Collaborate with internal and external partners such as: CalWORKs, SRC, Department of Social Services to provide programmatic content.
    k. Continue to provide in-person counseling and staff assistance twice a week to new and continuing EOPS/CARE students
    l. Created online new student orientation on Canva to increase student engagement.
    m. EOPS/CARE Counselors will continue to work directly with Educational Opportunity Program (EOP) programs at CSU to provide students' educational workshops.
    n. EOPS/CARE Coordinator and EOPS/CARE Counselors provide CARE workshops, Graduation application drop-in CARE Check-ins, and Literary Lunches.
    o. EOPS/CARE Counselors provide graduation application drop-in, Transfer Tuesday, CalWORKs, and Cal Fresh workshops for students.
    p. Use CRM Advise early alerts as a preemptive analytics tool to address EOPS/CARE student issues early and provide support.
    q. Representation at in-person events and job fairs.
    r. Representation on Tartar Success Teams and Guided Pathways meeting.
    s. Staff and faculty represented at various on and off campus committee meetings.

9. **Current and Former Foster Youth**
    a. Partner with foster youth liaisons in high schools to present materials to high school students while 16+
    b. Partner with group homes to present college information
    c. Partner with Department of Social Services (DPSS) provide pathways for adults
    d. Partner with Los Angeles County Office of Education Service Planning Area 6 - Foster to provide pathways for students
10. **Basic Needs**
    a. Partner with DPSS to provide pathways
    b. Have flyers at the Los Angeles County Office of Education
    c. Work with eligibility works to provide information about Compton College pathways
11. **CalFresh Students**
    a. Partner with DPSS to provide pathways
    b. Have flyers at the Los Angeles County office of Education
    c. Work with eligibility workers to provide information about Compton College pathways
12. **Disabled Students (SRC services)**
    a. SRC Counselors to participate in outreach activities
    b. Updated STC marketing materials
    c. SRC Advisory Committee meeting and include input from Department of Rehabilitation, Regional Center, and private support services agencies.

Conclusion

As we implement the activities and strategies listed in the plan, additional conversations and training will take place to ensure a coordinated approach. The plan has been presented for feedback to the Compton College Academic Senate and will also be presented to the Compton CCD Board of Trustees.

Board Policy: Compton Community College District's Dedication to Student Success and Adoption of Open Educational Resources

The Compton Community College District (CCCD) is steadfast in its commitment to promoting student success. Recognizing the barriers imposed by the rising costs of textbooks and materials, particularly for students with limited financial resources, the District advocates for the use of Open Educational Resources (OER) to provide accessible and affordable learning materials in support of its mission.

CCCD encourages all community college faculty to consider adopting OER textbooks and resources when they meet the following criteria:

1. Faculty determines the OER to be of suitable quality and rigor, with adequate supplemental instructional resources.
2. The OER and associated supplemental resources are accessible and comply with Section 508 regulations.

The Compton Community College District shall utilize OER materials in compliance with applicable state and federal copyright laws, adhering to accepted best practices within the OER community and upholding college policies and academic standards.

Compton College Cosmetology Department Cosmetology Teacher Training Program

The Cosmetology Instructor Associate in Science Degree will prepare a student-instructor for a career and/or employment as an instructor trained to teach the technical skills necessary to work with hair, skin and nails. Preparation includes lesson plan development, demonstration practices, and instructional techniques. The program is designed to expand cosmetology principles and advanced techniques that can be applied during instruction. Students completing the program will accumulate 600 clock hours as an instructor trainee. This degree requires completion of 20-22 units, of which 14 units are in required courses. An additional 6-8 units must be chosen from the restricted electives list.

Cosmetology Teacher Training-Certificate of Achievement

- COSM 150 LEC- Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 units
- COSM 151 LAB - Instructional Techniques in Cosmetology, Barbering and Esthetician Laboratory: 4 Units
- COSM 152 LEC - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 Units
- COSM 153 LAB - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 4 Units

Total Units: 14

Cosmetology Teacher Training – A.S Degree

Required Courses (14 Units)

- COSM 150 LEC- Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 units
- COSM 151 LAB - Instructional Techniques in Cosmetology, Barbering and Esthetician Laboratory: 4 Units
- COSM 152 LEC - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 Units
- COSM 153 LAB - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 4 Units

Restricted Courses (6-8 Units)

- **Courses chosen from**: Business, Communications, Computer Information Systems, Economics, Marketing, Human Development, Sociology, and Psychology.

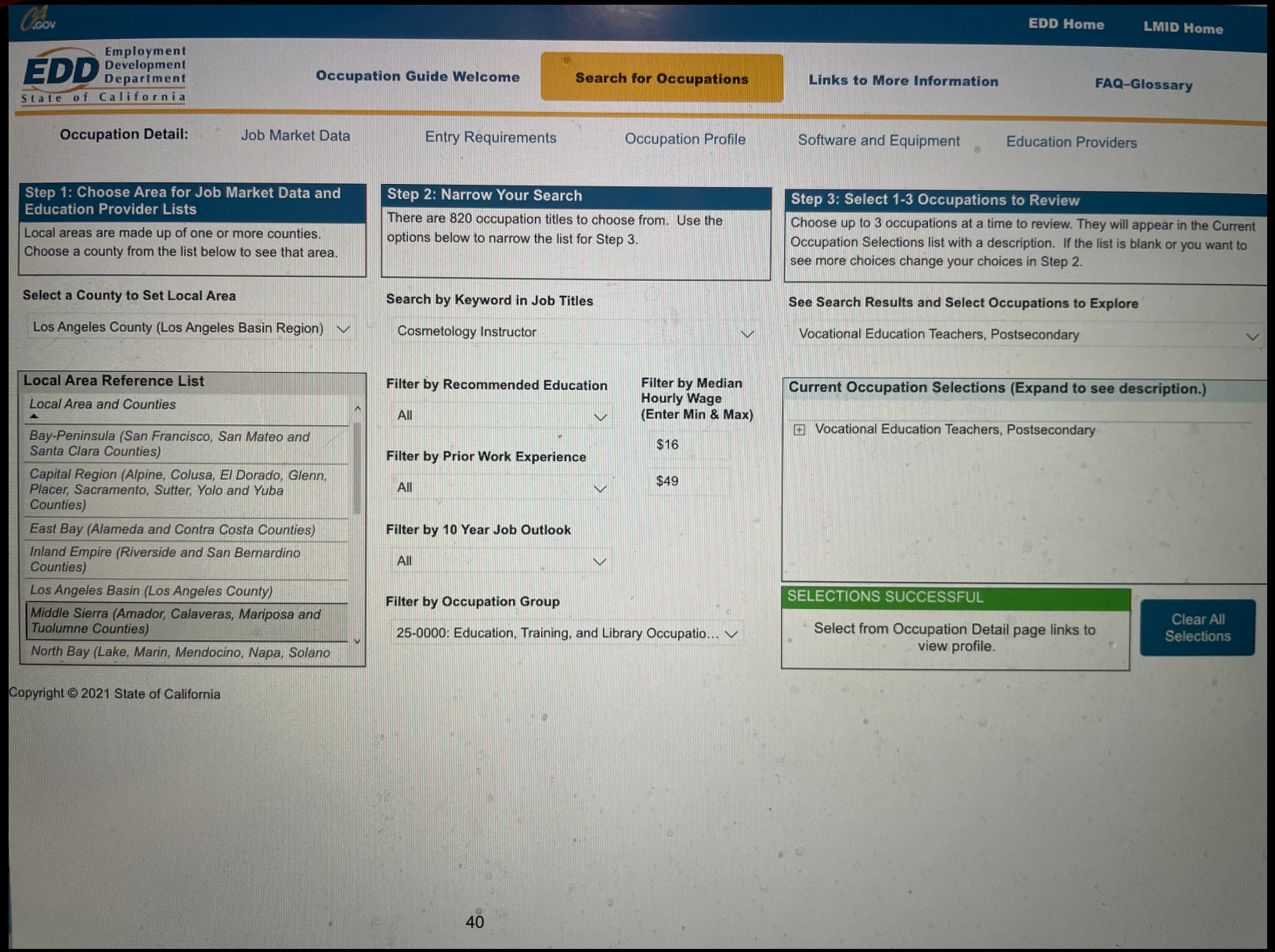
- Total Units: 20-22

Program Learning Outcomes

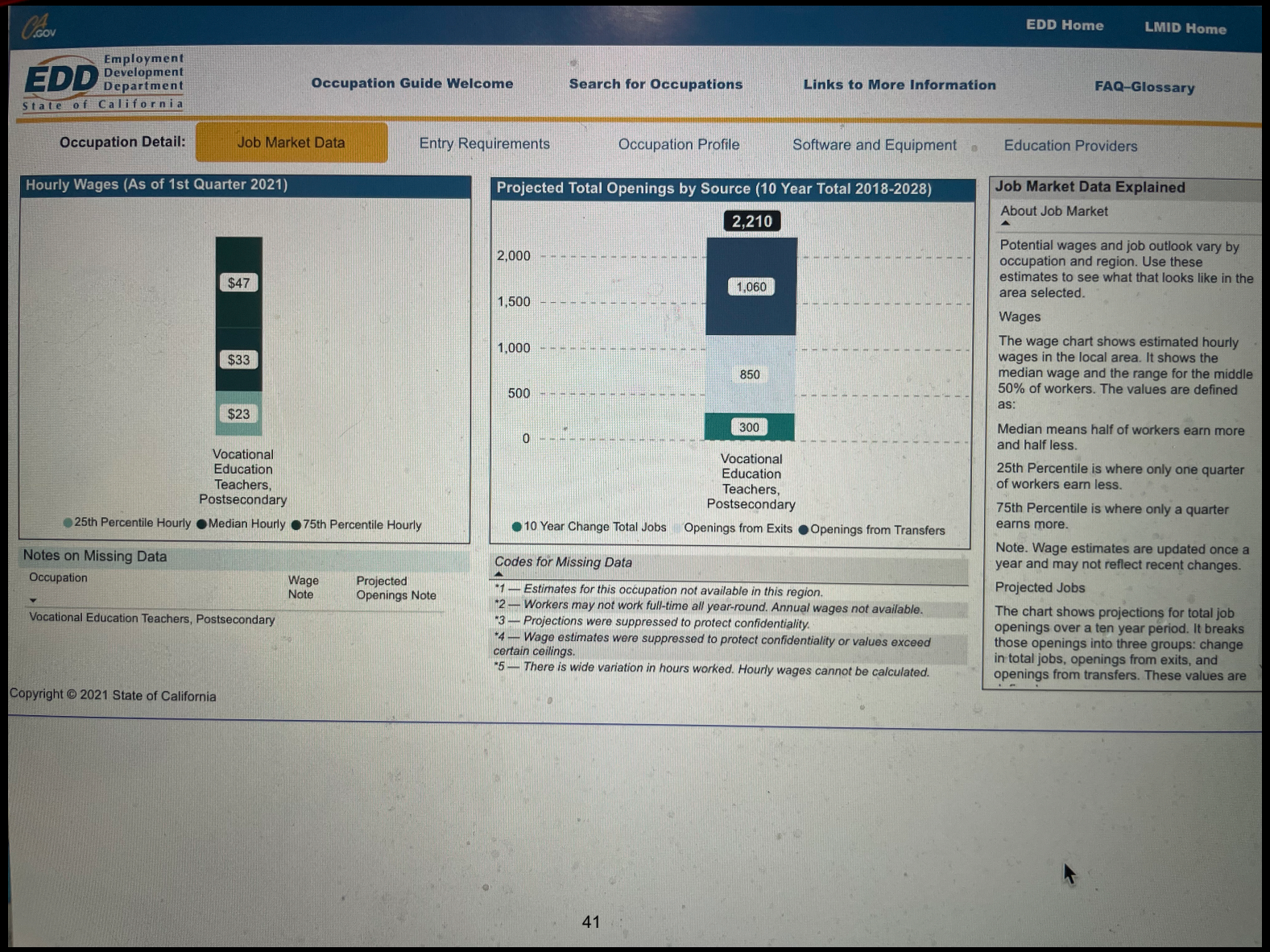
Outcome 1: Demonstrate Milady instructional methodologies that prepare students to instruct cosmetology domains.

Outcome 2: Demonstrate the ability to develop effective lesson plans, deliver instruction, and evaluate students in a community college vocational program in cosmetology domains..

Labor Market Data



Labor Market Data



Academic Senate Resolution in Support of Academic Freedom

Whereas, Principles of Academic Freedom are being challenged and even overturned in many states; and

Whereas, Academic freedom is an essential characteristic of higher education necessary to preserve an independent forum for free inquiry and expression, and is essential to the mission of higher education to serve the common good; and

Whereas, The Academic Senate of the California Community Colleges affirms the importance of academic freedom for the proper functioning of institutions of higher education, citing American Association of University Professors, 1940 Statement of Principles on Academic Freedom and Tenure; and

Whereas, Principles of freedom of expression are woven into documents such as the United States Constitution, the California State Constitution, the California Education Code, and California Community College regulations; and

Whereas, In an effort to produce informed citizens who are aware of historic and systemic inequities and injustices, and are aware of a plurality of voices and perspectives other than their own; and

Whereas, Compton College, in order to fulfill its mission of being a welcoming and inclusive community where diverse students are supported to pursue student success; therefore

Be it Resolved, Faculty at Compton College shall be free to present, examine, define, and discuss relevant ideas and information in the classroom or any appropriate forum, and shall be free from censorship in the selection of materials, various methods of presentation, areas of research, and publication; and

Be it Further Resolved, That the Compton College Academic Senate calls upon its leaders to uphold principles of academic freedom and reject any attempts by internal or external bodies of restricting such faculty freedom now and in the future; and

Be it Further Resolved, This Faculty Senate stands with our colleagues in higher education and K-12 throughout the country who may be affected by similarly harmful legislation.

_____

Minodora Moldoveanu
Academic Senate President *May 2023*

Academic Honesty Syllabus Statements

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500.

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, chat bot or Artificial Intelligence, and using fictitious sources. *Misuse of Artificial Intelligence (AI)/chat bot* includes submitting AI generated work as your own, without permission. College is a place where students should learn from their personal experiences and each other. Students should develop their creativity, problem-solving and critical thinking skills, and authentically communicate verbally and in writing. Artificial Intelligence has the potential to interfere with these processes and hamper students' development of these skills. Penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

SABBATICAL LEAVE COMMITTEE
Application Packet

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Application Packet

Introduction

A. What is a Sabbatical Leave

A sabbatical leave is an opportunity for tenured faculty members to experience intellectual growth, professional development, and personal renewal. The purpose of the leave of absence from work is to provide faculty members the opportunity to make advances in their profession, to remain effective in their current positions, and to render the greatest possible service to Compton College.

B. Who Can Take a Sabbatical Leave

Sabbatical leaves may be granted to full-time faculty members for the purpose of carrying out an approved program which will enable the member to provide improved service to the District and its students. Consideration will be given to applications that involve an appropriate program of organized study or research. Applicants for leave who have demonstrated sufficient evidence of scholarship and present a clear and well-conceived proposal shall receive full consideration for a leave of absence from the Sabbatical Leave Committee (SLC)..

C. Collective Bargaining Agreement Language

Agreement Between the Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit) - July 1, 2019 through June 30, 2022.

ARTICLE XI: LEAVES

Following any of the leaves addressed in this section, the District shall make reasonable accommodation for the return to his/her position of any disabled employee in accordance with the Americans with Disabilities Act (Title 1).

11.1 SABBATICAL LEAVE

a. Sabbatical leaves may be granted to full-time faculty unit members for the purpose of carrying out an approved program which will enable the member to provide improved service to the District and its students. Consideration will be given to programs that involve an appropriate program of organized study or research.

11.1.1 Service Eligibility

a. In order to be considered for sabbatical leave, a faculty unit member must have rendered service under a full-time contract with the District for at least six (6) consecutive years immediately preceding the sabbatical leave. A paid leave of absence, except a sabbatical leave, does not count as a break in continuity of service for purposes of sabbatical leave consideration. However, any such absence shall not be included as service except as stated in Education Code Section 87769. After completing a sabbatical

leave, a unit member is not eligible to apply for such a leave until he/she has served on a full-time basis for at least six (6) additional consecutive years for a one-semester leave of absence, or ten (10) additional consecutive years for a year-long leave of absence.

b. The maximum number of leaves granted under this section in any one semester shall not exceed four percent (4%) of the total full-time faculty employed in the prior academic year.

c. Unit Members of the bargaining unit who are granted a leave under the terms of this section must agree in writing to return to the District for a period of service equal to twice the period of time for which the leave is granted.

d. Compensation will be paid to a unit member while the unit member is on sabbatical leave in the same manner as when the unit member is fulfilling regular assigned duties per Education Code section 87770. Sabbatical leave will be considered as regular service to the District for the purposes of health benefits and advancement on the salary schedule.

11.1.2 Application Process

a. Unit Members contemplating a sabbatical leave shall submit applications to the Sabbatical Leave Committee. The Sabbatical Leave Committee shall forward all applications and its recommendations to the appropriate administrator as designated by the District. With the application for sabbatical leave, the unit member shall submit for approval, guidelines for the written report and faculty presentation. Upon the Sabbatical Leave Committee's approval of the application for sabbatical leave and the guidelines for the written report, the application, guidelines, applicable Board policy and State law shall constitute the agreement between the unit member and District. The agreement shall be submitted to the CEO for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.

b. Subject to the approval of the Academic Senate, the Sabbatical Leave Committee shall be composed of seven (7) members, including three (3) faculty members appointed by the Academic Senate, one (1) Division Chair and three (3) administrators all appointed by the CEO. The Sabbatical Leave Committee shall be established at the beginning of each academic year and shall be co-chaired by one faculty member and one administrator. The Sabbatical Leave Committee shall set and announce deadlines, receive applications, evaluate the plans submitted, receive written sabbatical leave reports, and recommend sabbatical agreements to the CEO for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.

c. Applications for sabbatical leave must be received by the Chair of the Sabbatical Leave Committee, who is responsible for date/time stamping the application upon receipt. Any applications for sabbatical leave must be received by the Sabbatical Leave Committee by the first week of each semester one year in advance of the sabbatical leave application.

11.1.3 Post-Sabbatical Presentation of Report

a. Upon return, members of the bargaining unit who have completed a sabbatical leave shall file a written report with the Sabbatical Leave Committee within six (6) weeks after the beginning of the subsequent semester, exclusive of the summer session, and participate in a faculty presentation on their sabbatical.

b. The form of the written report shall be planned in consultation with the Sabbatical Leave Committee before the leave is taken. Three (3) copies of the report shall be provided in a manner suitable for binding. The report must be typewritten and must consist of a minimum of five (5) pages, discussing in sufficient detail the sabbatical activities which shall be shared with the CEO. The Board of Trustees may request a presentation on the unit member's sabbatical leave activities. When applicable, at the request of the Sabbatical Leave Committee, a transcript or other evidence of completion of the planned program shall accompany this report.

   Failure to file the report by the due date shall result in subsequent pay warrants being withheld until the report is received by the Sabbatical Leave Committee. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

11.1.4 Compensation and Benefits

a. Compensation and full benefits to be paid the unit member who is on sabbatical leave shall be computed in accordance with the salary schedule in effect during the period of leave and shall be paid in equal monthly payments.

b. Compensation to be paid the unit member who is on sabbatical leave shall be 63% of the salary to which the employee would otherwise be entitled for an academic year, or 100% of the salary to which the employee would otherwise be entitled for a semester.

c. No compensation shall be paid to any unit member while on sabbatical leave unless a bond is posted in accordance with Education Code Section 87770. However, pursuant to the Education Code, the bond may be waived at the discretion of the Board of Trustees.

d. The period of time while the unit member is on sabbatical leave shall be counted toward

retirement.

e. Once the sabbatical leave request has been approved, it is understood that the applicant shall, at a minimum, fulfill the approved program. Alteration of the approved program shall be made only after an amended plan has been submitted and approved, using the same procedures as those for the initial approval.

f. Notwithstanding any provision of this Article or Agreement, sabbatical leave shall not be granted a unit member nor shall a unit member receive compensation while on sabbatical leave unless the requirements of the Education Code pertaining to Sabbatical Leaves, including, but not limited to, Sections 87767, 87770 and 87771 are complied with.

11.1.5 Waiver of Liability

By accepting sabbatical leave, the unit member covenants and agrees that the Governing Board of the District and the District itself shall be freed from any liability for the payment of any compensation or damages provided by the law for the death or injury of any employee of the District employed in a position requiring minimum qualification and District competency standards when the death or injury occurs while the employee is on any leave of absence granted under the provisions of this section, except when such death or injury may be incurred as a consequence of the member's presence upon District property as may be required by the objectives and goals of the sabbatical leave proposal.

Application Packet

Sabbatical Leave Application Process

Guidelines for Preparing Sabbatical Leave Application

The following suggestions are made to assist academic personnel in preparing sabbatical leave applications. The Sabbatical Leave Committee will review and evaluate sabbatical leave proposals prepared by these guidelines.

A sabbatical leave may be granted for the purpose of formal, independent study, work experience, or any combination thereof.

NOTE: Work on the sabbatical leave is limited to the fall and spring terms for full year leaves for faculty.

What is the Sabbatical Leave Application?

The sabbatical leave application is a request for the privilege of a sabbatical extended to academic personnel by the Compton Community College College District (CCCD) under conditions negotiated by the Compton Community College Federation of Employees, Certificated Unit, and the District. The proposal should stress the importance, significance, and benefits of this experience to the faculty member and their service to the institution. The Committee will review, evaluate, and rank each request using established uniform and fair criteria.

How should you prepare your Sabbatical Leave Application?

Before you begin:

- Review all contract guidelines, criteria, handouts, etc.
- Review the rubric so that you know how the criteria will be used in the evaluation of your proposal (see page 11 in this Application Packet).
- Discuss the proposal with departmental colleagues or faculty from other disciplines in order to gain additional insight into the service contribution this sabbatical will make to the College.
- Consider discussing the proposal with colleagues who have completed recent sabbaticals or with a member of the Committee.

Writing your application (general guidelines):

- Describe in detail the proposed activity/project and avoid ambiguity and vagueness.
- Clarify to the Committee what the actual product of the project will be.
- Provide the Committee with background information and research confirming the value of the sabbatical to both you and the College.
- Use academic references in your proposal, as needed, to provide support for your project.
- Explain how the sabbatical activities/project will contribute to your professional growth or enrichment.
- Explain the merit/value of the sabbatical activity to the College.
- Seek help/answers to questions from members of The Committee (strongly encouraged).
- Submit an application that is professional, formal, scholarly, precise, and neat.

Application Packet

Writing your application (specific guidelines):

For a **FORMAL STUDY** sabbatical:

- Verify the course of study is offered by the chosen institution(s) for the specific time you plan to attend.
- List the course titles, course numbers, planned dates of attendance, type of units (graduate, upper division, extension, etc.) and a brief description of the course content.
- Explain how the study will contribute to your professional growth.
- Explain how the study will be likely to improve your teaching effectiveness, strengthen the College's academic program, or otherwise bring a clear benefit to students.

For an INDEPENDENT STUDY sabbatical:

- Specifically describe and define your project.
- Provide a detailed plan of independent study, research, writing, and/or travel equivalent in time and rigor to sabbatical for formal study.
- Clearly describe the product that will be produced as a result of your project, including format, length, etc.
- Include a clear description of the proposed project's implementation, investigation, and research.
- Explain to the Committee how the College, your colleagues, and our students will use the product of your proposal.
- Explain the professional value of the project.
- Specify the time involved in the collection of data, the compilation of data, and the analysis of data and reaching of conclusion(s), i.e., include a detailed timeline.
- Gain permission for the use of facilities at the institution(s) you plan to use.
    - Make the necessary appointments or contacts with the person(s) at the institutions(s).
    - Prepare an itinerary and time schedule for the visit(s) to the institution(s).

For a WORK EXPERIENCE sabbatical proposal:

- Specifically describe and define your contracted work or externship with other educational institutions, government agencies, corporations, or foundations related to your discipline.
- Describe in detail any product that you plan to produce as a result of your work experience that will be used by the College, your colleagues, and your students.
- Describe how the work experience is likely to improve your teaching effectiveness, strengthen the College's academic program, or otherwise bring a clear benefit to students.
- Present a detailed itinerary and time schedule for your work experience.

For a COMBINATION sabbatical proposal:

- See appropriate sections above and include specific activities in each appropriate area in your sabbatical leave proposal.

Application Packet

Gathering the Parts of your Application:

- Compose a three to four sentence abstract of your plan for presentation on the Board of Trustees' Agenda.
- Complete a comprehensive, written statement of the proposed sabbatical activity(ies) including: a description of the nature of the activity(ies), a timeline of the activity(ies), and a proposed research design and method(s) of investigation, if applicable.
- Write a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to you, the applicant, your department or service area, and the College.
- Compile an academic reference list (e.g. works cited or selected bibliography) for your proposal in the professional style of your academic discipline (e.g. APA, MLA, Chicago, etc.)

Final steps to the deadline:

- Meet the Fall or Spring semester deadline for submission of the completed application to the Sabbatical Leave Committee. Submit the whole application proposal electronically via email to the Academic Senate President who will forward all applications to the Sabbatical Leave Committee.
- Maintain a copy of your request for your personal file. You will need to include a copy of your proposal in your Sabbatical Report.

Application Packet

Procedures for Processing Sabbatical Leave Applications

1. The Sabbatical Leave Committee will review all applications for completeness. If an application is determined to be incomplete (required components not included with the proposal), the applicant shall be notified and will have an additional five (5) working days to submit any additionally requested information.
2. Complete applications are distributed to all Sabbatical Leave Committee members.
3. Sabbatical Leave Committee members review and rate each application according to the appropriate criteria.
4. The Sabbatical Leave Committee meets and confidentially discusses the ratings for each applicant and each Sabbatical Leave Committee member may make changes in his/her ratings, as deemed necessary.
5. The Sabbatical Leave Committee identifies applications that are complete and those that are incomplete.
6. Sabbatical Leave Committee members shall rank only those proposals determined to be complete.
7. A list of complete applications, in ranked order, will be forwarded to the Board of Trustees. Note, that per the Faculty CBA, "The maximum number of leaves granted under this section in any one semester shall not exceed four percent (4%) of the total full-time faculty employed in the prior academic year" (Article 11.1.1.b).
8. The Sabbatical Leave Committee shall send written notification to all applicants regarding the Committee's decision.
9. The Board of Trustees shall take action on the ranked list of completed applications for sabbatical leaves no later than the second regular Board meeting following the submission of the list.
10. The Sabbatical Leave Committee shall send written notification to each applicant regarding the action taken by the Board of Trustees.
11. The Sabbatical Leave Committee takes necessary action for any changes in granted sabbaticals, i.e., cancellations, time or proposed activity changes, etc., with any substitutions to be made only before commencement of the leave period.

Application Packet

Faculty Sabbatical Leave Application Form

(To be filled out by the faculty applicant and then sent to the co-chairs of the Sabbatical Leave Committee.)

Name of Applicant:		Date:	
Leave shall take place from:	_____ to _____.		
Type of sabbatical leave requested:	☐ Formal study ☐ Independent study ☐ Work Experience ☐ Combination		

Application Components	
Abstract (3 or 4 sentences)	
Description of the nature of the activity (ies)	
Timeline of the Activity (ies)	
Proposed Research Design Method (s)	
Merit and value of the proposed activity to the instructional program or service areas of the College.	
Merit and value of the proposed activity to the professors professional growth and enrichment.	
Academic Reference List	

Application Packet

Sabbatical Leave Committee - Application Rating Sheet

(To be filled out by the co-chairs of the SLC. The rating for each criteria shall be determined by consensus of all committee members.)

Name of Applicant:		Date:	
Leave shall take place from:	_____ to _____.		
Type of sabbatical leave requested:	☐ Formal study ☐ Independent study ☐ Work Experience ☐ Combination		

Rating Criteria (*1 being the lowest score and 3 being highest score*)	**Rating (1-3)**
Abstract (3 or 4 sentences)	
Description of the nature of the activity (ies)	
Timeline of the Activity (ies)	
Proposed Research Design Method (s)	
Merit and value of proposed activity to instructional programs or College service areas.	
Merit and value of proposed activity to professor's professional growth and enrichment.	
Academic Reference List	
Total Rating	

Sabbatical Leave Application	☐ Approved ☐ Denied

Signature of Committee Members

Committee Member		Date	
Committee Member		Date	

Application Packet

Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	

President/CEO's Recommendation

President/CEO Signature		Date

Board of Trustees Comments

Sabbatical Leave	☐ Approved ☐ Modify ☐ Reject

Board of Trustees Signature		Date

Application Packet

Sabbatical Leave of Absence District Agreement

(To be compiled by Human Resources and sent to the applicant after approval of Sabbatical Leave.)

This is an agreement between the Compton Community College District (hereinafter referred to as District) and

_____ (hereinafter referred to as Employee).

The District and Employee agree as follows:

1. Employee occupies a position requiring certification qualifications.
2. Employee has rendered not less than six (6) consecutive years of service to the District immediately preceding the granting of the sabbatical leave of absence.
3. Application for: ☐ Formal study ☐ Independent study ☐ Work Experience ☐ Combination
4. Such leave shall take place from _____to_____. Sabbatical credit will be given only for work during the primary terms.
5. The provisions of Education Code Sections 87767 through 87775 govern the sabbatical leave of absence.
6. Compensation to be paid the faculty member who is on sabbatical leave shall be **63% of the salary** to which the employee would otherwise be entitled for **an academic year**, or **100% of the salary** to which the employee would otherwise be entitled for **a semester**, per the CCCFE Faculty CBA.
7. Compensation and full benefits to be paid the unit member who is on sabbatical leave shall be computed in accordance with the salary schedule in effect during the period of leave and shall be paid in equal monthly payments.
8. Employee shall render at least ____ year(s) of service therein, equal to twice the length of the sabbatical leave, following Employee's return from leave.
9. No compensation shall be paid to any unit member while on sabbatical leave unless a bond is posted in accordance with Education Code Section 87770. However, pursuant to the Education Code, the bond may be waived at the discretion of the Board of Trustees.
10. Employee shall perform service of a professional nature as delineated in the employee's sabbatical leave application as approved.
11. Employee shall make no change in the approved sabbatical plan without advance approval of the Sabbatical Leave Committee.
12. Upon return from the leave, employee shall submit to the Sabbatical Leave Committee evidence in the form of a written report satisfactory to the Sabbatical Leave Committee that such service was performed as agreed. This report is due six (6) weeks after the beginning of the subsequent semester following the return from the sabbatical leave. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

Employee Signature		Date	
District Signature		Date	

Application Packet

Sabbatical Leave Report Process

Guidelines for Preparing Sabbatical Leave Reports

The Sabbatical Leave Report is approximately 5-pages or longer in length and explains and summarizes the activities during the sabbatical leave. A report of activities is required whether the leave was a project, study, travel, or combination. Please see the guidelines below.

A. In preparing the sabbatical leave report:

a. Remember that the report is a comprehensive and evaluative account of the sabbatical activity(ies) and is required in addition to the submission of a project, confirmation of completion of courses, confirmation of contacted work or externship, or confirmation of a completed plan of independent study, research, writing and/or travel.
b. While on independent study leave that involves travel, faculty should collect pertinent materials (brochures, pamphlets, photographs, slides, etc.) and affix selected examples to the sabbatical report, where applicable.
c. While on leave, maintain a record of sabbatical activities to be included in the sabbatical report.
d. Before writing the report consider discussing the report with colleagues who have completed recent sabbaticals and with members of the Sabbatical Leave Committee.
e. The report should include a clear description of the research design and method(s) of investigation, if applicable.
f. The report should include verification of units completed (transcripts or letter of completion by instructor, if applicable).
g. Conclusions reached should be clearly substantiated by citing appropriate research or other sources of data.
h. A clear distinction should be made between personal opinion, empirical results and results based upon true research of systems, theories, and data, etc.
i. The independent study report, in particular, should have some specific form of scholarly approach with attention to detail, purpose and conclusion.
j. The faculty member reporter should maintain a complete copy of the sabbatical report in his/her personal file.
k. The faculty member reporter must submit one (1) complete copy of the report to the Sabbatical Leave Committee six (6) weeks after the beginning of the subsequent semester following the return from the sabbatical leave.

B. Sabbatical Leave Report FORMAT:

a. Use a thesis format. This is a professional document requiring proper English usage, grammar, spelling, and punctuation.
b. The report shall be prepared on 8½ x 11" paper.
c. One (1) electronic copy shall be emailed to the Sabbatical Leave Committee Co-Chairs.
d. The report shall have adequate margins for binding and be doubled spaced for ease in reading.
e. The report shall include proper citations, if applicable.
f. Pages shall be numbered consecutively, in a professional manner, consistent with the typeface used in the report.

C. The Sabbatical leave report shall include:

- Title page
- Table of contents including headings, listings, data, plates or illustration, maps, charts, etc.
- Copy of the sabbatical leave application proposal
- Statement of purpose
- Body of report (minimum of 5-pages)
- Detailed record of sabbatical activities
- Conclusions (summary concerning the benefit and value to the College and to the unit member's professional growth.)
- Project (if appropriate)
- Appendix (index, bibliography, and other appendages)
- Abstract of Sabbatical Leave to be submitted to the Board of Trustees.

Tentative Calendar For Processing Sabbatical Leave Reports

Upon return from sabbatical leave, no later than six (6) weeks into the semester, the employee shall submit a written report regarding his/her sabbatical leave to the Sabbatical Leave Committee.

1. Faculty submit the report to the Sabbatical Leave Committee by no later than six (6) weeks into the semester (refer to pertinent Academic Calendar).
2. Sabbatical Leave Committee reviews reports by mid-semester.
3. Notifications regarding recommended revisions, as needed, are sent to faculty by mid-semester.
4. The Sabbatical Leave Committee approves satisfactory reports.
5. The Sabbatical Leave Committee sends a list of the approved reports to the Board of Trustees for acceptance at the last Board meeting of the semester.
6. The Board will take action.
7. The Sabbatical Leave Committee co-chairs will notify the employee of the Board action.

Application Packet

Sabbatical Leave Committee - Checklist for Approving Sabbatical Reports

(To be filled out by the co-chairs of the SLC. The rating for each component of the report shall be determined by consensus of all SLC members.)

Name of faculty member returning from leave:		Date received by committee:	

Components of the Formal Sabbatical Leave Report	
Title Page	☐ Accept ☐ Revise
Table of contents including headings, listings, data, or illustration, maps, charts etc.	☐ Accept ☐ Revise
Copy of sabbatical leave application proposal	☐ Accept ☐ Revise
Statement of purpose	☐ Accept ☐ Revise
Body of report (minimum 5 pages)	☐ Accept ☐ Revise
Detailed record of sabbatical activities	☐ Accept ☐ Revise
Conclusion (summary concerning the benefit and value to the College and the faculty's professional growth)	☐ Accept ☐ Revise
Project (if appropriate)	☐ Accept ☐ Revise
Appendix (index, bibliography, and other appendages)	☐ Accept ☐ Revise
Abstract of Sabbatical Leave to be submitted to the Board of Trustees	☐ Accept ☐ Revise

Sabbatical Leave Report	☐ Accepted ☐ Returned to faculty for revision

Application Packet

Committee Member Comments

Signature of Committee Members

Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	

COMPTON COMMUNITY COLLEGE DISTRICT

OPEN EDUCATIONAL RESOURCES COORDINATOR

POSITION DESCRIPTION

The Open Educational Resources (OER) Coordinator will report to the assigned administrator to increase the adoption of open educational resources on campus. The coordinator will complete their work with the goal of increasing student success, equity, and inclusive excellence using open educational resources. The OER Coordinator will be responsible for leading faculty recruitment for grant programs, raising campus awareness about OER, and will represent Compton College as the OER Liaison with the Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI).

DUTIES AND RESPONSIBILITIES

- Attend monthly OER Committee meetings.
- Recruit and onboard participants in faculty/department grant program.
- Support grant awardees through technical support, identifying existing OER resources, navigating copyright concerns, and publishing original resources.
- Attend and serve on 4CD OER Council.
- Work collaboratively with the Distance Education Manager and Professional
- Development Manager to plan and deliver FLEX activities for fall and spring.
- Work collaboratively with 4CD OER Council and Distance Education Manager to plan and deliver a districtwide OER showcase during Open Education Week..
- Attend OER-related conferences and professional development programs.
- Working with the Distance Education Manager to maintain a database of proposals and OER courses.
- Collaborate with Distance Education Manager to distribute student advertising.
- Maintain colleges OER Commons hub
- Coordinate Quality Review teams and provide feedback to OER developers.
- Maintain Database of OER vs ZTC/Low-Cost courses and coordinate with bookstore and scheduling for appropriate course designations.
- Maintain updated Website for OER visibility to incoming/current students as well as training for faculty/staff.
- Creation/adoption and maintenance of the OER evaluation template in conjunction with the OER committee and student government.
- Coordinate with the Articulation officer to be sure OER courses are being accepted for transfer.
- Creation of OER mini module/template for inclusion in Canvas shells (student guides on how to use OER, request printed copies, etc)
- Ensures faculty are sharing materials in the true spirit of OER, making materials open for others to use.
- Provides training and assistance to faculty to share their OER.

REQUIRED QUALIFICATIONS

Full-time Compton Community College District instructor with at least two years of experience developing or using OER.

Preferred Qualifications
Completion of OER Fundamentals and Train the Trainer workshops or equivalent.

Salary Range: Current Salary and the Open Educational Resources (OER) Coordinator will be compensated with 50% reassigned time, subject to the approval of the President/Chief Executive Officer.

Conditions of Employment: Temporary assignment, full-time Compton Community College District instructor.

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4105 Distance Education **Issued: June 19, 2018**

References:

Title 5 Sections 55200 et. Seq.:
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17.

Consistent with federal regulations pertaining to federal financial aid eligibility, Compton College must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. Compton College will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Affairs or designee, ~~his designee,~~ in consultation with the Distance Education Advisory Committee ~~or~~ and other appropriate campus committees, shall utilize one or more of the following ~~acceptable~~ procedures for verifying a student's identity:

- Ssecure credentialing/login and password system
- Pproctored examinations
- ~~New or other~~ Other technologies and practices ~~that is~~ effective in verifying student ~~Identification~~identification.

The Vice President of Academic Affairs or designee, ~~his designee~~, in consultation with the Distance Education Advisory Committee ~~or and~~ and other appropriate campus committees, shall establish ~~procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.~~
a detailed statement of procedures for protecting student privacy.

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. ~~Distance education courses include fully online (Online) and partially online (Hybrid) courses. It requires regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.~~

~~**New Title 5 Language:**~~ "Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the

Commented [J1]: Should we say "Other appropriate technologies and best practices" to make it more concrete?

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Commented [SLB3R2]: We do not charge students – this does not apply.

Commented [SLB4]: See new Title 5 definitions

Commented [SLB5]: Title 5 definition

instructor(s)and to support regular and substantive interaction between the students and instructor(s)either synchronously or asynchronously.

1. The internet
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

The definition of "distance education" does not include correspondence courses.

~~**New Title 5 Language:**~~ "Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

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Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

For each course offered, in accordance with Publication of Course Standards, the District will publish the following facts to be made available to students before they enroll in the course:

- All online and in-person synchronous meeting days/dates and times;
- Any required asynchronous in-person activities;
- Any required technology platforms, devices, and applications;
- Any test or assessment proctoring requirements.

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~~**New Title 5 Language:**~~ If any portion of the instruction in a new or existing course is to be provided through distance education, **the course outline of record or** an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode the requirement for regular and substantive interaction specified in section 55204. The course design and all course materials must be accessible to every student, including students with

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disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- ~~Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.~~
- Regular and Substantive Contact: Each section of the course that is delivered through distance education will include regular, effective, and substantive contact between instructor and students, and will provide opportunities for regular effective contact between students.

  "Regular interaction" between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

  - Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
  - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
  - Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
- The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

"Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;

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4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

Instructors shall be selected by the same procedures used to determine all instructional assignments

Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of district policies and negotiated agreements.

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment.

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between the district and federation of employees (certificated unit).

- Accessibility Standards: Requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

~~The Compton College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.~~

No Show and Census Reports

Consistent with federal, state, and local guidelines, instructors shall submit "no show reports or census reports" to maintain an accurate roster. ~~Distance Education Course Requirements (approved by DEAC and the Academic Senate) that must be in a Compton College Distance Education course within the Welcome Module include a Welcome Letter, the course syllabus and the first Check-In Assignment.~~ Acceptable evidence of academic attendance ~~is~~may include but is not limited to logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester. Faculty should follow the guidelines in the Board approved Distance Education Handbook.

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AR 7341 Sabbaticals **Issued:**

Reference:
Education Code Sections 87767 et. seq.

Sabbatical leave may be granted to selected tenured full-time faculty in accordance with Compton Community College District's collective bargaining agreement with the Compton Community College Federation of Employees (Certificated Unit).

Serving the Communities of
Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate

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Student Trustee

KEITH CURRY, Ed.D.
President/CEO

May 4, 2023

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the ***March 2*** and ***March 16, 2023***, Meetings:

Academic Senate – Summary of Decisions Made at the March 2, 2023, Meeting

Board Policies and Administrative Regulations:

1. Administrative Regulation 4226 – Multiple and Overlapping Enrollments. ***Accepted with modification.*** The name of the Administration and Records Office was corrected throughout. The statement "Students will submit the Time Conflict Petition to the Office of Admissions and Records by the census date" is modified to read "The approved Time Conflict Petition will be submitted to the Admissions and Records Office before the class census date." Generally, it is the Senior Administrative Assistant who forwards completed forms to the Admissions and Records to expedite processing. Also, the word "by" is changed to "before" as all class adds must be processed before the class census date.
2. Board Policy 5900 – Study Load Limitations. ***Accepted as presented.***
3. Administrative Regulation 5900 – Study Load Limitations. ***Accepted as presented.***

Other Items:

1. Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students. ***Received.*** Please be aware that prior to the Academic Senate passing this resolution, the college already provided or was working to provide evening hours.
    a. Library and SSC Computer Lab
        i. Monday – Thursday 7:30 a.m. – 6:00 p.m.
        ii. Friday 7:30 a.m. – 4:00 p.m.
        iii. Saturday 8:00 a.m. – 1:00 p.m.
    b. Tutoring
        i. Monday – Thursday 9:00 a.m. – 6:00 p.m.
        ii. Friday and Saturday 10:00 a.m. – 1:00 p.m.
    c. Cafeteria
        i. Monday – Thursday 7:30 a.m. – 7:00 p.m.
        ii. Friday 7:30 a.m. – 3:30 p.m.

a. Counseling
    i. Monday – Thursday 8:00 a.m. – 6:30 p.m.
    ii. Friday 8:00 a.m. – 4:30 p.m.
b. Admissions and Records
    i. Extended Evening Hours – Wednesday 8:00 a.m. – 6:30 p.m.

Additionally, with respect to the availability of food and water, we have the Farmer's Market on Wednesdays and students get 20 Compton College dollars to spend each week, vending machines, and water fountains with water filling stations throughout campus.

2. Low Cost Textbook Definition at Compton College to be $30. ***Accepted as presented.***

Academic Senate – Summary of Decisions Made at the March 16, 2023, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: CIS 131, CIS 170, PE 188, WELD 105, WELD 108, WELD 109, WELD 111, WELD 113, WELD 123, WELD 125, WELD 129, WELD 140, WELD 142, WELD 144, WELD 150. ***Accepted as presented.***
2. New Course: HSED 1, HSED 2, HSED 3, HSED 4, HSED 5, HSED 6, HSED 7, HSED 8, HSED 9, HSED 11, HSED 13, HSED 14, HSED 15. ***Accepted as presented.***
3. Course Inactivation: FTEC 103, FTEC 106. ***Accepted as presented.***

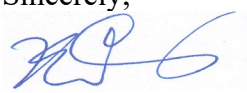
Other Items:

1. New Program Rankings. ***Received.*** The administration will be reviewing the data provided as well as working to identify the cost of implementing each program before making a final determination on whether to accept the ranking of programs.
    i. Artificial Intelligence
    ii. Software/App Design
    iii. Game Design
    iv. Paralegal Studies

2. Equivalency Applications
    i. Judith Crozier: Film – Granted, Theatre – Denied, Journalism – Denied. ***Accepted as presented.***
    ii. Dr. Valerie Woodward: Japanese – Granted. ***Accepted as presented.***
    iii. Sarah George: Philosophy – Denied. ***Accepted as presented.***

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000 or via email at kcurry@compton.edu.

Sincerely,



Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee

Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

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

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

May 2023

DRAFT

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Keith Curry
President, Compton College
CEO, Compton Community College District
1111 East Artesia Boulevard
Compton, CA 90221

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Barbara Calhoun (President, Compton Community College District)

[Chief Executive Officer] [Date]

Keith Curry, Ed.D. (President/CEO, Compton College)

[Date]

Sheri Berger, M.S. (Vice President Academic Affairs and Accreditation Liaison Officer, Compton College)

[Name, Title, Representing] [Date]

Minodora M. Moldoveanu, Ed.D. (President, Compton College Academic Senate)

[Date]

[Name, Title, Representing]

Amankwa McKinzie (Classified Union President, Compton College)

[Name, Title, Representing] [Date]

Paul Medina, Student (President, Associated Student Government, Compton College)

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A. Introduction

Every student is a success story at Compton College. This adage underscores the College's transformation over the last several years, as it adopted a new, independent structure designed to serve students from the cities of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate. Through its difficult history of losing accreditation, the College rebuilt with an unrelenting and unapologetic commitment to its student body, who are almost all students of color. The College has established new policies and processes to effectively execute Title 5 requirements for the California Community Colleges and meet accreditation standards. After intentional work with campus stakeholders, the College has established robust planning processes, opened fresh and new facilities with plans for student housing, and restructured the programs to be more student centric to meet students' basic needs and support their academic goals.

This introduction section will provide an overview of the College's history, details about various data used across the campus to understand community and student need, and a description of the site and specialized accreditation.

College History

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. Classes began on the new campus in fall 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. Today, approximately 208 full- and part-time faculty teach 43 degrees, 31 certificates of achievement, nine certificates of accomplishment, and seven noncredit certificate programs (A-01).

In November 2002, the Compton Community College District won voter approval of Measure CC, authorizing the issuance of $100 million in general obligation bonds to upgrade classrooms, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements. An independent Citizens' Bond Oversight Committee was also established at this time. In November 2014, the Compton Community College District won voter approval of Measure C, authorizing another issuance of $100 million in general obligation bonds to continue the upgrade of the facility.

In June 2005 the Accrediting Commission for Community and Junior Colleges (ACCJC) revoked Compton College's accreditation, and the college operated in partnership with the El Camino Community College District for the next 12 years. College administrators, faculty, and staff worked tirelessly during the partnership to achieve accreditation and independence. In June 2017, the ACCJC granted Compton College accreditation (A-02), and in June 2019, the California Community Colleges Chancellor's Office recognized Compton College as an independent college (A-03).

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Compton College has benefited from the steadfast leadership of Dr. Keith Curry, president/CEO, since 2011. The Board of Trustees also provides passionate and longstanding leadership from Board President Barbara Calhoun (four years, Area 2), Trustee Sonia Lopez (nine years, Area 3), Trustee Dr. Sharoni Little (four years, Area 5), and Trustee Andres Ramos (15 years, Area 1). Vice President of the Board, Trustee Juanita Doplemore, is the most recent contributor, representing Area 4, joining in early 2022. A special trustee, assigned by the California Community Colleges Chancellor's Office, continues to provide guidance to accreditation, board responsibilities, and fiscal matters (A-04).

Major Developments Since Prior Accreditation Cycle

Compton College experienced enrollment declines when it reestablished its independent operations and then the COVID-19 pandemic further threatened the health and livelihoods of area residents and students, resulting in additional enrollment declines. In response, the College focused resources on enrollment management and strategic outreach, including hiring additional staff, establishing new "Street Teams" to better connect with the community and potential students, and creating a Community Outreach and Recruitment Advisory Committee (A-05, A-06). The College is celebrating some recent enrollment increases and is very encouraged to introduce new students to the contemporary rebuilt Compton College.

Compton College's Comprehensive Master Plan was reworked in 2019 to align with the California Community Colleges Chancellor's Office Vision for Success, resulting in the *Compton College 2024* Comprehensive Master Plan. This plan also introduced a new student experience framework called Completion by Design. This framework provides campus employees with a common language and focuses on the student experience, starting with connection, then leading to entry, progress, completion, and finally transition to living-wage employment or transfer to a four-year college or university. This framework provides a common touchstone to the student experience for all planning and budgeting activities on campus.

Figure 1: Completion by Design

In addition, Compton College implemented Guided Pathways in 2017 and created five new Guided Pathway Divisions: Business and Industrial Studies; Fine Arts, Communication, and Humanities; Health and Public Services; Science, Technology, Engineering, and Mathematics (STEM), and Social Sciences. The college continues to focus on improving the student experience through new success team structures, case management, and activities to improve student

connection.

In 2018, Compton College established the Oliver W. Conner College Promise Program that ensures a low-cost college experience for students entering from Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District. Compton College became a federally recognized Hispanic-Serving Institution (HSI) in 2020-2021 and has invested grant and emergency dollars into basic needs for students, especially in the face of the COVID-19 pandemic. Finally, the Financial Crisis and Management Assistance Team evaluated Compton College in January 2022, offering several suggestions to continue to foster the fiscal well-being of the organization (A-07).

Over the last two years, Compton College has built new facilities to revitalize the campus. Instructional Building 1 opened in November 2021, offering new classrooms and office space on the north side of the campus. The new Student Services Building opened its centralized services in April 2023, and the college anticipates opening more classroom space with the opening of Instructional Building 2 before the end of the year. Soon, a new athletics facilities project will be underway, as well as refurbishing efforts of the Math/Science and Vocational Technology buildings.

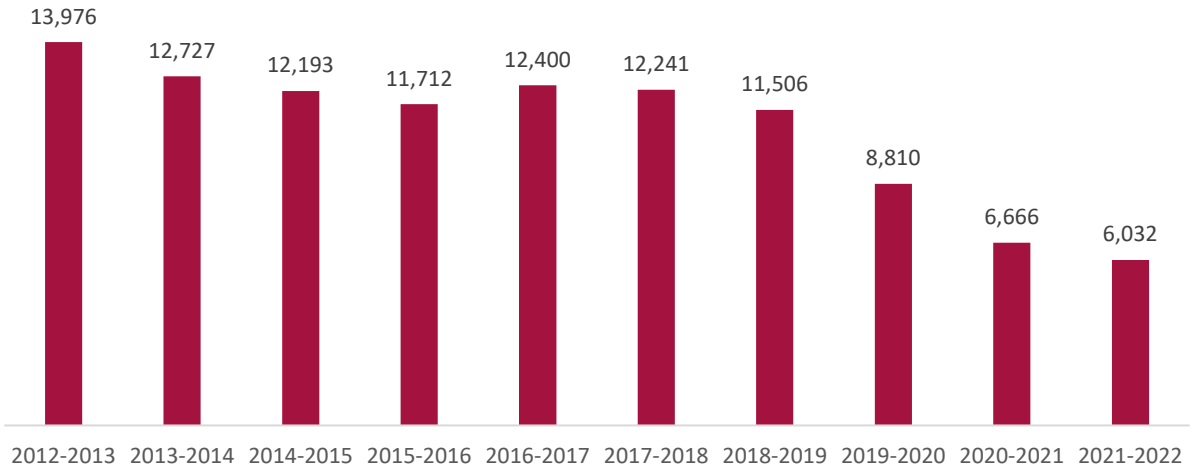
Figure 2: Photo of New Student Services Building Under Construction

In spring 2020, Compton College responded to the unprecedented student and employee need related to COVID-19, transitioning all courses and sections to asynchronous and synchronous online offerings. Through its partnership with St. John's Community Health, the College was one of the first in the region to offer vaccinations to employees, students, and the community. The College also developed COVID-19 protocols to safeguard the health and well-being of employees and students. The College is now slowly phasing out COVID-19 protocols. Through the pandemic, Compton College staff and faculty gained the expertise and dexterity to serve students in person and online to meet different needs.

Student Enrollment Data

Compton College actively recruits all students from its service area. Figure 3 below presents the unique student headcount for a 10-year period from 2012-2013 to 2021-2022. The college has experienced enrollment declines over this period, but especially in 2019-2020 due to the transition as an independent college, and then again in 2020-2021 due to the COVID-19 pandemic, like many colleges across the nation. The college put renewed focus on outreach and retention efforts in the 2021-2022 year to increase enrollment (A-08).

Figure 3. Compton College Unduplicated Headcount



Source: California Community Colleges Chancellor's Office Data Mart.

About two out of three of Compton College's students are female (64%), while the remaining students are male (35%). A very small number of students identify as non-binary based on available data, but it is probable that this is an undercount due to data collection limitations. Compton College students identify almost exclusively as students of color, with 64% Hispanic/Latinx, 22% Black or African American, 5% Asian, 2% Two or More, 1% Pacific Islander, 2% White, and 3% Unknown/Other. The younger students, especially those coming straight from high school, are largely Hispanic/Latinx (71%), while over 50% of older students (45 years or older) are Black or African American (A-09).

Figure 4: Compton College Student Enrollment Counts and Demographics

	Total Student Count				
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
	12,241	11,506	8,810	6,666	6,032
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Hispanic/Latinx	60%	61%	63%	63%	64%
Black or African American	25%	23%	22%	22%	22%
Asian	6%	7%	5%	6%	5%
White	4%	4%	2%	3%	2%
Unknown	0%	1%	6%	3%	3%
Two or More Races	3%	3%	2%	3%	2%
Native Hawaiian/Pacific Islander	1%	1%	1%	1%	1%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Under 18	10%	12%	22%	25%	30%
18 to 24	53%	51%	41%	36%	32%
25 to 29	18%	18%	16%	17%	15%
30 to 39	13%	14%	14%	17%	17%
40 to 48	5%	5%	6%	6%	6%
50+	3%	3%	4%	3%	4%
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Female	36%	65%	64%	69%	65%
Male	37%	35%	35%	30%	33%
Non-binary			0%	0%	0%
Unknown	0%	0%	1%	1%	2%

Source: Compton College Factbook, 2021-22

Through its Equity Plan, the College has identified groups that are under enrolling. Specifically, the College is focused on attracting males of color to improve the opportunity gap in enrollment (A-10). In addition, Compton College enrolls many students with limited financial means. Among the 4,239 degree or certificate seeking students in fall 2019, 69% received some form of financial aid, with almost half receiving a Pell award (47%). Further, some students experience housing and food insecurity, and the College is working to address these needs through myriad basic need resources so that students who enter Compton College classrooms are secure and ready to learn (A-11).

The College also serves students from special populations with targeted support and resources, as described in Table 1 below.

Table 1: Student Count by Special Population			
	Fall 2020	Fall 2021	Fall 2022
CalWORKs - California Work Opportunity & Responsibility to Kids	45	42	106
CARE - Cooperative Agencies Resources for Education	18	31	53
DSPS - Disabled Students Programs & Services	88	123	116
EOPS - Extended Opportunity Programs & Services	259	229	279
First Generation	2,042	1,937	1,963
Formerly Incarcerated	9		24
Foster Youth	10	4	3
Homeless	13	21	41
High School Dual Enrollment	1,323	1,514	1,516
Veteran	5	3	4

Source: CCCCO Data Mart

The academic programs are organized around five Guided Pathway Divisions (GPDs), including Business and Industrial Studies; Fine Arts, Communications, and Humanities; Health & Public Services; Science, Technology, Engineering, and Math; and Social Sciences. Students enroll in courses across these GPDs, as described in the table below.

Table 2: Enrollments by Guided Pathway Division			
	2019-2020	2020-2021	2021-2022
Business and Industrial Studies (BIST)	2,682	2,038	2,034
Fine Arts, Communication, and Humanities (FACH)	7,713	5,471	5,543
Health & Public Services (HEPS)	4,026	3,988	4,013
Science, Technology, Engineering, and Mathematics (STEM)	5,631	6,207	4,752
Social Sciences (SSCI)	4,983	5,317	4,074

Source: Local Course Information Detail Report

Labor Market Data

Compton College uses labor market data to inform development of new programs of study and to improve existing programs. The top 10 occupations in the Los Angeles-Long Beach-Anaheim area for the total number of jobs by 2031 that meet a living wage ($19.41 per hour) are:

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Table 3: High-Need Occupations				
Description	2021 Jobs	2031 Jobs	2021 - 2031 % Change	Median Hourly Earnings
Registered Nurses	110,989	124,683	12%	$54.33
General and Operations Managers	92,267	94,184	2%	$54.94
Postsecondary Teachers	81,723	91,873	12%	$50.50
Project Management Specialists and Business Operations Specialists, All Other	80,787	84,370	4%	$36.89
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	88,584	82,939	(6%)	$21.42
Software Developers and Software Quality Assurance Analysts and Testers	61,200	71,559	17%	$56.94
Accountants and Auditors	68,622	68,617	(0%)	$36.15
Bookkeeping, Accounting, and Auditing Clerks	70,995	66,790	(6%)	$23.64
Lawyers	53,498	59,517	11%	$71.96
First-Line Supervisors of Office and Administrative Support Workers	62,491	59,133	(5%)	$29.18

Source: EMSI Labor Market Report

Demographic Data

According to the 2020 U.S. Census, the breakdown of male/female population is: Compton 49%/51%; Lynwood 49%/51%; Paramount 50%/50%. The populations in the three cities are aging, with a greater proportion of residents in older categories in 2019-2020 than in 2010. For example, the largest age group in Lynwood in 2019-2020 was 25-29, while in 2010 the largest age group was 10-14 years old.

The residents are largely Latino/a/x (Compton 69%; Lynwood 88%; Paramount 83%), while the second largest ethnicity group is Black or African American (Compton 27%; Lynwood 8%; Paramount 8%). Only 10% of Compton, 8% of Lynwood, and 12% of Paramount residents hold a bachelor's degree (A-12).

Socioeconomic Data

According to the 2020 U.S. Census, the city of Compton has an approximate population of 95,740. An estimated 18,602 (20%) of people in the geographic target area live in poverty and meet the U.S. Department of Education's definition of low-income, while Lynwood is 16.1% and Paramount is 15.6%. The percentage of persons in the target area who live in poverty is higher than the 12.6% reported by California and the 12.8% reported by the U.S., as described in Table 4 below.

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Table 4: Comparative Economic Demographics (2020)			
City	Population	Persons in Poverty #	Persons in Poverty %
United States	318,564,128	40,910,326	12.8
California	38,589,882	4,853,434	12.6
Compton	95,580	18,602	**19.5**
Lynwood	66,941	10,810	**16.1**
Paramount	53,534	8,373	**15.6**

Further, one out of four households in Compton and Lynwood do not have a broadband internet connection, suggesting persistent basic needs challenges and a digital divide among District residents.

Sites

Compton College operates from one campus site at 1111 East Artesia Boulevard in Compton, California.

Specialized or Programmatic Accreditation

Compton College offers a California Board of Registered Nursing (BRN)-approved Associate Degree Nursing (ADN) Program. This specialized accreditation requires an annual report to the BRN about program activities and outcomes, including a report of the number and percentage of students who successfully complete the State of California National Council Licensure Examination: Registered Nurse (NCLEX-RN) examination (A-13).

Evidence List

A-01 Compton College Catalog
A-02 ACCJC Accreditation Letter
A-03 CCCCO Letter
A-04 Special Trustee Job Description
A-05 Street Team Description
A-06 Community Outreach & Recruitment Advisory Committee Webpage
A-07 FCMAT 2022 Report
A-08 Compton College 2024 Outreach and Recruitment Plan
A-09 Compton College 2022-2025 Equity Plan
A-10 Compton College 2021-2022 Fact Book
A-11 #RealCollege Survey Report
A-12 Census Fast Facts
A-13 NCLEX Exam Results

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B. Presentation of Student Achievement Data and Institution-Set Standards

Compton College tracks its progress on student achievement data and its institution-set standards through an annual evaluation of its Institutional Set Goals, equity data analysis and findings, and licensure examination pass rates for its nursing program.

Institutional Set Goals

Through this analysis, Compton College faculty, staff, and administrators review progress on metrics, considering both the standards, or "floor" of performance for some metrics, and the aspirational goals for all metrics. This annual report card of student outcomes guides the College to prioritize upcoming initiatives (B-01). In the annual evaluation of these metrics, the College also examines the outcomes disaggregated by gender, ethnicity, and age. These data metrics are intentionally aligned with the state's Vision for Success (VS), equity metrics, and the Student Centered Funding Formula (SCFF). Institutional Standing Committees, such as the Guided Pathways Committee, use these metrics as their "north stars" to define their priorities and measure its efforts each year.

Table 5 below presents the most recent annual evaluation data of the Institutional Set Goals, with data from 2017-2018 to 2021-2022, if available. The average from the available data points and the 2023-2024 goal are presented by metric.

Table 5: Institutional Set Goals

Achievement Measure	2017-18	2018-19	2019-20	2020-21	2021-22	AVG	2023-24 Goal
***Successful Enrollment** (student count) *Guided Pathway North Star, Equity*	34% 2,903	32% 2,525	39% 5,094	34%+ 2,788	45%+ 3,517	37% 3,365	45%
Number of Dual Enrollment Students	1,150	1,391	1,863	1,600	1,802	1,561	1,518
***All Students' Fall-to-Spring Persistence Rate** (student count) *Guided Pathway North Star, Equity*	54% 3,197	54% 2,821	58% 2,351	55% 1,556	…	55% 2,481	60% 3,590
First-Time Full-Time Students Returning after 1 Year (student count)	90% 294	65% 329	61% 250	47% 182	60% 86	65% 228	66% 237
Course Success Rate, *Equity* (Institution-Set Standard = 62.6%; grades)	68% 25,926	69% 24,251	71% 20,110	70% 16,644	68% 14,315	69% 20,249	74% 26,108
In-person Course Success Rate (successful enrollment count)	69% 21,860	70% 19,567	72% 15,822	73% 7,040	81% 5,098	74% 14,202	74% 23,256
Distance Ed. Course Success Rate (successful enrollment count)	63% 6,441	65% 7,114	67% 5,425	68% 13,419	63% 14,052	65% 9,290	67% 4,335
***Completion of Transfer-Level English in First Year** (students), SCFF- *Guided Pathway North Star*	12% 230	16% 251	19% 240	19% 122	…	17% 211	48%VS 324
***Completion of Transfer-Level Math in First Year** (students), SCFF- *Guided Pathway North Star*	4% 83	6% 87	9% 114	12% 79	…	8% 91	18%VS 98

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Average Units Completed per Academic Year: Part-Time (Average units attempted)	6.2 8.8	4.8 7	4.7 7.7	5.3 7.6	5.4 7.7	5.2 9.3	7.5
Average Units Completed per Academic Year: Full-Time (Average units attempted)	24.6 30.7	21.6 29.6	20.3 30.6	23.1 31.5	22.4 31.2	22.4 30.6	26.2
***Associate Degrees Awarded** (Institution-Set Stand. = 264 Degrees), SCFF	432	426	339	458	530	437	466[VS]
***Average Units Acquired per Associate Degree**	90	89	90	90	…	90	79[VS]
***Associate Degrees for Transfer (ADT) Awarded** (Institution-Set Stand. = 264 Degrees), SCFF	227	143	147	186	139	168	211[VS]
***Average Units Acquired per ADT**			91	96	…	94	79[VS]
***Certificates Awarded** (Institution-Set Stand. = 20 Certificates), SCFF	60	119	109	177	284	150	133
Number of Transfers (Institution-Set Stand. = 329 Transfers), SCFF		388	344	325	…	352	494[VS]
***Students Completing 9+ CTE Units** SCFF	554	556	442	415	…	492	590[VS]
***CTE Students Employed in Their Field of Study** SCFF	66% 41	79% 22	…	…	…	73% 32	69%[VS]

Note: The Student Readiness Rate was excluded because of data integrity issues that will be addressed in the coming year.
*Source is publicly available data, such as Cal-PASS Plus

The successful enrollment rate, defined as the number of students who enroll of those who apply, increased by nine percentage points and met the goal suggesting improvement over the five-year period. However, overall enrollment counts declined, and the proportion of male students remains stubbornly low.

The number of dual enrollment students has steadily increased and surpassed the College's goal of 1,518 students, suggesting a robust dual enrollment offering and partnerships with local K-12 districts. This steady increase has bolstered enrollment as the college has experienced overall enrollment declines due to becoming an independent college and the pandemic.

Persistence rates from fall to spring primary terms and first-time, full-time students who come back after one year have fluctuated over the timeframe without noticeable gains and have fallen short of meeting the stated goals of 60% and 66%, respectively.

Course success, defined as a course enrollment resulting in an A, B, C, or P grade, has also fluctuated minimally. However, differences arise when the data is disaggregated by face-to-face and distance education. With the pandemic, the number of distance education enrollments (and enrollments overall) greatly increased. Distance education course enrollments increased from a low of 5,425 in 2019-2020 to a high of 14,052 in 2021-2022, which in-person enrollments dropped from 15,822 to 5,098 over the same timeframe. With the shift in enrollments, the course success rates shifted inversely to the respective enrollment. In 2021-2022, the success rate in face-

to-face classes increased to 81%, which surpassed the goal. However, the success rate in distance education classes decreased to 63%, which can partly be attributed to the huge increase in distance education enrollment. The Institution-Set Standard for this metric is 62.6%.

Completion of transfer-level math and English in the first year have increased over the last four available data points. English increased from 12% to 19% and math increased from 4% to 12%. Faculty have stopped offering below transfer-level English courses and are phasing out offering nontransferable math courses by summer 2023. Further, faculty have piloted several interventions to increase completion of the transfer-level courses, such as workshops, cocurricular classes, team teaching, and reduced class size. Despite these changes, the College still has not reached its aspirational goals.

The average units completed for part-time and full-time students has fluctuated over the five-year period and remained shy of the goals.

The number of associate degrees has increased over the last three years with students earning 530 degrees in 2021-2022, while the number of associate degrees for transfer has fluctuated with students earning 139 in the same year. These metrics are combined to assess the Institution-Set Standard of the number of degrees conferred by the institution. The College well exceeds the standard of 264 degrees. The College also tracks the average number of units that students earn as they complete a degree. associate degree earners average 90 units, while associate degree for transfer average 96 units in the most recent available data. These averages are well above the College's goal of 79 units. The College considers this evidence related to its Guided Pathways structure to help students focus their education and complete more quickly. Finally, the number of certificates that students earn continues to grow, totaling 284 in the most recent year and well exceeding the Institution-Set Standard of 20 certificates.

The number of transfers to a four-year college or university has declined over the last three years with 325 students transferring during the most recent year. This count dipped just slightly below the Institution-Set Standard of 329. The College is considering these counts and how to increase transfer rates through partnerships with local universities and transfer initiatives, such as the Summer Scholars Transfer Institute.

Compton College also tracks how many students complete nine or more career and technical education (CTE) units in one year and how many students are employed in their field of study. The number of students who complete nine or more CTE units has declined, and the College has not met its goal. The percentage of students who are employed in their field of study metric lags with only very old data and only two data points from the five-year timeframe. However, in the most recent data point from 2018-2019, the College achieved its goal with 79%. This metric should be interpreted with caution based on the small sample size of students.

Equity Plan

In 2022, Compton College engaged in campuswide dialogue about a new equity plan and data. The College identified disproportionally impacted groups for focused intervention to promote successful enrollment, transfer-level math and English, persistence, transfer, and completion to achieve by 2024-2025, as described in Table 6 below (B-02).

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Table 6: Student Populations Experiencing Disproportionate Impact (DI) in five Equity Metrics and Goals by 2024-2025					
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Males of Color	**+3,120 students** 1,434→4,554 (current) (goal)		**+15% points** 45%→60% (current) (goal)	**+3% points** 8%→11% (current) (goal)	
Black or African American		**+13% points** 7%→20% (current) (goal)		**+3% points** 7%→10% (current) (goal)	**+7% points** 7%→14% (current) (goal)
Latino/a/x		**+8% points** 12%→20% (current) (goal)			**+6% points** 12%→18% (current) (goal)

Licensure Examination Pass Rates

Compton College tracks student licensure examination pass rates on the National Council Licensure Examination (NCLEX) for its nursing program. The College has established a standard of 80% and an aspirational goal of 100% pass rate of this licensure exam (B-03).

Table 7: NCLEX Pass Rates			
	2019-2020	2020-2021	2021-2022
Pass Rate	93.55% 29 of 31	77.78% 49 of 63	100% 15 of 15

Evidence List

B-01 Evaluation of Institutional-Set Goals
B-02 2022-2025 Equity Plan
B-03 NCLEX Pass Rate Report

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C. Organization of the Self-Evaluation Process

Compton College started to work on the ISER draft in fall of 2021, almost two years before the due date to the ACCJC. Dr. Lauren Sosenko, director of institutional effectiveness, and the accreditation liaison officer (ALO); Sheri Berger, vice president of academic affairs; and faculty accreditation coordinator Amber Gillis, led the College's Accreditation Steering Committee (ASC) that stewards all accreditation work on the campus. The ASC developed the ISER timeline and a follow-up timeline that gave more detail for the final year (C-01, C-02). The ASC met monthly during the ISER development process, providing guidance and check-ins on the development of the document (C-03, C-04). The ISER organization was characterized by three major efforts: 1) evidence collection and writing teams, 2) outreach events, and 3) final vetting, publication, and submission efforts.

Evidence Collection and Writing Teams
Compton College established nine representative evidence collection and writing teams to address different parts of the ISER. In past accreditation efforts, such as the Distance Education Substantive Change Application and the Midterm Report, individuals with direct experience in the process made recommendations to improve the process. The Accreditation Liaison Officer (ALO) worked with various leaders across the campus to ensure representation, such as Dr. Minodora Moldoveanu, who helped recruit faculty to participate; the Classified Union Board, which recruited classified staff to participate; and the Associated Student Government, which recruited students to participate in the efforts (C-05, C-06, C-07, C-08). Once participants were identified, Dr. Sosenko sent letters to the team leads and the members thanking them for their service and outlining training and the fall 2021 evidence collection schedule (C-09, C-10).

In addition to asking for volunteers through representative bodies, the ASC leadership also hosted campuswide accreditation training to pique the interest of constituents across campus. On June 3, 2021, Berger, Sosenko, and Gillis hosted a campuswide Accreditation Workshop defining accreditation, its importance to the College, and how individuals play a role and can get engaged in the process (C-11, C-12). This workshop was held remotely on Zoom due to the ongoing safety concerns related to COVID-19. The presentation and handout for the session was publicly posted on the accreditation webpage.

Once the Evidence and Writing Teams were established, Kevin Bontenbal, the ACCJC liaison, hosted a training about the requirements and expectations that the ACCJC has for the ISER process and how it translates into an ISER on October 20, 2021 (C-13, C-14). Then on October 26, 2021, Sosenko, Berger, and Gillis hosted a training specifically for the teams about identifying meaningful evidence, how to search for evidence, and the logistical process to collect and log evidence on the newly developed a SharePoint accreditation intranet site (C-15). The SharePoint site allowed team members to collaboratively work on evidence and narrative sections and share drafts in real-time with ASC leaders. Evidence and Writing Teams started to collect evidence after the October 26, 2021, training through the rest of the fall term. When everyone arrived back for spring 2022, the teams shifted to writing. Sosenko, Berger, and Gillis conducted another training about writing to support the teams (C-16).

Finally, Kevin Bontenbal returned to Compton College on September 21, 2022, to address any

questions and provide an overview of what the ISER review and visit process would look like (C-17). This meeting was held in a hybrid mode to allow for participation from across the campus. The Evidence and Writing Teams continued to hone their sections through the fall 2022 term, resulting in a final draft in January 2023. In fall 2022, the ALO hosted hybrid writing sessions from 10 a.m.-2 p.m. to support ongoing writing and editing of the ISER.

Table 8: ISER Evidence Collection & Writing Team Membership				
Standard I: Institutional Mission and Effectiveness				
Standard	**Administrators**	**Faculty**	**Classified Staff**	**Students**
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Lauren Sosenko (Lead)	Jesse Mills (Lead)	Denise Blood Lakeisha Wright Hawk McFadzen	
Standard II: Student Learning Programs and Services				
Standard	**Administrators**	**Faculty**	**Classified Staff**	**Students**
Standard IIA: Instructional Programs	Paul Flor (Lead) Airek Mathews	Sean Moore (Lead) Susan Johnson Melain McIntosh Corina Diaz Essie French-Preston Hoa Pham Leonard Clark Todd Kler	Joseph Lewis Maya Medina	
Standard IIB: Library and Learning Support Services	Rebekah Blonshine (Lead) Lynell Wiggins	Charles Hobbs (Lead) Alejandra Pham Fazal Aasi Sarah George Roza Ekimyan	George Diaz	
Standard IIC: Student Support Services	Nicole Jones (Lead) Cesar Jimenez Keith Cobb Henry Gee	Carlos Maruri (Lead)	DeVora Seay Monique Anderson Punyatha Rajapakse	
Standard III: Resources				
Standard	**Administrators**	**Faculty**	**Classified Staff**	**Students**
Standard IIIA: Human Resources	Barbara Perez (Lead) Ibrahim (Abe) Ali Tina Kuperman Rachelle Sasser	Amber Gillis (Lead) Andree Valdry	Iris Fernandez Pilar Huffman Cliff Seymour Travis Martin	

Standard IIIB: Physical Resources	Linda Owens (Lead) Stephanie Schlatter Christine Aldrich Chief Marcus Thompson	Kendahl Radcliffe (Lead)	Alice Hawkins Alicia Zambrano	
Standard IIIC: Technology Resources	Airek Mathews (Lead) Andrei Yermakov (Lead) David Simmons (Lead) Carol DeLilly Richette Bell Bradfield Conn	Amber Gillis (Lead) David Maruyama (Lead) Adrianna Jackson John Yeressian	Jihoon Ahn	
Standard IIID: Financial Resources	Abdul Nasser (Lead) Abiodun Osanyinpeju	Jose Villalobos (Lead) Amber Gillis	Dorrett Lambey LaVetta Johnson Lorena Fonseca	
Standard IV: Leadership and Governance				
Standard	**Administrators**	**Faculty**	**Classified Staff**	**Students**
Standard IV: Leadership and Governance	Sheri Berger (Lead) Heather Parnock Michelle Garcia	Minodora Moldoveanu (Lead) Kent Schwitkis Jose Martinez	Chris Perez Pamela Hembrick-Godfrey	Paul Medina Benson Atkins Stephanie Leonor Del Cid

Accreditation Outreach Events

Throughout this process, the College also has engaged in outreach to both increase the number of stakeholders contributing to the ISER document, as well as increase knowledge regarding accreditation and the ISER process across the campus. In addition to the ISER specific training listed above, the College hosted several events designed to increase engagement in accreditation among staff, faculty, and students. First, the president/CEO included accreditation updates in his weekly messages and quarterly Tartar Talks to the campus at large (C-18, C-19). The ASC leadership presented the QFE topic of assessment at the fall 2022 Mandatory Professional Development Day, polling participants to inform the plan (C-20). The Evidence and Writing Team leads, in collaboration with the manager of professional development, also hosted an "accreditation happy hour" representing the highlights of each standard from the ISER; participants competed in a content scavenger hunt with prizes and cupcakes. The team estimated that there were over 100 participants at this event (C-21).

Final Vetting, Publication, and Submission

Compton College created the draft to share with the public and posted it on February 16, 2023. This document was then shared directly with the Academic Senate, the Associated Student Government, and the Classified Union. These leadership groups had ample time to provide input to be integrated into the final draft that was prepared for board approval in June 2023 (C-22, C-23). Finally, the ALO will post the third-party comment form on the College website that directs respondents to submit feedback directly to the ACCJC, if desired.

Evidence:

C-01 ISER Timeline, Fall 2021-Summer 2023
C-02 ISER Follow-Up Timeline, 2022-2023
C-03 ASC Minutes, June 16, 2021
C-04 ASC Minutes, January 18, 2023
C-05 ASC Email to Academic Senate for Feedback on the ISER Timeline
C-06 ASC Email to Classified Union about Participation in ISER
C-07 ASC Email to Classified Union about ISER Timeline
C-08 Email about Associated Student Government ASG Accreditation Presentation and Timeline
C-09 Team Lead Letter Example
C-10 Team Member Letter Example
C-11 Accreditation Workshop Presentation, June 3, 2021
C-12 Accreditation Workshop Handout, June 3, 2021
C-13 ACCJC Training Presentation
C-14 Minutes with Participant list for ACCJC training
C-15 Internal Evidence Training, October 26, 2021
C-16 Internal Writing Training, February 16, 2022, and March 4, 2022
C-17 ASC Minutes, September 21, 2022
C-18 President/CEO Message, January 20, 2023
C-19 Tartar Talk Presentation, November 22, 2022
C-20 Accreditation Update to the Board of Trustees, September 12, 2022
C-21 Accreditation Update to the Board of Trustees, November 21, 2022
C-22 Feedback Responses on ISER
C-23 Board of Trustees Minutes, June 20, 2023

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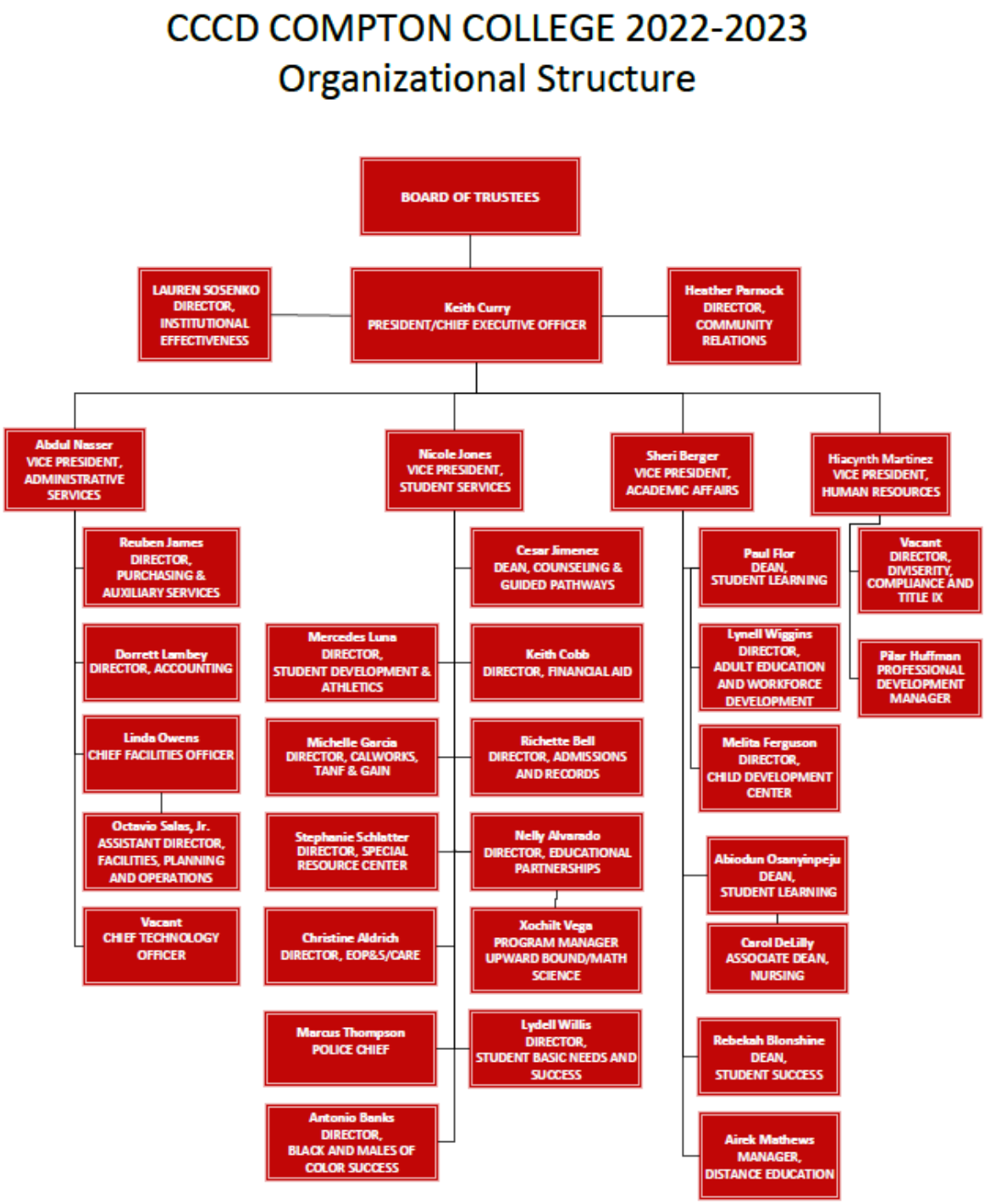
D. Organizational Information

Figure 5: Compton Community College District (CCCD) Organizational Structure



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Compton College regained accredited status on June 7, 2017, while operating as El Camino College Compton Center (ER1-01). On August 29, 2018, the Chancellor for the California Community Colleges sent a notice recognizing Compton College as the 114th California community college under the authority of the Compton Community College District (CCCD) Board of Trustees (ER1-02, ER1-03). The CCCD Board of Trustees continues to operate with an appointed special trustee with similar authority to what was described when the initial special trustee was appointed (ER1-04).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Compton College has operated continuously since regaining accreditation on June 7, 2017 (ER2-01). Since then, the College has students actively pursuing degree programs (ER2-02). The number of degrees awarded has remained stable since 2017-2018 with 659 degrees awarded in 2017-2018 and 669 in 2021-2022. The number of certificates awarded increased from 60 in 2017-2018 to 284 in 2021-2022 (ER2-02).

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Compton College offers 43 associate degrees and associate degrees for transfer and 40 credit certificates (ER3-01). Of the 716 credit courses offered at Compton College, 74 % apply to a degree or certificate (ER3-02). All degrees require a minimum of 60 units, which requires two academic years of study (ER3-03, ER3-04). This requirement is codified in Board Policy 4100: *Graduation Requirement for Degrees and Certificates*, and the accompanying Administrative Regulation 4100 (ER3-05, ER3-06). In fall 2021, there were 7,424 enrollments at Compton College and 92.5% were in courses leading to a degree or certificate (ER3-07).

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

On March 16, 2011, the special trustee approved Dr. Keith Curry as the interim chief executive officer (CEO) of the Compton Community College District (CCCD) effective immediately. Following the search process initiated in December 2012, on April 16, 2013, the special trustee approved Dr. Keith Curry as the CEO (ER4-02, ER4-03). On June 15, 2015, the Board of Trustees approved the revised CEO of the CCCD job description to Provost/CEO of Compton Center effective July 1, 2015 (ER4-04). The title provost/CEO transitioned to president/CEO on June 7, 2017, when Compton College regained accreditation. The CEO has remained the same since that time. On February 28, 2022, the CCCD Board of Trustees extended the president/CEO's contract through June 30, 2025 (ER4-05, ER4-06).

Delegation of authority to the president/CEO is codified in Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer* (ER4-07). The policy clearly states that the president/CEO "shall be responsible for district planning, organization, direction, operation, budget, and management." Additionally, the policy states that the president/CEO is responsible "for administering the policies adopted by the Board." Board Policy 2010: *Board Membership* articulates that the Board of Trustees consists of five elected members (ER4-08). Furthermore, the policy states that an employee of the district may not be sworn in or appointed to the governing board unless they resign as an employee.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Compton College contracts with an external certified public accounting firm to conduct a financial audit annually (ER5-01, ER5-02, ER5-03). The Compton Community College District (CCCD) Board of Trustees receives this annual presentation on the audit and receives the report during the same public session (ER5-04, ER5-05, ER5-06). The financial audits include the CCCD's corrective Action Plan to address any audit findings. In December 2020, the California Community Colleges Chancellor's Office requested that the Fiscal Crisis and Management Assistance Team (FCMAT) conduct a fiscal health risk analysis (FHRA) on CCCD. In January 2022, FCMAT determined that the FHRA score for the CCCD was 10.7%, a low risk, which indicated a low probability of fiscal insolvency in the near future (ER5-07).

Compton College is Title IV eligible. The College's default rates are well under the acceptable rate of 30%. The cohort default rate in 2016 was 4%, in 2017 was 1.4%, and in 2018 was 3.6% (ER5-08). Additional information regarding Compton College's compliance with Title IV can be found in the College's responses to the *Policy on Institutional Compliance with Title IV* and Standard III.D.15.

Evidence List
ER1-01 Compton College Action Letter for Initial Accreditation
ER1-02 Executive Order 2018-01
ER1-03 California Education Code 70900-70902

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ER1-04 California Community Colleges Chancellor's Office Letter Assigning a Special Trustee

ER2-01 Annual/Term Student Count Report 2017-2018 to 2020-2021
ER2-02 Program Awards Summary Report 2017-2018 to 2020-2021

ER3-01 Compton College Degrees and Certificates by Guided Pathways Division
ER3-02 Active Credit Courses, Spring 2022
ER3-03 History Associate in Arts for Transfer Program Map
ER3-04 Graduation Requirements
ER3-05 Board Policy 4100: Graduation Requirement for Degrees and Certificates
ER3-06 Administrative Regulation 4100: Graduation Requirement for Degrees and Certificates
ER3-07 Fall 2021 Enrollment by Subject

ER4-01 Board Agenda March 16, 2011
ER4-02 Board Agenda April 16, 2013
ER4-03 Chief Executive Officer Recruitment News Release December 2012
ER4-04 Board Agenda June 15, 2015
ER4-05 Board Minutes December 8, 2020
ER4-06 Board Agenda December 8, 2020
ER4-07 Board Policy 2430: Delegation of Authority to the President/Chief Executive Officer
ER4-08 Board Policy 2010: Board Membership

ER5-01 Financial Statement FY 2019
ER5-02 Financial Statement FY 2020
ER5-03 Financial Statement FY 2021
ER5-04 Board Agenda December 10, 2019
ER5-05 Board Agenda April 20, 2021
ER5-06 Board Agenda April 18, 2022
ER5-07 Fiscal Crisis and Management Assistance Team Report January 2022
ER5-08 Federal Cohort Default Rates FY 2016-2018

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F. Certification of Continued Compliance with Commission Policies

Compton College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

Since 2021, through president/CEO Messages to the campus community, the president/CEO has provided updates on the upcoming accreditation visit (CP1-01). The president/CEO and the accreditation liaison officer prepared a monthly accreditation update to the Board of Trustees (CP1-02). At the February 21, 2023, and April 18, 2023, Tartar Talks presentations, the president/CEO notified the campus community of the ACCJC external evaluation team visit in spring 2024 and requested feedback on the existing ISER draft in the spring 2023 semester (CP1-03). The third-party comment will be publicized in late September 2023. This information is also publicly posted on Compton College Accreditation site and through a press release in September 2023 (CP1-04, CP1-05). The College complies with the commission's Policy on Rights and Responsibilities of the Commission and Member Institutions on third-party comments.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Compton College has established Institution-Set Standards and goals for student achievement that it reviews and updates on an annual basis (CP2-01, CP2-02). These goals and standards are also shared widely with the campus through planning summits, the core planning team, and other College convenings, during which faculty, staff, and administrators discuss the progress toward the goals, issues with meeting the Institution-Set Standard (a minimum threshold) of performance and updating targets as they are met (C2P-03, CP2-04, CP2-05). The Office of Institutional Effectiveness also produces the annual outcomes report to the Commission, which tracks standards and stretch goals for both student achievement and standards for job placement and licensure exam pass rates for certain programs (CP2-06). Refer to the Introduction and Standards I.B.3 and I.B.9 for more information.

Credit Hour, Clock Hour, and Academic Year
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Compton College complies with the 60 semester unit requirements prescribed in Title 5, Section 55063 of the California Code of Regulations and in Compton Community College District Administrative Regulation 4100 for students to earn an associate degree (CP3-01, CP3-02). This requirement is also included in the *Course Catalog* (CP3-03). As described in regulation and the *Course Catalog*, degrees consist of major or area of emphasis requirements, general education,

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and elective units, as needed to reach the 60-unit minimum requirement. The College awards credits based on commonly accepted practices in higher education as described in Administrative Regulation 4020: *Program, Curriculum, and Course Development* (CP3-04). One credit hour is equivalent to 54 hours of study consisting of 18 hours of lecture and 36 hours of out-of-class work. Compton College does not award credit based on the Clock-to-Credit-Hour Conversion Formula.

The academic year for Compton College includes summer, fall, winter, and spring terms (CP3-05). The fall and spring primary terms are 16 weeks each for a total of 32 weeks of instructional time.

[For further information see Standards I.C.2, I.C.4, I.C.6, II.A.5, II.A.9, and II.A.10.]

Transfer of Credit
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Compton College makes information available to students on the acceptance of credits in the *Course Catalog* and on the College website (CP4-01, CP4-02). Students transferring in credits from another college must submit official transcripts to Admissions & Records, and then meet with a counselor. The College is also guided by Board Policy and Administrative Regulation 4235: *Credit for Prior Learning* and Administrative Regulation 4236: *Advanced Placement Credit* (CP4-03, CP4-04, CP4-05). Compton College assists students with transfer from the institution through articulation agreements and associate degrees for transfer (CP4-06, CP4-07, CP4-08). [For further information, see Standards II.A.10 and II.C.6.]

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Through the curriculum process, Compton College ensures all courses undergo separate distance education approval (CP5-01). All courses and programs, regardless of mode of delivery, uphold the same standards of academic rigor and integrity. The distance education course and program learning outcomes are identical to those for face-to-face classes. Students have access to comparable services in the online environment, through Canvas, as do in-person students including academic support and counseling, among others (CP5-02, CP5-03). On May 25, 2021, the Commission approved Compton College's substantive change application to offer its programs via distance education (CP5-04). Students enrolled in the College are issued a username and password based on their college identification information. Compton College ensures all students are authenticated through single sign-on through the MyCompton portal, as articulated in Administrative Regulation 4105: *Distance Education* (CP5-05). The College has committed resources to ensure a robust distance education program. Compton College does not offer correspondence education. [For further information see Standards I.C.8, II.A.2, II.A.7, II.B.1, II.C.1, and III.C.1.]

Student and Public Complaints Against Institutions
Regulation citations: 602.16(a)(1)(ix); 668.43.

Compton College provides access to students and members of the public to accreditation reports and information (CP1-04). A member of the public or student finding cause to file a complaint to the Commission about the College concerning questions of compliance with the accreditation standards or for performance inconsistent with accreditation policies may do so following the complaint process link on the Compton College Accreditation webpage that takes a complainant directly to the ACCJC description and link for complaints (CP1-04). The College will make every effort to address any public complaints or feedback.

Compton College resolves student complaints through a detailed grievance procedure, which is outlined AR 5530 *Student Rights and Grievances* (CP6-01, CP6-02).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6.

The College complies with the ACCJC Policy on Institutional Advertising and Student Recruitment. Compton College posts accurate, timely and detailed information about itself on its website and in all publications disseminated on behalf of the College. The *Course Catalog* and other official publications are readily available and accurately depict current information about the College (CP7-01, CP7-02).

Compton College exhibits integrity and responsibility in all advertisements and publications by ensuring that the College's educational programs and services are the primary emphasis of recruitment materials. Information regarding course credit, transfer, and requirements for course completion are clear, accurate, current, and widely available. Detailed information regarding admissions, financial aid, fees, and other major policies regarding students is listed in the *Course Catalog* and on the College website. The *Course Catalog* and website also include the academic calendar, learning resources, and detailed information about courses and programs. The legal requirements for licensure, licensure examinations, and entry requirements into occupational programs are also described on the College website (CP7-03) and the *Course Catalog* (CP7-01).

The College's *Course Catalog* is updated annually and includes all information required by the regional accrediting body. The College's location, contact information, and accreditation standing are located on the introductory pages and the mission and values are included in the general information section of the Catalog (CP7-04). The ACCJC accredited status and supporting documents for Compton College are posted on the College's Accreditation webpage (CP1-04). For further information on institutional disclosure, advertising, and recruitment materials, refer to Standards I.C.1 and I.C.2.

Compliance with Title IV
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.

The College complies with Title IV regulations of the Higher Education Act (HEA) by maintaining evidence and documentation of acceptably low loan default rates (CP8-01). Compton College received a letter stating that the College has a low default rate and is "not subject to any sanctions" (CP8-02). The College performs an annual external audit as required by

the OMB Circular A-133. The last audit for 2021-2022 included student financial aid and other applicable federal programs (CP8-03). There were no Title IV audit findings or internal control issues identified. Compton College has a strict policy on established loan limits to (1) help students minimize debt, (2) help students keep aggregate loan eligibility available for when they transfer to four-year institutions, and (3) help improve financial literacy and responsibility so that future economic hardships and credit damage can be prevented. These efforts, along with the availability of financial aid counseling and advising aid in the prevention of excessive loan applications and minimizes student loan debt. The College does not have any contracts or agreements with nonaccredited organizations for the delivery of credit-based instructional programs. For more information about Title IV federal funding, see Standard III.D.10.

Evidence:

CP1-01	President/CEO Message, January 20, 2023
CP1-02	Board of Trustees Agenda, February 21, 2023, Item 18.09
CP1-03	Tartar Talk Presentation, February 21, 2023
CP1-04	Compton College Accreditation Webpage, Third-Party Comment
CP1-05	Press Release, February 20, 2023
CP2-01	Institutional Set Goals
CP2-02	Board of Trustees Agenda, November 21, 2022, Item 16.03
CP2-03	Planning Summit Report, December 2018
CP2-04	Core Planning Minutes, May 26, 2021
CP2-05	Tartar Talk Presentation, August 18, 2022
CP2-06	ACCJC 2022 Outcomes Report
CP3-01	California Code of Regulations, Title 5, Section §55063
CP3-02	Administrative Regulation 4100: Graduation Requirement for Degrees and Certificates
CP3-03	Compton College Course Catalog 2022-2023, pages 59-61
CP3-04	Administrative Regulation 4020: Program, Curriculum, and Course Development
CP3-05	Compton College 2022-2023 Academic Calendar
CP4-01	Compton College Course Catalog 2022-2023, pages 19-29
CP4-02	Counseling FAQ Webpage
CP4-03	Board Policy 4235: Credit for Prior Learning
CP4-04	Administrative Regulation 4235: Credit for Prior Learning
CP4-05	Administrative Regulation 4236: Advanced Placement Credit
CP4-06	Board Policy 4050: Articulation
CP4-07	Administrative Regulation 4050: Articulation
CP4-08	Articulation for Postsecondary Education Personnel Webpage
CP5-01	Compton College Curriculum Handbook
CP5-02	Virtual Student Success Center
CP5-03	Counseling Student Hub in Canvas
CP5-04	ACCJC Approval Letter for the Distance Education Substantive Change Proposal,

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	May 25, 2021
CP5-05	Administrative Regulation 4105: Distance Education
CP6-01	Administrative Regulation 5530: Students Rights and Grievances
CP6-02	Incident Report and Referral Form
CP7-01	Compton College Course Catalog, 2022-2023
CP7-02	Compton College Class Schedule, Fall 2022
CP7-03	Compton College Exams and Licensures Webpage Screenshot
CP7-04	Compton College Course Catalog, 2022-2023, Pages 1-8
CP8-01	Student Loan Default Rates
CP8-02	Cohort Default Letter
CP8-03	Audit Report

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G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Compton College's mission statement is as follows:

> Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment (IA1-01).

The mission drives all College operations and provides the core statement of the College's purpose. This section describes how the mission statement reflects the College's broad educational purposes and intended student population, degrees and credentials offered, and commitment to student learning and student achievement.

Broad Educational Purposes and Intended Student Population:
Compton College serves a student population that is diverse in racial and ethnic background, household income, age (including dual enrollment high school students), citizenship, justice-impacted, veteran status, disabled status, and former foster youth. The College primarily serves the communities of Compton, Lynwood, Paramount, Willowbrook, Carson, and North Long Beach. The college student population is 63% Latinx, 22% Black or African American, 5% Asian, 2% White, 1% Pacific Islander, and 8% Other/Unknown (IA1-02). Compton College has recently been recognized as a Hispanic Serving Institution (HSI) by the federal government (IA1-03) and proudly serves a student body that is predominantly students of color, which reflects the communities it serves. In 2019, 27% of the student population received a federal Pell award and 41% received a state California College Promise Grant.

The College's equity plan and programming investigate disproportionate impact among different groups and troubleshoot solutions to equity challenges (IA1-04). In addition to a robust array of

student support services (IA1-05), the College partners with the local K-12 districts to offer dual enrollment to high school students (IA1-06). Compton College serves traditional college-age students who seek liberal arts or transfer-ready degrees as well as students who are interested in career or technical education, including older adult populations, to become eligible for living-wage employment (IA1-07; IA1-08; 1A1-09).

Degrees and Credentials:
Compton College offers 43 degrees, 40 credit certificates of achievement, and seven noncredit programs in 29 disciplines. Of these programs, 50 are identified as career and technical education (CTE) (IA1-07). These programs of study are organized into five Guided Pathway Divisions (GPDs) designed to support student exploration of programs and clear maps to completion (IA1-07; IA1-10). The College offers 16 associate degrees for transfer (ADTs) intended to support transfer to four-year universities, particularly the California state universities, and all new programs of study are vetted to ensure they will support living-wage employment and are in demand (IA1-07, IA1-11).

Commitment to Student Learning and Achievement:
As the mission states, the College is designed to support students to "pursue and attain student success." College employees use the Completion by Design framework (Figure 1, page 5) to remain focused on the student experience and organize strategies around achievement outcomes: student connection (how a student learns about the College through when they apply), entry (enrollment through gatekeeper courses), progress (through 75% of program of study), completion (the last 25% of coursework to earning a degree or certificate), and transition (employment or transfer to a four-year institution). The College has organized its major planning documents and initiatives by this common framework of the student experience to ensure problem-solving, resource allocation, and all other efforts are focused on meeting the College's mission (IA1-12; IA1-13).

Student learning is a central focus of the College's curriculum process and student learning outcome assessment and improvement process (IA1-14). The College is rebuilding its assessment processes and data collection system to allow for disaggregated data use. This is the College's Quality Focused Essay topic as the College regains its foundation in assessment for quality and improvement (IA1-15).

Analysis and Evaluation
Compton College's mission describes its broad educational purposes and its commitment to the diverse student population it serves. The College's institutional programs and policies operationalize the mission by providing programs of study and student supports focused on providing educational opportunities that result in degree/certificate completion, transfer, or employment in a living-wage job. Through adoption of the Completion by Design framework and Guided Pathways, Compton College focuses all efforts to realize its mission around the student experience and desired outcomes.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

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Evidence of Meeting the Standard:
Compton College regularly uses data to determine how effectively it is accomplishing its mission and whether institutional priorities are meeting the educational needs of students. Compton College has been building its culture of inquiry and improvement over the last several years through an Institutional Effectiveness Partnership Initiative (IEPI) project and building its Office of Institutional Effectiveness (IA2-01). An overarching goal of the Office of Institutional Effectiveness (IE) is to foster a culture of evidence-based decision-making (IA2-02). Additionally, the College is in year three of its partnership with Achieving the Dream, with a focus area of data use (IA2-03). Evidence-based decision-making is accomplished through regular and public data publications that are used in the College's planning processes and in its collaborative governance structure.

IE publishes public data dashboards to ensure wide and transparent sharing of information about student achievement (IA2-04; IA2-05). Further, the College continuously surveys students to understand their need, such as the Student Withdrawal Survey, the Safe Return to Campus Survey, the #RealCollege survey about basic needs, climate surveys, and the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) surveys, which ensure that students' perceptions of their educational experiences are incorporated into decision-making and future planning (IA2-06; IA2-07). The IE office regularly publishes data that informs programs and services on its webpage, such as the annual Fact Book or the Student Services Dashboard (IA2-08). Lastly, College stakeholders often request more specific data using the research request process on the IE webpage (IA2-09).

The College incorporates available data into planning and its collaborative governance structure to ensure that decision-making is mission-driven and appropriately prioritizing efforts to meet student need. Collaborative governance committees regularly use data to inform decision-making and support recommendations to improve the student experience and outcomes (IA2-10). Recently, the Student Success Committee recommended the *2022-2025 Equity Plan* target groups based upon a review of disproportionate impact data (IA1-04; IA2-11). Further, using a dashboard resource, the intersegmental dual enrollment implementation team, representing local high school and College staff, identified the low number of Black or African American students participating in dual enrollment (IA2-12, IA2-13). Through this reflection on the data, the team will be considering ways to attract more Black or African American students into dual enrollment. Finally, math faculty and administration have met to discuss AB705 throughput findings and policy interpretations from the California Community Colleges Chancellor's Office (CCCCO). The throughput data drove discussion about how students enrolling in classes below transfer level do not complete transfer-level math at the same rate as those directly entering transfer-level classes, resulting in the College's spirited and concerned discussion about eliminating below-transfer math classes by summer 2023 (IA2-14; IA2-15; IA2-16).

Board Policy 3250: *Institutional Planning* is the guiding policy set forward by the Board of Trustees that ensures planning relies on the use of data provided by Institutional Effectiveness (IE) to assess the five strategic initiatives that operationalize the College's mission (IA2-17). In 2017, College stakeholders used data to set priorities through the strategic planning cycle and identified the College's Strategic Initiatives (SIs) based on the mission, vision, and values of the

college, as well as the background and demographic profile of the College and service-area community (IA1-11, IA2-18). The current five SIs are access and completion, student success, innovation, workforce development, and partnerships. This planning cycle also produced the Technology Plan, Staffing Plan, Enrollment Management Plan, Program Review and Planning, and Facilities Master Plan. The *Compton College 2024* Comprehensive Master Plan also outlines high-level Institutional Set Goals (IA2-19), which are reviewed and evaluated annually to assess how well the College is meeting its mission and reported to the Board of Trustees (IA2-20).

To keep a laser focus on the activities defined in the major planning documents, the College has established a quarterly Action Plan to track and report on the progress made related to the action items resulting from the strategic planning process. The Action Plan provides tangible next steps to meeting goals that are data-driven and support student success. The Action Plan also tracks "closing the loop" opportunities, where staff reflect on what they have learned through the implementation of plan-defined activities to drive improvement (IA2-21).

All academic programs, student services, and administrative services complete a data-rich program review every four years to assess their link to the mission, how well they have been meeting student need, and how to improve (IA2-22; IA2-23, IA2-24). Programs of study are reviewed on a standard schedule (IA2-25). Career and technical education programs are advised by workforce members to ensure timely updates to curriculum and student learning (IA1-26). Program review authors use data such as student learning outcomes, student survey data, service area outcomes, enrollment, and student achievement to assess needs and make recommendations for improvement. These recommendations are then prioritized through the annual planning process (IA2-27).

The College's annual planning process links recommendations and resource requests to outcomes using a logic model and categorizes resource requests to the Completion by Design student experience framework. Plan authors must articulate how the resource requests will impact student learning and service area outcomes, as well as consider how these requests align with the strategic initiatives outlined in the strategic plan (IA1-13, IA2-27). The annual planning process is prioritized across the campus with a transparent ranking roll-up and democratic ranking process by employees.

Finally, regular learning outcomes assessment and annual service area outcomes assessment support ongoing data use to effectively meet the College mission and educational needs of students (IA2-28; IA2-29; IA2-30).

Analysis and Evaluation:
Data use drives the decision-making process at all levels and illustrates how effectively Compton College is accomplishing its mission. The mission-informed *Compton College 2024* Comprehensive Master Plan and institution-set goals align the College's priorities to meet the educational needs of the students these needs have been carefully and continuously assessed. The Office of Institutional Effectiveness continuously publishes and refreshes public data to promote faculty, staff, and administrator reflection and improvement efforts within the collaborative governance, strategic planning, program review, and annual planning processes.

3. The institution's programs and services are aligned with its mission. The mission guides

institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

Compton College's educational programs and services are aligned with the mission through curriculum review, program review, and strategic planning processes. The College ensures the mission guides institutional decision-making, planning, and resource allocation through the annual planning, strategic planning, and collaborative governance processes.

Program and Service Alignment with Mission

The College's *Course Catalog* (IA1-07) and Curriculum Handbook (IA3-01, pp. 19-20) detail the alignment with Compton College's mission in the curriculum review process, which is demonstrated through review by the faculty body in the Curriculum Committee (IA3-02). Standard IIA describes the curriculum process in further detail.

Compton College also set its strategic initiatives that are grounded in the mission through a strategic planning process resulting in the *Compton College 2024* Comprehensive Master Plan (IA1-11). This overarching planning process guides all other major plans across the campus, such as the Technology, Human Resources Staffing, 2022-2025 Equity, and the Enrollment Management plans (IA3-03, IA3-04, IA1-04, IA3-05).

Compton College has established a mission-driven program review process on a four-year cycle for all student service and academic programs. The academic and student services program review templates require all programs and services to clearly describe their alignment with the College mission, and their contribution to student learning and achievement (IA3-06). The program review also reflects on student learning outcomes, the internal metrics designed to determine how we are achieving student learning (IA3-07, IA3-08). In addition, the program review process identifies the required resources needed to meet goals over the next four-year period.

Mission Guides Institutional Decision-making, Planning, and Resource Allocation

The College uses the comprehensive program review as the foundation for its annual planning process of outlining annual goals and recommendations for each program, unit, area, and the College as a whole (IA1-12). At the program and unit level, the annual plan includes a logic model that links all annual recommendations to outcomes of interest, which may link back to student learning outcomes, service area outcomes, or the Institutional-Set Goals of the organization, which are the internal metrics to measure student learning and achievement (I3A-09). Further, annual plan submissions and requests for funding are also linked to the SIs and Completion by Design that align with the mission and student-centered frame of the College. The annual plan is rolled up across the campus based on the rationale and outcome of the recommendation and prioritized for funding and implementation.

Planning and Budget Committee

The Planning and Budget Committee (PBC) serves as the steering committee for campuswide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities outlined in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the College's mission statement and strategic initiatives. The PBC makes recommendations concerning all global College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

The College also establishes annual goals to focus and prioritize efforts on work that will accomplish the longer-term strategic plan goals and shares these campuswide at events such as "Tartar Talks" (IA3-10, IA3-11). These goals are then operationalized through the Institutional Standing Committee structure. For example, the Consultative Council established eight goals in 2022-2023 and reviews these goals regularly to ensure that the body is addressing critical areas of focus, aligned with the College mission (IA3-12). The *Compton College Collaborative Governance Handbook* document clearly outlines the collaborative governance structure of the College and the institutional decision-making and resource allocation processes (IA3-13). Finally, the Planning and Budget Committee (PBC) plays a central role in this decision-making process with a view of the integrated planning and budgeting processes of the College. The PBC reviews and provides feedback about the annual planning process and the College budget (IA3-14).

The Institutional-Set Goals established through the strategic planning process and grounded in the mission are evaluated annually by the campus (IA2-19). These high-level student achievement metrics are considered in annual goal setting (IA3-15) and in setting priorities of Institutional Standing Committees, such as the Guided Pathways Committee that focuses on three of the metrics as its "North Stars," guiding its decision-making and priorities (IA2-20). Further, the campus is involved in setting aspirational goals, at events like the campuswide 2018 Mandatory Professional Development Day, for these metrics in defining what is possible based on their lens on the mission and campus operations (IA2-21).

Analysis and Evaluation:
The College educational programs and services are mission driven, which is established in the strategic planning, program review, and curriculum processes. The annual planning process builds upon program review and links resource requests to the mission and intentionally links recommendations to outcomes related to student learning or achievement, the strategic initiatives, and student-centered completion by design phases. Finally, annual goal setting focused on student learning and achievement for the College is completed through the collaborative governance process and is focused on student outcomes to complete a program of study, transition to a university, and secure living-wage employment.

4. **The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

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Evidence of Meeting Standard:
The Compton College mission is widely published on several campuswide documents including Board Policy 1200, the *Course Catalog*, schedule of classes, all committee meeting agendas and minutes, and the *Compton College 2024* Comprehensive Master Plan (IA1-01, IA1-07, IA4-01, IA4-02, IA4-03, IA1-11). The mission statement is also available to all constituent groups and the public on the College website (IA4-04).

This mission statement has been reviewed and updated by the campus community at large, and then by the Consultative Council and Academic Senate governing bodies, culminating in a review and approval by the Board of Trustees in 2019 (IA4-05, IA4-06, IA4-07). College stakeholders' most recent update to the mission statement focused on accurately reflecting Compton College's continuing commitment to serving a diverse student body and aligning with the state's Vision for Success (IA4-05). As with every board policy, the mission is reviewed every five years (IA4-07, IA4-08).

Analysis and Evaluation:
The College articulates its mission in a widely published statement that is regularly reviewed, updated, and approved by the governing board. The regular review of the mission is aligned with regular board policy review cycles. These reviews consider necessary updates to reflect the focus of the College context and purpose of the institution.

Conclusions on Standard I.A: Mission
Compton College is a mission-driven institution focused on its diverse student body, multiple types of programs of study, and its commitment to student learning and student achievement. The mission is central to the planning for all activities through strategic planning, program review, annual planning, and collaborative governance processes. This planning is directly linked to resource allocation and prioritized goal setting of the institution. Compton College uses data to measure how effectively it is in reaching its goals, and thereby its mission, through these processes and at every level of the institution. Finally, the mission is reviewed regularly and updated as necessary by College stakeholders.

Improvement Plan(s)
I.A.2: The College acknowledges that improved systematic assessment of outcomes has been delayed with the transition to the eLumen platform, transitions of faculty leadership, and in becoming an independent college. More focus on these processes is necessary, and the Quality Focused Essay outlines a robust Action Plan to strengthen outcomes assessment across the campus.

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
I.A.2	Outcome assessment for student learning and service areas	See Quality Focused Essay	Spring 2023	SLO Coordinator, Facilitators, Discipline Faculty, Assessment Committee, Deans/Directors, Director of Institutional Effectiveness

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Evidence List

IA1-01	Board Policy 1200: Mission, Vision, and Strategic Initiatives
IA1-02	Fact Book Student Demographics
IA1-03	HSI Eligibility Letter
IA1-04	2022-2025 Equity Plan
IA1-05	Student Support Services Webpage
IA1-06	Dual Enrollment Webpage
IA1-07	Compton College Course Catalog 2022-2023
IA1-08	Adult Education Strategic Enrollment Management (SEM) Plan
IA1-09	Career Education Webpage
IA1-10	Program Map: Communication Studies
IA1-11	Employment Data Vetting, Spring 2023
IA1-12	*Compton College 2024* Comprehensive Master Plan
IA1-13	Compton College Annual Plan Instructions
IA1-14	Compton College Curriculum Handbook
IA1-15	Student Learning Outcome Update, December 2022
IA2-01	Compton College IEPI Planning Status Report, June 2020
IA2-02	Office of Institutional Effectiveness Annual Goals
IA2-03	Compton College Achieving the Dream Annual Reflection, 2022
IA2-04	Institutional Effectiveness Achievement Dashboards Webpage
IA2-05	2022 Fact Book
IA2-06	Institutional Effectiveness Survey Webpage
IA2-07	Withdrawal Survey Findings Report: English
IA2-08	Student Services Dashboard
IA2-09	Institutional Effectiveness Research Request
IA2-10	Institutional Standing Committees
IA2-11	Student Success Committee 2022-2025 Equity Plan PowerPoint Presentation
IA2-12	Dual Enrollment Dashboard
IA2-13	Counselor to Counselor Collaborative Meeting, March 8, 2023
IA2-14	Compton College AB705 Data Addendum (Throughput Report)
IA2-15	CCCCO Memo, *Equitable Placement and Completion (AB 705) Improvement Plans*
IA2-16	Email about AB 1705
IA2-17	Board Policy 3250: Institutional Planning
IA2-18	Planning Summit Report, April 27, 2021
IA2-19	Institutional Set Goals
IA2-20	Board of Trustees Agenda, November 21, 2022, Item 16.03
IA2-21	Action Plan Update, December 2022
IA2-22	Academic Program Review: Political Science
IA2-23	Student Services Program Review: Special Resource Center
IA2-24	Administrative Services Program Review: Institutional Effectiveness
IA2-25	Program Review Handbook
IA2-26	Advisory Input, Pgs. 8-13: Automotive Collision Repair & Painting
IA2-27	Annual Plan: Astronomy/Physics

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IA2-28 Student Learning Outcome Assessment Report: Nuventive
IA2-29 Service Area Outcome Assessment Report: Campus Email
IA2-30 Service Area Outcome Assessment Report: CalWORKs

IA3-01 Compton College Curriculum Handbook: Pgs. 19-20
IA3-02 Curriculum Committee Agenda, February 22, 2022
IA3-03 Compton College 2024 Technology Plan
IA3-04 Compton College 2024 Human Resources Staffing Plan
IA3-05 Enrollment Management Plan
IA3-06 Program Review Handbook: Appendices C and D
IA3-07 Program Review: Physics
IA3-08 Program Review Rubric: Example
IA3-09 Logic Model: Equal Employment Officer (EEO)
IA3-10 Compton College Annual Goals, 2022-2023
IA3-11 Tartar Talk Presentation, April 19, 2022
IA3-12 Consultative Council Minutes, October 18, 2021
IA3-13 Collaborative Governance Handbook
IA3-14 Planning and Budget Committee Minutes, January 24, 2023
IA3-15 Consultative Council Minutes, November 28, 2022

IA4-01 Committee Agenda Template
IA4-02 Consultative Council Agenda, September 19, 2022
IA4-03 Compton College Schedule of Classes, Spring 2023
IA4-04 Mission Webpage
IA4-05 Tartar Talks, February 26, 2019
IA4-06 Consultative Council Minutes, April 1, 2019
IA4-07 Board of Trustees Minutes, May 20, 2019
IA4-08 Academic Regulation 2410 - Board Policies and Administrative Procedures

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B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Compton College engages in ongoing substantive and collegial dialogue about student outcomes, equity, improvement of student learning and achievement, and academic quality, as evidenced by Board Policy 2510: *Participation in Local Decision Making* (IB1-01) and its collaborative governance processes (IB1-02). Examples of this dialogue are present in collegial consultation of constituent groups represented on institutional standing committees (IB1-03), the implementation of Guided Pathways including Success Teams (IB1-04), and regular campuswide summits on equity, planning, or professional development (IB1-05; IB1-06; IB1-07). The collaborative governance meeting structure involves reflection and dialogue from faculty, staff, administrators, and students.

Committee Examples	Evidence of Sustained, Substantive, and Collegial Dialogue
Institutional Effectiveness (IE) Committee	The IE committee, made up of faculty, staff, administrators, and students, conducts regular reviews of all program reviews from across the campus. Monthly meetings during every primary term result in discussions about programs of study and administrative department functions, highlighting exemplary programs, progress on ***student outcomes*** and goals, ***academic quality***, ***institutional effectiveness***, and areas for ***continuous improvement*** (IB1-08). While some program reviews are completed by one person because this is a small college, many program reviews are based upon robust dialogue among program or unit faculty and staff within a department (IB1-09).
Student Success Committee	The Student Success committee, made up of faculty, staff, administrators, and students, considers student outcomes and interventions to improve ***student outcomes*** and ***student equity***, such as winter refresher workshops to help students complete math and English gatekeeper courses (IB1-10).
Guided Pathways Committee and Success Teams	The Guided Pathway Success Teams meet monthly during the primary terms. These teams are made up of administrators, faculty, and staff across functions of the College to discuss and consider specific needs of the students within a pathway and inform case management efforts. Topics focus on student connection, ***student outcomes***, ***institutional effectiveness***, and ***equity*** within the Guided Pathway Divisions (IB1-11). The College has also held annual summits open to all faculty, staff, administrators, and students organized by the Guided

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	Pathways Committees to consider cross-division issues related to Guided Pathways implementation, using design thinking and data use for improvement (IB1-12; IB1-13)

In addition to dialogue in the Institutional Standing Committees, the campus has been engaged in dialogue about the improvement of student outcomes, academic quality, institutional effectiveness, and continuous improvement for enhanced student learning through its partnership with Achieving the Dream. Faculty leadership considered a presentation from the Achieving the Dream coaches and the Director of Institutional Effectiveness to improve student achievement (IB1-14). Then, the College administered an Institutional Capacity Assessment Tool (ICAT) in spring 2021 and held a campuswide Capacity Café to discuss the survey findings and next steps for improvement (IB1-15, IB1-16, IB1-17, IB1-18). Based upon collegial dialogue about the ICAT findings, participants recommended that the College focus efforts on improving teaching and learning and data use. Through the third year of the Achieving the Dream partnership, the College continues to focus resources on Teaching and Learning Faculty Professional Development projects (IB1-19), including an ongoing Community of Practice by English faculty to dialogue and problem-solve about supporting more students through the transfer-level English 101 class that serves as a gatekeeper for many students (IB1-20). The Achieving the Dream initiative also includes building expertise to evaluate these efforts to assess impact on teaching and learning in the classroom (IB1-19, IB1-21), and will be launching data coaching in spring 2023 (IB1-22).

The student learning outcomes assessment process as described in the *Student Learning Outcomes (SLO) Handbook* (IB1-23) and Service Area Outcomes (SAO) Assessment webpage is another primary example of how Compton College engages in sustained, substantive, and collegial dialogue about student outcomes, academic quality, and continuous improvement of student learning and achievement (IB1-24, IB1-25). Course-level SLOs are developed, reviewed, and revised on a regular basis through conversations by faculty and are then reviewed by the Curriculum Committee through the curriculum approval process as described in the *Curriculum Handbook* (IB1-26). Faculty also engage in discussion of their program-level student learning outcomes (PLOs) for degrees and certificates and as part of the program review process (IB1-27). New and revised PLOs are also discussed by the Curriculum Committee during the curriculum approval process (IB1-26). Non-academic areas also assess SAOs annually and reflect on the findings through program review. More detail about assessment is provided in Standard I.B.2.

Analysis and Evaluation

Through its collaborative governance and assessment structures, Compton College demonstrates sustained, substantive, and collegial dialogue related to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. College personnel continue to engage in deep dialogue about the opportunity gaps and the role of academic quality and student achievement in reducing or eliminating those gaps.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

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Evidence of Meeting the Standard

Compton College utilizes SLOs for course-level outcomes assessment, PLOs for program-level outcomes assessment, SAOs for service area outcomes for student and learning support services, and institutional learning outcomes (ILOs) for institutional-level outcomes assessment. The College has set processes to define and assess these outcomes and has identified these processes for improvement in the Quality Focused Essay.

Compton College defines learning outcomes for all academic courses and programs through its curriculum development process (IB1-26). Learning outcomes are established for each course and program (degrees and certificates) and documented on the course outline of record (COR) and program proposals housed in CurriQunet (IB2-01, IB2-02, IB2-03). Distance education classes follow the same COR as in-person classes and use the same SLOs. In addition, SLOs, PLOs, and ILOs are also recorded in the new eLumen system where data collection is conducted every primary term (IB2-04), which is described below. The Assessment Committee reviewed the SLO to PLO and SLO to ILO alignment through the new transition to the eLumen data collection system, suggesting that the current alignments need to be reviewed and updated by all faculty across the campus. This alignment will be emphasized with the Curriculum Committee and the Institutional Effectiveness Committee in spring 2023 to encourage campuswide reflection and updates through the program review and curriculum processes (IB2-05).

Compton College adopted its four ILOs through its historical partnership with the El Camino Community College District. In spring 2023, the first ILO assessments were present during the Assessment Summit (IB2-06).

Non-instructional facing departments developed SAOs to assess service impact on student and learning support services, such as Student Services or Success Teams. The SAOs are developed through a collaborative dialogue among department employees described on the annual SAO assessment form (IB2-07).

Data for outcomes assessment is collected in various ways. SLO data, which feeds PLO and ILO data, is collected for all students for every SLO through the eLumen platform that the College adopted in spring 2021 to allow the College to disaggregate SLOs by race/ethnicity, gender, and more (IB2-08). Faculty members are expected to collect outcomes data for both in-person and distance education courses (IB2-09). The Assessment Committee, a subcommittee of the Institutional Effectiveness Committee, is reviewing the assessment cycle and facilitating the transition to eLumen data collection. Unfortunately, the College has experienced some delays in the reporting function of eLumen (IB2-10) but assessment reporting commenced in spring 2023. SAO data collection is completed annually by managers responsible for the function of the student and learning support services and supported by technical assistance from the Office of Institutional Effectiveness (IB2-11, IB2-12).

In addition to data collection, the College focused on updating SLO to PLO and SLO to ILO alignment in fall 2020 with limited success (IB1-24, IB2-13). Alignment review and updates will again be a focus in 2023 and in the Quality Focused Essay.

Once outcomes are developed, faculty, staff, and administrators assess them on a regular basis.

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SLOs and PLOs are assessed on a set schedule that has been delayed with the implementation of eLumen. A new assessment schedule has been implemented in spring 2023 and new assessment timelines are also being vetted with faculty throughout 2023 (IB2-14, IB2-15). ILO assessment was also delayed with the transition, and the first results for ILOs 1-3 were presented to the campus at the Assessment Summit in spring 2023. The fourth ILO will be assessed in fall 2023, and then one ILO will be assessed each year commencing in the 2024-25 academic year (IB2-16). In 2024, the campus will also be asked to review the ILO statements to address any needed updates. Meanwhile, all SAOs are assessed on an annual basis.

The College piloted PLO data collection in spring 2020 by pulling the list of courses that were aligned to the pilot PLOs through the Core Planning Committee (IB2-17). However, the COVID-19 pandemic shifted priorities away from this pilot, and the PLO assessment reports were never completed. The first PLO assessment will be conducted in fall 2023 using eLumen.

Outcome assessment report templates encourage collaborative dialogue to interpret the findings and develop an Action Plan based on the outcomes data (IB2-18, IB2-19). The assessment reports require all programs and services to provide evaluation and recommendations for improvements that are then used during program review and the annual planning resource allocation process (IB2-20). In spring 2023, the outcomes assessment report templates were built into the eLumen platform for faculty to begin using (IB2-21, IB2-22).

The program review process is a comprehensive self-study that occurs every four years for full program review with a two-year update for career and technical education disciplines. Through this process, courses and programs are evaluated and assessed on a regular cycle (IB1-28). Program review includes a comprehensive reflection on assessment of all outcomes for SLOs and PLOs for academic programs and SAOs for student and learning support services programs (IB2-23, IB2-24). The program review process is described in detail in Standard I.B.5.

Analysis and Evaluation
Compton College's programs of study as well as student and learning support services define and assess student learning outcomes using the eLumen system and culminate in program review reflection and analysis every four years. The College has established course, program, and institutional learning outcomes that are assessed regularly to identify areas for improvement across the campus. Further, the curriculum review process includes an opportunity for programs to reflect on and update learning outcomes.

Program Improvement Plan
The College acknowledges that improved systematic assessment of outcomes has been delayed with the transition to the eLumen platform, transitions of faculty leadership, and in becoming an independent college. More focus on these processes is necessary, and the Quality Focused Essay outlines a robust Action Plan to strengthen outcomes assessment across the campus.

3. **The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Evidence of Meeting the Standard

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Compton College has established Institution-Set Standards to serve as a threshold of student achievement measuring how the College is meeting its mission. The four current standards are directly aligned with the mission, as described below.

Mission Statement	Institutional-Set Standards
…inclusive community where diverse students are supported to pursue and attain student success	-Course success rate: 62.6%
… provides clear pathways for completion of programs of study, transition to a university…	-Count of degrees awarded: 264 -Count of certificates: 20 -Count of students who transfer: 329

Compton College established Institutional-Set Goals (i.e., aspirational goals) and standards (i.e., floor of performance that the College does not want to dip below) for student achievement, appropriate to its mission through its strategic planning process in 2017 (IB-01). The Office of Institutional Effectiveness (IE) regularly assesses and tracks data through its annual evaluation report, presenting the findings at campuswide events (IB3-02, IB3-03).

Groups across the campus use the Institutional-Set Goals to guide their work, assess their progress, and make recommendations for improvement (IB3-04, IB3-05). The campus also assesses its progress overall related to the standards. For example, in 2018 the Institution-Set Goals and Standards were reviewed campuswide at the Planning Summit to align the metrics with the state's Vision for Success goals, and thereby, emphasizing completion metrics and efforts of the campus and setting goals and standards to achieve the mission (IB3-03). Recently, the Core Planning Team, a subcommittee of the Planning and Budget Committee, reviewed the Institution-Set Standard for transfer that the College had not been achieving and surmised that it was not a change in student achievement, but rather a change in the data methodology (IB3-06). Finally, the Institution-Set Standards are assessed and reported every year to the ACCJC through the annual outcomes report (IB3-07). The Accreditation Steering Committee reviewed and discussed the Institution-Set Standards and considerations for how the College can improve, especially related to certificate completion and transfer (IB3-08).

The president/chief executive officer (CEO) effectively communicates the Institution-Set Standards during regularly held Tartar Talks, and professional development presentations (IB3-09, IB3-10). The Office of Institutional Effectiveness also publishes the Institution-Set Standard on its webpage and the Board of Trustees publicly discusses and approves the Standards each year (IB3-11, IB3-12). Finally, the College publicly posts the annual outcomes report to the ACCJC on the accreditation webpage (IB3-13).

Analysis and Evaluation

The College established Institution-Set Standard and Goals that are appropriate to its mission through its strategic planning process. The College assesses these standards annually and engages in broad, cross-campus conversations about progress. The conversations include reflections on what the data reveals, as well as ideas to improve practice and ultimately student outcomes. These standards are publicly published in multiple locations to support transparent understanding and wide dissemination of the results.

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4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Compton College strategically and intentionally uses assessment data and organizes its institutional processes to support student learning and student achievement through its adoption of Guided Pathways, use of the Completion by Design framework, the regular evaluation of its Institutional Set Goals and equity metrics, regular outcomes assessment in program review and scheduled reviews, and program evaluation processes.

Based upon national research from the Community College Research Center about Guided Pathways and its own local completion data, Compton College has undertaken major reorganization of its structure and processes over the last four years to improve student completion (IB4-01). Guided Pathways simplifies the path to graduation and transfer in response to data that shows it takes students too long to graduate, many drop or stop out, and most complete with too many units, which are all data points captured in the College's Institutional-Set Goals grounding the Guided Pathways work on the campus (IB3-02). Structural change to date includes establishing Success Teams focused on case management that is integrated into the planning processes of the College, reorganizing the division structure of the College into five Guided Pathway Divisions (GPDs), creating program maps for the College's academic programs, and implementing two design teams to further explore the student experience (IB4-02, IB4-03, IB4-04, IB4-05, IB4-06). More detail about the implementation of Guided Pathways may be found in Standard II.C.5.

In coordination with the Guided Pathways implementation, the College has adopted the Completion by Design framework, described in Standard I.A.1, to help different areas previously siloed organize around the student experience (IB4-07). This framework provides a common language to create shared sensemaking about priorities, as well as what the data says works for student achievement. The president/CEO shares messages using the student-centric framework, and faculty, staff, and administrators universally reference it in their planning and evaluation of initiatives (IB4-08, IB4-09, IB4-10). Student achievement data organized by the Completion by Design phases of connection, entry, program, completion, and transition has helped the College identify roadblocks to student achievement and make changes to improve outcomes.

As described in detail in Standard I.A.2, the Institutional-Set Goals are high-level student achievement metrics evaluated each year by the campus (IB3-02). These aspirational goals are considered by the Board of Trustees (IB4-11) referenced in annual goal setting and by Institutional Standing Committees, such as the Guided Pathways and Consultative Council committees, to set priorities to support student learning and achievement (IB4-12). Further, the state equity metrics have continuously highlighted populations with continuous opportunity gaps in achievement. Reflection on this data, inspired investment in new positions and programming, such as the Director of Black and Males of Color Success (IB4-13).

Compton College departments conduct regular learning outcome and SAO assessments. The College has adopted the eLumen system to better disaggregate learning outcome data by ethnicity, gender, age, and mode of instruction, to help create a more nuanced understanding of the

successes and challenges related to student learning and achievement. SLO, PLO, ILO, and SAO assessments are conducted regularly (IB4-14, IB4-15, IB4-16), as well as through the program review process, described in detail in IB5. Through the four-year program review process, faculty, departments, and programs make curricular and programmatic changes that appropriately address areas of improvement based on assessment data evidence (IB4-17). For example, political science faculty integrated more analytical exercises in their coursework to support higher-level critical thinking skill development (IB4-18). Further, with the disaggregated data, faculty are opening dialogue about how the SLO data may be used to assess and address equity issues in the classroom (IB4-19).

Compton College has engaged in program evaluation for its major initiatives to understand how well the College is ensuring student learning and achievement. Faculty and staff are encouraged to develop evaluation plans of teaching and learning projects designed to improve student learning in the classroom, and summer programs are required to provide evaluation evidence on the outcomes of the work (IB4-20, IB4-21). The evaluation findings inform decision-making about future investments and priorities.

The College uses assessment data through the planning process. Departments link their recommendations to the outcomes they are trying to achieve through the logic model exercise and then articulate it through the rationale section of their recommendation, which is used to support prioritization decisions to support student learning and student achievement (IB4-22, IB4-23). The strategic planning cycle also tracks implementation progress through the quarterly Action Plan update on all action items identified in the major plans, which keeps a focus on goals and strategies designed to support student learning and student achievement (IB4-24).

Analysis and Evaluation
Through the utilization of several assessment methods at course, program, department, and college levels, Compton College uses assessment data to implement institutional processes that support student learning and student achievement. Several programs have been institutionalized in recent years—including Completion by Design and Guided Pathways—that frame the organization around student achievement. Student success metrics are continually tracked, disaggregated by demographics, and widely disseminated in the aim of continually improving all programs by closing equity gaps. The annual planning process links and prioritizes recommendations based on outcomes, and the Action Plan Report tracks implementation of efforts to improve student outcomes and achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
Compton College assesses accomplishment of its mission of programs and services through a rigorous four-year program review process that includes extensive data reviews such as SLO assessment, student need, and student achievement data. In addition to program review, the

College evaluates its goals and objectives through the Institutional Standing Committee evaluation process and the Action Plan that tracks progress on strategic goals and objectives.

Program Review

Compton College established a four-year program review cycle for its academic, student services, and administrative services programs (IB5-01, IB5-02, IB5-03, IB5-04). The process is described in detail on the "What is Program Review?" webpage and in the *Program Review Handbook* that provides guidance on completing the review (IB5-05, IB5-06). At the beginning of each review, authors provide a qualitative description of how the program meets the mission and is aligned with the strategic initiatives. For example, the chart below provides some examples of this alignment:

Mission Excerpts	Alignment with Mission
… diverse students are supported to pursue and attain student success…	The Admissions & Records Office articulated how they support every student on their way into the College (admission and enrollment), during their enrollment at the College (grades and verifications) and after they leave the College (graduation and transcripts) ensuring the student's success by providing them with the framework and tools needed to accomplish their scholastic goals (IB5-07).
… provides solutions to challenges….	The primary roles of Institutional Effectiveness (IE) are to increase access to relevant data for decision-making, increase capacity for data use, and support planning across the campus. As Leimer (2012) argues, IE functions provide leadership in "making sense of, strategically applying, and communicating data and findings to diverse audiences in ways that prompt organizational learning and stimulate people's desire to know more and then act on the information," as well as integrating data use processes into assessment and planning (IA2-24).
…provides clear pathways for completion of programs of study…	The Life Science discipline reported, "Our degree program meets the needs of our students in terms of our course offerings, many of whom want to pursue careers in allied health and/or transfer to a four-year college or university. This department has developed guided pathways for our degrees so that students will have a clear path to completion." (IB5-08)

Then, program review authors consider many different types of quantitative data, such as learning outcomes, achievement, student need (often based on surveys), and service area outcomes that inform what the program needs to improve over the next four-year period. For example, upon reflection of the enrollment by gender within the cosmetology program, authors recommended implementing a crossover barber program to appeal to more male students (IB5-09). Career and technical education programs also include a midcycle supplemental program review update that considers additional data, as well as newly developing qualitative advisory input that informs program need (IB5-10, IB5-11).

The Office of Institutional Effectiveness provides dashboards to support program review analysis that summarizes and disaggregates data relevant to the program review question (IB5-12). For example, the Academic Program Review 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 (asynchronous, synchronous, in-person, or hybrid)
- Grade distribution
- Fill rates

A dashboard also provides easy access to degree and completion data by program that can be disaggregated by award type, and student demographics such as ethnicity, gender, and age (IB5-13). Program review authors can reference many other dashboards, publicly available on the website, or can complete a research request to get specific data to support the inquiry.

In addition to the plethora of quantitative data points in the review, authors also assess and describe other questions better answered with qualitative data, such as the staffing, technology, and physical plant needs of the programs. Student surveys provide both satisfaction and student need information related to the program (IB5-14). Finally, SLO and SAO data provide information about these critical outcomes. Compton College adopted eLumen in spring 2021 to allow for disaggregation of learning outcome data. The campus adjusted its data collection processes and assessed the first course and institution outcomes in spring 2023, which will be available for program reviews due in September 2023 (IB5-15, IB5-16). The College will be assessing the first program outcomes in fall 2023.

The Institutional Effectiveness Committee (IEC) provides oversight to the program review process, conducting reviews of the program review reports, rating if they are exemplary, proficient, or needs improvement, and providing feedback to authors for necessary or desired improvements to the reviews (IB5-17). In 2019, the IEC was discussing some shortcomings in the academic program review drafts and suggested that authors were not requesting student surveys in a timely manner or not including them in the draft at all. As a result, the College now administers the program review survey template automatically each fall in subjects that are due the following fall. Currently, the Office of Institutional Effectiveness is auto-generating these surveys that ask about student preparation, basic needs, technology needs, desired hours of operation, and academic support (IB5-18).

Action Plan Tracking
As described in Standard I.A.2., the Office of Institutional Effectiveness has established a quarterly Action Plan that pulls all major action items from the College's strategic plans. This Action Plan is a formative and summative point-in-time assessment about how the College is making progress toward its major goals and mission. The Action Plan allows approximately 40 administrators and faculty leaders from across the campus to qualitatively describe progress and challenges to implementation. It also provides a description about what the leaders have learned through the process to improve student achievement and outcomes (IB5-19).

Analysis and Evaluation
Compton College continuously assesses its programs and services through its program review

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process that outlines questions for academic, student services, and administrative programs about how they are aligned with the College mission and then providing evidence to support claims of success and need. The program review process is data rich with multiple data sources and disaggregated data for outcomes that are largely available publicly through dashboards or the student survey. The Office of Institutional Effectiveness also provides additional resources to program review authors upon request. The College assesses progress related to its goals and objectives through its Action Plan tracking processes.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Compton College is committed to identifying and removing equity gaps in achievement and outcomes to meet its mission and fulfill its pledged focus on diversity, equity, inclusion, and accessibility (DEIA) (IB6-01, IB6-02). Disaggregating data is central to identifying disproportionate impact and evaluating strategies to reduce differences. The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students through the Equity Plan and outcome assessment processes.

Equity Plan

Compton College has completed several equity plans (IB6-03, IB6-04, IB6-05) and campuswide summits (IB6-06, IB6-07) over the last decade to disaggregate student achievement data and consider how the College can best close opportunity gaps among different student groups. The Equity Plan analyzes enrollment, achievement, and completion data for subpopulations of students. For the last two Equity Plan cycles, the California Community Colleges Chancellor's Office provided long-term disproportionate impact assessment data by race/ethnicity, gender, age, veteran status, disability status, LGBTQIA+, and foster youth status (IB6-08). Through the Plan development, College stakeholders identified target groups and recommended fund allocation to groups where performance gaps were observed. The Action Plan process then tracks the implementation of the strategies and defines a lead who assesses the human, fiscal, and other resources necessary to realize the action (IB6-09).

Compton College serves almost all students of color with the largest groups comprised of Hispanic or Latino/a/x and Black or African American students, differentiating its equity imperatives from a college that serves a White or Asian majority. Persistent equity gaps among men of color in general and all Black or African American students highlighted in the Equity Plan and advocated for by a Men of Color Task Force resulted in the College allocating resources for a new Director of Black and Males of Color Success (BMCS) and programming for these populations (IB6-10, IB6-11, IB6-12).

The College continuously evaluates the strategies put in place to address performance gaps, evidenced in the plans themselves, as well as regular data use across the campus (IB6-05). For example, the College measures achievement overall and disaggregated by gender, ethnicity, and age, on an annual basis when the College evaluates its Institutional-Set Goals, so subpopulations

needing more help can be easily identified and resources can be allocated accordingly (IB6-13). These goals are analyzed annually and reviewed by campus leaders and the Board of Trustees (IB4-11, IB4-12). Equity Plan outcomes are also assessed as the plan comes to a close. For example, the most recent *2022-2025 Equity Plan* included an assessment of the *2019-2022 Equity Plan* outcomes (IA1-04, IA2-11).

Outcome, Need, and Achievement Assessment
Compton College has implemented the eLumen platform to collect SLO data that can be disaggregated by ethnicity, gender, age, and mode of instruction. Data collection was changed in spring 2021, and the first course-level data reports were available for faculty to complete their first assessment reports in spring 2023 (IB6-14). Further, the first ILO assessment was published in spring 2023 and reviewed during the Assessment Summit on March 31, 2023 (IB5-16, IB6-15). PLO assessments will be rolled out in fall 2023. Once gaps among student groups were identified through the disaggregated outcome data, faculty identified classroom strategies to reduce the gaps and recommend fiscal, human, or other resources through program review and the annual planning processes (IB1-28, IB4-02). This process parallels faculty or staff recommendations for resources based on enrollment or success and retention data stratified by demographics. For example, in the last child development program review, the faculty focused on the disproportionately low enrollment of male students, suggesting faculty should attend professional development focused on males of color success to support male students in the program (IB6-16).

In spring 2022 and again in spring 2023, faculty leadership hosted training about how to introduce diversity, equity, and inclusion lenses when defining, assessing, and making plans to address disproportionate outcomes related to student learning (IB6-17). This professional development increased faculty capacity to reflect on findings newly available through the eLumen system and build individualized plans to improve outcomes for all students in their classrooms.

In addition to outcomes assessment, the Office of Institutional Effectiveness continuously studies student need and achievement, and in relation to services provided to students. For example, Compton College has been increasing resources to support student basic needs in response to findings of housing and food insecurity and high technology need among students, especially the Black or African American population (IB6-18). The Office of Institutional Effectiveness assessed the impact of the basic need supports and disaggregated access by gender and ethnicity (IB6-19).

As noted in Standards I.A.1 and I.A.3, outcome and achievement data are integrated into the annual planning process that links data to resource requests for staffing, monies for activities or supplies, or other costs.

Analysis and Evaluation
The College identifies groups that are experiencing a disproportionate impact on achievement and outcome metrics through the equity planning process. The College reflects on disaggregated data to identify target groups for intervention and prioritizes use of fiscal, human, and other resources to reduce gaps in performance. The College continuously disaggregates data in multiple arenas to evaluate equity efforts across the campus, including the high-level Institutional-Set Goals, which are disaggregated and reviewed broadly across the campus to set priorities. Recently, the College

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transitioned outcomes assessment to the eLumen system to ensure that disaggregated data is available for course, program, and institutional learning outcome assessment. Faculty professional development to interpret and use data with a DEIA lens continues to be a College priority. Disaggregated results have resulted in funding decisions, such as creating the Black and Males of Color program and investing in basic need resources for students.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Compton College establishes and reviews policies and procedures through a five-year cycle defined in Administrative Regulation 2410: *Board Policies and Administrative Procedures.* The College operates within instructional programs, student and learning support services, resource management, and governance processes, which are evaluated through the comprehensive program review, annual planning, and governance evaluation processes.

Establishing and Reviewing Policies and Administrative Procedures

Compton College regularly evaluates its policies and practices across the institution in a five-year cycle as defined by Administrative Regulation 2410 (IB7-01). College constituencies regularly engage in this review with recommendations from their respective roles on campus by referencing attorney-vetted policies and procedure language provided by the Community College League of California (CCLC). This language is aligned with state and federal rules and regulatory requirements. The stakeholders then review the policy and procedure language to ensure it reflects local needs and operations.

The Consultative Council reviews the policies and regulations review schedule (IB7-02). Then, the relevant dean or director with the most direct working experience in the function of the policy or regulation authors a new policy or proposes modifications to the existing policy. The Deans and Directors Council meet semimonthly to review the proposed policies and regulations (IB7-03, IB7-04). Policies and regulations that directly relate to academic and professional matters are reviewed by the vice president of the Academic Senate, who then presents its recommendations to the Academic Senate for approval. The proposed changes from the Academic Senate are reviewed by the Deans and Directors Council where operational clarifications and questions are addressed (IB7-05). If any changes are proposed, the draft is sent back to the Academic Senate for consideration. The Academic Senate then presents recommendations to the president/CEO who will accept or revise the final draft that is recommended to the Board of Trustees (IB7-06). The vice presidents shepherd other policies and procedures through the operational review by the Deans and Directors Council and then submit them to the Consultative Council, which makes recommendations to the president/CEO, and subsequently to the Board of Trustees for approval.

Evaluation of Policies and Practices

Once policies and regulations are defined, the College evaluates operations through three processes: the four-year program review cycle, the annual plan evaluation, and governance surveys.

As described in detail in Standard I.B.5, program review is a comprehensive and data-rich assessment of programs and services across the campus. Academic programs are evaluated at a discipline level basis based on enrollment, success and retention, and learning outcome data for all courses and modalities. Programs use this data to ensure academic quality and to maintain effective instructional practices (IB7-07). Student and learning support service and administrative offices also complete program reviews on a four-year cycle. They evaluate the effectiveness of their programs/departments by creating and measuring SAOs at regular intervals. In addition, they collect data on the students they serve, and the impact their programs have on student success (IB7-08). These program reviews ensure the College is effectively meeting its mission.

Resource management is a focus during the planning and budgeting process, whereby programs meet throughout the year before completing annual plans (IB7-09). These plans contain resource requests, grounded in SLO and SAO assessment data. These plans are reviewed on an annual basis, where they are prioritized and included in the planning and budgeting process (IB7-10). The College also evaluates the annual plan recommendations from the current year midway through the cycle to ensure effective resource management (IB7-11). Findings from this midyear survey inform College leadership about where there may be some cost savings to return to the general fund and other categorical funding sources for the next year. It also captures information about challenges that the departments are experiencing in implementing their plans, so support can be put into place to ensure effectiveness before the year ends. At the end of the planning cycle, an annual report provides a summary of all planning activities, describes how challenges and issues from the previous year were addressed, and details contemporary issues that arose and how the College will work to address them in the future (IB7-10). For example, the College recognized that a few recommendations did not end up in the department budgets for the last cycle. This issue was highlighted with a note that all budget managers are responsible to review the approved recommendations and to work with the business office to ensure their funding is allocated (IB7-10).

Collaborative governance processes are evaluated by all constituencies. There is an annual, campuswide governance survey to evaluate how various stakeholders view the governance processes of the College, and to acquire suggestions regarding how the process could be improved for future cycles (IB7-12). Further, all institutional standing committee members complete an anonymous annual survey of their own committee functioning, providing a summative assessment of how things ended up for the year and formative feedback about how the functioning could be improved for the next year (IB7-13). Finally, institutional standing committees complete, as a group, an annual self-evaluation and set new goals (IB7-14). These evaluation activities ensure the governance process is regularly evaluated by the members of the committees who are closest to the work, as well as all College stakeholders. For example, through the self-evaluation process, the Consultative Council reflected on its goals and suggested that each meeting should include an annual goal for discussion, so that there is continuous focus on the most important priorities of the committee (IB7-15).

Analysis and Evaluation

Compton College evaluates its policies regarding instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in

supporting academic quality and accomplishment of mission through a structured five-year review cycle of policies and regulations. The College also assures academic quality and accomplishment of its mission through comprehensive program review of instructional programs and student and learning support services, and the effectiveness of meeting its mission through evaluations of its resource management and governance processes through annual planning and governance evaluations.

Improvement Plan
The policy and administrative regulation review procedures should be more clearly documented in the Collaborative Governance Handbook. This addition would strengthen the existing handbook and provide a clear process disseminated publicly and transparently across the campus.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
Compton College regularly and broadly communicates the results of its assessment and evaluation activities through publicly available dashboards and reports and the president/CEO messages. In addition to these dissemination strategies, the College reviews evaluation and assessment results through collaborative governance institutional standing committees, division meetings, the Academic Senate, and campuswide summits to create shared understanding and to set appropriate priorities.

The Compton College website serves as a comprehensive hub of information for the College, including its assessment and evaluation activities. The Office of Institutional Effectiveness creates public data dashboards that broadly share student achievement at Compton College. For example, the Success and Retention Dashboard presents data across Guided Pathway Divisions, courses, sections, and by instructor. Users can drill down into these data dashboards to unearth differences between groups of students by ethnicity, age, and gender (IB8-01, IB8-02). SLO, ILO, and PLO assessment results are posted on the campus website (IB8-03). All academic program reviews completed since 2009 are posted on the academic Program Review webpage (IB8-04). Annual plan recommendations are also publicly posted on the webpage to ensure the widest audience for the findings of this process (IB7-10).

The president/CEO, Director of Institutional Effectiveness, and other campus leaders present student achievement data and College priorities regularly to campuswide audiences at summits, quarterly Tartar Talk presentations, biannual mandatory professional development days, and Board of Trustee meetings (IB8-05, IB8-06, IB8-07, IB8-08). Additionally, the Compton College Office of Institutional Effectiveness reports findings to various collaborative governance committees as needed and regularly updates all constituents on the results of the institution's collective efforts to improve student achievement and outcomes (IB8-09). The College president/CEO sends regular collegewide email messages communicating updates and research/evaluation findings, such as describing participants in the new Guaranteed Income Program, or the total emergency aid distributed to students (IB8-10).

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The Academic Senate and Guided Pathway Division meetings are forums where finds are communicated broadly. For example, the Senate recently created a subcommittee to review supply and demand data for new program development, and the findings were shared with the larger body before recommendations about priority disciplines for new programs were made to the College (IB8-11). In the Senate and Division meetings, faculty professional development liaisons and SLO facilitators also share current happenings, findings, and priorities in their areas.

Analysis and Evaluation

Compton College has established a culture of data-informed decision-making that relies on frequent and broad communication of the results of evaluation and assessment. This allows for all constituent groups to have a shared understanding of the College's institutional strengths and weaknesses and to have a voice in setting priorities based on the evidence. Through the website, data dashboards, and president/CEO messages, the College shares its evidence of strengths and weaknesses transparently and broadly. The College also consistently convenes College stakeholders to review specific subjects and evidence through summits, institutional standing committees, Academic Senate meetings, and division meetings.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Compton College engages in continuous and systematic evaluation and planning. Board Policy 3250: *Institutional Planning* outlines how the College conducts long-term strategic planning that links to other major College plans, and how the annual planning process is linked to the budgeting process and is outlined in the conceptual model below (IB7-09). To inform short- and long-term planning, Compton College also engages in evaluation activities to ascertain what works and how to improve.

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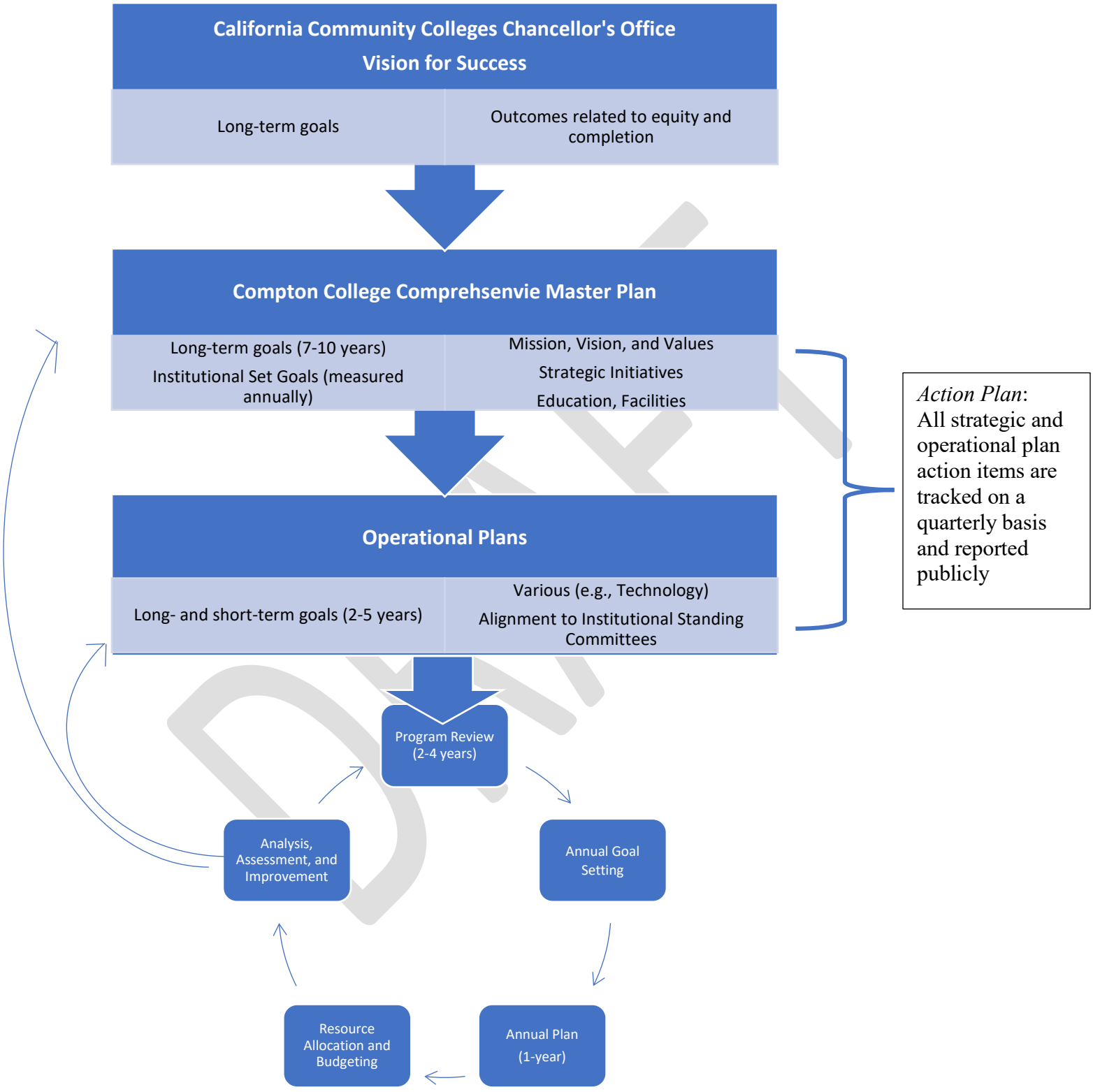
Figure 6: Planning Process at Compton College



Through the planning process, the College achieves various outcomes:

- Activities and resource allocation tied to mission, strategic initiatives, and Vision for Success goals,
- Increased student achievement, improved learning outcomes,
- Increased revenue, fiscal stability,
- Improved student experience, and
- Improved facilities that meet student need.

The conceptual model depicted in Figure 6 illustrates the components of Compton College's integrated planning model. Aligned with the California Community Colleges Chancellor's Office Vision for Success, the local integrated planning model starts with long-term strategic planning that accounts for a seven to 10 year period outlining the College's mission, vision, and values that are the guiding principles of everything the College does, an analysis of the community need, the strategic initiatives that define how the College will strive to meet its mission, and the Institutional-Set Goals that will measure how the College is meeting its mission during the planning cycle. The College then creates two- to five-year operational plans to support completion of the comprehensive master plan (IB9-01) that outline more detailed implementation strategies and tactics, such as the Technology Plan (IB9-02); Human Resources/Staffing Plan (IB9-03); Enrollment Management Plan (IB9-04); Outreach Plan (IB9-05); Adult Learner Strategic Enrollment Management Plan (IB9-06); 2022-2025 Equity Plan (IB6-05); Equal Employment Opportunity Plan (IB9-07); the Guided Pathways Scale of Adoption Self-Assessment (SOAA) (IB4-01); Strong Workforce Program Plan (IB9-08); and the Extended Opportunity Program and Services (EOPS) Plan (IB9-09).

These operational plans are often aligned with institutional standing committees to review and maintain focus on the plan implementation. Further, the College implemented an Action Plan, a quarterly update to the campus and Board of Trustees, that tracks progress on all activities identified in the comprehensive master plan and operational plans. The Action Plan identifies a specific lead, who else is contributing, who else needs to be aware of implementation details, challenges to implementation, what has been learned along the way (i.e., "closing the loop"), and a status update (IB5-19).

Although the most recent comprehensive master plan was created in 2017 with a target date of 2024, it was "refreshed" in 2019 to ensure alignment with the Vision for Success goals and focus on equity and completion, as well as the newly formed Guided Pathways structures of the College (IB9-02). The next strategic planning cycle will start next year to establish a guide for the next 10-year period, establishing goals through 2035.

Compton College has also established an annual review of the Institutional-Set Goals that are the major College outcomes established in the comprehensive master plan. These goals are a quantitative summary about student achievement and progress toward meeting the College's mission. The Institutional-Set Goals annual evaluation is reviewed to consider ongoing or changing College priorities by the Consultative Council, the Planning and Budget Committee, managers/supervisors, and the Board of Trustees (IB4-12, IB9-10, IB9-11, IB9-12). Further, the Core Planning Team has reviewed the targets and standards and made recommendations about

updates taking into consideration data issues related to the College's transition to become an independent college, as described in more detail in Standard I.A.3.

As described in detail in Standard I.B.5, program review is a four-year cycle that is aligned with the College's mission and is a part of the integrated planning process. Individual disciplines and departments evaluate their performance; staffing, technology, office space, professional development, and other needs; and long-term goals (IB1-28). Departments participate in annual goal setting based on the needs and long-term goals identified in their program review (IB9-13, IB9-14). These short-term annual goals feed into the annual plan that defines outcomes and corresponding resource requests, described in detail in Standard I.A.2. The annual plan rolls up across the campus to create a College plan that is tied to resource allocation and the College budget (IB9-15). The Office of Institutional Effectiveness evaluates the planning process each year and provides an annual report that describes the process, how it could be improved, and the resource allocation outcomes.

The Board of Trustees also participates in annual goal setting and evaluation of their goals. The Board sets annual goals aligned with the College mission and relevant to the Board of Trustees' role as providing oversight of the College (IB9-16). The Board attaches goals to its Board of Trustee items to effectively track its activities and efforts to meet those goals documented on the board agenda (IB9-17). The Board reviews progress toward the goals during its biannual retreat meetings and conducts an annual self-assessment survey to measure their success in meeting the goals, which is also reviewed during their summer retreat (IB9-18, IB9-19).

Analysis and Evaluation

Compton College implements a robust integrated planning model that includes defining short- and long-term goals set at every level of the campus. This planning model includes extensive process and outcome evaluation activities that inform how successful the College is in meeting its mission, as well as how it can improve in the future. The process is aligned from the high-level strategic planning to program review that ensures academic and service quality to annual planning that results in recommendations for human, physical, technology, and financial resources. Therefore, the Action Plan serves as an ongoing process evaluation of all major plans on the campus.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Compton College assures academic quality and institutional effectiveness through its planning and program review processes, as well as its robust data use and evaluation practices. Planning and program review processes are aligned to ensure that all efforts on the campus are linked to the College's mission, strategic initiatives, and high-level goals. Student learning and service area outcomes measure the intended results of carefully planned academic courses, programs, and services. Faculty and staff use findings from these outcomes to improve and strengthen student learning at the College, as well as consider solutions for gaps in performance among student groups. The College has reorganized its initiatives and structure to support improved student outcomes according to the Guided Pathways model and Completion by Design framework and regularly evaluates policies, practices, and major initiatives to support summative and formative

findings for improvement. Through these planning and evaluation processes, the College encourages respectful dialogue to spark new ideas that will best serve students. While the College has much to celebrate in this area, two areas for improvement have been identified, detailed below.

Improvement Plan(s)

I.A.2 and I.B.2: The College acknowledges that improved systematic assessment of outcomes has been delayed with the transition to the eLumen platform, transitions of faculty leadership, and in becoming an independent college. More focus on these processes is necessary, and the Quality Focused Essay outlines a robust Action Plan to strengthen outcomes assessment across the campus.

I.B.7: The policy and administrative review process should be more clearly documented in the Collaborative Governance Handbook. This addition would strengthen the existing handbook and provide a clear process disseminated publicly and transparently across the campus.

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
I.B.2	Outcome assessment for student learning and service areas	See Quality Focused Essay	Spring 2023	SLO Coordinator, Facilitators, Director of Institutional Effectiveness
I.B.7	Update the Collaborative Governance Handbook to more accurately reflect processes	Update the Collaborative Governance Handbook	Spring 2024	Consultative Council

Evidence List

IB1-01 Board Policy 2510: Participation in Local Decision-Making
IB1-02 Collaborative Governance Handbook
IB1-03 Institutional Standing Committees Webpage
IB1-04 Guided Pathways Committee Meeting Minutes, June 1, 2022
IB1-05 Planning Summit PowerPoint, April 30, 2021
IB1-06 Equity Summit PowerPoint, September 16, 2022
IB1-07 Professional Development Day Workshop: Equity Data Use Exchange, Spring 2022
IB1-08 Institutional Effectiveness Committee Minutes, March 24, 2022
IB1-09 Program Review: English, 2020
IB1-10 Student Success Committee Meeting Minutes, February 24, 2022
IB1-11 Guided Pathways Committee Meeting Minutes, May 19, 2021
IB1-12 Guided Pathways Institute Presentation, August 6-8, 2019
IB1-13 Data Use Training Plan, October 2020
IB1-14 Academic Senate Minutes, October 29, 2020
IB1-15 Institutional Capacity Assessment Tool Results
IB1-16 Capacity Café Presentation, March 19, 2021
IB1-17 Capacity Café Schedule

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IB1-18	Capacity Café Results
IB1-19	Teaching and Learning Professional Development Projects 2022-2023
IB1-20	Community of Practice Proposal: English
IB1-21	Teaching and Learning Professional Development Projects, 2021-2022 Evaluation, 2021-2022
IB1-22	Teaching and Learning Professional Development Evaluation Training
IB1-23	Data Dates, Spring 2023
IB1-24	Student Learning Outcomes Handbook
IB1-25	SAO Assessment Webpage
IB1-26	Compton College Curriculum Handbook
IB1-27	College Curriculum Committee Minutes, November 8, 2022
IB1-28	Program Review Handbook
IB2-01	Course Outline of Record: CHEM 104
IB2-02	Course Outline of Record: MTT 105
IB2-03	Real Estate Salesperson Certificate of Achievement Program Description
IB2-04	eLumen SLO Data Collection Report: Social Science
IB2-05	Student Learning Outcome Update, December 2022
IB2-06	ILO Report: ILO1, ILO2, ILO3
IB2-07	SAO Assessment Plan: Fine Arts, Communication, and Humanities (FACH) Success Team
IB2-08	Board of Trustees Agenda December 15, 2021, Item 20.14
IB2-09	Distance Education Handbook
IB2-10	Board of Trustees Agenda December 12, 2022, Item 20.12
IB2-11	SAO Assessment Guide, August 2022
IB2-12	SAO Report: EOPS/CARE
IB2-13	SLO Alignment Grid: English, 2020
IB2-14	SLO/PLO Assessment Timeline: Air Conditioning and Refrigeration
IB2-15	SLO Team Notes, February 3, 2023
IB2-16	Program Review Schedule
IB2-17	Core Planning Workgroup Meeting Minutes, April 22, 2020
IB2-18	SLO Assessment Report: MICR 133
IB2-19	SAO Assessment Report: CalWORKs
IB2-20	Annual Plan: Library
IB2-21	SLO Assessment Report Template in eLumen
IB2-22	SAO Assessment Report Template in eLumen
IB2-23	Academic Program Review: Cosmetology
IB2-24	Student Services Program Review: Special Resource Center
IB3-01	Institutional-Set Goals
IB3-02	Institutional-Set Goals: Annual Evaluation Report
IB3-03	Planning Summit Report, December 2018
IB3-04	Guided Pathways Agenda, December 7, 2022
IB3-05	Enrollment Management Plan, 2021
IB3-06	Core Planning Workgroup Minutes, May 26, 2021
IB3-07	2022 Annual Outcomes Report
IB3-08	Accreditation Steering Committee Agenda, March 16, 2022
IB3-09	Professional Development Day President/CEO Presentation, Spring 2022
IB3-10	Tartar Talk PowerPoint, April 19, 2022
IB3-11	IE Planning Webpage

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IB3-12 Board of Trustees November 21, 2022, Item 16.03
IB3-13 Annual Report to ACCJC Website

IB4-01 Guided Pathway SOAA, 2021-2022
IB4-02 2023-2024 Annual Plan Instructions
IB4-03 Success Teams Description
IB4-04 Guided Pathway Divisions Descriptions
IB4-05 Program Map: Machine Tool Technology
IB4-06 Entry Design Team Report
IB4-07 Completion by Design Framework
IB4-08 President/CEO Message, October 2018
IB4-09 Guided Pathways Committee Minutes, March 2, 2022
IB4-10 Guided Pathways Committee Minutes, June 1, 2022
IB4-11 Board of Trustees Minutes, November 21, 2022, Item 16.03
IB4-12 Consultative Council Minutes, October 18, 2021
IB4-13 President/CEO Message, May 3, 2021
IB4-14 Institutional Learning Outcome Assessment Cycle
IB4-15 SLO/PLO Assessment Timeline: Mathematics
IB4-16 SAO Email about annual assessment
IB4-17 Program Review: Cosmetology
IB4-18 Course SLO Report: HDEV 110
IB4-19 DEIA with SLOs Agenda, January 2023
IB4-20 Teaching and Learning Evaluation Plan: English Community of Practice
IB4-21 STEM Rocket Lab Evaluation Report, Summer 2022

IB5-01 Program Review Schedule, 2016-2023
IB5-02 Program Review Template: Academic Affairs
IB5-03 Program Review Template: Student Services
IB5-04 Program Review Template: Administrative Services
IB5-05 "What is Program Review?" Webpage
IB5-06 Program Review Handbook
IB5-07 Program Review: Admissions and Records
IB5-08 Program Review: Cosmetology, 2019
IB5-09 Program Review Supplement Template: CTE
IB5-10 Program Review: Auto Collision and Repair
IB5-11 Program Review Dashboard
IB5-12 Completion Dashboard
IB5-13 Program Review Template: Student Survey
IB5-14 eLumen SLO Data Report: Heating, Ventilation, and Air Conditioning
IB5-15 Course SLO Report: POLI 101
IB5-16 ILO Report: ILO1, ILO2, ILO3
IB5-17 Institutional Standing Committee Structure and Membership
IB5-18 Program Review Survey Template
IB5-19 Action Plan Update, March 2023

IB6-01 Board of Trustees Agenda, May 18, 2021, Item 13.04
IB6-02 Academic Agenda, October 15, 2020

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IB6-03	Student Equity Plan, 2015-2018
IB6-04	Student Equity Plan, 2019-2022
IB6-05	Student Equity Plan, 2022-2025
IB6-06	Student Equity Summit Presentation, September 16, 2022
IB6-07	Student Equity Summit Presentation, May 21, 2021
IB6-08	Student Equity Disproportionate Impact Data, 2022
IB6-09	Action Plan Update, December 2022
IB6-10	Men of Color Taskforce Minutes, month day, year
IB6-11	Director of Black and Males of Color Job Announcement
IB6-12	Black and Males of Color Program Plan
IB6-13	Institutional-Set Goals Annual Evaluation 2022
IB6-14	eLumen Learning Outcome Report: English 101
IB6-15	Assessment Summit Agenda, March 31, 2023
IB6-16	Child Development Program Review
IB6-17	Professional Development Presentation to Board of Trustees, January 17, 2023
IB6-18	Basic Need Presentation to the Board of Trustees, March 16, 2021
IB6-19	Basic Need Evaluation Findings, Fall 2022
IB7-01	Administrative Regulation 2410: Board Policies and Administrative Procedures
IB7-02	2022-2023 Policy and Procedure Review Schedule
IB7-03	Deans and Directors Agenda, July 7, 2022
IB7-04	Deans and Directors Minutes, July 7, 2022
IB7-05	Education Policy Committee Minutes, March 3, 2021
IB7-06	Response to Academic Senate – Summary of Decisions Made at the December 2, 2021, Meeting
IB7-07	Academic Program Review: area?
IB7-08	Student Services Program Review: area?
IB7-09	Board Policy 3250: Institutional Planning
IB7-10	2022-2023 Annual Planning Report
IB7-11	Midyear Annual Planning Survey
IB7-12	2022-2023 Governance Survey Findings
IB7-13	2022-2023 Institutional Standing Committee Evaluation Survey Findings: Consultative Council
IB7-14	Institutional Self-Evaluation Form: Health, Parking, and Safety Committee
IB7-15	Consultative Council Meeting Minutes, month day, year
IB8-01	Success and Retention Dashboard
IB8-02	Program Award Dashboard
IB8-03	SLO webpage
IB8-04	Program Review Webpage
IB8-05	Tartar Talk Presentation, May 19, 2020
IB8-06	Professional Development Day Presentation, February 10, 2022
IB8-07	Board of Trustees Meeting Presentation, November 21, 2022
IB8-08	Board of Trustees Meeting Presentation, October 14, 2022
IB8-09	Student Success Committee Minutes month day, year [discussing dual enrollment data]

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IB8-10 President/CEO Message, December 16, 2022
IB8-11 Academic Senate Meeting Minutes, month day, year [discussing new program data]

IB9-01 Compton College 2024 Comprehensive Master Plan
IB9-02 Compton College 2024: Technology Plan
IB9-03 Compton College 2024: Staffing Plan
IB9-04 Compton College 2024: Enrollment Management Plan
IB9-05 Compton College 2024: Outreach Plan
IB9-06 Adult Learner Strategic Enrollment Management Plan
IB9-07 Equal Employment Opportunity Plan
IB9-08 Strong Workforce Plan
IB9-09 Extended Opportunity Program and Services (EOPS) Plan
IB9-10 Planning and Budget Committee Minutes, January day, 2023 [reviewing the ISG]
IB9-11 Managers and Directors Meeting Minutes, month day, year [reviewing the ISG]
IB9-12 Board of Trustees Minutes, month day, year [reviewing the ISG]
IB9-13 Annual Goals: year?
IB9-14 Annual Goals: year?
IB9-15 Annual Plan Report: date?
IB9-16 Board of Trustees 2022-2023 Annual Goals
IB9-17 Goals Report
IB9-18
IB9-19

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C. Institutional Integrity

1. The institution 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. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Compton College assures clear and accurate information is provided to students and prospective students, employees, and members of the public. The College's mission statement is listed on a dedicated public webpage, one click from the homepage (IC1-01). It is also reflected in the Catalog and on each term-based student class schedule (IC1-02, IC1-03). The College displays posters of the mission across the campus, and it is documented in Board Policy 1200: *Mission, Vision, and Strategic Initiatives* (IC1-04). The Compton College website completed the student-centered redesign in April 2023.

The mission, educational programs, graduation requirements and the student services are published in the *Course Catalog*, available in print or online (IC1-05). Educational program information is also available on the Guided Pathway Division webpages through program maps that were developed by faculty and counselors (IC1-06, IC1-07). The *Course Catalog* publicly and centrally documents student services, general information, requirements, and major policies affecting students, such as the academic calendar, non-harassment policy, steps to enrollment, and grading policies (IC1-08). The *Course Catalog* is published annually with a midyear addendum update to ensure accuracy and clarity across all areas of the College.

The College also communicates critical information via social media and uses the texting and email features of its CRM Advise platform (IC1-09, IC1-10). The Office of Institutional Effectiveness regularly updates transparent student success and program evaluation data on its webpage (IC1-11). Finally, webpages are maintained by department staff who use the Omni CMS system to ensure timely updates of information.

Institutional learning outcomes (ILOs) and program learning outcomes (PLOs) are publicly available in the *Course Catalog* (IC1-12). The ILOs are also available on the College's website (IC1-13). Further, course student learning outcomes (SLOs) are provided on every class syllabus that students receive on the first day of class (IC1-14).

The College's accreditation status is published in the Catalog and is documented on a public webpage, again one click from the homepage (IC1-15). This webpage includes a history of the College's accreditation efforts and the current accreditation status through the Accrediting Commission for Community and Junior Colleges (ACCJC). Individual programs, such as the nursing program that is accredited through the California Board of Registered Nursing, list their accreditation status and other related information on their program webpages (IC1-16).

Analysis and Evaluation

Compton College is committed to providing accurate and clear information about the mission, learning outcomes, educational programs, student support services, and its accreditation status to

the community and all employees. Processes to review and keep content updated include faculty, staff, and administrator input and systematic review. The Catalog and website play central roles in making the information widely available and accessible.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

Compton College provides a print and online *Course Catalog* for students and prospective students (IC2-01), with accurate, up-to-date information about College facts, requirements, policies, and procedures. This Catalog is intended to provide the student with guidance about how to navigate the student experience. Led by the Office of Academic Affairs, a cross-functional group of administrators, faculty, and staff update the Catalog content each year to ensure accuracy. Information on programs, degrees, and certificates is maintained by the Office of Academic Affairs, based on local and state-approved records (2-02). The lead disseminates the *Course Catalog* draft to appropriate stakeholders for review and recommended edits to ensure ongoing accuracy. The Office of Community Relations prints and disseminates the Catalog annually, and it is available in print through the Bookstore or online (IC2-01). At least once a year, usually in January, a *Catalog Addendum* is published online (IC2-03).

The "Catalog Requirements" may be referenced in the most recent *2022-2023 Course Catalog* on the following pages:

Requirement	Catalog Page Number
Official Name, Address, Telephone Numbers, and Website Address of the Institution	i
Mission	7
Accreditation Status	i
Course, Program, and Degree Offerings	118-251; 64-73; 74-113
Student Learning Outcomes for Programs and Degrees	74-113
Academic Calendar and Program Length	2-3
Academic Freedom Statement	35
Available Student Financial Aid	13
Available Learning Resources	54-55
Names and Degrees of Administrators and Faculty	253-265
Names of Governing Board Members	i
Admissions	8
Student Fees and Other Financial Obligations	11-12
Degree, Certificates, Graduation and Transfer	59-73

Academic Regulations, including Academic Honest	40-49
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	40-49
Nondiscrimination	4
Acceptance and Transfer of Credits	19
Transcripts	53
Grievance and Complaint Procedures	37-40
Sexual Harassment	5-6
Refund of Fees	12

Analysis and Evaluation
Compton Colleges provides a Catalog that fulfills all the requirements of the ACCJC and disseminates it widely in print and electronic formats. The Catalog contains all necessary information regarding facts, requirements, policies, and procedures for classes, degrees, and certificates.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
Compton College publishes data about academic quality in various ways, including publicly available dashboards on the College website; presentations to the Board of Trustees; and other reports posted to the website, such as the annual evaluation of the Institutional-Set Goals, (IC3-01, IC3-02, IC3-03). The president/chief executive officer (CEO) also highlights student achievement and academic quality happenings in the weekly president/CEO message to the campus (IC3-04). These data are regularly used to evaluate progress and make recommendations for improvement among governance groups across the campus, such as the Board of Trustees or the Student Success Committee (IC3-05, IC3-06).

Faculty, administrators, and staff also evaluate student learning and student achievement data through program review. As described in Standard I.B.6, disciplines conduct a four-year program review cycle, with career and technical education disciplines completing an update every two years. The program review includes an analysis of learning outcomes and student achievement data with corresponding recommendations for the following cycle. These program reviews are reviewed by the Institutional Effectiveness Committee for quality and are publicly posted on the website for anyone to review, including current and prospective students (IC3-07, IC3-08, IC3-09).

The College also publishes student achievement data for the public through the *Compton College 2024* Comprehensive Master Plan, the *Annual Factbook*, and *Fast Facts* (IC3-10, IC3-11, IC3-

12). The College also publishes links to Cal-PASS Plus Student Success Scorecard and the California Community Colleges Chancellor's Office Data Mart, and the federal IPEDs annual reports where the College's student achievement may be compared to others (IC3-13).

Analysis and Evaluation
The College maintains a high degree of transparency as it relates to student achievement data and how it is evaluated. This in turn supports the communication of this information to all relevant constituent groups. Various College webpages are updated regularly to reflect the most current student learning and achievement data. This data is critical to maintaining high levels of academic rigor as it promotes dialogue and is a catalyst for change when managers, faculty, staff, and students come together to design and promote new and existing avenues of student achievement.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
Compton College provides detailed information about its degrees and certificates in the *Course Catalog* (IC1-02). The Catalog describes each program of study, the courses required to complete the program, and the learning outcomes a student would achieve by completing the program of study. The Catalog also provides a short description of each class. Program and course information is also available on the College's master curriculum site, CurriQunet (CNET). This website allows a reader to search for a program award that describes the award, the program learning outcomes, and the courses required to complete the degree (IC4-01). CNET also houses all Course Outlines of Record (CORs), which includes course information, description, standards, requirements, content, if it fulfills a general education requirement, course objectives, student learning outcomes, methods of instruction, methods of evaluation, typical assignments, and course materials (IC4-02).

Through its Guided Pathways restructuring, the College developed five Guided Pathway Divisions, which organize programs of study around major areas of focus to allow for exploration of programs of study while still meeting requirements to allow for faster completion. The Guided Pathway Divisions are: Business and Industrial Studies; Fine Arts, Communication and Humanities; Health and Public Service; Science, Technology, Engineering, and Mathematics; and Social Sciences. The Catalog describes this division structure, and the College website is also organized by this structure (IC4-03). Students may access program maps developed by discipline faculty and counselors from the website to better understand which classes are required and how to pace the classes in a way that will result in timely completion of the degree or certificate (IC4-04).

Analysis and Evaluation
Compton College provides details about its programs of study, including degrees and certificates, in its Catalog and on the CNET website. Students may also access information about the courses required for their program of study through program maps.

5. The institution regularly reviews institutional policies, procedures, and publications to

assure integrity in all representations of its mission, programs, and services

Evidence of Meeting the Standard
As described in Standard I.B.7, Compton College reviews institutional policies and regulations on a five-year cycle (IC5-01, IC5-02). College constituencies, especially the Academic Senate, Deans and Directors Council, and Consultative Council, regularly engage in this review with recommendations from their respective roles on campus by referencing attorney-vetted policies and procedure language provided by the Community College League of California (CCLC) (IC5-03, IC5-04, IC5-05). This language is aligned with state and federal guidelines and regulatory requirements. The stakeholders then review the policy and regulation language to ensure it reflects the local mission, programs, and services. Institutional policies and regulations are then recommended to the Board of Trustees for approval (IC5-06).

Compton College publications are also regularly reviewed and updated to accurately reflect operations and local needs. As described in Standard I.C.1, the *Course Catalog* is reviewed annually with a midyear addendum. The major planning documents are updated, reviewed, and approved with support of the Core Planning Team, Consultative Council, and the Board of Trustees (IC5-07, IC5-08, IC5-09). These planning documents are based on foundational data from the service community and the College's mission (IC5-10). For example, in 2019, the College reviewed its comprehensive master plan to ensure that it was aligned with the state's Vision for Success. This review resulted in a "refresh" of the plan, with a revised mission statement and updated content related to programs and services (IC5-11). Finally, the Office of Institutional Effectiveness regularly updates data dashboards and reports to reflect the College's progress toward meeting its mission and the effectiveness of programs and services (IC-12, IC5-13).

Analysis and Evaluation
Compton College reviews its policies and procedures over a five-year cycle, engaging faculty, staff, and administrators in the process to ensure accuracy and integrity. College publications are also reviewed and updated regularly to ensure accurate and transparent communication of College services and effectiveness.

6. The institution 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.

Evidence of Meeting the Standard
Compton College accurately informs current and prospective students regarding the total educational cost of attending the College. Student enrollment fees, which are currently $46 per unit for residents, and $366 for nonresidents per unit, are published on the Compton College fees webpage, the cost of attendance webpage, and the *Course Catalog* (IC6-01, IC6-02, IC6-03). In addition, the College describes and publishes other fees such as the health fee, student activities fee, and student representation fee on the fees webpage and Catalog.

Compton College also publishes information for students to estimate the total cost of living while

pursuing their education. The College links to the U.S. Department of Education Net Price Calculator to estimate costs such as books and supplies, room and board/meals, and other related expenses (1C6-04). The Compton College financial aid webpage provides links to the fees and cost websites, which provides detailed information about applying for financial support and encourages students to connect with staff and counselors about financial aid opportunities (1C6-05).

Additionally, the College has invested heavily in removing financial barriers to enrollment through the Oliver W. Conner Promise Program for area residents, and through financial aid and scholarships (IC6-06). The College provides basic needs resources to lessen the total cost of attendance. The College also offers computers, Wi-Fi hotspots, and food resources for free to all students. Information about these resources is available on the College website (IC6-07).

Detailed textbook information can be found in the schedule of classes for each individual class (1C6-08) as well as the Compton College Bookstore (in person and online) (IC6-09).

Analysis and Evaluation
The College provides updated and accurate cost of attendance information to current and prospective students, such as tuition and fees, textbook costs, and other required expenses. This information is included in the Catalog, website, and through the Financial Aid Office. The College provides various means of reducing costs, including the Compton College Promise program, free basic need support, and OER textbook options, which are also advertised on the College website.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution'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. (ER 13)

Evidence of Meeting the Standard
Compton College supports and values academic freedom and responsibility, as described in Board Policy 4030: *Academic Freedom* (IC7-01). This policy states that the District "recognizes that the search for the truth and the expressions of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom." This policy outlines the rights and responsibilities of faculty to freely pursue and disseminate knowledge, as well as create an atmosphere in which intellectual freedom exists for faculty and students. Administrative Regulation 3430: *Prohibition of Harassment* states anti-harassment procedures will not limit academic freedom, unless speech or expressive conduct "violates federal or California anti-discrimination laws" (IC7-02).

The College also establishes an atmosphere in which intellectual freedom exists through board policies that foster open, respectful dialogue, such as BP 5500: *Standards of Student Conduct*, which calls on all members of the academic community to act in an honest and fair manner (IC7-03), as described in more detail in Standard I.C.8. Further, Board Policy and Administrative Regulation 3900: *Speech: Time, Place, and Manner* says the district will not restrict freedom of

speech on the campus, establishing an environment where students, faculty, and employees can access and critically examine multiple perspectives (IC7-04, IC7-05).

All policies and regulations are published through BoardDocs, the master source for all policies and procedures (IC7-06). Board Policy 4030: *Academic Freedom* is also published in the *Course Catalog* and the faculty contract (IC7-07, IC7-08).

Analysis and Evaluation
Compton College has established and publicly publishes a board policy defining and establishing academic freedom for faculty. Further, the College has established other Board Policies and academic regulations that establish an atmosphere that cultivates intellectual freedom for all faculty and students.

8. The institution establishes and publishes clear policies and procedures that promote 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.

Evidence of Meeting the Standard
Compton College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 5500: *Standards of Student Conduct* states:

> Compton College is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct. To uphold the academic integrity, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness (IC7-03).

The description of student conduct is more specifically outlined in Academic Regulation 5500: *Standards of Student Conduct.* This regulation specifically defines misconduct that would lead to some sort of discipline procedure (IC8-01). The College has also established policies appropriate for the asynchronous or distance format, such as Academic Regulation 4105 *Distance Education* to verify student identity and ensure student privacy (IC8-02).

Student disciplinary actions are defined in Board Policy 5500, Administrative Regulation 5520: *Student Discipline Procedures*, which outline the consequences for dishonesty and student discipline procedures (IC7-03, IC8-03). Administrative Regulation 5530: *Student Rights and Grievances* outlines the procedures for a student to grieve a breach of their student status, rights, or privileges by the district or a district employee (IC8-04). It also states that a false grievance may be referred for student discipline.

All board policies and academic regulations are published in BoardDocs (IC7-06). Other prominent publications that are available to all students, faculty, and staff can be found in the Catalog (IC8-05). Policies regarding academic honesty are included on every syllabus (IC1-14). Finally, student guidelines for distance education are published in the Distance Education

Handbook or on the Distance Education webpage (IC8-06, IC8-07).

Analysis and Evaluation
Board policies and institutional procedures ensure that Compton College has established clear guidelines for all constituencies, including students, regarding behavior, academic honesty, and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
Compton College requires faculty to distinguish between personal conviction and professionally accepted views in their official role for the College. Article II of the certificated faculty contract states that faculty may speak freely but "recognizes a special obligation as a member of the educational profession," indicating a difference between personal views and professionally accepted views (IC9-01). Faculty are also responsible for creating Course Outlines of Record (COR) that outline course content. The approved COR is then the blueprint for the course content which all faculty, full-time and part-time, are required to address in their classes (IC1-14). Board Policy 4030: *Academic Freedom* also describes a faculty member's right to exercise freely examine content, yet "the faculty member shall attempt to be accurate and objective and show respect for the opinions of others" (IC7-01).

The faculty evaluation includes assessments about the faculty member's use of materials, command of facts and interpretations, and how they present information to their students (IC9-02). There is a self-assessment, as well as peer and student assessments, to ensure opportunities for improvement for how faculty present information fairly and objectively in the classroom. Students may also raise a grievance against a district employee if they believe "their student status, rights, or privileges have been adversely affected by a college decision" (IC8-04).

Analysis and Evaluation
Compton College faculty distinguish between personal conviction and professionally accepted views in their discipline by following direction from the faculty contract and their course outlines of record. The faculty evaluation provides an opportunity for feedback and improvement related to how faculty present information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
Compton College does not seek to instill specific beliefs or worldviews. The College does set forth a standard of conformity to specific codes through a series of Board Policies and Academic Regulations related to freedoms, nondiscrimination, harassment, and integrity. Board Policy and

Academic Regulation 3410: *Nondiscrimination* outlines rules of behavior and process that disallow any favoritism based on national origin, immigration status, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status (IC10-01, IC10-02). Likewise, Board Policy and Academic Regulation 3430 disallow harassment based upon these statuses (IC10-03, IC10-04). As described in Standard I.C.7, the College provides a standard of academic freedom with Board Policy 4030 (IC7-01). Finally, the College outlines expected standards of student conduct through Academic Regulation 5500, highlighting unacceptable misconduct, such as dishonesty, disruptive behavior, use of illicit substances, theft, or sexual misconduct (IC8-01). These statements are published in the Catalog (IC10-05, IC10-06).

Analysis and Evaluation
Compton College outlines codes of conduct for employees and students to prevent discrimination and harassment through policy and regulation. Further, a student code of conduct is also provided through a regulation. All these policies and regulations are outlined in the Catalog for open and transparent access.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
Compton College does not operate in foreign locations.

Analysis and Evaluation
Compton College currently conducts no institutional activities in foreign locations.

12. The institution agrees 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. (ER 21)

Evidence of Meeting the Standard
Compton College agrees 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, Compton College will respond to meet requirements within a period set by the Commission. Compton College discloses information required by the Commission to carry out its accrediting responsibilities. In Board Policy 3200: *Accreditation*, the College states that the president/chief executive officer (CEO) shall ensure that the District complies with, and strives to exceed, the accreditation processes and standards of the Accrediting Commission of Community and Junior Colleges…" (IC12-01).

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Compton College has a storied history of losing and then regaining its accreditation, which is all documented on its accreditation webpage that is one click away from the homepage (IC12-02). The College publicly shares all accreditation information on this webpage and responds to the commission in an open and transparent way. In accordance with Commission guidelines, the College has published its most recent Midterm Report and Distance Education Substantive Change Proposal (IC12-03, IC12-04). Compton College knows more than others the dire consequences for not maintaining good standing, and commits to complying with all requirements, responding within timeframes defined by the Commission, and disclosing any required information.

Analysis and Evaluation
Compton College complies with various requirements, guidelines, and policies related to accreditation by communicating relevant, updated information through a dedicated accreditation webpage on its site.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
Compton College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes from the ACCJC (IC12-01). The institution describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public (IC12-02). The College responds promptly and honestly to recommendations and works diligently to address areas of improvement (IC13-01 and IC13-02). The institution is compliant with the U.S. Department of Education regulations as indicated by its accredited status under the ACCJC and letters from the Commission confirming eligibility, as well as current and official data entries for the Integrated Postsecondary Education Data System at the National College for Education Statistics or the federal aid reporting for the Higher Education Emergency Relief Fund (HEERF) (IC13-03, IC13-04).

Compton College engages in many partnerships with external agencies with honesty and integrity. The College establishes contracts and memorandums of understanding to transparently agree upon terms of partnerships (IC13-05, IC13-06). Further, Board Policy and Academic Regulation 2710 are in place to prevent external conflicts of interest (IC13-07 and IC13-08). Finally, the College closely monitors state legislative changes to Title 5 and how to implement new legislation, such as AB 705 or AB 1705, to ensure compliance and integrity of the College's structure and processes (IC13-09).

Analysis and Evaluation
Compton College demonstrates honesty and integrity in its partnerships with external agencies, building strong and ongoing relationships with other local educational agencies, social services, medical organizations, and businesses. The College remains in compliance with relevant regulations and statutes with ACCJC and the state and federal government. It describes itself

consistently and communicates any changes publicly through its accreditation webpage or by other means.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
Compton College is an institution of higher learning, committed to a high-quality education. Compton College adheres to a mission statement that places student achievement and learning above all else (IC14-01). Compton College is publicly funded and does not generate financial returns for investors or contribute to a parent organization or other external interest. The College is not a research institution, rather teaching and learning are paramount in the mission. The institution follows strategic initiatives and action items designed to meet the institution's mission. This pursuit is evidenced in the College's Action Plan reporting, Board Goals, and Board reports by its goals (IC13-02, IC14-02, IC14-03).

Analysis and Evaluation
The College meets the standard as its mission and commitment to students comes before any other goals. The College has no external interests and does not generate profits for shareholders or any related organizations. Student learning and achievement are the paramount goals of the institution.

Conclusions on Standard I.C: Institutional Integrity
Compton College is committed to maintaining a high-quality learning environment for all students. Compton College demonstrates its institutional integrity by publicly publishing policies, regulations, procedures, and data. College employees regularly review the policies and practices to ensure the accuracy of information widely shared with students and the public. Information about programs of study is clearly described and available in print or online versions of the Catalog. Data about student achievement is shared on public dashboards posted to the College website, which are easily accessible and allow for drill-down disaggregation to answer a multitude of questions. The College has established policies to define and protect academic freedom, a campus climate free of discrimination and harassment, and transparently meets accreditation requirements and timelines. The College complies with all standards and eligibility requirements and shares communications with the Commission publicly.

Improvement Plan(s)
None.

Evidence List

IC1-01	Mission Statement Webpage
IC1-02	Course Catalog, p. xx
IC1-03	Class Schedule, Winter 2023
IC1-04	Board Policy 1200: Mission, Vision, and Strategic Initiatives

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IC1-05	Course Catalog, p. xx
IC1-06	Program Map Example: Business
IC1-07	Program Map Example: Communication Studies
IC1-08	Course Catalog, p. xx
IC1-09	Facebook Social Media Example
IC1-10	CRM Advise Webpage
IC1-11	Institutional Effectiveness Achievement Dashboard
IC1-12	Course Catalog, p. xx
IC1-13	SLO Webpage
IC1-14	Fine Arts, Communication, and Humanities Syllabi
IC1-15	Compton College Accreditation webpage
IC1-16	Compton College Nursing webpage
IC2-01	Course Catalog
IC2-02	State Approval of a Program
IC2-03	Catalog Addendum
IC3-01	Publicly Available Dashboard: Factbook
IC3-02	Board of Trustees Presentation: Student Centered Funding Formula
IC3-03	Annual Evaluation of Institutional-Set Goals
IC3-04	President/CEO Message, August 22, 2022
IC3-05	Board of Trustees Minutes, month day, year
IC3-06	Student Success Committee, month day, year
IC3-07	Program Review: Political Science
IC3-08	CTE Program Review: Cosmetology
IC3-09	Institutional Effectiveness Committee Minutes, month day, year
IC3-10	Compton College 2024 Comprehensive Master Plan
IC3-11	Factbook 2021-22
IC3-12	FastFacts
IC3-13	Institutional Effectiveness Achievement Webpage
IC4-01	Biotechnology Program Description from CNET
IC4-02	Course Outline of Record: MATH 150
IC4-03	Guided Pathway Division Description
IC4-04	Program Map: Administration of Justice
IC5-01	Administrative Regulation 2410 - Board Policies and Administrative Procedures
IC5-02	2022-2023 Policy and Procedure Review Schedule
IC5-03	Deans and Directors Minutes, month day, year (same as IB7-05)
IC5-04	Academic Senate Policies and Procedures Subcommittee Minutes, month day, year (Same as IB7-06)
IC5-05	Consultative Council Minutes, month day, year
IC5-06	Board of Trustees Minutes, month day, year
IC5-07	Core Planning Team Minutes, month day, year (reviewing plans)
IC5-08	Consultative Council Agenda, month day, year (reviewing plans)
IC5-09	Board of Trustee Minutes, month day, year (reviewing plans)

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IC5-10	Compton College 2024 Comprehensive Master Plan (pages focused on service area data, update to mission).
IC5-11	Compton College 2024 Comprehensive Master Plan (pages focused on update to mission).
IC5-12	Office of Institutional Effectiveness Research Calendar
IC5-13	Office of Institutional Effectiveness Achievement Webpage
IC6-01	Compton College Fees Webpage
IC6-02	Cost of Attendance Webpage
IC6-03	Course Catalog 2022-2023, pp. 11-13
IC6-04	Net Price Calculator
IC6-05	Financial Aid webpage
IC6-06	Compton College Promise Webpage
IC6-07	Tartar Support Network Webpage
IC6-08	Class Schedule Zero Textbook Cost
IC6-09	Book Search with OER designation
IC7-01	Board Policy 4030: Academic Freedom
IC7-02	Administrative Regulation 3430: Prohibition of Harassment
IC7-03	Board Policy 5500: Standards of Student Conduct
IC7-04	Board Policy 3900: Speech: Time, Place, and Manner
IC7-05	Administrative Regulation 3900: Speech: Time, Place, and Manner
IC7-06	BoardDocs Policies and Regulations page
IC7-07	Course Catalog 2021-2022, page 35
IC7-08	Faculty Contract 2019-2022, page 1
IC8-01	Administrative Regulation 5500: Standards of Student Conduct
IC8-02	Administrative Regulation 4105: Distance Education
IC8-03	Administrative Regulation 5520: Student Discipline Procedures
IC8-04	Administrative Regulation 5530: Student Rights and Grievances
IC8-05	Course Catalog, pages
IC8-06	DEAC Student Authentication Guidelines
IC8-07	DE Student Handbook
IC9-01	Faculty Contract, page 1(Article II.C)
IC9-02	Faculty Contract, Appendix B
IC10-01	Board Policy 3410: Nondiscrimination
IC10-02	Administrative Regulation 3410: Nondiscrimination
IC10-03	Board Policy 3430: Prohibition of Harassment
IC10-04	Administrative Regulation 3430: Prohibition of Harassment
IC10-05	Catalog, pages 4-6
IC10-06	Catalog, pages 40-42
IC12-01	Board Policy 3200: Accreditation
IC12-02	Compton Accreditation webpage
IC12-03	Compton College Distance Education Substantive Change Proposal
IC12-04	Compton College Midterm Report

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IC13-01 Team Report from 2017 ISER
IC13-02 Action Plan December 2022 Update
IC13-03 IPEDs Fall 2022 Enrollment Submission
IC13-04 HEERF Q4 2022 Report
IC13-05 Contract Example:
IC13-06 MOU: DPSS and Compton College Data Sharing
IC13-07 Board Policy 2710: Conflict of Interest
IC13-08 Administrative Regulation 2710: Conflict of Interest Disclosure
IC13-09 AB 705 Report to Board of Trustees on January 17, 2023

IC14-01 BP 1200 District Mission Statement
IC14-02 Board of Trustees Goals
IC14-03 Board of Trustees Report by Goals

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Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. **All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Compton College offers 16 Associate Degrees for Transfer (ADTs), 27 Associate of Arts or Associate of Science degrees, 31 Certificates of Achievement, nine Certificates of Accomplishment, and seven noncredit Certificates of Completion (IIA1-01). The programs and courses in these fields of study support the College's mission, described in Standard I.A, of preparing students for the workforce and providing clear pathways to completion and transfer. Specifically, the ADTs are designed to facilitate transfer to the California State University (CSU) system. All instructional programs offered align with standards appropriate to higher education (IIA1-02, IIA1-03, IIA1-04, IIA1-05). The College's career and technical education (CTE) programs lead to employment and increased wages (IIA1-06). Regardless of location or mode of delivery, the degrees and certificates culminate in student achievement of student learning outcomes, and Compton College ensures this culmination through its campus practices.

Following Board Policy and Administrative Regulation 4020: *Program, Curriculum, and Course Development*, faculty initiate curriculum, which is then reviewed and vetted (IIA1-02, IIA1-03). The Curriculum Committee, a subcommittee of the Academic Senate, actualizes Board Policy 4020 through its procedures for reviewing all new courses and programs as defined in the *Curriculum Handbook* (IIA1-07). The course outline of record (COR) requires

that faculty create courses with clearly defined objectives and student learning outcomes (SLOs) as well as alignment with general education, transfer, or career requirements (IIA1-08, IIA1-09). Similarly, program learning outcomes (PLOs) are established through the curriculum process when programs are established or modified. Both SLOs and PLOs are created or revised using the CurriQunet (CNET) system (IIA1-10). All PLOs are published in the *Course Catalog* (IIA1-01). The complete outcomes assessment process is further delineated in Standard II.A.3. As described in Standard I.B.2, faculty assess SLOs and PLOs on a regular cycle, which are incorporated into program review (IIA1-11, IIA1-12, IIA1-13).

As described in Standard I.B.5, the College's program review (PR) process provides a mechanism for all instructional programs to highlight how the program aligns to the College's mission and strategic goals as well as plans to ensure students are attaining SLOs and PLOs (IIA1-14, IIA1-15). Through the PR process, achievement and outcomes data are disaggregated and analyzed. The College remains committed to reaching its student achievement goals (IIA1-16). To facilitate transparency, the Office of Institutional Effectiveness posts student completion data, which can be disaggregated by Guided Pathways Division, subject, course, faculty, instructional method, and ethnicity (IIA1-17).

All courses approved for distance education go through separate curriculum approval in keeping with the *Curriculum Handbook* (IIA1-06). Within the COR in CNET, faculty may request for a course to be offered fully online, hybrid, or offered on an emergency basis by mutual agreement (IIA1-18). The Distance Education (DE) Department at Compton College provides various professional development and support to ensure that faculty has the tools necessary to teach online (IIA1-19). They work with faculty to ensure that content in the learning management system, Canvas, is accessible to students with learning disabilities. Standard II.A.7 describes how the DE Department, Curriculum Committee, and Academic Senate ensure that courses offered via DE maintain academic rigor and integrity.

Analysis and Evaluation

Compton College offers a wide array of programs and courses to meet the needs of the diverse student population. These programs are described in the *Course Catalog*. The College adheres to academic standards in higher education. All academic programs align with the mission of the College and provide clear pathways for completion of programs of study. Students can obtain degrees, certificates, transfer to a four-year college or university, or gain employment after completion of courses at Compton College. Student learning outcomes and PLOs are established through the curriculum process. Additionally, through outcomes assessment, PR, and faculty evaluation, the College works through a continuous cycle of improvement ensuring students achieve outcomes. Faculty engage in various professional development

activities that ensure effective practices including those for DE.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The College's *Curriculum Handbook* identifies the thorough curriculum development, approval, and modification process followed by the College to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. As specified in the Curriculum Handbook (p. 5) all CORs are reviewed and updated at least once every six years, or two years for CTE courses (IIA1-06). As illustrated in the *Curriculum Review Flowchart*, curriculum development originates with a discipline faculty (IIA2-01). The curriculum review process includes participation from the division chair, SLO coordinator, librarian, DE coordinator, and the vice president of academic affairs before moving to the Curriculum Committee, Academic Senate, and Board of Trustees for review and approval (IIA1-03, IIA1-06). All CORs developed or modified through this process include course descriptions, SLOs, course content, course objective, general education information, and several types of assignments at the appropriate level (IIA2-02). As required in the agreement between Compton Community College District and Compton Community College Federation of Employees (CBA), all faculty have a professional obligation to assess SLOs (IIA2-03).

Courses offered through distance education also follow the curriculum development, approval, and modification processes (IIA2-04). The *Distance Education Handbook* provides important materials such as regulations and best practices for achieving substantive and regular interaction with students. Faculty teaching asynchronously or hybrid must meet separate DE certification requirements, which includes completing three courses and a peer review of the course shell (IIA2-05).

The Institutional Effectiveness Committee, a collaborative governance committee, is charged with reviewing and providing recommendations about PR (IIA2-06). All programs go through PR on a four-year cycle, with CTE programs conducting a "mini-review" every two years between the full four-year review cycle (IIA2-07, IIA2-08). During the PR process, faculty consider institutional research data, curriculum offerings, SLO and PLO assessment data,

operational issues, and conditions in the academic field or industry to make recommendations for instructional changes, curriculum changes, and for planning and budget decisions (IIA1-10, IIA2-09). All finalized PRs are posted on the PR webpage. Through the rigorous process of PR, faculty use student achievement data to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Faculty have designed and led Teaching and Learning Professional Development sessions for the last two years. These projects include identifying successful practices to share with colleagues, how to serve students from different backgrounds, and proven classroom practices (IIA2-10). For the 2022-2023 project, the leads also develop an evaluation plan to track how faculty use what they learn in their classrooms and what impact these practices have on student achievement (IIA2-11).

Analysis and Evaluation

Through the curriculum and program review process, Compton College faculty design and review courses and programs regularly to meet professional standards and enhance student success efforts.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

Compton College has officially approved current CORs (IIA3-01). As noted in Standard II.A.2, all CORs are reviewed and updated at least once every six years, or two years for CTE courses (IIA1-06). Through the curriculum process, faculty defines learning outcomes for all courses and programs during the curriculum development process (IIA3-02, IIA3-03). Faculty are required to provide a syllabus in every class section, which includes the approved SLOs (IIA3-04). The SLOs on the class syllabi align with those from the COR (IIA3-05, IIA3-06, IIA3-07, IIA3-08, IIA3-09).

As of the writing of the Institutional Self Evaluation Report, the College is finalizing its implementation of eLumen for course and program outcomes assessment. The SLO Faculty Coordinator is responsible for the overall coordination of SLOs, PLOs, and institutional learning outcomes (ILOs) and the assessment processes, including providing training to faculty (IIA3-10). The SLO Faculty Coordinator also acts as a liaison between administrators

and faculty and collaborates with the SLO Faculty Facilitators for each Guided Pathway Division (GPD). The SLO Faculty Facilitators provide support to the SLO Faculty Coordinator and review SLO and PLO assessment reports for quality and provide feedback for improvement (IIA3-11). As described in Standard I.B.2, the College has collected SLO data in primary terms since spring 2021 (IIA3-12). Course outcomes reports using this data began in spring 2023 and will continue a four-year reporting cycle (IIA1-10, IIA3-13). The *Course Catalog* contains the PLO statements for each program (IIA1-01). Program learning outcomes will similarly be assessed in eLumen on a newly developed assessment timeline (IIA1-11). During the PR process, faculty reflect on the SLO and PLO assessment results and make programmatic or curricular changes (IIA1-13). Standard I.B.2 details the complete SLO and PLO assessment processes.

Analysis and Evaluation

Compton College identifies and assesses SLOs and PLOs. All CORs are approved through the curriculum process outlined in the *Curriculum Handbook* and include SLOs. All programs include PLO statements, which are published in the *Course Catalog*. Both SLOs and PLOs are assessed over a four-year cycle.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Compton College offered numerous precollegiate level courses in English, English as a Second Language, and mathematics prior to fall 2019 (IIA4-01). At that time, the College enforced limitations on the number of units students could attain following as specified in Board Policy and Title 5 of the California Code of Regulations (IIA4-02, IIA4-03). Commencing in fall 2019 with the College's implementation of AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment, most precollegiate level classes in English and mathematics were no longer offered. English as a Second Language (ESL) classes were, and continue to be, offered through the College's noncredit Adult Education program (IIA4-04, IIA4-05). The College continues to maintain credit ESL classes in the *Course Catalog* and is working to grow enrollment and then develop a plan to transition students from noncredit to credit. By fall 2020, other than ESL and support classes for transfer-level English and mathematics, the College no longer offers precollegiate-level courses although some still appear in the Catalog (IIA4-06). Precollegiate-level classes are defined as those not degree applicable and usually more than one level below transfer. The *Course Catalog* identifies these classes as "not degree applicable" (IIA4-07). Additionally, these precollegiate courses were approved by the Chancellor's Office as basic skills courses (IIA4-08).

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Analysis and Evaluation

The College ensures that precollegiate classes in English, ESL, and mathematics are clearly distinguished from collegiate-level classes. Faculty experts are actively involved in the curriculum process through SLO assessment and course review. The Curriculum Committee and faculty expert involvement ensured clear pathways were provided for students to move from precollegiate-level courses to collegiate-level courses. As of spring 2020, the College ceased scheduling precollegiate classes in English and mathematics. The only pre-collegiate-level classes are noncredit ESL classes as part of the Adult Education program or support classes for transfer-level English and mathematics. An improvement plan is provided to remove the precollegiate classes in English from the *Course Catalog*.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

Compton College requires a minimum of 16 units in a major or area of emphasis with a minimum total of 60 semester units to earn an Associate of Art, or Associate of Science degree. A minimum of 18 units in a major and 60 semester units are required to earn an ADT. This complies with Title 5, Section 55063 of the California Code of Regulations and Board Policy and Administrative Regulation 4100: *Graduation Requirement for Degrees and Certificates* (IIA5-01, IIA5-02, IIA5-03). The breadth, depth, quality, and rigor of the College's programs are determined through our curriculum process as detailed in Board Policy and Administrative Regulation 4020: *Program, Curriculum and Course Development* as well as the Curriculum Handbook (IIA1-02, IIA1-03, IIA1-07). Degrees and certificates consist of a core of required courses in a single field of study or area of emphasis allowing for depth of the subject. Electives may be available and consist of courses in the field of study or related fields. For programs in the CTE area, input from advisory committees is used to develop programs and modify them, if necessary (IIA5-04). CTE programs are designed for students to enter the workforce after completing a degree or certificate.

In keeping with Board Policy and Administrative Regulation 4025: *Philosophy and Criteria for Associate Degrees and General Education*, students must complete general education providing a breadth of knowledge outside of the focused major (IIA1-04, IIA1-05). Associate degrees require 18 units of general education and ADTs require completion of 39 CSU general

education or 37 units of the Intersegmental General Education Transfer Curriculum (IGETC). All general education plans are provided in the *Course Catalog* (IIA5-05).

The quality of courses and programs is addressed through the curriculum review process, PR, and faculty evaluation. Dialogue among faculty on revising or developing courses begins at the discipline level, followed by conversation in the respective GPDs, in technical review, before moving to the full Curriculum Committee for approval (IIA2-01). Following the Curriculum Committee approval, proposals move to the Academic Senate, president/chief executive officer (CEO), and the Board of Trustees for final approval before submission to the California Community Colleges Chancellor's Office for approval (IIA1-07). Through the PR process, faculty review data, including labor market data for CTE programs, to assess the quality of programs (IIA5-06). Lastly, the quality of instruction is evaluated through the faculty evaluation process. All new adjunct faculty are evaluated during their first semester of employment and at least once during the following three semesters of employment (II.A.5-07). Evaluation of probationary full-time faculty are evaluated every fall semester until they attain tenure (II.A.5-08) and tenured faculty are evaluated every three academic years (II.A.5-09). Evaluation of tenured faculty criteria include the depth of an instructor's content knowledge, classroom organization and teaching practices, and inclusion of SLOs (IIA5-10).

Analysis and Evaluation

Compton College follows standard practices for higher education in designing degree and certificate programs. All degrees require a minimum of 60 semester units and include a component of general education. CTE programs receive feedback from advisory committees to ensure coursework meets industry needs. Faculty are regularly evaluated to ensure quality within courses, which leads to program attainment.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Compton College is continually working to improve the scheduling process to ensure courses are scheduled to allow students to complete degrees and certificates in a timely manner consistent with established expectations in higher education and its own Institutional-Set Goal that measure the average number of units among degree completers. The course scheduling process begins with discussions between deans and GPD chairs, who review previous comparable semester offerings that includes the prior one-year enrollment and scheduling information (IIA6-01). Classes are scheduled full-term and short-term to accommodate student demand. The Schedule of Classes is published every term. Additionally, deans and GPD chairs review program maps, the two-year scheduling plan, and the course

offering history by program (IIA6-02, IIA6-03, IIA6-04). Faculty designed all program maps, which outline the required courses and suggested semester sequencing. Lastly, the College's Office of Institutional Effectiveness developed a survey that any employee can submit regarding classes students are interested in that are not being offered at Compton College for a particular term (IIA6-05). Employees had the opportunity to review and comment on the survey instrument before the survey was activated (IIA6-06, IIA6-07). On September 20, 2021, the Course Offering Survey went live (IIA6-08). All submissions are sent directly to the vice president of academic affairs, who shares the information with the appropriate dean and provides a response back to the initiating employee (IIA6-09).

In spring 2022, Compton College became a "teaching college" on the California Virtual College (CVC) Exchange. Being a teaching college allows students from other consortium colleges to seamlessly enroll in Compton College and allows Compton College students to seamlessly enroll in other teaching colleges. The former is assisting with the College's enrollment management. The latter allows the College to keep students while they visit another teaching college to enroll in courses that we do not have the capacity to offer in the precise term the student may need the class (IIA6-10).

The College provides many dual enrollment opportunities with our three local school districts: Compton, Lynwood, and Paramount unified school districts. All three districts have entered into College and Career Access Pathways (CCAP) agreements with Compton Community College District (IIA6-11, IIA6-12, IIA6-13). The agreement with Paramount USD allows students to complete at the associate of science for transfer in administration of justice. The agreements with Compton and Lynwood USDs provide pathways for students to complete CSU general education or IGETC. Compton USD has a Memorandum of Understanding with the District to provide access to dual enrollment for their Early College High School, which allows students to complete an associate degree and graduate from high school at the same time (IIA6-14, IIA6-15). In spring 2022, there were xx students who earned an associate degree and participated in commencement from the Early College High School (IIA6-16).

Analysis and Evaluation

The College employs multiple strategies to ensure courses are scheduled to allow students timely completion of degrees and certificates. Compton College strategically became a teaching college with the CVC to provide an alternative means for students to complete program requirements. Through dual enrollment programs, some high school students can complete an associate degree.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To fulfill the mission and make progress toward the vision from 2017 to 2024, Compton College focuses on its Strategic Initiatives outlined in *Compton College 2024* Comprehensive Master Plan and Board Policy 1200: *Mission, Vision, and Strategic Initiatives* (IIA7-01, IIA7-02). To accomplish the strategic initiative of supporting the success of students using technology, the College provides robust distance education courses and service offerings. As such, the College offers classes in-person, hybrid, and fully online, both synchronously and asynchronously (IIA4-05). Classes are also offered in the evenings and on Saturdays.

Of the College's 738 classes, 503 are approved for some type of online instruction: fully online (synchronous or asynchronous) hybrid, or fully online by mutual agreement (EFOMA) in case of emergency conditions (IIA7-03). Requests for a course to have DE approval go through the curriculum process and require separate approval (IIA1-07, IIA7-04, IIA7-05). Compton College ensures that distance education courses maintain the same rigor, adherence to the COR, and SLOs as for in-person classes (IIA7-06). The Academic Senate has established the Distance Education Advisory Committee (DEAC) that developed the *Distance Education Handbook*, which provides information on policies and regulations as well as resources for faculty (IIA7-07). The handbook is currently being revised as regulations have been updated. The DE Department, in collaboration with the professional development manager, provides support to faculty to ensure an effective learning environment (IIA7-08, IIA7-09). Additionally, the DE Department maintains webpages on faculty resources and guides for using Honorlock, an online proctoring service (IIA7-10, IIA7-11). All faculty have access to the Canvas Toolbox where they can access additional resources to assist in designing their online classes (IIA7-12). Also, the DE Department provides workshops every semester and all employees are informed via email and can participate (IIA7-13). Lastly, the DE Department provides a regular update to the Board of Trustees on their activities (IIA7-14). In addition to the ongoing professional development provided by the College, faculty must attain DE certification before teaching asynchronously or hybrid. To facilitate that process, the Faculty Course Review Committee (FCRC), a subcommittee of the DEAC, reviews course shells for faculty who have completed the three required @One courses (IIA7-15). The FCRC implements the College's local peer online course review process ensuring faculty who teach online have a standard level of expertise in distance education teaching practices (IIA7-16).

The College provides support for students to ensure they are prepared to take online classes including videos on how to log in to Canvas and an orientation to distance education (IIA7-17). Furthermore, the DE Department developed a Passport to Compton to provide more in-depth training for students (IIA7-18). Compton College ensures access to student support

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services online, including counseling, tutoring, and library resources (IIA7-19, IIA7-20, IIA7-21). The College supports online tutoring through the Student Success Center as well as through NetTutor, an online tutoring service available 24/7 (IIA7-22). These support services were expanded during the COVID-19 pandemic and now all students have access to support services through Canvas (IIA7-23).

Another way Compton College provides support to students is through success teams for each GPD. These teams bring together faculty, classified professionals, and administrators from multiple units. The teams support implementation of Guided Pathways, which operationalizes the College's Completion by Design: 1) Connection - initial interest through submission of application, 2) Entry - enrollment through completion of "gatekeeper" courses, 3) Progress - entry into course of study through completion of 75% of requirements, 4) Completion - complete course of study through earning a credential with labor market value, and 5) Transition - movement to four-year college or university or to workplace with living wage (IIA7-24). Success teams include the division dean, division chair and faculty, lead GP counselor, student services advisors, and members from other support areas including EOPS/CARE, CalWORKs, Special Resource Center, Financial Aid Office, Admissions and Records, Institutional Effectiveness, and the Student Success Center. The College has also implemented CRM Advise, an early alert system that aims to provide timely intervention of academic and student support services (IIA7-25). In the Early Alert Institute, held in winter 2022, participants reviewed data from the CRM Advise system, including success rates and participated in providing feedback on the data (IIA7-26, IIA7-27).

The 2022-2025 Student Equity Plan identifies the need to support Black or African American and Latino/a/x student completion of gatekeeper math and English courses. The College invests in many different innovations to improve student achievement and reduce opportunity gaps in performance, such as a faculty English Community of Practice; Black and Males of Color Success program; and Just in Time math workshops. Further as described in Standard II.B.X, the Student Success Center provides academic support through in-person and online tutoring and hosting winter and summer math bootcamp classes. Finally, as described in Standard II.C.X, the College has invested in various basic need services, so students enter the classroom with their basic needs met.

Analysis and Evaluation

Compton College continues to work to ensure there are equitable practices across campus. There are many supportive services to increase student success. These services are available for face-to-face classes as well as online classes. There are many professional development opportunities for faculty and staff to ensure the College is meeting the diverse and changing needs of its students, in support of equity in success for all students. The College's DE program

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is robust and is designed to ensure faculty are certified to teach online.

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

Compton College does not utilize departmentwide course or program examinations. However, the College does give credit for prior learning. On December 8, 2020, Board Policy 4235: *Credit for Prior Learning* was approved by the Board of Trustees (IIA8-01). At the same time, Administrative Regulation 4235: *Credit for Prior Learning* was shared with the governing board, which was later revised on June 9, 2022 (IIA8-02). Students may receive credit for prior learning through a satisfactory score on an Advanced Placement (AP) exam, high-level International Baccalaureate (IB) exam, or College Level Examination Program (CLEP) exam (IIA8-03). Additionally, students may earn credit through military service and an evaluation of their Joint Services Transcripts (JSTs), through student-centered portfolios, through industry examinations, or through credit by examination (IIA8-04). As an example, the computer information systems faculty have notified the Office of Admissions and Records that students who have acquired a CompTia A+ certificate through CompTia should receive three units of credit for the CIS 132: *Personal Computer Support and Networking* course (IIA8-05). To assist with the evaluation of JSTs, Compton College began implementation of the Military Articulation Platform (MAP) in spring 2022. MAP facilitates the articulation of military experience to Compton College degree applicable and transferable course credit (IIA8-06).

Analysis and Evaluation

The College does not use departmentwide examinations. In keeping with board policy and administrative regulations, the College does award credit for prior learning.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Compton College awards degrees in accordance with Board Policy and Administrative Regulations 4100: *Graduation Requirement for Degrees and Certificates,* which includes: a minimum of 60 units of credit with at least 18 units in a major or area of emphasis; a

scholarship requirement of a 2.0 or higher grade point average in all work and a "C" or better in each course counted toward a major requirement; a competency requirement in English and mathematics; and a minimum of 18 units of general education (IIA5-02, IIA5-03). Certificates are also awarded in accordance with the same policy and regulation. Additionally, the College uses the *Program and Course Approval Handbook*, produced by the California Community Colleges Chancellor's Office (CCCCO), as a guide for program development (IIA9-01). Lastly, the *Curriculum Handbook* details the curriculum process relating to programs (IIA1-07).

As discussed in Standard II.A.1, Compton College offers a total of 90 degrees and certificates, including associate degrees for transfer, associate degrees, certificates of achievement, certificates of accomplishment, and noncredit certificates of completion. All programs are detailed in the *Course Catalog* and include the approved PLOs (IIA1-01). All course SLOs are defined in the COR, included in each class syllabus, and mapped to PLOs (IIA9-02, IIA9-03, IIA9-04). To earn a degree or certificate, students must earn a "C" or better in all courses required for the major, which represents satisfactory achievement of course SLOs, and therefore, satisfactory achievement of the PLOs.

The College awards credits based on commonly accepted practices in higher education as described in Administrative Regulation 4020: *Program, Curriculum, and Course Development* (IIA1-02). One credit hour is equivalent to 54 hours of study consisting of 18 hours of lecture and 36 hours of out-of-class work. This complies with the Title 5, Section 55002.5 of the California Code of Regulations (IIA9-04). Compton College does not award credit based on the Clock-to-Credit-Hour Conversion Formula.

Analysis and Evaluation

Compton College awards course credit, degrees, and certificates based on student achievement and attainment of learning outcomes. The number of degrees and certificates awarded by the College continues to increase after the initial decline following separation from El Camino Community College District in June 2019.

Award Type	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Associate Degree	425	679	339	462	539
Associate Degree for Transfer	210	0	148	190	139
Certificate	101	213	121	195	298
Total	736	892	608	847	976

Note: The associate degree and associate degree for transfer were all coded as associate degrees in 2018-2019 due to a coding issue with El Camino Community College District that was subsequently fixed when Compton College became independent.

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10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

As detailed in the *Course Catalog*, Compton College makes available to students and the public academic credit policies for acceptance of credits and credit for prior learning (IIA10-01). The Catalog further delineates policies and regulations, referencing Administrative Regulation 4235: *Credit for Prior Learning* and Administrative Regulation 4236: *Advanced Placement Credit* (IIA8-02, IIA8-03). The regulation on credit for prior learning describes the types of credit for which students may demonstrate proficiency as well the criteria for eligibility and process for petitioning for credit. Students may earn credit through the AP, IB, and CLEP examinations, Credit by Examination, evaluation of Joint Services Transcripts, industry-recognized credentials, and portfolios. The Catalog provides students and the public information on how each AP, IB, or CLEP exam counts toward course credit at the College as well as for CSU and University of California (UC) transfer (IIA8-04). As noted in Standard II.A.8, the College began implementing the Military Articulation Platform (MAP) to facilitate the articulation of military experience to Compton College degree applicable and transferable course credit (IIA8-06). The College's Admissions and Records graduation webpage details the submission procedures and deadlines for official transcripts from other institutions (IIA10-02).

Board Policy and Administrative Regulation 4050: *Articulation* sets the groundwork for how the College develops articulation agreements as appropriate to its mission (IIA10-03, IIA10-04). The College Articulation Officer, a member of the Curriculum Committee, maintains current articulation agreements for seamless transfer to four-year colleges and universities. Compton College articulation agreements with the UC and CSU institutions are publicly available on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website (IIA10-05, IIA10-06). Additional articulation agreements are available on the Student Articulation webpage (IIA10-07). Learning outcomes for College courses are evaluated for comparability with transfer courses in CNET, which is reviewed and approved by the Articulation Office during technical review (IIA2-01). Compton College participates in the statewide Course Identification Numbering System (C-ID) program to facilitate transfer of credit between institutions. Approved C-ID courses are used to meet the statewide Transfer Model Curriculum requirements for students transferring to a CSU with an ADT. The C-ID approvals are publicly available on the C-ID website as well as in the *Course Catalog* (IIA10-08, IIA10-09).

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Analysis and Evaluation

Compton College makes available to its students clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. The College ensures that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its courses. The College has developed articulation agreements appropriate to its mission.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Compton College has identified four overarching ILOs for which SLOs and PLOs align (IIA11-01). The ILOs are:

- Critical Thinking
  - Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
- Communication
  - Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
- Community and Personal Development
  - Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
- Information Literacy
  - Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Through the curriculum process, the SLOs as approved in the COR and are mapped to ILOs within CNET (IIA11-02). Once the COR has been fully approved, the mapping is translated into eLumen (IIA11-03). The SLOs in eLumen, CNET, and the course syllabi are identical for all courses that were approved by the Curriculum Committee (IIA3-05, IIA3-06, IIA3-07, IIA3-08, IIA3-09). When programs are created, PLOs are mapped to ILOs in CNET (IIA11-04). As described in Standard I.B.2, PLOs and ILOs are assessed on four-year cycles. Prior to spring 2021, all outcomes assessment was done through the Nuventive system. Alignment grids for each program were created and used for PLO assessment (IIA11-05, IIA11-06, IIA11-07). With the transition from Nuventive to eLumen, the College has been reevaluating its processes and has further detailed its improvement through the Quality Focus Essay. Specifically, using eLumen, the data collected at the course level will funnel up so disciplines can assess their respective PLOs

and the institution can assess the ILOs. However, the College is still developing a process to transition the prior alignment grids into eLumen as well as a process to ensure newly developed programs have SLOs mapped to PLOs through the curriculum process.

Analysis and Evaluation

The College has identified four ILOs encompassing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives as well as PLOs for all its programs. The approved course SLOs are mapped to these ILOs and PLOs and assessed on a regular cycle.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degrees awarded by Compton College require a minimum of 18 units of general education (IIA5-03). The philosophy of general education is espoused in Board Policy and Administrative Regulation 4025: *Philosophy and Criteria for Associate Degrees and General Education* and listed in the *Course Catalog* (IIA1-04, IIA1-05, IIA12-01). Associate degrees include a health and physical education area, which promotes lifelong learning. Furthermore, Compton College has a culture, diversity, and equity requirement. The courses meeting this requirement provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences (IIA5-05). Students may also follow the 37-unit IGETC pattern or 39-unit CSU general education pattern to meet the general education requirement. Associate degrees for transfer require one of these two general education patterns, which depends on the transfer plan the student chooses to follow. The CSU general pattern includes an area for lifelong understanding and self-development. All general education patterns include a component of arts and humanities, science, mathematics, and social science (IIA5-05). Through the curriculum process, faculty request a course be included in general education (IIA12-02).

Analysis and Evaluation

The Compton College *Course Catalog* describes the general education philosophy and clearly presents the options students must meet regarding general education requirements. Lifelong learning is a component of general education and courses prepare students to engage in a civil society. Students completing general education gain a breadth of experience in the arts and humanities, sciences, mathematics, and social sciences. The College relies on faculty expertise to determine the appropriate general education for a course.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

As described in Standard II.A.9, all degree programs offered at Compton College include at least 18 units in a major or area of emphasis (IIA5-02, IIA5-03). Each degree consists of core requirements in the area of focus as well as electives. Required courses begin with introductory concepts, a core, and specialized coursework in the area of focus. Degrees are awarded upon successful completion of major courses, general education, and electives totaling a minimum of 60 units. Students must earn a "C" or better in all major courses and maintain a minimum grade point average of 2.0, which represents satisfactory achievement of SLOs, and hence satisfactory achievement of the degree's PLOs. All programs have defined PLOs, which are publicly available in the *Course Catalog* (IIA1-01). All courses have defined SLOs, which are included in class syllabi (IIA3-05, IIA3-06, IIA3-07, IIA3-08, IIA3-09).

Analysis and Evaluation

Compton College's degree programs include focused study in a major or area of emphasis. All programs have defined PLOs, which are appropriate to the program's area of inquiry. All courses that are part of the program also have defined SLOs, which are communicated to students in the course syllabus.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Compton College offers a broad range of CTE degrees and certificates designed to meet emerging market needs and that are supported by labor market information. The

requirements for all certificates and degrees are described in detail in the *Course Catalog* and in the program maps available on the College's website (IIA1-01, IIA14-01). All CTE courses, degrees, and certificates identify student learning outcomes based on established industry standards for competency and expectations for workplace skills and competencies required for successful employment in the field (IIA11-07). CTE programs are developed, reviewed, and modified in collaboration with industry-specific advisory committees and through CTE two-year reviews, the College's regular curriculum process, SLO assessment, and monitoring of external certification pass rates of applicable programs (IIA14-02, IIA5-06, IIA1-07, IIA14-03, IIA14-04, IIA14-05).

Advisory committees for each CTE program meet, at a minimum, annually and comprehensively examine the program (IIA14-02). Advisory committees are comprised of industry experts, other local educators, College faculty, staff, and students to ensure that students are adequately prepared for current workforce demands. Additionally, curriculum and programs that prepare students for external licensure and industry certification are developed in compliance with the competencies required for success in exam passage rates and employment requirements (IIA14-06).

Through the biennial PR process for CTE programs, faculty review labor market data, successful course completion rates, and the ability of the program to meet the professional competencies required by employers. Analysis of this data is used to make improvements to the course content, modes of instruction, and programs. In addition to the labor market data from the Center of Excellence and completion data, the College gathers information from student surveys, faculty, college job placement specialists and counselors, and employers who hired certificate earners and graduates (IIA14-07, IIA 14-08). The College's career and technical education (CTE) programs lead to employment and increased wages (IIA1-06).

Analysis and Evaluation

Compton College continues to ensure that CTE courses, degrees, and certificates confirm the competency and currency of skills required by industries and employers. This is accomplished through advisory committees and biennial program reviews.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Board Policy and Administrative Regulation 4021: *Program Discontinuance* outlines the process by which programs may be discontinued (IIA15-01, IIA15-02). Specifically, the policy calls for a joint task force of faculty and administrators to develop the methodology, criteria

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and guidelines that will apply to evaluating educational programs. The regulation further describes the factors influencing the decision to place a program for discontinuance review. In its assessment process, the task force shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment need, and student outcomes, as well as indicators relevant to the review of the College's CTE programs. The regulation is clear that "if the Board of Trustees decides to discontinue a program, the College will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption." The College has not discontinued any programs since becoming an independent college in June 2019.

Analysis and Evaluation

Compton College has policy and regulation in place in the event a program needs to be discontinued. That policy ensures students enrolled in the program will be able to complete the program in a timely manner. The policy and regulation have not been used as no programs have been discontinued.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As described in Standards I.B.5 and II.A.2, all programs undergo program review. Additionally, all CORs are reviewed and updated on a five-year cycle and two-years for CTE courses. On a four-year cycle through program review, all instructional programs and departments are required to thoroughly examine their curriculum for currency and to document improvements that have been made to courses and programs. In addition, instructional programs document their evaluation of SLOs and PLOs for relevance, noting where assessment data and other observations were used to make changes (IIA2-07). CTE programs conduct a full program review every four years, which includes supplemental questions. In addition, every two years (once between full reviews), CTE programs must conduct a mini-review and answer additional supplemental questions (IIA2-08). CTE programs are also asked in their four-year reviews to document how their industry advisory boards have influenced their programs' curriculum, including documenting how program faculty remain current with industry trends through engagement in training and professional development. Noncredit (continuing education) classes and programs follow the same cycle of program review as all other courses and programs. Compton College does not offer

community education courses.

Analysis and Evaluation

The College regularly evaluates and improves the quality of its instructional programs through its four-year program review process and the two-year career and technical education program review supplement process. Course outlines are updated on a five-year cycle, every two years for CTE courses. These reviews explore student achievement and learning outcome data to understand how to strengthen the program and improve the student experience. All programs are systematically reviewed on a rotating schedule and evaluated by the Institutional Effectiveness Committee for completeness and quality. Programs regularly make recommendations for improvement through this process.

Conclusions on Standard II.A: Instructional Programs

The College offers instructional programs aligned with its mission with a focus on students' ability to meet their goals, including transferring to a four-year university or obtaining living-wage employment. The College has set up curriculum development and program review evaluation to ensure that the programs meet the standards set by ACCJC and the U.S. Department of Education, and the curriculum and programs are appropriate in length, breadth, and rigor for associate degree and certificate programs. Faculty have a primary responsibility to create and maintain curriculum to ensure it provides learning opportunities and content that is up to date and of quality within the discipline focus. Curriculum is maintained and offered in a variety of modalities to support student momentum to completion and diverse student need. The College outlines student learning outcomes in line with the programs of study and evaluates programs and classes by these outcomes. The College has developed Guided Pathway Divisions and program maps to carefully guide students through a course-taking pattern to more quickly complete.

Improvement Plan(s)

II.A.4 The faculty, working through the curriculum process, have begun removing precollegiate classes from the *Course Catalog*. The plan documents the precollegiate courses that still appear in the Catalog and need to be inactivated through College processes.

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
II.A.4	Inactivate precollegiate classes in English from the *Course Catalog* to reflect class offerings more accurately.	Inactivate ENGL 60, 61, 62, 63, 64, 65, 66, and 67 through the curriculum process.	Fall 2023	English faculty, Curriculum Committee, Academic Senate

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II.A.7 The *Distance Education Handbook* will be updated to align with changes in regulation and policy.

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
II.A.7	Ensure currency of processes with respect to distance education.	Revise *Distance Education Handbook*.	Spring 2023	Distance Education Faculty Coordinator, Distance Education Advisory Committee, Faculty Course Review Committee, Distance Education Manager

II.A.1, II.A.3, II.A.11

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
II.A.1, II.A.3, II.A.11	Outcome assessment for student learning at the course and program level	See Quality Focused Essay	Fall 2024	Assessment Committee, SLO Coordinator, SLO Facilitators, Discipline Faculty, Director of Institutional Effectiveness,

Evidence List

IIA1-01 Course Catalog, pages 74-114
IIA1-02 Board Policy 4020: Program, Curriculum, and Course Development
IIA1-03 Administrative Regulation 4020: Program, Curriculum, and Course Development
IIA1-04 Board Policy 4025: Philosophy and Criteria for Associate Degrees and General Education
IIA1-05 Administrative Regulation 4025: Philosophy and Criteria for Associate Degrees and General Education
IIA1-06 Career and Technical Education Employment Outcomes Survey 2020

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IIA1-07 Curriculum Handbook
IIA1-08 Course Outline of Record, COMS 100
IIA1-09 Course Outline of Record, COSM 105
IIA1-10 Sample Student Learning Outcomes and Program Learning Outcomes in CNET
IIA1-11 Course SLO Assessment Timeline
IIA1-12 PLO Assessment Timeline
IIA1-13 Communication Studies Program Review
IIA1-14 Program Review Webpage
IIA1-15 English Program Review
IIA1-16 Institutional-Set Goals
IIA1-17 Compton College Success and Retention Dashboard
IIA1-18 Distance Education Tab in CNET
IIA1-19 Professional Development Page

IIA2-01 Curriculum Review Flowchart
IIA2-02 Course Outline of Record, POLI 101
IIA2-03 2019-2022 Faculty Contract, Article 14.7
IIA2-04 Distance Education Handbook
IIA2-05 2019-2022 Faculty Contract, Article 23
IIA2-06 Institutional Effectiveness Committee Webpage
IIA2-07 Program Review Handbook
IIA2-08 Program Review Timeline
IIA2-09 Physical Education Program Review

IIA3-01 Course Outline Review Schedule
IIA3-02 Course Outline of Record, SOCI 104
IIA3-03 Program Outline Report, Economics AA-T
IIA3-04 2019-2022 Faculty Contract, Article 7.5
IIA3-05 Syllabi for the Business and Industrial Studies Division
IIA3-06 Syllabi for the Fine Arts, Communication, and Humanities Division
IIA3-07 Syllabi for the Health and Public Services Division
IIA3-08 Syllabi for the Social Sciences Division
IIA3-09 Syllabi for the Science, Technology, Engineering, and Mathematics Division
IIA3-10 Student Learning Outcomes Faculty Coordinator Job Description
IIA3-11 Student Learning Outcomes Faculty Facilitator Job Description
IIA3-12 eLumen Launch Week Email
IIA3-13 Spring 2023 Course Report, Political Science

IIA4-01 Fall 2017 Schedule of Classes
IIA4-02 Board Policy 4222: Limitation to Remedial Coursework

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IIA4-03 Title 5, Section 55035
IIA4-04 Fall 2019 Schedule of Classes
IIA4-05 Fall 2022 Schedule of Classes
IIA4-06 Fall 2020 Schedule of Classes
IIA4-07 2022-2023 Course Descriptions for English, English as a Second Language, and Mathematics
IIA4-08 Basic Skills Chancellor's Office Curriculum Inventory Report

IIA5-01 Title 5, Section 55063
IIA5-02 Board Policy 4100: Graduation Requirement for Degrees and Certificates
IIA5-03 Administrative Regulation 4100: Graduation Requirement for Degrees and Certificates
IIA5-04 Real Estate Advisory Committee Minutes
IIA5-05 Course Catalog, pages 62-68
IIA5-06 Cosmetology Program Review
IIA5-07 2019-2022 Faculty Contract, Article 9.5
IIA5-08 2019-2022 Faculty Contract, Article 9.6
IIA5-09 2019-2022 Faculty Contract, Article 9.2
IIA5-10 2019-2022 Faculty Contract, Appendix B

IIA6-01 Fall 2023 Galleys, Social Sciences GPD
IIA6-02 Program Map, Air Conditioning and Refrigeration
IIA6-03 Two-Year Scheduling Plan, Sciences
IIA6-04 Course Offering History by Program, Communication Studies
IIA6-05 Course Offering Survey Template
IIA6-06 President/CEO Message, September 9, 2021
IIA6-07 President/CEO Message, September 13, 2021
IIA6-08 President/CEO Message, September 20, 2021
IIA6-09 Sample Course Offering Survey Response
IIA6-10 CVC Exchange Dashboard, Winter 2023
IIA6-11 CCAP Agreement with Compton Unified School District
IIA6-12 CCAP Agreement with Lynwood Unified School District
IIA6-13 CCAP Agreement with Paramount Unified School District
IIA6-14 MOU with Compton Unified School District for Early College High School
IIA6-15 4-Year Scheduling Plan for Early College High School
IIA6-16 Awards Data for Early College High School

IIA7-01 Compton College 2024
IIA7-02 Board Policy 1200: Mission, Vision, and Strategic Initiatives
IIA7-03 Course Distance Education Approval Status
IIA7-04 Administrative Regulation 4105: Distance Education

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IIA7-05	Curriculum Committee Minutes, November 8, 2022
IIA7-06	Title 5, Section 55202
IIA7-07	Distance Education Handbook
IIA7-08	Professional Development Calendar, 2021-2022
IIA7-09	Professional Development Calendar, 2022-2023
IIA7-10	Distance Education Faculty Resources Webpage
IIA7-11	Online Proctoring Service Guide
IIA7-12	Canvas Toolbox
IIA7-13	Distance Education Weekly Email, March 2022
IIA7-14	Distance Education Board Report, July 18, 2022
IIA7-15	Distance Education Certification Process
IIA7-16	Course Review Form
IIA7-17	Distance Education Student Resources Webpage
IIA7-18	Passport to Compton
IIA7-19	Counseling Webpage
IIA7-20	Student Success Center Webpage
IIA7-21	Library Webpage
IIA7-22	Virtual Tutoring
IIA7-23	Student Support Hub
IIA7-24	Success Team Manual
IIA7-25	CRM Advise Early Alert
IIA7-26	Early Alert Institute
IIA7-27	Early Alert Institute Survey Results

IIA8-01	Board Policy 4235: Credit for Prior Learning
IIA8-02	Administrative Regulation 4235: Credit for Prior Learning
IIA8-03	Administrative Regulation 4236: Advanced Placement Credit
IIA8-04	Course Catalog, pages 22-24
IIA8-05	CompTia Credit for Prior Learning
IIA8-06	Military Articulation Platform Articulations

IIA9-01	Program and Course Approval Handbook
IIA9-02	Course Outline of Record and Syllabus, ASTR 120
IIA9-03	SLO-PLO-ILO Alignment Grid, Social Sciences
IIA9-04	SLO to PLO Mapping in eLumen, Cosmetology
IIA9-05	Title 5, Section 55002.5

IIA10-01	Course Catalog, pages 19-21
IIA10-02	Admissions and Records Graduation Webpage
IIA10-03	Board Policy 4050: Articulation
IIA10-04	Administrative Regulation 4050: Articulation

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IIA10-05 Articulation with CSU Dominguez Hills in Sociology
IIA10-06 Articulation with UC Irvine in Sociology
IIA10-07 Student Articulation Webpage
IIA10-08 C-ID Approval for Geography
IIA10-09 Course Catalog, pages 116-117

IIA11-01 Course Catalog, page 8
IIA11-02 FILM 114 SLOs in CNET
IIA11-03 ACR SLOs in eLumen
IIA11-04 AA-T in Economics PLOs in CNET
IIA11-05 SLO-PLO-ILO Alignment Grid, English
IIA11-06 SLO-PLO-ILO Alignment Grid, History
IIA11-07 SLO-PLO-ILO Alignment Grid, Welding

IIA12-01 Course Catalog, pages 59-61
IIA12-02 Course Outline of Record, PHYS 101

IIA14-01 Program Map, Auto Collision Repair and Painting
IIA14-02 Cosmetology Advisory Committee Meeting Minutes, April 4, 2022
IIA14-03 SLO Assessment for a CTE course
IIA14-04 Exams and Licensure Webpage
IIA14-05 NCLEX Passage Rates
IIA14-06 Minutes from Board of Registered Nursing, May 2022
IIA14-07 Administration of Justice Program Review
IIA14-08 Sample Program Review Survey for CTE Program

IIA15-01 Board Policy 4021: Program Discontinuance
IIA15-02 Administrative Regulation 4021: Program Discontinuance

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B. Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

In alignment with the College's mission statement and strategic initiatives, the Compton College library provides students with quality educational services and resources that support College curriculum offerings and provides avenues for accessing information to support student learning and research efforts. Furthermore, the Library and Student Success Center support the values of the institution and promote an enhanced learning environment by providing the following learning support services and technological resources to the community:

1. Library Services: The Compton College Holifield Library is located on the first floor of the Library- Student Success Center (L-SSC) building on campus and has approximately 38,000 print books in its reference, reserve, and circulating collections (IIB1-01, IIB1-02). Students have additional access to over 173,000 electronic books via the EBSCO Academic E-book Collection (IIB1-03, IIB1-04). The library's collection also features 250 books on tape, over 200 children's print books for child development students, print subscriptions to 71 periodicals and magazines, and five newspapers in print. As of fall 2022, the library subscribes to 33 online research databases and three that are available to the public (IIB1-05). Students can get reference assistance with a librarian in person and online via Cranium Café during operating hours.
    - Currency and Depth: Librarians acquire materials for the collection, based on Association of College and Research Libraries (ACRL) standards, ongoing consultation with faculty, students, other library users, and book review sources such as *Library Journal* (IIB1-06, IIB1-07). In addition, outdated or worn-out books and other materials are retired from the collection in accordance with established College deselection (weeding) protocols in accordance with Board Policy 4040: *Library and Learning Support Services* (IIB1-08). Consistent attention to this materials review process ensures that the materials in circulation are current, relevant, and contain sufficient depth of content for students.
2. Library Instruction: Library faculty teach credit classes and library orientation workshops that align with library science's student learning outcomes (SLOs), the library's service area outcomes (SAOs), the ACRL Information Competency Standards for Higher Education, and the information literacy needs identified through departmental or individual discipline faculty member requests (IIB1-09, IIB1-10, IIB1-11). Instructional faculty can request in person or online library orientations for their classes (IIB1-12). Finally, librarians developed and regularly offer a series of workshops open to all students

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on topics such as using databases, MLA and APA formats, plagiarism, peer reviewed journals, databases for research, and evaluating sources (IIB1-13, IIB1-14).

3. Tutoring Services (Reading/Writing Center, Math/Science Center, STEM Center): The Student Success Center provides free, drop-in tutoring in two specialized areas: Math/Science and Reading/Writing. The center also offers general tutoring in the following subjects available to all students: ESL, Spanish, political science, business, social science, accounting, anthropology, and nursing (IIB1-15, IIB1-16, IIB1-17). In addition, free 24/7 on-demand live tutoring, question drop-off, and writing feedback is available to students through NetTutor via Canvas. NetTutor allows the SSC to extend its support services specifically for high-demand subjects (IIB1-16). The STEM Center provides support to students who are majoring in calculus-based majors and provides online and in-person drop-in tutoring, a study center, and academic excellence workshops in physics (IIB1-18, IIB1-19, IIB1-20).
4. Embedded Coach and Supplemental Learning Associate (SLA) Programs: In addition to the various tutoring centers located within the SSC, the center also provides in-class tutoring through either the Embedded Coach Program or SLA Program. Embedded coaches and SLAs work in tandem with instructional faculty in the classroom to provide real-time learning support to students. Additionally, embedded coaches and SLAs provide group tutoring support and may host various student success workshops aimed at popular topics in English and mathematics (IIB1-14, IIB1-21, IIB1-22).
5. Computer Laboratories and Learning Technology: The L-SSC is home to the largest computer lab on campus with 100 computers equipped with a myriad of academic software, including Microsoft Office, and Stellarium. All computers have student network access to print, email, and the internet. In the 2022-2023 academic year, Compton College instituted a free printing service to support access to printing as a basic need. Instructional assistants are available to provide general instructional and technological support to students and faculty during operation hours (IIB1-23).

Analysis and Evaluation

The College maintains an adequately sized library collection of quality print, audio, and electronic research materials that supports an equitable learning environment for students, regardless of modality. Librarians consistently review materials for quality and depth. Furthermore, the L-SSC provides robust academic support services for all currently enrolled students. To increase efficiency and convenience, the College utilizes a centralized model where all academic support services are conveniently located within one building.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Per their job description, librarians are responsible for the acquisition, maintenance, and disposal of library materials, such as books, journals, audiovisual materials, and databases, as outlined in

(IIB2-01). Nonlibrary faculty and staff make their needs known to library personnel either by directly contacting library faculty, participating in periodic Library Advisory Committee meetings, or using the online Library Materials Request Form to recommend library materials (IIB2-02, IIB2-03). The Student Success Center coordinator consults with the English and math instructional specialists, who serve as liaisons between instructional faculty and the SSC, to select educational software and materials to enhance student success and programs, incentives, and workshops to facilitate student success in key courses (IIB2-04).

Librarians and the SSC staff communicate with the College's Information Technology (IT) Department for maintenance of the computer and wireless network needed to access databases, online journals, and educational software online on campus. The Computer Lab in the L-SSC building offers direct access to the library catalog, databases, and e-books (IIB2-05). The library also provides access to e-books and online research databases for distance education (DE) students from off-campus computers via the library website and a list of usernames and passwords that are regularly changed for security purposes (IIB2-06). The library provides access, both on and off-campus, to library streaming video collections (IIB2-07). Finally, the English and math instructional specialists work with department faculty, the DE faculty coordinator, and DE manager to assess the learning needs of students and to select programs and resources that support students in the attainment of their academic goals (IIB2-08).

Analysis and Evaluation
Librarians regularly engage with instructional faculty, instructional specialists, and other learning support staff to determine the library material needs of students. Instructional faculty can request materials to add to the library's existing collection through a variety of means, and librarians routinely review the quality, depth, and availability of the library collection to support student learning.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Compton College assesses student needs and experiences with library and learning support services through ongoing qualitative and quantitative surveys to ensure that services are sufficient in quantity, currency, depth, and variety to support the College's educational programs and to support student success (IIB3-01). The Library and other learning support services have service area outcomes (SAOs) and complete the program review process and annual plans, which draw on data collected from surveys and SAO assessments (IIB3-02). Moreover, the library uses data such as circulation statistics, e-book and database usage statistics, and student surveys to assess the effectiveness of the Library's collection development efforts (IIB3-03). As the College continues to work toward meeting student needs by moving services online, the Library collects information from the Office of Institutional Effectiveness on retention and success rates for students in DE courses, SLO and SAO assessment data, and program review reports to determine whether L-SSC efforts are enhancing student achievement of identified learning outcomes for

distance education students in the same way that they are meeting the needs of students on ground (IIB3-04). The results of this data are then used to inform budgetary requests as part of the L-SSC's annual plan (IIB3-05). The College supports the L-SSC's efforts to meet student needs and in L-SSC's contribution of helping students achieve success in the attainment of student learning outcomes through robust funding via general fund and grant monies, such as funds from the Student Equity and Achievement Plan. (IIB3-06).

Analysis and Evaluation
The Library-Student Success Center regularly evaluates the effectiveness of their collection and services provided to students, regardless of modality. While the L-SSC serves all students, regardless of modality, special attention is placed on students in distance education courses to maximize equitable access to library materials and services in support of student success. Using surveys, program review, annual plans, SLO and SAO assessments, and distance education success and retention data the L-SSC supports the College's mission to provide quality programs and services while demonstrating a commitment to closing equity gaps.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard
Both the Library and the SSC collaborate with external entities to provide services to their users. The Library contracts with ExLibris, via the statewide Library Service Program, to provide access to ALMA, the integrated library system that handles cataloging and circulation of books and other library materials (IIB4-01). The Library also contracts with the Community College Library Consortium to provide access to article/e-book databases such as EBSCO and ProQuest and directly with Infobase for access to instructional videos through Films on Demand (IIB4-02, IIB4-03).

While the Library currently does not have an inter-library loan program, it does have mutual lending agreements. There is a standing reciprocal contract in place with California State University, Dominguez Hills (CSUDH) whereby students from either campus can use and borrow books from either library (IIB4-04). In addition, students participating in the transfer pathway program with Loyola Marymount University (LMU) have access to LMU's library collection (IIB4-05).

Compton College is responsible for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement with materials and service vendors, such as educational software providers NROC/EdReady and Burlington English (IIB4-06, IIB4-07). The College regularly evaluates these services to ensure their effectiveness and makes changes to the L-SSC's support software and collection as necessary (IIB4-08). For

example, subscription services PLATO and Rosetta Stone were not renewed due to lack of use or effectiveness on student learning.

Analysis and Evaluation
The L-SSC contracts with outside entities to increase student access to larger library collections and services and retains records of these agreements. Furthermore, the L-SSC evaluates these services for use and effectiveness.

Conclusions on Standard II.B: Library and Learning Support Services
The Library-Student Success Center (L-SSC) at Compton College offers robust on-campus and online resources that support student learning. The L-SSC offers accessible databases, study spaces, embedded tutoring, workshops, and technology access. Librarians maintain a robust collection of learning materials and ensure the currency, depth, and quality of this collection through routine review and weeding. Finally, the L-SSC's collection and student support services are reviewed through the evaluation of SLOs, SAOs, and surveys. L-SSC librarians and staff use the data collected from these to inform the L-SSC's program reviews and annual plans, where improvements on materials and services aimed at student success are determined and budgeted.

Improvement Plan(s)
None.

Evidence List

IIB1-01	Compton College Library Brochure
IIB1-02	Compton College Library Webpage
IIB1-03	Library Catalog
IIB1-04	Library E-books
IIB1-05	Library Databases
IIB1-06	ACRL Standards for Libraries in Higher Education
IIB1-07	Library Journal sample reviews
IIB1-08	Board Policy 4040: Library and Learning Support Services
IIB1-09	Syllabus: LIBR 101
IIB1-10	Program Review: Library
IIB1-11	ACRL Standards, Guidelines, and Frameworks
IIB1-12	Library Orientation Request Form
IIB1-13	Library Workshops Flyer, Spring 2021
IIB1-14	Library/SSC Student Success Workshops, Fall 2022
IIB1-15	SSC Brochure
IIB1-16	SSC Webpage
IIB1-17	SSC Tutoring Schedule, Fall 2022
IIB1-18	STEM Center Webpage
IIB1-19	STEM Center Academic Excellence Workshop Flyer, Fall 2022
IIB1-20	STEM Center Flyer, Fall 2022
IIB1-21	SSC Embedded Coaching Flyer Fall 2022

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IIB1-22	SSC Directed Learning Activities
IIB1-23	SSC Computer Lab Webpage
IIB2-01	Librarian Job Description
IIB2-02	Library Advisory Committee Agenda: Fall 2022
IIB2-03	Library Materials Request Form
IIB2-04	Communication with SSC Instructional Specialist: June 2022
IIB2-05	IT Workorder History
IIB2-06	DE Library Resources Page in Canvas
IIB2-07	Streaming Videos Page (Films on Demand)
IIB2-08	Communication with DEFC/DEM Evidence Pending
IIB3-01	L-SSC User Survey
IIB3-02	Circulation data from ALMA
IIB3-03	Data from Office of Institutional Effectiveness
IIB3-04	Student Equity Achievement Data
IIB3-05	Library-Student Success Center Annual Plan
IIB3-06	Student Equity Plan: L-SCC Budget Allocations
IIB4-01	CCLC LSP Contract (ExLibris ALMA/PRIMO)
IIB4-02	CCLC Library Databases contract
IIB4-03	Films on Demand (Purchase Order)
IIB4-04	California State University, Dominguez Hills Mutual Library Borrowing Agreement, March 2022
IIB4-05	Loyola Marymount University Compton Transfer Pathway Mutual Library Borrowing Agreement
IIB4-06	SSC Ed Ready contract
IIB4-07	SSC Burlington English Contract
IIB4-08	SSC Program Review

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C. Student Support Services

1. The institution 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 accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Compton College student support services departments and programs regularly evaluate the quality of their respective services through the program review process. The College's program review process requires departments and programs to evaluate the effectiveness of their services, discuss the alignment of their departments and programs to the College's mission statement, strategic initiatives, and the *Compton College 2024* Comprehensive Master Plan (IIC1-01). Student services departments and programs complete program reviews on a four-year cycle (IIC1-02). In fall 2021, student services participated in a virtual enrollment audit and assessment conducted externally by Education Advisory Board (EAB) (IIC1-03). All student services departments also develop, collect data, and assess service area outcomes (SAO) annually to identify ways to improve services for students (IIC1-04). In addition to SAO assessment, the Counseling Department conducts on ongoing customer service survey that includes evaluating online counseling and student feedback (IIC1-05).

Each student services department and program submit an annual plan to the Office of Institutional Effectiveness (OIE) (IIC1-06). The annual plan process fosters both departmental or programmatic collaboration and ongoing discussion centered on continuous improvement through the evaluation of departmental or programmatic student-facing services and internal goals, as well as mapping desired service outcomes through the logic model. Additionally, the OIE provides area-specific data to all student services departments or programs through the data dashboard so that each department and program can access and evaluate its data (IIC1-07).

The 2022-2025 Compton College *Student Equity Plan* (SEP) is focused on closing student achievement gaps for disproportionately impacted student groups by equity metrics (IIC1-08). This SEP reflects an ongoing institutional effort to improve proportional student academic outcomes and to critically assess and evaluate student equity planning at the College. Maintained by the director of basic needs and success, the SEP details institutional goals and processes that address student basic needs, including food and housing insecurities, increased access to technology such as laptops and Wi-Fi hotspots, academic support services for online and face-to-face students, as well as budgetary needs to provide these critical supports to Compton College students (IIC1-08). Through the College's collaborative governance process, the director of basic needs and success seeks feedback and comments on data results as well as on the assessment of the overall effectiveness of various student support services within the

SEP (IIC1-09). The OIE also conducts an annual evaluation of the impact of basic needs on student success that is shared broadly with the Board of Trustees and campus (IIC1-10).

Analysis and Evaluation

Student support services, regardless of location and modality, are evaluated and assessed. To ensure effectiveness, all student support services departments and programs complete annual plans and a program review every four years. The College uses surveys and the SAO assessment process to help determine the effectiveness of a given department or program. Each program review guides the evaluation process and supports the development of departmental or programmatic goals and respective budgetary needs. Finally, student equity funding is used to improve student learning and overall student success.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College's student services programs have associated SAOs and work regularly to collect summative assessment data through the evaluation of these SAOs (IIC2-01). The SAO statements, as well as assessment results, are housed on the Student Services webpage and are available to the public (IIC2-02). As part of the assessment process, SAO statements are reviewed for effectiveness and revised for improvement where necessary. Student success teams developed common SAOs in 2022 with a focus on career exploration and student connection that are tied to the Completion by Design model to increase student engagement (IIC2-03).

Student support services departments and programs utilize a SAO template to guide their evaluation process (IIC2-04). As part of the College's program review process (IIC2-05), SAO assessment data informs several aspects of the program review. For example, program review questions require discussions and reflection around successes or challenges that may have occurred and how these successes or challenges can be leveraged to address improving existing processes or establishing new processes in each student support services department or program (IIC2-06). Additionally, the program review template guides employees in using their SAO data to make informed recommendations for improvement to the District. Annual plans also draw on SAO assessment data to mitigate immediate gaps in student support services that may arise in between program review cycles (IIC2-07). Recommendations for improvement are documented in program review, requests for funding are included in department unit plans and funding requests are ranked in area plans (IIC2-08).

Analysis and Evaluation

All student support services departments and programs have service area outcomes assessed annually and included in the four-year program review during which recommendations for improvement are made. Additional funding requests for these recommendations are included in the annual planning process.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College provides equitable access to all students by providing in-person and remote/virtual services. Student Services programs offer services in a variety of modalities. Information on services and delivery methods is available on the Student Services webpage and includes Library, tutoring, Admissions and Records, Counseling, Financial Aid, STEM Center, and student support services like EOPS/CARE and CalWORKs (IIC3-01). Students can use ConexED to choose the service delivery method and receive their services remotely or in person. For example, students can get assistance with their application, financial aid, meet with a counselor and register for classes in-person or virtually (IIC3-02). Using ConexED, the College offers a virtual office, an event space, and a virtual lobby.

Designed for student equity and engagement, ConexED's virtual spaces are compliant with the Americans with Disabilities Act (ADA) and the high-touch platform is mobile responsive. High-touch text and instant messaging to students is secured through ConexED communication platform (IIC3-03). ConexED ensures user-friendly features and meets ADA compliance rules for people with disabilities, including visual, auditory, speech, physical, cognitive, and neurological abilities. ConexED conforms to the four accessibility principles to provide a user experience that is perceivable, operable, understandable, and robust (IIC3-04). Students and staff appreciate the safety provided by ConexED scheduler and virtual meeting integration that generates a unique URL for each appointment. The single sign-on and guest registration options ensure authentication and authorization of every login and use of the scheduler. The scheduler and virtual meeting integration grants staff access to appointment details right inside the virtual space. Like a digital folder, the synced appointment details enable staff to document a student's visit in real time and to view past meeting notes, the intake form, and send a staff review form with next steps for keeping the student on track. There are privacy-level options that further enforce the safety and security of the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and ADA.

Students can complete the Compton College New Student Orientation virtually through the Comevo platform (IIC3-05). The online orientation is also available in Spanish (IIC3-06). All student services are available in person and online. For example, students can choose the

modality for their counseling appointments (IIC3-07). The College initiated a Student Support Hub within our Canvas platform to make connection and accessibility for service delivery available to students in online courses (IIC3-08). The Student Support Hub is a collection of resources available as a course on students' Canvas dashboard. Resources are included covering a variety of topics: registration and advising, virtual student success services (IIC3-09), career resources, financial aid, library resources (IIC3-10) and more. Additionally, students receive a Canvas announcement regarding upcoming events (IIC3-11).

The Counseling Department is piloting extended hours in spring 2023 to increase equitable access (IIC3-12). Extended counseling hours are provided in person and virtually. Students can choose the modality for their counseling session when they book their counseling appointment. The Counseling Department is available until 6:30 p.m. Monday through Thursday, until 4:30 p.m. on Friday, and on Saturdays (IIC3-13).

Faculty submit early alerts throughout the academic year via CRM Advise (IIC3-14). Early alerts allow faculty members to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention of students. The information is shared with Student Services advisors, counselors, and members of success teams. They work with students individually and assist in overcoming any barrier to success and making appropriate referrals to campus resources (IIC3-15). The CRM Advise Early Alert Workgroup meets biweekly to discuss student trends, patterns, improvements, and data (IIC3-16).

Compton College partners with St. John's Community Health to provide comprehensive health care services to students and serves as a resource for the community. Physicals, lab testing, vaccinations and behavioral health services are among the many services provided. Additionally, the College has contracted with Virtual Care Services. Students have full access to their telehealth platform, and can get the care they need anytime, from anywhere at no cost to the student. Included are unlimited 50-minute behavioral visits with master-level counselors, life coaching, and on-demand crisis counseling. Board-certified physicians are also available 24 hours a day, seven days a week, 365 days a year (IIC3-17).

Services includes the following departments: Athletics, Student Development, EOPS/CARE, CalWORKs, Formerly Incarcerated Students in Transition (FIST), Guardian Scholars, NextUp (former foster care students), Welcome Center, Call Center, Counseling, Financial Aid, Guaranteed Income, CalFresh, Special Resource Center (SRC), College Promise, Veterans Resource Center, Black and Males of Color Success Initiative, Educational Partnerships, Orientation, Career Center, Transfer Center, Basic Needs, and Farmers Market. All Student Services departments, except for counseling, are open from 8 a.m.-4:30 p.m. Monday, Tuesday, Thursday, 8 a.m.-6:30 p.m. Wednesday, and 8 a.m.-1 p.m. on Fridays (IIC3-18).

Through the department of Educational Partnerships, the College has prioritized outreach and recruitment efforts to increase access to students in the service area and support a college-going culture. In spring 2022, the college developed the Compton College 2022-2023 *Outreach and Recruitment Plan*, a comprehensive plan inclusive of ongoing outreach and enhanced activities. The enhanced activities were creative ideas for targeting disproportionately impacted student groups and increasing access for students of color, LGBTQ, students with disabilities, veterans, and other special populations. The plan is tied to the Institutional-Set Goals and provides guidelines for assessment and analysis of the effectiveness of plan activities. The plan is inclusive of categorical programs and reflects the needs of the College service area. The College uses National Student Clearinghouse data to target students from the local service area who have not enrolled into college. The Office of Community Relations prepares print and multimedia marketing and outreach materials to distribute throughout the community. In fall 2022, the College created the Compton College Street Team, to make more connections to students and the community and to ensure equitable access. (IIC3-19)

Analysis and Evaluation

The College has demonstrated a commitment to access and equity in service delivery for all students regardless of location or delivery method. All services are robust, comprehensive and designed with various accessibility features. Services like ConexED, the Canvas Student Support Hub, CRM Advise, and the extended counseling hours pilot initiatives are providing increased access to support services for all students. Through ConexED, Student Support Hub, Counseling extended hours and CRM Advise Early Alert, Compton College has established a support system for students that has developed community, connectedness, and a sense of belonging. Early Alerts now provide a holistic approach by addressing academic and basic needs of students, help build cross-collaboration within the campus community, and empower students to become their own advocates. Furthermore, the Success Teams leverage CRM Advise and the Canvas Student Support Hub to send proactive nudges, such as emails and text messages.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College supports the holistic development of all students, including student-athletes, through robust cocurricular programs that add to the social and cultural experiences and learning of its students. Associated Student Government (ASG), student clubs and organizations, student development, and athletics programs engage students in cocurricular

experiences (IIC4-01). ASG changed its name from Associated Student Body to ASG to demonstrate student leadership. ASG leadership recommended the College change the Tartar mascot. As referenced in standard IVA1, the current Tartar mascot did not resonate with the student students due to the mascot's depiction of a character that portrayed racist imagery of a person. A recommendation to change the mascot was made to the President/CEO. The mission of Compton College Athletics is to provide an equitable opportunity for all students to participate in intercollegiate athletics while succeeding in obtaining their academic or vocational goals. Athletic and cocurricular participation helps promote leadership development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking and perseverance (IIC4-02). The Office of Student Development has oversight for the operations of student clubs, ASG, and student engagement activities. The Student Development policies and procedures manual outlines the procedures to operationalize the work of Student Development and is inclusive of the student voice (IIC4-03). The College strongly supports curricular and cocurricular programs that encourage the development of each student. These activities are an important aspect of campus life and provide positive educational experiences for all students.

Board Policy 5700: *Athletics* guides the implementation and participation in student athletics programs at the College (IIC4-04). Board Policies 5400: *Associated Student Government* (IIC4-05), 5410: *Associated Student Body Elections* (IIC4-06) and 5420: *Associated Student Body Finance*, provides for the organization of the student government and its respective representatives that provide fiscal oversight to ASG financial accounts according to the policies and procedures of the student government (IIC4-07). The ASG budget is developed annually and approved by the President/CEO in consultation with the director of student development and athletics as well as the student activities coordinator. The director of student development and athletics represents the student activities programs in a variety of meetings, and recruits, organizes, and advises a variety of student clubs and organizations while facilitating student participation in student government. Additionally, the director of student development and athletics participates in the development and administration of the student activities program budget, materials, and supplies, and monitors and approves related expenditures (IIC4-08).

The ASG is responsible for the chartering of student clubs, providing additional cocurricular learning experiences for students (IIC4-09). Student clubs reflect the social and cultural interests of students and are open for all students to participate. Cultural events sponsored by the ASG include celebrations of Black history, Latinx heritage, women's history, veterans, and LGBTQ+, among others (IIC4-10). The Compton College Black and Males of Color Initiative provides ongoing monthly engagement and cocurricular programming for students, as well as professional development for faculty and staff to support educational achievement within the Black student population at Compton College (IIC4-11).

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We offer the following competitive intercollegiate sports programs open to men and women: basketball, cross country, soccer, and track and field. Additionally, we have the following men's sports, football, and baseball. Our women's sports consist of badminton, softball, and volleyball. Various staffing changes in coaches and administration and the COVID-19 pandemic created challenges for the operations of the Athletics Department. However, despite these challenges the College added esports to its suite of intercollegiate sports programs in 2022. Various workshops are provided to student-athletes on topics such as name image license (NIL) and health center services for physical and mental health (IIC4-12).

The institution is guided by the regulations of the California Community College Athletic Association and is a member of the South Coast Athletic Conference and the Southern California Football Conference (IIC4-13). To support the educational development and planning for students, a dedicated athletic counselor is available (IIC4-14) to provide academic counseling and education plans. The athletics budget has continued to increase over time to support the operations and administration of the College's athletic programs. Online chat options are also available for student athletes (IIC4-15). During the season, student intercollegiate athletes take courses to support the further training and practice required for their sports. Other courses are available when sports are out of season, and Physical Education courses are offered for any student of the institution to promote lifelong health and wellness (IIC4-16). Academic support such as tutoring is available for all students including student-athletes (IIC4-17). As noted in Standard II.B.1, through the Student Success Center (IIC4-18), students receive access to the Library (IIC4-19) and educational resources. Additional centers for math and science (IIC4-20), reading and writing (IIC4-21), career services (IIC4-22) and veterans (IIC4-23) are open and available to support student learning and success.

Analysis and Evaluation

Compton College prioritizes student development and learning in cocurricular activities and athletics programs. Support and instructional services are available to all students along their educational journey, which includes courses in physical education and career development. The athletics and cocurricular programs offer dynamic opportunities to enrich the lives of students through social and cultural learning.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling and academic advising programs to support student

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development and success. Counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on student goals, aptitude, academic strengths, and interests (IIC5-01).

Counselors participate in ongoing and extensive training to meet the needs of students. Regardless of location or modality, counselors provide students educational plans online, which are available via the *MyCompton* web portal (IIC5-02). By engaging in professional development to remain current in the field and promote student success, the Counseling Department continues developing services (IIC5-03). Examples of professional development for part-time and full-time counselors include: the annual University of California (UC) Counselor's Conference; California State University (CSU) Counselor's Conference, California State University, Dominguez Hills Counselor's Conference, Myers-Briggs Type Indicator (MBTI) training, Strong Interest Inventory training, and the Counseling in the Era of Equity seminar (IIC5-04).

Since fall of 2019, counseling services are available to students through various programs on campus including general specialized counseling such as: Financial Aid, Transfer & Career, Veterans, Foster Youth, Athletics, Special Resource Center, and many others. To further support students, Guided Pathways counselors are assigned to academic divisions to build liaisons with faculty and to create information pathways for students and fellow counselors. The College encourages students who have chosen a major to visit one of the counselors assigned to their Guided Pathway Division, while an undeclared or undecided student may see any counselor and are also encouraged to see a Career Counselor. Counselors review assessment data and other information about student abilities, interests and needs, help students plan for their education through the development of an educational plan, follow a student's academic progress, answer questions about students' needs, assist students in career planning, help students plan for graduation, and make appropriate referrals (IIC5-05).

Student satisfaction surveys, SAO assessments, and the program review process all provide evaluation data on the effectiveness of the College's Counseling Department. Counselors review data collected from student satisfaction surveys as well as SAO assessment data in departmental counseling meetings to ascertain possible improvements (IIC5-06). The Counseling Department's most recent program review was completed in spring 2023 (IIC5-07). Past discussions have included whether current survey tools are generating useful answers to address student needs and what investigative methods could collect more meaningful student data to assist in improving student services (IIC5-08). Previous data discussions have led to modifications of current SAO statements as well as the modification of survey instruments to encourage more useful findings (IIC5-09).

Understanding that student success is a shared responsibility, through the process of designing its Guided Pathway Divisions and using the Completion by Design framework, Compton

College created an integrated organizational structure to align the instructional and student services that students will need to persist, succeed, and complete programs of study. The Success Teams use the Completion by Design framework to improve each stage of the student experience through connection, entry, progress, completion, and transition through an equity mindset. Accordingly, as the College implemented the Guided Pathway Divisions (GPDs) in fall 2019, the College has organized new case management support teams to ensure students successfully progress through their program of study and invested in hiring new Guided Pathway counselors to lead student support efforts. Thus, each Success Team, which is embedded within each Division, includes deans, division chairs, faculty within the Guided Pathway, division counselors, instructional coordinator, student services adviser, EOPS/CARE, CalWORKs, DSPS, Financial Aid, Admissions & Records, and Institutional Effectiveness. Success Teams meet regularly to track student success, design interventions, and proactively address students' needs and ensure that they persist, succeed, and complete their academic and career goals. Furthermore, the Success Teams helped build student connections within the Guided Pathway Divisions by creating activities, such as social justice speaker series, virtual paint night, and STEM robot learning projects (IIC5-10).

The College supports providing relevant information on academic requirements, counseling services and transfer through policies and procedures. Administrative Regulation 4100: *Graduation Requirements for Degrees and Certificates* outlines the College procedure for awarding degrees and certificates (IIC5-11). Recent accomplishments include creating SAOs, annual program plans, institutional resource allocation, and defining and operationalizing case management. Board Policy 4240: *Academic Renewal* allows for previously recorded substandard coursework to be disregarded in the computation of the student's grade-point average (GPA) (IIC5-12). In accordance with Administrative Regulation 4240: *Academic Renewal*, a student may petition to have up to 30 units of college credits disregarded (IIC5-13). Board Policy 5110: *Counseling* establishes the need for access to counseling services for students, while Administrative Regulation 5110 *Counseling* outlines the services available to students, including confidential academic and career counseling (IIC5-14, IIC5-15). Board Policy 5120: *Transfer Center* establishes that the Transfer Center shall be committed to the development of activities and services that identify and increase the number of students that are prepared to transfer and monitor the effectiveness of those services (IIC5-16).

Analysis and Evaluation

The College has comprehensive counseling programs to support student development and success for all courses, including those offered online or off site. The College supports the Counseling Department through robust professional development opportunities, with extensive administrative support for workshop, and conference attendance. In addition, all new counselors, full-time and part-time, participate in an extensive training process.

The College routinely evaluates counseling services in varied ways, with point-of-service

surveys, student satisfaction surveys, program review, and SAO assessment. Counseling services are designed and implemented based on student demands and evaluation results.

6. The institution has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (ER 16)

Evidence of Meeting the Standard

The institution has adopted and adheres to equity-based admission policies consistent with the College mission, vision, and values as illustrated in the College Catalog (IIC6-01). The College Catalog provides detailed information on steps to enrollment which includes application information. As an open and accessible institution, the College accepts 100% of its applicants. The *Student Equity Plan* includes steps to increase access for all students, including those most disproportionately impacted (IIC6-02). All programs for special populations such as EOPS/CARE, CalWORKs, SRC, Guardian Scholars, STEM and Upward Bound provide requirements for admission to their programs on the College website and in the *Course Catalog* (IIC6-03). Nursing is the only program with special admissions, which requires supplemental qualifications and an additional application (IIC6-04). The College delineates all requirements for nursing in the *Course Catalog* and on the nursing program webpage (IIC6-05).

Application workshops and assistance are available through the Welcome Center (IIC6-06). As illustrated in Board Policy 5010: *Admissions and Concurrent Enrollment*, any person over the age of 18 or possessing a high school diploma, or who has passed the California High School Proficiency Test, or who has a GED or Certificate of Completion from a high school or from another nation shall be admitted to the College (IIC6-07).

Administrative Regulation 5010: *Admissions and Concurrent Enrollment of High School and Other Young Students* (IIC6-08), details the procedure for admissions to the College for K-12 students, including those taking courses as a part of a College and Career Access Pathway (CCAP) agreement. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.

The Oliver W. Conner Promise Program was developed to support equity in educational access by eliminating the financial barriers associated with attending college. Promise students are encouraged to complete the steps to enrollment, which include application, financial aid, orientation, and education planning (IIC6-09). Students who participate in the Oliver W. Conner Promise Program are provided with intensive support, which includes

early college and career planning, guaranteed admission, priority registration and computer technology (IIC6-10).

As part of the Compton College Completion by Design framework, the College is committed to clarifying the path for students. A key part of this is presenting the program information in a way that is easy to consume, relevant to the users' needs, and makes the educational programs section of the Catalog more user friendly. As a guided pathways college, students are directed into a program of study at the time of application. All students are admitted to a guided pathway upon application and are provided with degree and program maps to help them navigate their educational journey. The Program Mapper is a customized visual representation of the program requirements list in the *Course Catalog*. Students will find it organized by Learning and Career Pathways, groups of similar programs that are designed to help select a program of study and speed progress toward completion. Students will find information on occupations and careers commonly associated with each program, including typical wages and the labor market demand for California. (IIC6-11). Each pathway allows students to explore a set of program maps that show a semester-by-semester path from program entry to completion. Students will also find videos and program learning outcomes that will deepen their understanding of each program and pathway.

Success Teams that consist of guided pathways counselors, division chairs, and representatives from departments and divisions across the College submit proposals to support student learning and progress (IIC6-12). Through counseling services, Success Teams, new student advising, and participation in special programs, students are advised on pathways to degrees and certificates (IIC6-13). Information on pathways to completion for degrees and certificates is also available on the College website (IIC6-14) and is listed in the *Course Catalog* (IIC6-01).

Transfer advising is available through all counseling programs and the Transfer Center (IIC6-15, IIC6-16). Transfer requirements and information concerning associate degrees for transfer are available in the Catalog and through transfer advising services.

The College supports equity programs like dual enrollment to close achievement gaps and increase access for students of color (IIC6-17). Dual enrollment programs are offered at all three feeder high school districts, Compton, Lynwood and Paramount unified school districts. Ninth through 12th grade students can earn college credits by taking classes offered during the bell schedule. The District exempts special part-time students from the following fee requirements: student representation fees, nonresident tuition fees, corresponding permissible capital outlay fee and/or processing fees, transcript fees, course enrollment fees, apprenticeship course fees, and child development center fees (IIC6-08). Students have access to College services even as these enrollment fees are waived (IIC6-18). The College has reviewed data on underrepresented groups and created an initiative to focus on Black and Males of Color success (IIC6-19). The data has shown that Black and males of color are not

getting equitable access to dual enrollment courses (IIC6-20). The College has acted, working with respective feeder school district leaders to increase the number of Black students in these courses through recruitment, retention, and student engagement activities (IIC6-21).

Analysis and Evaluation

The College is an open/entry and fully accessible institution. All students who apply are accepted. The College does a thorough job explaining and defining guided pathways and roadmaps to completion for students. All students, upon entry into the College, are placed on a guided pathway. Additional support for students along the path from their Success Team provides advising on degrees, certificates, guided pathways, and progress toward completion. Admission and transfer requirements are clearly articulated for new, prospective, and continuing students. Dual enrollment opportunities exist for all area K-12 students. Through review of access data, the College is currently determining how to appeal to all student groups.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College has closed the assessment center and no longer uses any assessment instruments. Prospective Compton College students use CCCApply to submit electronic applications (IIC7-01). This electronic application system is the first step in the College's "Steps to Admission," where students enter pertinent information regarding their educational experience. As part of the Steps to Enrollment, incoming students submit their official transcripts to the College, where counselors later discuss guided self-placement options for English, mathematics, or English as a second language courses or use prior credit to waive prerequisites (IIC7-02). The Assessment Center at the College ended operations in 2019.

In response to California Assembly Bill 705 (Irwin) (AB705), the College began taking steps to eliminate barriers to transfer-level courses, including the development of multiple measure maps/rubrics, based on high school GPA and date of last English or mathematics class taken, to assist students with guided self-placement options (IIC7-03). In 2018, the Office of Institutional Effectiveness (OIE) and representative faculty from English and mathematics trained counselors in the use of these multiple measure maps (IIC7-04). Subsequently, the use of Accuplacer ceased, and the Assessment Center no longer tested incoming students. In July 2021, the College partnered with the Research and Planning Group to conduct an analysis of English and math student outcomes to ensure that special populations are not disproportionately enrolled in pretransfer level coursework. This examined subpopulations including English language learners (ELL) who graduated from a U.S. high school, business science technology engineering mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office

Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups (IIC7-05).

As of fall 2022, College faculty have eliminated all basic skills courses in English. Using multiple measures or guided self-placement, students work with counselors to determine whether they should take English 101 or English 101S, where the second option has a corresponding corequisite support course. Based upon feedback from the state, the College will no longer offer below-transfer courses in math by summer 2023. This process is published in the Compton College Catalog and available to the public (IIC7-06). Furthermore, in March 2022, the College submitted AB705: *Equitable Placement and Completion -English and Math Validation of Practices and Improvement Plan* to the California Community Colleges Chancellor's Office, further detailing the College's goals for fully realizing AB705 in the admissions process (IIC7-06).

Analysis and Evaluation

The College regularly evaluates its admission processes related to English, ESL, and mathematics placement instruments for effectiveness and to minimize biases that may negatively impact student groups. The College continues to take steps to fully realize its AB705 implementation plan and the new law AB1705. Further, any other placement tests are subject to analysis before they are put in place.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.

Evidence of Meeting the Standard

The College maintains all student records with the utmost security. Aligned with Title 5 Section 59020's guidelines for the maintenance of records (IIC8-01), Board Policy 3310: *Records Retention and Destruction* details CCCD's commitment to retaining student records securely and confidentially, whereas Administrative Regulation 3310: *Records Retention and Destruction* details the College's process for securing and destroying student records (IIC8-02). Student records are maintained permanently, securely, and confidentially with provisions for the secure backup of all files. The College runs on Amazon Web Services (AWS) Relational Databases Service (RDS) and automatic backups are taken care of by AWS with the following frequency and retention:

- Automatic RDS backups are taken every day and stored for a configurable number of days: the current retention period is 35 days.

- Manual backups do not have a retention period configured and are deleted when no longer needed (upgrade database, etc.).

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.

Analysis and Evaluation

The College takes measures to ensure that student records are securely maintained and that its processes for records retention and destruction align with Title 5 Section 59020 requirements.

Conclusions on Standard II.C: Student Support Services

Compton College fulfills its mission by providing comprehensive, equitable, and accessible student support services to its community. All services are regularly evaluated through various methods, including program review, student area outcomes assessments, customer service surveys, and the 2022-2025 *Student Equity Plan*. The College works to provide equitable access to all services, both in person and online. Finally, Compton College ensures that cocurricular programs, as well as athletics, are inclusive and conducted with integrity.

Improvement Plan(s)

Standard	Area of Improvements	Work Plan Objective	Timeline	Responsible Entity(ies)
II.C.2	Outcome assessment for student learning and service areas	See Quality Focused Essay	Spring 2023	SLO Coordinator, Facilitators, Discipline Faculty, Assessment Committee, Deans/Directors, Director of Institutional Effectiveness

Evidence List

IIC1-01 Compton College 2024 Comprehensive Master Plan
IIC1-02 Program Review Handbook
IIC1-03 EAB Virtual Enrollment Audit Report
IIC1-04 Service Area Outcomes (SAO): [INSERT AREA]
IIC1-05 Counseling Customer Services Survey
IIC1-06 Annual Plan Instructions 2023-2024
IIC1-07 Tableau Dashboard Application
IIC1-08 Student Equity Plan
IIC1-09 Collaborative Governance Process

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IIC1-10 Student Equity Plan BOT Presentation

IIC2-01 SAO Assessment
IIC2-02 2022-2023 SAO Assessment Results
IIC2-03 Success Teams SAO/Completion by Design Model
IIC2-04 Student Services SAO Template
IIC2-05 Student Services Program Review: Example
IIC2-06 2022-2023 Annual Plan: Example
IIC2-07 Student Services 2022-2023 Unit/Area Plan Rankings

IIC3-01 Student Services Division Webpage
IIC3-02 Student Directory of Services ConexED
IIC3-03 ConexED Text and Instant Messaging
IIC3-04 ConexED Accessibility Principles
IIC3-05 New Student Orientation (English)
IIC3-06 New Student Orientation (Spanish)
IIC3-07 Virtual and Online Counseling Appointment Options
IIC3-08 Student Support Hub
IIC3-09 Virtual Student Success Services
IIC3-10 Virtual Library Resources
IIC3-11 Canvas Event Announcement
IIC3-12 Counseling Department Extended Hours
IIC3-13 Counseling Extended Hours Schedule
IIC3-14 CRM Advise Presentation
IIC3-15 CRM Early Alert Manual
IIC3-16 Early Alert Workgroup Meeting Minutes
IIC3-17 Student Support Services
IIC3-18 President/CEO Message Compton College Street Team

IIC4-01 Athletic & Cocurricular Compton College Catalog
IIC4-02 Athletics Mission Statement Compton College
IIC4-03 Student Development Policies & Procedures Manual
IIC4-04 Board Policy 5700: Athletics
IIC4-05 Board Policy 5400: Associated Student Government
IIC4-06 Board Policy 5410: Associated Student Elections
IIC4-07 Board Policy 5420: Associated Student Government Finance
IIC4-08 Director of Student Development and Athletics Job Description
IIC4-09 ASG Student Club Charter Packet
IIC4-10 ASG BOT Presentation May 2022
IIC4-11 BMCS Programming Outline Spring 2023
IIC4-12 NIL Athletic Workshop

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IIC4-13	Athletics Conference
IIC4-14	Athletics Counseling
IIC4-15	Athletics Online Chat
IIC4-16	Athletics Course Options
IIC4-17	Academic Tutoring
IIC4-18	Student Success Center
IIC4-19	Board Policy 4040: Library and Learning Support Services
IIC4-20	Math and Science Center
IIC4-21	Reading and Writing Center
IIC4-22	Career Services
IIC4-23	Veterans Center
IIC5-01	Administrative Regulation BP5110: Counseling
IIC5-02	SEPs and MyCompton Portal
IIC5-03	Professional Development
IIC5-04	Examples of Professional Development PT_FT
IIC5-05	Counseling Services
IIC5-06	SAO Assessment Plan Student Satisfaction Survey
IIC5-07	Program Review: Counseling
IIC5-08	Counseling Department Meeting Agenda, September 6, 2022
IIC5-09	Counseling Department Meeting Agenda, September 20, 2022
IIC5-10	GPD Completion by Design Student Success Teams
IIC5-11	Administrative Regulation 4100 Graduation Requirement for Degrees and Certificates
IIC5-12	Board Policy 4240: Academic Renewal
IIC5-13	Administrative Regulation 4240: Academic Renewal
IIC5-14	Board Policy 5110: Counseling
IIC5-15	Administrative Regulation 5110: Counseling
IIC5-16	Board Policy 5120: Transfer Center
IIC6-01	2021-2022 Compton College Catalog pg. 67-133
IIC6-02	Student Equity Plan, Page 71
IIC6-03	EOPS, CARE, CalWORKs, SRC, STEM, Guardian Scholars, Upward Bound Eligibility Requirements
IIC6-04	ADN Nursing Requirements
IIC6-05	Nursing Program
IIC6-06	Welcome Center
IIC6-07	Board Policy 5010: Admissions and Concurrent Enrollment
IIC6-08	Administrative Regulation 5010: Admissions and Concurrent Enrollment of High School and Other Young Students
IIC6-09	Promise Program Eligibility

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IIC6-10	Compton Promise Presentation
IIC6-11	Program Mapper
IIC6-12	Guided Pathways Proposals
IIC6-13	Degrees & Major Pathways
IIC6-14	Guided Pathways Academic Programs
IIC6-15	Graduation and Transfer Requirements
IIC6-16	Transfer & Career Center
IIC6-17	High School Students Dual Enrollment
IIC6-18	Pathways Dual Enrollment Update
IIC6-19	Director of Black and Males of Color Job Description
IIC6-20	Dual Enrollment Dashboard
IIC6-21	BMCS Programming Outline and Flyer
IIC7-01	CCCApply Application for Admission Compton College
IIC7-02	Prerequisite Waiver Request
IIC7-03	Math and English Guided Self-Placement Charts
IIC7-04	Multiple Measure Maps
IIC7-05	Compton College Catalog
IIC7-06	English and Math Validation of Practices and Improvement Plan
IIC7-07	Disproportionately Impact Data Math and English Demographics
IIC8-01	Administrative Regulation 3310: Records Retention and Destruction
IIC8-02	Board Policy 3310: Records Retention and Destruction

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. **The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard
Compton College has policies and procedures to ensure its selection processes support the programs and services offered to meet its mission and serve students and the community. Based on the College's Board Policy and Procedure Review Timeline, the College reviewed and updated all of Compton Community College District's (CCCD) board policies and administrative regulations on recruitment and selection in the 2022-2023 academic year. These include:

- Board Policy 7120: *Recruitment and Selection* (IIIA1-01),
- Administrative Regulation 7121: *Administrative Recruitment and Selection* (IIIA1-02),
- Administrative Regulation 7122: *Faculty Recruitment and Selection* (IIIA1-03),
- Administrative Regulation 7123: *Classified Recruitment and Selection* (IIIA1-04), and
- Administrative Regulation 7124: *Unclassified Recruitment and Selection* (IIIA1-05).

In addition to the College's timeline for policy review, CCCD subscribes to the Community College League of California Policy and Procedure Services, which provides notification of any changes that are legally required.

In May 2019, Compton College entered into an agreement with the Center for Urban Education (CUE) to review Compton College's faculty and administrator hiring processes. The goal was to identify the College's strengths and areas of improvement in its hiring processes with respect to equity-minded hiring. CUE presented their findings to the CCCD Board of Trustees at their March 2020 meeting (IIIA1-06). The findings of CUE's report are currently under review for consideration in assisting the College in improving its hiring process. Should the recommendations be approved and implemented, revisions to both Academic Regulation 7121*: Administrative Recruitment and Selection* and Academic Regulation 7122: *Faculty Recruitment and Selection* will need to occur.

The College uses the *Minimum Qualifications for Faculty and Administrators Handbook*, adopted

by the Board of Governors in 2020, to establish the qualifications of candidates as part of the faculty and administrators hiring process (IIIA1-07). On June 27, 2022, the CCCD Board of Trustees accepted AR 7211: *Minimum Qualifications and Equivalency*, which details the College's process to evaluate a candidate's qualifications to determine if they are equivalent to minimum qualifications as stated in handbook (IIIA1-08). Human Resources created new equivalency forms to assist both existing faculty as well as new applicants to provide supporting documentation for their request for equivalency (IIIA1-09, IIIA1-10). Once a position closes, Human Resources reviews the qualifications of all applicants to determine if they meet the qualifications as stated on the job announcement. If there is any doubt, the application is forwarded to the screening committee where they also review the qualifications of the applicants prior to selecting those they want to interview, including those requesting equivalency. A final check of the qualifications is done prior to the individual being offered the position and the Board of Trustees approving the hire.

The *Compton College 2024 Staffing Plan* details the analysis of the College's current staffing levels and projected staffing needs (IIIA1-11). Staffing needs are reviewed as vacancies occur and during the budget planning process. Annually, the Hiring Prioritization Committee, composed of three faculty members selected by the Academic Senate and two administrators designated by the president/CEO, convenes to evaluate and identify faculty needs for the upcoming academic year. Faculty vacancies are not automatically prefilled, providing the Hiring Prioritization Committee the opportunity to discuss what faculty in specific areas are needed to meet the needs of students and new emerging programs. The Hiring Prioritization Committee receives requests for faculty hires, and these requests focus on projected student growth, enrollment trends and demographic changes; the ratio of part-time to full-time faculty; Full-time Equivalent Student per Full-time Equivalent Faculty data; previous hiring trends in the area; and other relevant information.

Detailed hiring procedures exist for the selection of administrators and faculty to ensure they are qualified and able to support the College's mission and goals (IIIA1-12, IIIA1-13). The College's Equal Opportunity Representative trains each hiring committee to ensure the hiring process complies with all laws and local regulations to promote the District's ongoing commitment to diversity and student success. Confidentiality is stressed throughout the process and committee members work together to develop screening criteria to identify well-qualified candidates and effective interview questions to elicit a candidate's understanding of the needs of Compton College students.

Job announcements for all types of positions provide applicants with a clear picture of the College, including its mission, the position duties, and the steps necessary to successfully apply for the position (IIIA1-14). Based on recommendations from CUE, the information about the College includes student and faculty demographics (IIIA1-06). This will provide applicants with the opportunity to illustrate their understanding of the needs of the College in their cover letters and interviews.

Positions are advertised for a minimum of 30 days to ensure there is sufficient time to advertise the positions. Human Resources posts all positions on the CCCD website and the California Community Colleges Registry. In addition to asking administrators and faculty for recommendations of where to post job announcements, Human Resources contracts with a

Northern California advertising firm, *Ad Club*, to manage the advertisements of all positions, including reaching out to Listservs and publications that promote diversity, such as "Latinos in Higher Education."

Hiring procedures for classified staff are significantly different from those of faculty and administrators. CCCD is a merit district governed by Education Code §88060-88139. The Personnel Commission Rules and Regulations outline the process for recruiting and selecting classified employees (IIIA1-15). During Compton College's recovery period, the Board of Trustees of Compton Community College District serves as the Personnel Commission. Current legislation outlines the timeline for the return of a fully functional Personnel Commission at CCCD (IIIA1-16). The current practice ensures that those hired to fill classified positions are fully qualified and have successfully completed both a written and oral examination, resulting in an eligibility list. Once the CCCD Board of Trustees, acting as the Personnel Commission, approves the eligibility list, hiring managers can fill their vacant positions.

Analysis and Evaluation
The hiring and selection process at Compton College is well defined to ensure the integrity of the process through the participation of faculty and administrators. While selection of classified staff follows a different route, that process is also designed to yield highly qualified candidates for open positions. Even though classified staff do not have a direct role in the hiring of classified staff, they do have an important role in the hiring of administrators. Procedures are in place to confirm that applicants meet the minimum qualifications. Once selected, thorough reference checks are conducted with the assistance of an outside firm to verify the individual's work history and character.

The College recognizes the importance of improving its processes to address its commitment to diversity. Utilizing information gathered through its work with the Center of Urban Education, the College is revising some of its practices to make the hiring process more responsive to the needs of its programs and students.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
The Colleges uses the Minimum Qualifications for Faculty and Administrators adopted by the California Community Colleges Board of Governors in 2020 to establish the qualifications of each faculty member hired to teach or perform services at Compton College (IIIA2-01). Each application is reviewed a minimum of three times. Human Resources completes the first review to determine which candidates meet the minimum qualifications prior to the applications being sent forward to the screening committee.

Per the faculty hiring procedures listed in the Compton Community College Federation of Employees Bargaining Agreement, the screening committee meets prior to receiving the applications to identify the screening criteria to be used to select candidates to interview (IIIA2-02). Once the screening committee sends the screening criteria and interview questions to Human Resources, the committee receives access to review applications to ensure that the minimum qualifications have been met by the applicant. The final review comes prior to Compton Community College District Board of Trustees approval. Once an applicant is selected for hire, Human Resources reviews the applicant's education to confirm that they hold the appropriate degrees from an accredited institution.

The Academic Senate, in collegial consultation with administrators, updated the equivalency to minimum qualification policy in the event an applicant indicates that their qualifications are equivalent to those stated on the job announcement (IIIA2-03). Applicants are required to provide verifiable documentation such as alternate coursework, publications, specialized training, licensures and/or certificates. Each of these requests undergoes a thorough review. If a current faculty member is requesting an equivalency in another discipline, the request is reviewed by the equivalency committee, comprised of faculty, the Academic Senate and president/CEO before being submitted to the CCCD Board of Trustees for review and approval. Human Resources and the screening committee reviews any equivalency requests for new applicants.

Each job applicant is required to include in their packet a cover letter explaining how the applicant meets the qualifications and a resume detailing their professional experience and accomplishments. The screening committee reviews applicant packets to identify the candidates best suited for the position to invite them to an interview. As part of the interview, applicants complete a writing sample on a pertinent topic and present a teaching demonstration. Each job announcement outlines the duties the successful candidate is expected to do, including development and review of curriculum.

Unlike counselor and librarian positions, which have formal job descriptions, the duties for faculty members are pulled from the faculty agreement and outlined in the job announcement under position description (IIIA2-04, IIIA2-05, IIIA2-06).

Analysis and Evaluation
Faculty undergo a thorough review of their qualifications and ability to carry out the College's mission. Following a thorough review of their qualifications, candidates demonstrate their ability to teach through a demonstration on a specific topic related to their assignment.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
Applicants for administrative positions go through a rigorous hiring process to ensure they are well qualified to carry out the mission of Compton College and serve students (IIIA3-01). Qualifications for administrators responsible for educational programs and services are

determined by the Minimum Qualifications for Faculty and Administrators (IIIA3-02). Prior to announcing a position, the president/CEO and vice president of human resources review the job description to make sure it accurately reflects the needs of the College. Human Resources generates the job announcement that identifies responsibilities, necessary qualifications applicants need to have to carry out the duties, as well as any additionally desirable qualifications (IIIA3-03). At the conclusion of the recruitment process, both Human Resources and the screening committee review applications to verify that candidates meet the required qualifications for the position.

The classified hiring process for staff is as rigorous as it is for faculty and administrators. Compton College operates under a merit system for its classified positions. Hiring procedures are delineated in the Personnel Commission Rules and Regulations (IIIA3-04). When a vacancy or need arises, the area manager completes the Justification for Filling an Established Vacant Position form documenting the need (IIIA3-05). Once the College approves the need, Human Resources develops the job announcement based on the job description and includes any additional information about the position (IIIA3-06). Once recruitment ends and Human Resources reviews the applications for minimum qualifications, applicants undergo a two-step process that includes a written and oral examination resulting in an eligibility list. Once Human Resources approves the eligibility list, the area manager interviews the top three candidates and hires the individual best suited to the position.

Analysis and Evaluation
Compton College develops and maintains hiring procedures to ensure that all staff, including administrators and support staff of educational programs and services, meet the necessary qualifications to perform the functions of their job and support the mission of the College and maintain institutional effectiveness and academic quality. Within the process, there are checks and balances to validate the qualifications of the candidates selected to serve students.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
The College uses the Minimum Qualifications for Faculty and Administrators adopted by the Board of Governors for the California Community Colleges in 2020, which states any degrees earned must be from an accredited institution (IIIA4-01). When Human Resources staff review the qualifications of candidates, they are also responsible for determining if the candidate's degrees come from an accredited institution. The final check occurs when Human Resources reviews the candidate's background for salary placement. All new hires are required to submit official transcripts, and only units and degrees from accredited institutions are considered for salary placement (IIIA4-02).

In preparing this response for the institutional self-study, Human Resources discovered that the only place the job announcement states that the degree must come from an accredited institution is in relation to foreign degrees:

> Foreign Transcripts: Transcripts issued outside the United States of America require a course-by-course analysis with an equivalency statement from a certified transcript-evaluation service verifying the degree equivalency to that of an accredited institution within the USA. For information on transcript-evaluation services, please visit: https://www.compton.edu/admissions-aid/admissions-records/transcripts.aspx.

Understanding that this could be clearer for prospective applicants, in fall 2022, Human Resources began modifying job announcements to clearly state that all degrees must be from an accredited institution (IIIA4-03).

Analysis and Evaluation
The College has a process in place to verify that all degrees and units are from an accredited institution prior to being hired by the Compton Community College District. To ensure that applicants to positions are informed of this requirement early in the process, the job announcement format was modified in November 2022 to highlight this requirement.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
Human Resources oversees the College's evaluation system for all staff with the goal of continuously developing each employee. At the beginning of each academic year, Human Resources provides a list of faculty members scheduled to be evaluated to the vice president of academic affairs (IIIA5-01). Contract faculty are evaluated during the fall semester and tenured faculty are evaluated during the spring semester (IIIA5-02). Instructional deans and division chairs maintain the list of part-time faculty members to be evaluated during the academic year (IIIA5-03). Human Resources maintains the annual evaluation schedule for administrators and provides the president/CEO in early fall that identifies which administrators are doing a basic or comprehensive evaluation (IIIA5-04).

The evaluation process for faculty and classified staff is detailed in their collective bargaining agreements. (IIIA5-05, IIIA5-06). The process for administrators is a comprehensive 360 evaluation system designed to document work performance and provide guidance for improvement. The Evaluation Procedures for District Administrators was accepted by the Compton Community College District (CCCD) Board of Trustees in May 2009 (IIIA5-06).

Except for probationary tenure-track faculty members, tenured faculty and adjunct faculty are evaluated every three years. Tenure-track faculty members are evaluated every year during their four-year probationary period. Each evaluation review committee is composed of two discipline faculty members, one faculty member from outside the discipline, the division chair, and the dean of the division. A review of the evaluation forms illustrates that the College seeks to improve

instruction and services to students through peer review of instruction and student feedback (IIIA5-07). An important component of this evaluation process is the faculty portfolio, which includes, but is not limited to, analyses of student surveys, student learning outcomes, contributions to curriculum and professional development activities to stay current in their field and a discussion of pedagogical techniques.

Adjunct faculty undergo a modified evaluation process although the outcome is improved instruction. Part-time faculty evaluation committees include the division dean, division chair or designee, and one faculty member from the discipline or related discipline. The focus of an adjunct evaluation is classroom observation, student feedback and a portfolio that contains the faculty member's self-evaluation and pedagogical reflection.

Permanent classified employees are evaluated annually by May 1, following a successful completion of their probationary period. During the probationary period, classified employees are evaluated during their third and fifth month of service. Like other employee groups, the primary purpose of evaluation is to recognize good performance, improve service, and provide supportive guidance on how to improve in their role on campus (IIIA5-08, IIIA5-09, IIIA5-10).

The vice president of human resources reviews and signs off completed classified evaluations. The president/CEO annually receives an evaluation summary of all classified evaluations to review (IIIA5-11). The vice president of academic affairs reviews all faculty evaluations prior to sending them to Human Resources and works with academic deans to address evaluations as needing improvement. Vice presidents keep the president/CEO informed of the status of all administrative evaluations. Prior to recommending contract extensions to the CCCD Board of Trustees, the president/CEO reviews the administrator's evaluation.

Analysis and Evaluation
Compton College maintains an evaluation process that strives to promote institutional effectiveness by recognizing excellence and encouraging improvement and professional development. Evaluations are based on an employee's job duties and responsibilities, including participation in institutional activities as appropriate to the position. Classified staff and administrators are evaluated annually, and faculty are evaluated every three years once they have attained tenure.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to

achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
Compton College has maintained a consistent number of full-time faculty since before 2018. According to the California Community Colleges Chancellor's Office (CCCCO) data, since 2018, Compton College has averaged 99 faculty consisting of instructors, counselors, and librarians. Part-time faculty averaged 170 members until the impact of the COVID-19 pandemic decreased the demand for classes, resulting in fewer openings for part-time faculty members (IIIA7-01). Programs seeking additional faculty members identify their needs in their program reviews and then this information is updated in unit plans generated each year (IIIA7-02). Each fall term, Guided Pathways Divisions identify faculty needs for the following year and submit requests to the Hiring Prioritization Committee, which submits recommendations to the president/CEO (IIIA7-03). For example, in fall 2022, physical education submitted a request to hire four full-time coaches (IIIA7-04). Through the prioritization process, the College considered this request and determined that there was a need for only one full-time position; a full-time women's soccer coach is needed for students. Subsequently, the District decided to make the position a combined women's and men's soccer coach and will be recruiting for the 2023-2024 academic year.

Another measure that ensures the College has enough faculty to meet its instructional needs is its success in meeting its Full-time Faculty Obligation Number (FON) monitored by the California Community Colleges Chancellor's Office. The goal here is to show that at least 75% of all instruction is carried out with full-time faculty or that the College has a specific number of full-time faculty. In fall 2022, Compton College reported a FON of 98.1, with an obligation of 28 and a FT/PT ratio of 57.4% (IIIA7-05).

Analysis and Evaluation
Compton College maintains a sufficient number of qualified full-time faculty to support the instructional program. Within the program review process, faculty analyze current levels, possible retirements and future staffing needs to ensure that faculty levels are maintained to support a robust instructional program.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
Compton Colleges recognizes the important role part-time faculty play in instructional programs. Due to that role, processes are in place to ensure that part-faculty are well qualified for positions (IIIA8-01). Division deans and chairs work with Human Resources to identify departmental needs for each term and Human Resources recruits and maintains a diverse pool of candidates for many high-demand disciplines so that vacancies can be filled promptly. To fill open positions, the dean identifies a screening committee to select qualified candidates for the interview process, which includes a teaching demonstration as appropriate. During the process, Human Resources reviews the candidate's qualifications and then the screening committee ensures minimum qualifications

have been met. Divisions, in conjunction with Human Resources, maintains seniority lists for part-time faculty regarding assignment rights (IIIA8-02).

Once hired, new part-time faculty participate in the adjunct orientation at the College and Division levels (IIIA8-03). The College-level orientation is more formal and provides a review of the systems available to faculty and an introduction to the roles of the Academic Senate and Federation of Teachers. In Banner 101, faculty learn how to access their rosters, manage waitlists, take attendance, drop students, and assign grades. In CRM Advise, faculty are shown how to use the system to issue early alerts to promote student success by making students aware of the resources available to assist them. The Division-level orientation focuses on the faculty member's assignment where they receive the course outline of record, sample syllabi, information regarding SLO assessment and a full-time faculty mentor to assist throughout the semester.

Part-time faculty members are evaluated twice during the first four semesters, including their first semester and then every three years. (IIIA8-04). The evaluation process includes student surveys, classroom visitations and a portfolio. The portfolio provides the evaluation team copies of the syllabi, sample assignments and tests and a self-evaluation. In the self-evaluation, the faculty member reflects on the student surveys, SLOs, success and retention rates and what changes they could make in their role as a faculty member.

Part-time faculty participate in College and Division meetings, learning teams and professional development activities throughout the year, including representation on the Academic Senate ensuring their input in academic and professional matters (IIIA8-05). A calendar of professional development activities is published at the beginning of the academic year identifying a variety of workshops geared to inform faculty of the services the College offers to promote student success (IIIA8-06).

Analysis and Evaluation
The College has policies and practices in place to ensure that part-time faculty are recognized as key members of the campus community. The College has well-documented procedures for hiring, evaluation and seniority rights for part-time faculty. Through Professional Development, part-time faculty have access to a variety of workshops and conferences to enhance their professional growth while working at Compton College. Each year, the College seeks nominations from staff and students and recognizes a deserving educator with the Outstanding Adjunct Faculty Award. (IIIA8-07).

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
Staffing levels at Compton College have been consistent since 2018. Based on the California Community Colleges Chancellor Office's staffing reports from 2018 to 2021, Compton College has maintained approximately 430 employees serving the educational, technological, physical, and administrative operations of the College (IIIA9-01). Of all the College's employees, part-time

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faculty suffered the greatest impact of the COVID-19 pandemic. The decline in enrollment from 2020-2022 resulted in the loss of 50 part-time faculty members, but as enrollment increases, more part-time faculty members are being hired.

Compton College's 2024 Staffing Plan examines what the College will need to implement its Compton College *Completion by Design* framework, which promotes student achievement by focusing on the student experience (IIIA9-02). On page 16 of the 2024 Staffing Plan, the results of the 2017 Staffing Plan illustrate the key positions identified to meet the needs of the College, along with a timeline to fill those positions and where the College stands on the implementation. Future staffing needs will be determined through program reviews and unit plans (III.A.9.4) where the recommendations from both are prioritized in the annual budgeting prioritization process (IIIA9-03, IIIA9-04, IIIA9-05, IIIA9-06).

All positions on campus have job descriptions that delineate the qualifications necessary to perform the functions of the position. During the recruitment process, Human Resources reviews all applications to ensure that applicants meet the stated qualifications prior to the applicant moving forward in the hiring process. Screening committees serve as a secondary buffer when they also review the applications for qualifications prior to selecting the candidate for interview.

Analysis and Evaluation
The College has an established process for identifying the staffing needs of programs through program review and annual planning. Each vacancy is reviewed prior to filling to ensure that the position supports the College's mission. Systems are in place to review job descriptions to ensure staff members have the appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the College.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Of the 28 administrators that Compton College employs, 16 of these are classified as educational administrators, which is outlined in Board Policy 3100*: Organizational Structure* and reflected in the *Compton College Collaborative Governance Handbook* (IIIA10-01, IIIA10-02). The administrators provided strong leadership and guided the College through the COVID-19 pandemic. Under their leadership, Compton College has also instituted the *Completion by Design* framework, focusing on the student experience as they work to achieve their academic goals (IIIA10-03). Staffing needs are identified during the planning process, where areas link their recommendations to the goals of the *Completion by Design* framework, including staffing requests. These requests are then evaluated and prioritized for the subsequent year (IIIA10-04).

Two recent hires, the director of black and men of color success and the director of basic needs and student success (replacement for the director of basic needs and success) focus on the College's efforts to provide basic services to students. The Compton Community College District (CCCD) has actively pursued outside funding to increase staff to support student success of

socioeconomic disadvantaged individuals (IIIA10-05, IIIA10-06).

The College has detailed administrative hiring procedures as outlined in Board Policy 7120*: Recruitment and Selection* and Administrative Regulation 7121: *Administrative Recruitment and Selection* (IIIA10-07, IIIA10-08). These procedures are designed to identify qualified individuals with the appropriate knowledge and skills to provide the leadership necessary for the College to accomplish its mission. As previously mentioned, job announcements delineate these qualifications and skills necessary to perform the functions of the position. (IIIA10-09)

Analysis and Evaluation
Compton College methodically identifies its overall staffing needs and incorporates the results in the annual planning process. In 2017, the College identified key positions it would need to successfully transition from El Camino College Compton Center to Compton College, including planning for the return of the Compton Community College District Personnel Commission (IIIA10-10). The annual planning and budget development process ensures that the College's administrative structure is sufficient to provide the necessary leadership and support to implement the College's mission, including the *Completion by Design* framework.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
Compton College has developed personnel policies and procedures to inform the campus community and public of its practices, and these policies and procedures are published on the College's website (IIIA11-01). The practices are designed to ensure that they are fair, equitable and nondiscriminatory. The Compton Community College District (CCCD) subscribes to the Community College League of California (CCLC) Policy and Procedure service, which allows CCCD to ensure that its policies and procedures incorporate the latest changes mandated by federal and state laws and regulations.

The vice president of human resources takes the lead to ensure that personnel policies and procedures are applied and fairly administered. When circumstances dictate changes, the vice president initiates the changes, which are then reviewed via the governance structure of the College. (IIIA11-02) This process informs the campus community of proposed changes and allows them to provide input prior to the changes being adopted by the Board of Trustees.

The College's implementation of the employment policies and procedures strives to apply the process in such a way that applicants and campus community feel they have been treated fairly and equitably. All hiring committees have an Equal Employment Opportunity representative to oversee the process. The representative guides hiring committees through the process of seeking a diverse workforce that reflects the College's community and that understands the needs of the College's students (IIIA11-03).

Annually, Human Resources distributes a packet that contains its policy against unlawful

discrimination to the campus community, including students, so that everyone is aware of their rights to a fair and equitable workplace (IIIA11-04). Also included in the packet is information on how to file a complaint without fear of retaliation if they believe any personnel policy or procedure has been violated.

Analysis and Evaluation
Compton College establishes and maintains personnel policies and procedures that ensure fair and equitable processes in working with employees and in hiring processes. The policies and procedures are readily available to the campus committee and public through the College's and CCCD's website and publications.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The College's commitment to diversity is set forth in Board Policy 7100: *Commitment to Diversity* and is supported by various College actions and initiatives (IIIA12-01). In the president/CEO's newsletter on December 21, 2020, the president/CEO announced the formation of a new program to help the College build equity capacity through the leadership development of its own classified employees. At the request of the president/CEO, the College formed the #Real 114 Leadership Academy (IIIA12-02). The first conference was held July 2021, and over a five-day period, participants reflected on a variety of aspects of leadership, diversity, equity, and student success (IIIA12-03). As of the 2022-2023 academic year, the second cohort of leaders is currently in progress.

The importance of diversity, equity, and inclusion is the center of the College's mission to foster cultural awareness and to promote mutual understanding and respect. In response to the California Community Colleges Chancellor's Office (CCCCCO) Call to Action in 2020, the Compton Community College District (CCCD) Board of Trustees approved the document titled, "Compton Community College District Response to California Community Colleges Chancellor's Call to Action," which details CCCD's historical community struggles and its commitment to "bold and innovation" action around the Chancellor's six key areas (IIIA12-04). Subsequently, the College formed various task forces such as the Compton College Task Force for an Equitable Approach to Community Safety and Health, and the Call to Action Curriculum Task Force through the Academic Senate.

Furthermore, the CCCD Board of Trustees have passed a series of resolutions affirming the College's commitment to diversity and inclusion, including *Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity Action Plan* and *Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity* (IIIA12-05, IIIA12-06). Part of Resolution #06-16-2020F included a commitment from CCCD to enter into an agreement with the USC Center for Urban Education (CUE) to review Compton College's faculty and administrator hiring processes. The goal of this

partnership was to identify the College's strengths and areas of improvement in the hiring process with respect to equity-minded hiring. Representatives of CUE observed the College's hiring processes and identified areas where the College could improve. CUE presented findings to the CCCD Board of Trustees at its March 2020 meeting (IIIA12-07).

As previously mentioned, the College regularly reviews board policies and administrative regulations; policies specifically addressing hiring processes will continue to be reviewed and revised to yield an increasingly equity-minded hiring process.

The director of diversity, compliance, and Title IX oversees the implementation of the CCCD's *2020-2023 Equal Employment Opportunity (EEO) Plan* to ensure equal employment opportunity to candidates and compliance with rules, laws, and regulations governing employment and provides updates to the CCCD Board of Trustees (IIIA12-08, IIIA12-09). The EEO Advisory Committee assists the director of diversity, compliance, and Title IX in the implementation of the EEO Plan and promotes an understanding of equal opportunity principles and nontermination policies and procedures (IIIA12-10).

Analysis and Evaluation
The Compton Community College District affirms its commitment to diversity through established Board policies and resolutions that drive bold and innovative initiatives all aimed at continuously improving diversity, equity, and inclusion in the hiring of diverse personnel, creation of equity-minded and culturally relevant curriculum, and in the leadership development of the College's classified employees. Furthermore, the director of diversity, compliance, and Title IX supports the operationalization of these diverse, equitable, and inclusive initiatives at the College.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
In addition to its mission and vision as stated in Board Policy 1200: *Mission, Vision, and Strategic Initiatives*, Compton College outlines the foundation of how its employees are expected to perform their duties in the *Compton College Collaborative Governance Handbook* adopted in spring 2020. (IIIA13-01, IIIA13-02). This handbook outlines the values that guide the conduct and interaction of employees both internally and externally. These professional values embody the following principles:

- Student-centered focus in providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Supportive and nurturing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal integrity in the transparent and efficient use of financial resources to support student success.

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Furthermore, the Compton Community College District Board of Trustees has adopted several board policies and administrative regulations that delineate appropriate professional and ethical codes of conduct applicable to all College employees and students. These board policies and administrative regulations include:

- Board Policy 3226: *Institutional Review Board* (IIIA13-03),
- Administrative Regulation 3226: *Institutional Review Board* (IIIA13-04),
- Administrative Regulation 3410: *Nondiscrimination* (IIIA13-05),
- Administrative Regulation 3430: *Prohibition of Harassment* (IIIA13-06),
- Board Policy 3540: *Sexual and Other Assaults on Campus* (IIIA13-07), and
- Administrative Regulation 3720: *Computer and Network Use* (IIIA13-08).

Additionally, the CCCD Board of Trustees operates under Board Policy 2715: *Code of Ethics and Standards of Practice* and Administrative Regulation 2710: *Conflict of Interest Disclosure* (IIIA13-09, IIIA13-10). Board Policy 2715 outlines the conduct expected of CCCD Board of Trustee members and provides a process for addressing any violations. In addition, the Foundation of the Compton Community College District has also adopted an ethics policy that all board members sign (IIIA13-11).

Finally, Article IV: *Civility Statement of the Compton College Academic Senate Constitution and By-laws* contains the adopted Compton College Statement of Civility and Mutual Respect that details the faculty's commitment to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence (IIIA13-12).

Analysis and Evaluation

The College strives to uphold its values when working with both internal and external entities. Board policies, administrative regulations, and civility statements exist for all CCCD Board of Trustees and Compton College employees and students that outline the professional and ethical expectations of the College in their actions as well as the consequences for violating these standards.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The professional development and learning of faculty, staff, and administrators is designed for the next phase of growth at the College to attract, retain, and develop excellent employees and to support improvements in student success metrics. Professional development and learning are foundational components of the College's vision, mission, and strategic initiatives and in the operationalizing of the *Compton College 2024* Comprehensive Master Plan, the College's *Completion by Design* framework, and the 2022-2023 Compton College Goals. All the

aforementioned are aligned with the California Community Colleges Chancellor's Office Vision for Success initiatives (IIIA14-01, IIIA14-02).

College faculty, staff, and administrators work collaboratively to ensure excellence in teaching and student success. In response to the 2017 ACCJC External Evaluation Report Recommendation 6 regarding improving professional development opportunities, the College hired a professional development (PD) manager in November 2019 to establish and maintain a professional learning program at Compton College (IIIA14-03, IIIA14-04). The PD manager aims to ensure extensive training programs, workshops, and opportunities are established to meet employee professional learning needs.

The College believes that professional development and learning for all employees requires the continuous improvement of skills and knowledge that relates to every employee's job responsibility, profession, and work environment in ways that fulfill the College's mission, vision, values, and goals. Professional learning is fundamental in maintaining trained, knowledgeable, and motivated employees. As such, the College has designed professional development profiles for each primary employee constituent group.

Because the College recognizes the importance of fostering a professional learning culture as a foundational component of the Compton College employee experience, the Professional Development Committee reevaluated and expanded its existing structure in spring 2020. As a result of this self-assessment, the committee changed its name to become the Professional Learning and Engagement Committee (IIIA14-05). Furthermore, in response to the 2017 ACCJC External Evaluation Report Recommendation 6 regarding professional development, the Professional Learning and Engagement Committee (PLEC) created the following focused subcommittees:

- Faculty Development Committee (FDC),
- Classified Development Committee, and
- Management Development Committee.

While each of these subcommittees work independently to assess and develop robust professional learning experiences for their designated employee constituent groups, co-chairs of each subcommittee work collaboratively with the PLEC to discuss areas of overlap and ideas for cross-constituent activities such as Flex Day.

The FDC provides professional learning recommendations to the Academic Senate. The Academic Senate deliberates and votes on these FDC recommendations, then forwards all approved recommendations to the president/CEO (IIIA14-06).

The College supports the professional development and learning of its employees through the funding of attendance or presenting at professional development events such as a conference or workshop (IIIA14-07). Annually, all faculty, full-time and part-time, as well as full-time classified staff, and administrators, are eligible to receive reimbursement or prepayment for attending an event for a total of up to $1,200. Furthermore, Compton College offers bonuses to classified staff to encourage continuing education goals.

The College's PD calendar, available on the PD webpage, offers activities that strategically, frequently, and consistently provide faculty, classified professionals, and administrators with professional learning opportunities throughout the academic year (IIIA14-08, IIIA14-09).

The College has prioritized diversity, equity, inclusion, and accessibility (DEIA) in its professional development and learning offerings. Fundamental DEIA professional development and learning opportunities include training on cross-cultural communication, implicit bias, and anti-racism (IIIA14-10). Also, technology training is provided on an ongoing basis to faculty, staff, and administrators (IIIA14-11). In addition, the Distance Education (DE) Department offers faculty training that focuses on instructional methods that complement the technology available at Compton College. Training topics include online assessment options, collaborative learning, portfolios, and innovative teaching and learning strategies. Finally, the DE Department also facilitates training courses on audio/video editing, Blackboard Ally, video captioning, Canvas accessibility, and @ONE professional development courses (IIIA14-12).

Compton College entered a partnership with Achieving the Dream (AtD) to ensure improved teaching and learning delivery and to support the use of data in decision-making efforts (IIIA14-13). The College has AtD coaches who are available to faculty to support innovative practice and engagement in refined teaching and learning. In spring 2021, the AtD coaches provided the College with the results of the Institutional Capacity Assessment Tool, which assisted the College in making decisions around professional development and learning needs for its employees (IIIA14-14). In fall 2021, Compton College Faculty Teaching & Learning Action Proposals were implemented to help build institutional capacity to collect and analyze data, discuss effective interventions to increase student success, and to learn innovative techniques to support professional learning opportunities among peers (IIIA14-15). The College designated a total of $250,000 to support the integration of innovative design and implementation of teaching and learning professional development activities (IIIA14-16). Each semester includes collaborative learning activities, team-based learning communities, such as Communities of Practice (CoP) in English and mathematics, faculty-led workshops, "lunch & learn" events, think/pair/share meetups, and open labs.

Compton College also offers access to PD opportunities in the Vision Resource Center (VRC) through the California Community Colleges Chancellor's Office.

Finally, the College evaluates professional development and learning efforts among all employees through both post-event surveys, as well as through individualized Needs Assessment Surveys (IIIA14-17, IIIA14-18, IIIA14-19, IIIA14-20). Designed by the Office of Institutional Effectiveness, the Needs Assessment Survey asks all employees to consider what goals they have for their own professional development and what the College can do to assist in the realization of these professional development and learning goals. Needs Assessment Surveys are disseminated annually during the spring semester to all employees and the results are used to inform professional development and learning offerings in the subsequent academic year.

Analysis and Evaluation

Compton College offers ongoing, robust, and DEIA-focused professional development and learning opportunities to all constituent groups. Employees are actively encouraged to participate

in continuous professional development activities through email correspondence, a dedicated professional development webpage, and campus engagement activities. Furthermore, the College supports employees in the funding of both professional development conferences and events outside the College as well as faculty teaching and learning opportunities within the College. Finally, the College regularly evaluates the effectiveness of its professional development and learning events and offerings through post-event surveys and personal needs assessment surveys.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
The College maintains all its personnel-related materials, including personnel files, medical records, hiring materials and workers' compensation files, in a secured room. Files are stored in a lockable file cabinet in a room adjacent to Human Resources. Access to the office is limited to Human Resources personnel only, and when the office is not occupied, an armed security system linked to Campus Police provides an extra layer of security.

Only authorized personnel have access to personnel files, which include Human Resources representatives, the employee's supervisor or director or in compliance of a legal mandate. Employees can request to view their files according to procedures outlined in both the Compton Community College Federation of Employees (Certificated) and the Compton Community College Federation of Employees (Classified) collective bargaining agreements (IIIA15-01, IIIA15-02) and the *Compton College Employee's Policy and Procedures Handbook* (IIIA15-03).

Analysis and Evaluation
Compton College ensures the security and confidentiality of personnel records. Procedures are in place, allowing each employee access to their files to review in accordance with the law.

Conclusions on Standard III.A: Human Resources
Compton College employees a sufficient number of well-qualified faculty, classified staff, and administrators that support effective programs and services for students and the community. All College personnel are regularly and effectively evaluated, appropriate policies and procedures are equitably accessible and administered to campus constituents and to the community, and all College employees engage in readily available professional development and learning opportunities.

Improvement Plan(s)
None at this time.

Evidence List
IIIA1-01 Board Policy 7120: Recruitment and Selection
IIIA1-02 Administrative Regulation 7120: Recruitment and Selection
IIIA1-03 Administrative Regulation 7122: Faculty Recruitment and Selection
IIIA1-04 Administrative Regulation 7123: Classified Recruitment and Selection

IIIA1-05 Administrative Regulation 7124: Unclassified Recruitment and Selection
IIIA1-06 Compton College Faculty and Administrative Hiring Report: USC Center for Urban Education, March 2020
IIIA1-07 California Community Colleges Chancellor's Office Minimum Qualifications Handbook, 2020
IIIA1-08 Administrative Regulation 7211: Minimum Qualifications and Equivalency
IIIA1-09 Equivalency Application: Current Faculty
IIIA1-10 Equivalency Application: New Faculty
IIIA1-11 Compton College 2024 Staffing Plan
IIIA1-12 CCCD Employee's Policies and Procedures Handbook: Pages 46-53
IIIA1-13 Compton Community College Federation of Employees Bargaining Agreement 2018-2019: Pages 139-155
IIIA1-14 Sample Job Announcements
IIIA1-15 Personnel Commission Rules and Regulations Handbook
IIIA1-16 Assembly Bill 2359

IIIA2-01 California Community Colleges Minimum Qualifications for Faculty and Administrators
IIIA2-02 Compton Community College Federation of Employees Bargaining Agreement 2018-2019, Pages 139-155
IIIA2-03 Equivalency Application for New Faculty
IIIA2-04 Guided Pathways Counselor Job Description
IIIA2-05 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 11-13, 63
IIIA2-06 Sample Job Announcements (break out from IIIA1-14)

IIIA3-01 Compton College Employee's Policy and Procedures Handbook, Pages 46-53
IIIA3-02 California Community Colleges Minimum Qualifications for Faculty and Administrators Handbook, 2020
IIIA3-03 Sample Administrator Job Announcement
IIIA3-04 Personnel Commission Rules and Regulations Handbook
IIIA3-05 Justification for Filling an Established Vacant Position Form
IIIA3-06 Sample Classified Position Job Descriptions

IIIA4-01 California Community Colleges Minimum Qualifications for Faculty and Administrators Handbook, 2020
IIIA4-02 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Page 71
IIIA4-03 Revised Job Announcement to Reflect Clarity in Degrees from an Accredited Institution

IIIA5-01 2022-2023 Full-Time Faculty Evaluation Schedule
IIIA5-02 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 17-39?
IIIA5-03 2022-2023 Part-Time Faculty Evaluation Schedule: FACH
IIIA5-04 2022-2023 Administrator Evaluation Schedule

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IIIA5-05 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 17-39
IIIA5-06 Compton Community College Federation of Employees (Classified) Bargaining Agreement 2017-2020, Pages 30-31
IIIA5-07 CCCD Evaluation Procedure for District Administrators
IIIA5-08 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 93-131
IIIA5-09 Personnel Commission Rules and Regulations Handbook, Pages 69-70
IIIA5-10 Classified Evaluation Form
IIIA5-11 2022-2023 Classified Evaluation Schedule

IIIA7-01 2018-2021 Compton College Staffing Levels
IIIA7-02 Physical Education Program Review, Pages 46-48
IIIA7-03 Faculty Hiring Requests, Fall 2022
IIIA7-04 Physical Education Hiring Prioritization Committee Request Form
IIIA7-05 Compton College FON Compliance Form, Fall 2022

IIIA8-01 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 154-156
IIIA8-02 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 64-72
IIIA8-03 Adjunct Faculty Orientation Fall 2022
IIIA8-04 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Pages 25-27
IIIA8-05 Compton Community College District Academic Senate Constitution
IIIA8-06 Compton College Professional Development Calendar
IIIA8-07 Compton Community College District Outstanding Adjunct Award

IIIA9-01 2018-2021 Compton College Staffing Levels
IIIA9-02 Compton College 2024 Staffing Plan
IIIA9-03 Program Review Handbook (Academic), Page 28
IIIA9-04 Student Service Program Review, Pages XX
IIIA9-05 Sample Unit/Area Plan EVIDENCE NEEDED
IIIA9-06 Compton College Annual Planning Budgeting Process

IIIA10-01 Board Policy 3100: Organizational Structure
IIIA10-02 Compton College Collaborative Governance Handbook, Pages 51-76
IIIA10-03 Completion by Design Framework
IIIA10-04 Annual Plan Instructions
IIIA10-05 Director of Black and Men of Color Success Job Description
IIIA10-06 Director of Basic Needs and Student Success Job Description
IIIA10-07 Board Policy 7120: Recruitment and Selection
IIIA10-08 Administrative Regulation 7121: Administrative Recruitment and Selection
IIIA10-09 Sample Administrative Job Announcements
IIIA10-10 Compton College 2024 Staffing Plan, Page 16

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IIIA11-01 Human Resources Webpage Screenshot
IIIA11-02 CCCD 2022-2023 Annual Budget, Page 25
IIIA11-03 Compton College Employee's Policy and Procedures Handbook, Pages 34-35
IIIA11-04 Notice of Nondiscrimination/District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information

IIIA12-01 Board Policy 7100: Commitment to Diversity
IIIA12-02 President/CEO Message: December 21, 2020
IIIA12-03 Real #114 Leadership Academy Conference Agenda
IIIA12-04 Compton Community College District Response to California Community Colleges Chancellor's Call to Action
IIIA12-05 Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity Action Plan
IIIA12-06 Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity
IIIA12-07 Compton College Faculty and Administrative Hiring Report: USC Center for Urban Education, March 2020
IIIA12-08 Compton Community College District Equal Employment Opportunity Plan
IIIA12-09 Compton College Equal Employment Opportunity Board Report: June 2021
IIIA12-10 Compton College EEO Advisory Committee Agenda/Minutes (EVIDENCE NEEDED)
IIIA13-01 Board Policy 1200: Mission, Vision, and Strategic Initiatives
IIIA13-02 Collaborative Governance at Compton College Handbook
IIIA13-03 Board Policy 3226: Institutional Review Board
IIIA13-04 Administrative Regulation 3226: Institutional Review Board
IIIA13-05 Administrative Regulation 3410: Nondiscrimination
IIIA13-06 Administrative Regulation 3430: Prohibition of Harassment
IIIA13-07 Board Policy 3540: Sexual and Other Assaults on Campus
IIIA13-08 Administrative Regulation 3720: Computer and Network Use
IIIA13-09 Board Policy 2715: Code of Ethics and Standards of Practice
IIIA13-10 Administrative Regulation 2710: Conflict of Interest Disclosure
IIIA13-11 Foundation for the Compton Community College District Policies and Procedures
IIIA13-12 Compton Community College District Academic Senate Constitution

IIIA14-01 Compton College Goals: 2022-2023
IIIA14-02 California Community Colleges Chancellor's Office Vision for Success
IIIA14-03 2017 ACCJC External Evaluation Report
IIIA14-04 Professional Development Manager Job Description
IIIA14-05 Professional Learning and Engagement Committee Webpage and Charge
IIIA14-06 Faculty Development Committee Meeting Minutes
IIIA14-07 Professional Development Funding
IIIA14-08 Compton College Professional Development Calendar, 2022-2023
IIIA14-09 Fall 2022 Professional Development Day Agenda
IIIA14-10 Sample DEIA Professional Development Offerings
IIIA14-11 Technology Training: Insert event here
IIIA14-12 Distance Education Department Professional Development Offerings

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IIIA14-13 Achieving the Dream Partnership with Compton College
IIIA14-14 Achieving the Dream ICAT Results: Spring 2021
IIIA14-15 Compton College Faculty Teaching & Learning Action Proposals
IIIA14-16 Achieving the Dream Budget Allocation (NEED EVIDENCE HERE)
IIIA14-17 Fall 2022 Flex Day Survey
IIIA14-18 Faculty Professional Development Needs Assessment: Spring 2022
IIIA14-19 Classified Professional Development Needs Assessment: Spring 2022
IIIA14-20 Management Professional Development Needs Assessment: Spring 2022

IIIA15-01 Compton Community College Federation of Employees (Certificated) Bargaining Agreement 2018-2019, Page 39
IIIA15-02 Compton Community College Federation of Employees (Classified) Bargaining Agreement 2017-2020, Page 3
IIIA15-03 Compton College Employee's Policy and Procedures Handbook, Page XX

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Since 2002, Compton College has funded and constructed state-of the-art building projects through the $100 million Measure CC bond (IIIB1-01). In November 2014, residents of the Compton Community College District (CCCD) passed Measure C with more than 78% approval, authorizing an additional $100 million in general obligation bonds (IIIB1-02). The College continues to build upon its physical resources by taking a proactive approach to improving its facilities. Compton College operates on an 88-acre site that was originally opened in 1953. Currently, the College has 53 buildings, totaling 305,575 assignable square feet. The L-shaped campus is basically level, with a gradual slope toward the southwest and is surrounded by residential communities to the west, north, and east sides, with Artesia Boulevard and State Route (SR) 91 to the south. Since 2006, the southwestern portion of the campus has been leased to the Major League Baseball's Urban Youth Academy (IIIB1-03). The *Facilities Master Plan* is contained within the *Compton College 2024* Comprehensive Master Plan and helps to ensure the College has sufficient physical resources for courses, programs, and services. New buildings are designed and constructed with Division of the State Architect (DSA) approval to maintain accessibility and safety for students and the community.

Access to physical resources is safely and securely maintained through the combined efforts of Compton College personnel, the Facilities Planning and Operations Department, and the Compton College Police Department to ensure a stable learning environment.

The College employs several methods to determine the adequacy of classrooms, laboratories, and office space. First, the *Compton College 2024* Comprehensive Master Plan identifies enrollment projections to determine future needs, including instructional and student services spaces. The

plan includes updated enrollment projections for Compton College (IIIB1-03). Compton College's Space Inventory Report identifies the availability and overall capacity of facilities (IIIB1-04). In addition, the *Five-Year Construction Plan* outlines facilities projects and the potential impact on load capacity ratios (IIIB1-05).

The 2021-22 academic year has been an extraordinarily busy period for the Facilities Committee, with the recommendation and review of numerous long-awaited projects (IIIB1-06, IIIB1-07). Since 2016, the College has achieved several completion milestones, including the Public Safety Building, Cafeteria, Music Building HVAC and fire alarm upgrades, Instructional Building 1, and Student Services Building.

The College ensures that new construction and renovation projects are designed to meet DSA standards in addition to American Disabilities Act (ADA) safety compliance standards. Personnel may report safety hazards by contacting the Facilities Department or through an online work order system (IIIB1-08). Serving as risk manager, the vice president of Human Resources, along with facilities staff and Campus Police, regularly evaluate and address safety hazards as a basic function of their job duties. In fall 2016, Compton College conducted its first safety forum to ensure that employees can submit safety suggestions directly to the Compton College Police Department (IIIB1-09, IIIB1-10). The chief facilities officer and chief of police review these suggestions and make recommendations to the president/CEO. In addition, Compton College recently established Assessment Intervention Management Safety (AIMS), a multidisciplinary threat assessment and behavioral intervention team. AIMS is designed to guide the campus community in addressing threatening and/or disruptive behaviors, focusing on intervention before such issues become critical. The purpose of AIMS is to improve and promote campus safety and to coordinate information in emergency situations (IIIB1-11).

The Compton College Police Department provides police and security services to maintain a safe learning and working environment for students, faculty, and staff. This is accomplished by assigning armed, sworn police officers and nonsworn safety officers to patrol Compton College, which ensures a high level of police visibility and rapid response to 911 calls for service and emergency situations. There are 26 "blue tower" emergency phones located on the Compton College campus (IIIB1-12). These phones utilize the InformaCast Notifications System to send a voice message to all Cisco phones on campus, which allows the institution to provide emergency communications to all instructional and noninstructional areas (IIIB1-13).

The Compton College Police Department consists of five related units: patrol services, police dispatch/records, parking services, live scan fingerprinting, and is working to establish cadet services (IIIB1-14). Patrol services provides community-based policing and crime prevention throughout the Compton College campus and surrounding neighborhoods to maintain a safe and secure learning and working environment for students and staff. The police support services assist campus police officers by directing guests during events, conferences, and regional meetings for traffic control, in addition to monitoring reserved parking areas. (IIIB1-15).

Through the completion of Infrastructure Phase I and the New Central Plant/Stadium Lighting, Infrastructure Phase II and the Allied Health Building, the College has upgraded lighting campuswide and has installed security cameras in select areas, improving safety for students and

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staff (IIIB1-16). Annually, the Compton College Police Department releases its annual Cleary Report Crime Statistics for the College (IIIB1-17). Statistically, the majority of the crimes reported were property related. All crimes on campus are investigated by the Compton College Police Department and, if necessary, the Los Angeles County Sheriff's Department.

Compton College annually conducts earthquake drills and completed an active shooter training in fall 2016 for all students and employees. Emergency preparedness procedures are posted online for students and employees (IIIB1-18). In addition, the College works with Keenan and Associates to update the *Emergency Operations Plan* annually (IIIB1-19). An annual Statewide Association of Community Colleges (SWACC) property and liabilities inspection assists the College in evaluating the safety of its facilities (IIIB1-20). These 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 SWACC inspections report, conducted by the College's insurance carrier, Keenan and Associates, demonstrates that Compton College maintains a safe facility (IIIB1-20).

In early 2017, the College entered into a partnership with St. John's Community Health to run the existing on-campus health care facility (IIIB1-21). The Heath Center opened in spring 2017 so that students may access health services on campus. The Health Center is staffed by St. John's employees, which includes a nurse practitioner and medical assistants, and is managed by St. John's. Compton College students pay a $19 Health Services Fee when registering for fall and spring classes to receive health services. The Health Center is open year-round with current hours scheduled on Mondays from 11 a.m.-7 p.m. and Tuesdays through Fridays from 8 a.m.-5 p.m. Services provided by St. John's are included in the Student Health Clinic Services Agreement Attachment A (IIIB1-22).

Analysis and Evaluation
Compton College assures safe and sufficient physical resources to fulfill its mission and serve students in meeting their goals. The Facilities, Planning, and Operations Department addresses the physical plant maintenance needs, while the Police Department ensures safety, and the Health Center provides physical and mental treatment for students and the public at large.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
Physical resources are crucial in meeting the College's mission to "improve facilities to support student learning and success." Compton College relies on myriad methods to effectively plan, build, and maintain facilities, equipment, and other physical resources. In the last 13 years, much of the building was supported by the $100 million Bond Measure CC, approved by voters in 2002 and Bond Measure C for an additional $100 million approved by voters in 2014 (IIIB1-01, IIIB1-02). This will allow Compton College to continue building based on the 2019 *Facilities Master Plan*, which is incorporated in the *Compton College 2024* Comprehensive Master Plan (IIIB1-03,

IIIB1-05).

The College assesses needs at the program, institutional, and service levels on a five-year cycle. Since this is an ongoing process, the *Five-Year Capital Construction Plan*, the *Scheduled Maintenance & Special Repairs Five-Year Plan*, and the *Compton College 2024* Comprehensive Master Plan all serve to promote a campuswide collaborative process (IIIB1-05, IIIB2-01, IIIB1-03). This ensures a strong foundation on which the College may carry out its mission and overarching priorities. The planning process includes consultation with the stakeholders, as well as presentations and discussions with the College community, President/CEO Cabinet, and the Board of Trustees, to broaden the plan's perspective and to enhance the acceptance of proposed improvements (IIIB2-02). The needs for capital projects are identified in the College *Facilities Master Plan*, which is a component of the overarching *Compton College 2024* Comprehensive Master Plan. Most recently, the College has realized several buildings from the *Compton College 2024* Comprehensive Master Plan, such as Instructional Building 1, Instructional Building 2, and the Student Services Building.

The College maintains its facilities to support programs and services in accordance with its mission. The Facilities Planning and Operations (FPO) Department, under the direction of the chief facilities officer, maintains educational facilities and provides support to other departments through maintenance services and custodial services, including event setup/teardown and furniture/equipment moving; campus groundskeeping; shipping and receiving; and hazardous materials handling services for the District (IIIB2-03). The FPO Department follows the CCCD's mission, vision, and strategic initiatives to provide a welcoming environment by offering continuous improvement in institutional quality (IIIB2-04). The *Work Order Summary List*, available from the FPO online work order system, provides evidence that facilities undergo routine maintenance and repair (IIIB2-05). Annually, Compton College submits a list of projects to be completed using scheduled maintenance funds from the State Chancellor's Office FUSION database (IIIB2-06). The FPO Department has completed several maintenance projects in the past two years to improve individual education programs, replace and/or repair aging infrastructure, and improve safety. These maintenance projects include:

- HVAC and Fire Alarm Upgrade for Cafeteria and Y Area
- Campuswide Roof Repair of Various Buildings
- Vocational Technology Building Flooring Upgrade

As previously mentioned, the College assesses facilities through detailed inspections occurring annually over a five-year cycle. Assessment results are collected and maintained within the State Chancellor's Office FUSION database and used to prioritize needs and develop funding strategies (IIIB2-07).

Analysis and Evaluation

Compton College assures the quality and effective use of physical resources to achieve its mission and support its programs and services. New instructional and student services buildings are revitalizing the campus and achieving goals defined in the *Compton College 2024* Comprehensive Master Plan. The Facilities, Planning and Operations Department also performs plant maintenance projects to ensure facilities meet the needs of students.

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3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
Compton College incorporates a variety of evaluation methods to ensure the effectiveness of its facilities and equipment. The *Compton College 2024* Comprehensive Master Plan, which includes the *Education Master Plan* and the *Facilities Master Plan* form the basis of the *Five-Year Capital Outlay/Construction Plan* (IIIB1-05). The 2019 *Facilities Master Plan* includes new, recently completed, in progress, and proposed construction projects, as well as a current inventory of existing structures, lighting, energy efficiency. All of these consider future needs based on enrollment trends (IIIB3-01).

The chief facilities officer conducts an annual inventory of facilities to ascertain usage and function referred to as a Space Inventory Report, which is submitted through the State Chancellor's Office FUSION database (IIIB2-07). With this information, the *Five-Year Capital Outlay/Construction Plan* calculates the College's future need for additional space using a capacity load ratio: Weekly Student Contact Hours/Cumulative Space Capacity = Capacity Load Ratio (IIIB1-05, IIIB3-02). In addition to the data provided by FUSION, educational programs, student support services, and administrative departments, each of these entities must submit a program review approximately every four years. These program reviews inform future capacity needs (IIIB3-03).

In 2012, Compton College adopted Board Policy 6600: *Capital Construction*, along with Administrative Regulation 6600: *Capital Construction Planning* and Administrative Regulation 6601: *Bond Program Management* (IIIB3-04, IIIB3-05, IIIB3-06). These policies dictate and clarify the president/CEO's responsibility in providing oversight of capital outlay and construction projects. These projects are jointly reviewed by the vice president of administrative services and the chief facilities officer as well as the Bond Oversight Committee and Facilities Committee before implementation (IIIB3-07, IIIB3-08).

Analysis and Evaluation
Compton College routinely evaluates its facilities and equipment to ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The chief facilities officer conducts an annual Space Inventory Report and capital planning and management. The campus identifies emerging plant needs and maintenance through program review. The Bond Oversight Committee and Facilities Committee also provide review and input on facilities planning.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
In terms of meeting the standard, Compton College relies on the State Chancellor's Office FUSION database to assess space needs and facilitate the planning and analysis of current and

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long-range projects. Projects that received funding under the 2023-2027 Five-Year Capital Outlay Plan are prioritized with determinations for budget and scheduling (IIIB1-05). Compton College has provided updates in the facilities chapter of the *Compton College 2024* Comprehensive Master Plan with the assistance of Gensler Architects (IIIB4-01).

The most recent *Five-Year Capital Outlay/Construction Plan* covers the years 2023-2027 and was approved by the State Chancellor's Office in 2021; this is based on the 2024 *Facilities Master Plan* (IIIB1-05). This plan includes new construction, facilities improvements, existing building inventory, project needs, lighting, landscaping, energy efficiency priorities and general recommendations.

To justify capital outlay funding, the following plans have been identified based on the Facilities Planning Manual of the California Community Colleges System: 1. Master Plan, Energy Plan, Plan Surveys 2. List of Projects in order of priority 3. Cumulative Capacities and Loads for the Five Types of Space 4. The Capacity of Existing On-Campus Facilities 5. Initial Project Proposal (IPP) and Final Project Proposal (FPP) for each undertaking, as well as a description of the space changes resulting from each proposal (IIIB4-02, IIIB4-03).

Under the Five-Year Capital Outlay Plan, several projects have been completed, and others are currently under construction. Instructional Building 1 and the Student Services Building are complete. Instructional Building 2 is close to completion and expected to be occupied by fall 2023. Funding has been secured for the Physical Education Complex, which includes a new pool and the Visual and Performing Arts Center. An architect has been selected for each project, and both projects are in various phases of design development (IIIB4-04, IIIB4-05). The College considers the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases; including initial costs, and operating costs, which include energy consumption, maintenance and repair costs. The College makes adjustments using the time value of funds (IIIB4-06).

Analysis and Evaluation
Compton College works to support the Total Cost of Ownership, wherein long-range capital plans support institutional improvement goals relating to facilities and equipment.

Conclusions on Standard IIIB: Physical Resources
Compton College conducts long-term planning for the physical resources need to fulfill its mission. The *Compton College 2024* Comprehensive Master Plan provides long-term guidance on physical plant projects and priorities. The Facilities Planning and Operations department manages the capital projects, with several new projects coming online in 2023, and considers the total cost of ownership of these projects. Employees can identify new facilities priorities through program reviews and communicate physical maintenance needs through the SchoolDude system. Other departments that contribute to campus safety and well-being include the Police Department and the Health Center.

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Improvement Plan(s)
None.

Evidence List

IIIB1-01	CCCD Bond Measure CC
IIIB1-02	CCCD Bond Measure C
IIIB1-03	Compton College 2024 Comprehensive Master Plan
IIIB1-04	Compton District Space Inventory Report, 2021-2022
IIIB1-05	Five-Year Capital Outlay Construction Plan, 2023-2027
IIIB1-06	Facilities Committee Minutes, date
IIIB1-07	Facilities Committee Minutes, date
IIIB1-08	SchoolDude/ Brightly, Crystal Report Viewer Sample
IIIB1-09	Campus Safety Forum Presentation
IIIB1-10	Campus Safety Forum Feedback
IIIB1-11	AIMS
IIIB1-12	Cameras & Emergency Phones Map
IIIB1-13	InformaCast Notifications System
IIIB1-14	Police Department Organization Chart
IIIB1-15	Police Support Services Contract
IIIB1-16	Campus Site Lighting Plan
IIIB1-17	Cleary Act Report
IIIB1-18	Emergency Preparedness Procedures Webpage
IIIB1-19	Emergency Operations Plan, 2022
IIIB1-20	SWACC Property & Liability Inspections Report, April 2022
IIIB1-21	Student Health Clinic Services Agreement
IIIB1-22	Student Health Center Hours
IIIB2-01	Scheduled Maintenance & Special Repairs Plan
IIIB2-02	Annual Planning Template
IIIB2-03	Chief Facilities Officer Job Description
IIIB2-04	Board Policy 1200: Mission, Vision, and Strategic Initiatives
IIIB2-05	SchoolDude Work Order Report
IIIB2-06	Scheduled Maintenance Project List
IIIB2-07	Compton District Space Inventory Report, 2021-2022
IIIB3-01	2019 Facilities Master Plan
IIIB3-02	Load Capacity Ratio Report/Findings
IIIB3-03	Program Review: Facilities
IIIB3-04	Board Policy 6600*: Capital Construction*
IIIB3-05	Administrative Regulation 6600*: Capital Construction Planning*
IIIB3-06	Administrative Regulations 6601- *Bond Program Management*
IIIB3-07	Bond Oversight Committee Minutes, date
IIIB3-08	Facilities Committee Minutes, date
IIIB4-01	Facilities Plan Updates
IIIB4-02	Initial Project Proposal: Project Name

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IIIB4-03 Final Project Proposal: Instructional Building 1
IIIB4-04 RFP for Architect of Record for Physical Education Complex Replacement
IIIB4-05 RFP for Architect of Record for Visual and Performing Arts Center Project
IIIB4-06 Total Cost of Ownership

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
Compton College provides technical services and support to constituent groups through the Information Technology Services (ITS) department. ITS provides support to employees and the student-facing technology resources through an in-person office open 40-hours per week, a help desk phone number, and an email system. All technology needs are identified in unit, program, or department-level annual plans and program reviews (IIIC1-01, IIIC1-02). Furthermore, long-term, collegewide technology needs are identified in the Compton College 2024 *Technology Plan* (IIIC1-03).

The Technology Committee is cochaired by the chief technology officer (CTO) and a faculty member appointed by the Academic Senate. Comprised of representation from all major constituency groups, the Technology Committee oversees the development of the *Technology Plan*, monitors collegewide technology goals to ensure connection to the College's mission, vision, and strategic initiatives, and considers new technology needs (IIIC1-04).

The distance education (DE) manager serves on the Technology Committee and works with the Distance Education Advisory Committee (DEAC) to coordinate online teaching and learning efforts, as well as make DE-related recommendations via the College's collegial consultation and planning and budget processes (IIIC1-05, IIIC1-06). Furthermore, DEAC, in coordination with the DE manager, reviews faculty and student needs within the Canvas learning management system (LMS). DEAC and the DE Department periodically administer faculty surveys to identify additional needs to increase student learning and support (IIIC1-07). Teaching and learning efforts are supported through the administering of a new survey that was sent to faculty to assess their training needs related to distance education (IIIC1-08). The DE Department uses the feedback it receives to develop a training schedule for the upcoming semester (IIIC1-09).

The College is currently building a system to assess the technology needs for students. While the COVID-19 pandemic further highlighted the technology divide for Compton Community College District's (CCCD) service area, this technological divide has been a serious concern and planning priority since the last strategic planning cycle. As a result, specific action items to support the College's strategic initiatives related to technology are within the Compton College 2024 *Comprehensive Master Plan*, as well as the *Technology Plan* (IIIC1-10, IIIC1-03). The Office of Institutional Effectiveness also conducts regular student surveys about technology needs. Questions are integrated into discipline program review surveys and campuswide surveys to

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evaluate online student support services (IIIC1-11).

To ensure that all campus employees and students have effective technical support, the College's ITS Department includes the ITS Helpdesk, which is available five days a week during regular semesters and four days a week during summer (IIIC1-12). Furthermore, campus employees can submit trouble tickets and other technical support requests through their MyCompton portal (IIIC1-13). Compton College also provides students technical support through the Student Support Hub that students can access through Canvas and the College website (IIIC1-14). The College maintains a secure network infrastructure that supports academic and administrative functions, including distance education and remote employee work. Firewalls, intrusion detection systems (contract for evidence in BoardDocs), and spam filters control traffic allowed into and out of the campus data network. Additionally, classrooms, computer labs, Student Success Center-Library, meeting spaces, and employee offices contain hardwired connections as well as Wi-Fi connections to the campus data network. The ITS Department maintains all servers on campus and cloud-based applications exist to maintain reliability and secure backup support for all critical or key systems. When necessary, the ITS Department takes the data networking system offline to resolve problems and perform regularly scheduled maintenance. Safeguards, such as multifactor authentication are built into the various systems such as Canvas LMS, Banner, eLumen, Microsoft Office 365, MyCompton, and other software necessary for campus functions to foster minimal downtime and ensure reliability, disaster recovery, privacy, and security (IIIC1-15).

Analysis and Evaluation
Compton College has robust technology services, facilities, and professional support as well as adequate hardware and software to maintain management and operation functions, academic programs, teaching, learning, and support services. Compton College provides suitable technological support designed to meet the needs of instruction, student success, communications, research, and operations.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
Compton College regularly plans for the implementation of new technology, updates to existing equipment and applications, and the replacement of hardware and software to support the technology needs of the campus. All technology plans are outlined in the Compton College 2024 *Technology Plan*, which are aligned to the College's mission, vision, and strategic initiatives. In 2019, the College updated its *Technology Plan* to align with the College's *Completion by Design Framework* to support the College's implementation of Guided Pathways (IIIC1-03, IIC2-01).

The College has accomplished several technological advances over the last several years to support faculty and staff need. As new buildings are completed, new Wi-Fi infrastructure has strengthened the internet access of the campus. Additionally, the ITS department addresses any Wi-Fi upgrades necessary to bolster internet access (IIIC2-02). In the 2021-2022 budget assumptions, Compton College allocated $1.3 million from the capital outlay fund to initiate and support an ongoing computer replacement schedule to ensure that all faculty, staff, and

administrators have current hardware and software. This schedule started with new faculty computers in summer 2022, followed by classified staff in xxxx and administrators in xxxx. Thereafter, computer hardware will be on a seven-year replacement cycle (IIIC2-03). The College began a student laptop loan program for all incoming students in 2017 as part of the Oliver W. Conner College Promise program; however, once the COVID-19 pandemic began, the College used Higher Education Emergency Relief Funds (HEERF) dollars to bolster the existing student laptop loan program, as well as offered headsets and hot spots to support students during remote instruction (IIIC2-04, IIIC2-05). Technology support for students continues to be available to all even as the College resumes classes on campus (IIIC2-06).

As noted in the February 2021 HEERF II Grant Plan, CCCD allocated a total of $1.17 million for various technology needs (IIIC2-07). Specifically, the following was allocated:

2021 HEERF II Grant Plan Technology Allocations	
Data Warehouse	$200,000
Analytic Consultant	$70,000
Technology Security	$500,000
Technology for Employees	$400,000

Although HEERF II grant monies were allocated to create a data warehouse, the project has not been implemented due to staff turnover and competing priorities (IIIC2-08, IIIC2-09). However, the College has initiated a computer replacement process with these resources.

Ellucian/Banner servers are hosted in the cloud rather than on ground to ensure safety and security; however, there have been challenges regarding seamless implementation of the Banner Enterprise System. Compton College staff continue to work with Ellucian to ensure business processes are accurately recording data and services (IIIC2-10). The College continues to build Argos Reports to accurately pull data out of the Banner system and complete needed reporting and data use across the campus. Most recently, the College implemented basic need student services to accurately report data to the COMIS data system.

When Compton College ended its partnership with El Camino College and became an independent college under the authority of the CCCD in 2019, the College understood the need to increase the number of employees in the ITS Department to adequately support both the CTO and the overall technological needs of the campus (IIIC2-11). Initially, several ITS Department staff were hired, and their salaries supported with the Compton Recovery Fund. Beginning in 2021, the District has started transitioning full-time ITS department employees from the Compton Recovery Fund to the unrestricted general fund as permanent positions (IIIC2-12).

Analysis and Evaluation

The ITS Department, in collaboration with the Technology Committee, continuously plans for the updates, replacements, and improvements of technology to ensure adequate support of College and CCCD operations and instruction. Plans are outlined within the *Technology Plan* and are supported through the College's planning and budget processes.

3. The institution assures that technology resources at all locations where it offers courses,

programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The ITS Department maintains the campus technology infrastructure, which includes an optical fiber backbone, two servers, classroom technology, single sign on (SSO) system, MyCompton portal, and the College website. Critical data servers have redundant computer processing units and uninterruptable power supplies (UPSs) that provide a reliable system for emergency backup. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal UPSs protect network equipment from power surges and brownouts and are programmed to issue alerts of any power outages. (IIIC3-01). ITS staff monitors network performance and submits performance reports to administration (IIIC3-02). High-volume storage area networks and cloud-based SharePoint networks protect critical data, and high-speed data backup devices record copies nightly (IIIC3-03). In addition, the College has contracted for off-campus storage for a weekly backup (IIIC3-04).

Compton College's on-site data systems are deployed in a central campus location protected by card-access door locks and video surveillance. As mentioned in IIIC2, the District invested $500,000 HEERF II grant funds in technology security. The virtual data systems are protected by multifactor authentication, and windows domain authentication. All systems are user logon and password protected, with multifactor authentication. Furthermore, ITS employs geo-blocking when someone tries to access College systems from a foreign country (IIIC3-05). Secure off-campus access is provided through a virtual private network (VPN), ensuring security, control, and access to databases and applications. Student networks are virtually isolated from the District's administrative systems. All vital network services are housed in servers that are redundant, and auto-fault detecting (IIIC3-06).

Compton College students access the Canvas system through their MyCompton account, which uses SSO authentication security measures. College employees also access the MyCompton intranet portal through secure SSO via Microsoft's Active Directory infrastructure (IIIC3-07, IIIC-08).

Analysis and Evaluation
The College maintains a secure technical infrastructure with adequate provisions for management and maintenance to ensure reliable operations. Compton College administers its academic and administrative technology infrastructure centrally through ITS. All offices and laboratories and classrooms are connected to a campuswide data infrastructure, which is protected by extensive security measures and system redundancies.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard
Compton College provides routine and ongoing technology training and instruction opportunities for students and campus employees. Technology training begins for employees at new employee

orientations, while technology professional development trainings continue for new and existing employees through the DE Department, the Professional Learning and Engagement Committee, and ITS (IIIC4-01, IIIC4-02, IIIC4-03). The Library-Student Success Center and the DE Department provide free technology training and assistance to students through workshops, the College website, and StudentHub via the Canvas LMS platform (IIIC4-04, IIIC4-05).

Faculty, classified staff, and administrators responsible for updating campus webpages complete Omni Update trainings (IIIC4-06). The College provides additional technical training and support for various programs including Banner, eLumen, Microsoft Office, or Tableau Dashboards to ensure that faculty and staff can navigate and complete daily tasks and responsibilities that support regular institutional operations (IIIC4-07, IIIC4-08, IIIC4-09).

The new College website went live in April 2023. Content editors were provided with extensive training on the new webpage templates over a four-month period, including virtual open labs where they could work on their webpages and receive assistance with editing their webpages. The Compton College website utilizes the Modern Campus Omni Content Management System, which provides online tutorials and webinars for additional support. Additional training for new and current content editors will be scheduled for the 2023-2024 academic year through the Professional Development program.

During the COVID-19 pandemic, the College, in collaboration with the Distance Education Faculty Advisory Committee (DEAC), facilitated robust Canvas training for all faculty in preparation of the transition to online teaching (IIIC4-10, IIIC4-11). The facilitated trainings were based on training materials from the Online Network of Educators (@ONE), an organization created in partnership with the California Virtual Campus Online Education to support faculty teaching online. The DE Department continues to provide ongoing, comprehensive training for all faculty who teach online or in a hybrid setting (IIIC1-09). Each semester the DE Department uses a survey to receive feedback on training topics for the upcoming semester (IIIC1-08). The College continues to support faculty interested in taking courses through @ONE, which includes accessibility training, and the Faculty Course Review Committee identifies opportunities for the development of accessible course content for students through the DE Certification peer review process (IIIC4-12, IIIC4-13). In addition to supporting faculty teaching online the DE Department coordinates Open Education Resources (OER) trainings for faculty in collaboration with the OER Committee to raise awareness about and encourage the use of OER textbooks (IIIC4-14).

The College supports students and their need for technology training and support via the College's support webpages, the Student Support Hub in Canvas, access to Instructure live support, and the ITS Department Helpdesk (IIIC4-15). There are also options available for students to get assistance after regular College operating hours (IIIC4-16). New and existing students have access to "Passport to Compton," an asynchronous distance education orientation and resource for students wanting self-paced training on using Canvas and digitals tools the College has made available (IIIC4-17). In addition, the DE Department offers live Zoom training for students at the beginning of each semester on how to use Canvas (IIIC4-18).

Analysis and Evaluation

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Compton College provides consistent professional development opportunities and support for technology needs to all employees and students. Various departments, such as ITS and the DE Department, collaborate with the Professional Learning and Engagement Committee to provide these professional development opportunities with staff and students.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Board Policy 3720: *Computer and Network Use* and Administrative Regulation 3720: *Computer and Network Use* both detail the acceptable use of technology for all campus constituent groups for instructional and administrative purposes (IIIC5-01, IIIC5-02). These policies and administrative regulations are reviewed and updated every three years (IIIC5-03).

At the beginning of the COVID-19 pandemic, the Academic Senate, in consultation with the Compton Community College Federation of Employees (Certificated) (CCCFE) and the CCCD reviewed a plan to effectively support the migration of faculty to online instruction via Canvas as well as Zoom for synchronous courses. CCCD and CCCFE entered into an agreement in March 2020 that suspended limitations for online teaching in the collective bargaining agreement (IIIC5-04). Members of the DEAC provided in-person training for Canvas as well as provided robust support in an online Canvas course (IIIC5-05, IIIC5-06). Additionally, the agreement identified the need to revise teaching evaluation documents to reflect the difference between asynchronous and synchronous teaching modalities (IIIC5-07).

Analysis and Evaluation
Compton College has established board policies, administrative regulations, and guidelines in place that direct all campus constituents in the appropriate use of technology in the teaching and learning environments. The College publishes this information via its website, which is available to the public.

Conclusions on Standard III.C: Technology Resources
The College develops and maintains technology resources to support instruction, support services, and College operations. Board policies and administrative regulations inform the appropriate use, procurement, and disposal of all CCCD technology. Technology plans are developed through collegial consultation with faculty, staff, and administrators and align to the College's mission, vision, and strategic initiatives. All technology plans culminate in the *Compton College 2024* Comprehensive Master Plan. The College intentionally seeks feedback and input regarding technology needs from students through surveys. The ITS Department, DE Department, and Professional Learning and Engagement Committee develop and offer robust professional development offerings and technology support trainings for all constituent groups on a regular basis.

Improvement Plan(s)

None

Evidence List

IIIC1-01 Unit Plan: XX
IIIC1-02 Annual Plan: XX
IIIC1-03 Compton College 2024 Technology Plan
IIIC1-04 Technology Committee Webpage
IIIC1-05 Distance Education Advisory Committee Webpage
IIIC1-06 Compton College Collaborative Governance Handbook
IIIC1-07 Distance Education/Canvas Faculty Survey
IIIC1-08 Distance Education Fall 2022 Technology Interest Survey
IIIC1-09 Distance Education Training Schedule, Spring 2023
IIIC1-10 Compton College Comprehensive Master Plan
IIIC1-11 Student Technology Survey
IIIC1-12 ITS Helpdesk/MyCompton Webpage
IIIC1-13 Help Desk Ticket Screenshot
IIIC1-14 Student Support Hub Screenshot
IIIC1-15 Dual Authentication Software/Other ITS Information

IIIC2-01 Compton College Completion by Design Framework
IIIC2-02 Instructional Building 1 Blueprint: WiFi
IIIC2-03 CCCD Computer Hardware Replacement Cycle
IIIC2-04 Oliver W. Connor Promise Program
IIIC2-05 Compton College COVID-19 Basic Need Supports and Student Profile, July 2020
IIIC2-06 Compton College Laptop Loan Program Email/Flyer
IIIC2-07 Compton College HEERF II Grant Plan, February 2021
IIIC2-08 Data Warehouse RFP, March 2021
IIIC2-09 Data Warehouse Contract, May 2021
IIIC2-10 Technical Consultants (Ellucian Contract)
IIIC2-11 Compton College Staffing Plan, p. XX
IIIC2-12 CCCD Annual Budget 2021-2022

IIIC3-01 Uninterruptable Power Supply/Golden Star Technology Proposal
IIIC3-02 Network Performance Report
IIIC3-03 Storage Area Network (SAN) Daily Backup Report
IIIC3-04 Off-Campus Data Backup
IIIC3-05 CCCD Geo-Blocking Report
IIIC3-06 CCCD ITS Networking Services Report
IIIC3-07 Microsoft Active Directory/MyCompton SSO Authentication
IIIC3-08 Dual Authentication Software/Other ITS Information

IIIC4-01 New Employee Orientation Agenda, August 2022
IIIC4-02 Distance Education Training/Professional Development Schedule, Fall 2022
IIIC4-03 Professional Development Calendar 2022-2023
IIIC4-04 Distance Education Student Workshops, Fall 2022

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IIIC4-05	StudentHub Canvas Screenshot
IIIC4-06	Omni Update Training
IIIC4-07	Cranium Café Training Agenda, Fall 2022
IIIC4-08	Banner Training Agenda, Spring 2022
IIIC4-09	eLumen Training, Spring 2022
IIIC4-10	Distance Education Faculty Professional Development Offerings, Fall 2022
IIIC4-11	DEAC COVID-19 Canvas Training, Spring 2020
IIIC4-12	DEAC @ONE Training
IIIC4-13	Compton College POCR Information
IIIC4-14	OER Training/Information Session
IIIC4-15	ITS Helpdesk Webpage Screenshot
IIIC4-16	Distance Education Webpage Screenshot: Student Help Videos
IIIC4-17	Passport to Compton
IIIC4-18	Flyer for Canvas Trainings

IIIC5-01	Board Policy 3720: Computer and Network Use
IIIC5-02	Administrative Regulation 3720: Computer and Network Use
IIIC5-03	Board Policy 2410: Board Policies, Administrative Regulations, and Procedures
IIIC5-04	COVID-19 Memorandum of Understanding between CCCD and CCCFE, March 2020
IIIC5-05	DEAC COVID-19 Canvas Training, Spring 2020
IIIC5-06	COVID-19 Faculty Self-Paced Canvas Training Screenshot
IIIC5-07	COVID-19 Faculty Evaluation Forms

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

As evidenced by the annual budget, Compton Community College District's (CCCD) financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. This is evidenced by its annual budget (IIID1-01). The District's, and thus College's, budget complies with state law and regulations. It supports realizing the College's mission, vision, and strategic initiatives as listed in Board Policy 1200: *Mission, Vision, and Strategic Initiatives* (IIID1-02). Through, the operational planning, annual planning, and resource allocation process, the budget supports campuswide initiatives, educational programs, student support services, and overall institutional effectiveness (IIID1-03).

Independent assessments indicate that the District's resources are effectively distributed and fully

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support the development, maintenance, allocation, reallocation, and enhancement of programs and services (IIID1-04). The College has undergone reviews by the Fiscal Crisis and Management Assistance Team (FCMAT), an independent, external agency (IIID1-05, IIID1-06). Most recently, in January 2022, FCMAT released a positive report of Compton College after evaluating the financial health of the College through its Fiscal Health Risk Analysis. The FCMAT report noted that Compton College has a low probability of fiscal insolvency into the near future. This favorable ranking reflects Compton College's ongoing efforts to develop financial resources that are sufficient to support and sustain current and future operational needs for the benefit of its students (IIID1-05).

Compton College maintains a budget and surplus which supports its educational improvement and innovation goals. At the end of the 2021-2022 fiscal year, Compton College's unrestricted general fund balance was $20.4 million, an increase of $105,000 over fiscal year 2020-21 (IIID1-07). This amount is well above the 10% reserve requirement indicated in Board Policy 6200: *Budget Preparation* (IIID1-08). The College's general fund supports educational goals, improvements, and innovation. College goals and initiatives are further enhanced through the receipt of federal and state grants and categorical funds.

The Planning and Budget Committee (PBC) receives, reviews, and approves the budget calendar, approves budget assumptions, and recommends tentative and final budgets to be considered by the Board of Trustees (IIID1-09). Compton College's finances are managed with integrity and in a manner that ensures financial stability through the formulation of a budget in accordance with Board Policy 6200: *Budget Preparation* and Board Policy 6250: *Budget Management* (IIID1-08, IIID1-10). Compton College continues to plan and manage its finances with integrity and in pursuit of financial stability and sustainability. In the area of planning, the College's Strategic Planning Committee operates on four principles:

1. Improve planning through a framework that links all aspects of planning to resource allocation and provide a regular evaluation of the effectiveness in all areas,
2. Utilize a collective network of stakeholders to generate institutional data and communicate District and program activities,
3. Update mission and vision and identify strategic goals which dictate programs and short and long-term planning, and
4. Cultivates an "ownership" culture that enhances work and relations ethics and promotes high-quality education and optimal student services (IIID1-11).

The president/Chief Executive Officer (CEO) receives recommendations and other input from vice presidents, the Consultative Council, the Institutional Effectiveness Committee (IEC), the PBC, and the Office of Institutional Effectiveness (IIID1-12, IIID1-13, IIID1-14, IIID1-15). The PBC and the IEC follow the budget development calendar to plan for the upcoming year's fiscal needs (IIID1-16).

Like other community colleges, Compton College receives the bulk of its funding from the State of California through its apportionment process. The $43,425,610 advanced state apportionment funding for 2022 – 2023 covers all financial commitments at Compton College. In addition to state apportionments, the College receives funding from lottery funds, student fees, and facility rentals. Once Compton College achieved accreditation in June 2017, the president/CEO worked

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to secure funding in anticipation of becoming an independent college. Assembly Bill 1942 was passed, which secured funding to assist the College in establishing systems and giving it time to sustain its enrollment numbers after separating from El Camino College. As a result, Compton College is on hold harmless until the 2025-26 academic year with funding set at an enrollment level of 5,980 FTES (IIID1-17). The District's revenues have increased since 2017.

Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Revenues	$38,252,345	$40,493,934	$44,083,109	$45,733,257	$47,224,000
% Increase		5.86%	8.86%	3.74%	3.26%

Compton College develops a budget every year based on estimated revenues. The budget process focuses on supporting Compton College's programs and services to improve institutional effectiveness. The planning and budget process involves input from across departments and programs in the district by going through a voting process from the departments to the divisions to the area, and finally to the cabinet. Budget assumptions are discussed at Consultative Council, PBC, and Board of Trustees meetings (IIID1-18, IIID1-19, IIID1-20). The final recommendations to be funded are approved by the President/CEO Cabinet and allocations are included in the District's final budget (IIID1-04). The planning and budget process ensures the district is operating within its means. Five-year expenditure history shows expenditure less than revenues:

Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Expenditure	$37,049,256	$39,650,117	$39,516,530	$39,656,975	$46,480,000
% Increase		7.02%	-0.34%	0.36%	17.21%

The planning process also considers fund balance. It is important there are healthy reserves to address any unforeseen events. The district has maintained healthy reserves:

Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Ending Fund Balance	$11,753,005	$12,596,822	$17,156,401	$21,988,499	$22,732,499
% Increase		7.18%	36.20%	28.16%	3.38%

Prudent financial management recommends a fund balance equal to 1 or 2 months of annual expenses, which amounts to 8.3% and 16.6% of expenditures. According to District policy, reserve shall be 10% of general fund operating expenditure (IIID1-02). The District's fund balance is well over those recommendations:

Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22
Fund Balance as % of Expenditures	32%	32%	43%	55%	49%

Analysis and Evaluation

The College demonstrates fiscal responsibility and stability, as evidenced in recent FCMAT

reports. Compton College has sufficient resources to support and sustain academic programs and services and overall improved institutional effectiveness. The College's integrated planning process effectively supports fiscal planning for operations and capital improvements.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Compton 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 university, and securing living-wage employment informs all financial planning and institutional planning. Budget development is a component of the College's Integrated Planning process as referenced in the following:

Board Policy 3250: *Institutional Planning* (IIID2-01),
Administrative Regulation 3250: *Institutional Planning* (IIID2-02),
Board Policy 6200: *Budget Preparation* (IIID1-08), and
Administrative Regulation 6200: *Budget Calendar* (IIID2-03).

College planning documents include Program Review, unit or program annual plans, Compton College 2024 Comprehensive Master Plan, the Enrollment Management Plan, the Technology Plan, and the Human Resources Staffing Plan (IIID2-04, IIID2-05, IIID2-06, IIID2-07). These plans and others culminated in the Compton College 2024 Comprehensive Master Plan, which follows established consultation processes referenced in Standard IV with campus constituencies and the Board of Trustees (IIID2-08). Planning documents are publicly available on the College website, and members of the public can comment on the budget or planning process at Board Meetings (IIID2-09).

In addition to the board policies and administrative regulations listed above that guide the College in the development of the budget, the College also adheres to Board Policy 6250: *Budget Management* and Administrative Regulation 6250: *Budget Management* to ensure sound financial practices and financial stability (IIID1-10, IIID2-10). The College's vice president of administrative services ensures the PBC, Consultative Council, and the Board of Trustees receive regular updates on the budget, including budget assumptions, the tentative budget, and the final budget throughout the academic year (IIID1-18, IIID1-19, IIID1-20, IIID2-11). Additionally, the President/CEO, in his newsletter, email messages, and Tartar Talks presentations, provides updates on the planning and budget process throughout the academic year (IIID2-12, IIID2-13, IIID2-14).

Per the Budget Calendar, the Board of Trustees receives the tentative budget assumptions for the next academic year in April. Once the Board of Trustees approves the tentative budget each June, the vice president of administrative services, under the direction of the president/CEO, will make any minor changes to reflect updates in the state budget from the California legislature (IIID2-15).

After the Board of Trustees adopts the tentative budget at their September meeting, the College can begin announcing the results of funding requests and commence necessary allocations with the final budget (IIID2-16).

Analysis and Evaluation
Compton College's mission and goals inform the development of all operational and financial planning. The College has established clear policies and procedures to ensure sound financial practices and fiscal stability. Planning and budget processes, and detailed budget information are clearly defined and available to the campus and the public.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
As mentioned in IIID2, the College defines its financial planning and budget development process in Board Policy and Administrative Regulation 3250: *Institutional Planning*, Board Policy 6200: *Budget Preparation*, and Administrative Regulation 6200: *Budget Calendar* (IIID1-10, IIID2-02, IIID1-08, IIID2-03). The College's Consultative Council and all its Institutional Standing Committees follow these defined policies and processes to ensure adequate financial planning, a sound budget, and constituent-inclusive institutional planning. Per Board Policy 2410: *Board Policies, Administrative Regulations, and Procedures*, the College regularly reviews all planning and budget board policies and administrative regulations to ensure their effectiveness (IIID3-01). The review of board policies and administrative regulations follows the Compton College Collaborative Governance process, ensuring that all constituencies can participate in the planning activities of the institution (IIID3-02).

To ensure a timely and effective budget development process, the College developed and followed the Budget Development Calendar (IIID1-16). As part of the planning and budget process, the Office of Institutional Effectiveness (OIE) holds training sessions each fall to provide programs and units support and training in completing an annual plan based on their respective Program Review (IIID3-03). All programs and units must submit their annual plan with budget requests for the upcoming academic year by December. To be considered, all budget requests must be aligned to the College's Completion by Design framework and strategic initiatives (IIID3-04).

Analysis and Evaluation
Compton College has clearly outlined budget development processes and follows these processes in allocating financial resources. All constituencies are represented through the College's Collaborative Governance structure. Departments and programs plan for and request resources through the Program Review and annual planning process.

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

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Compton College's planning and budgeting efforts reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. College areas and departments derive their annual plans and goals from the College's goals, and these goals are informed by the budget assumptions developed from the information in the Governor's January Proposed State Budget, the May Revise, and the final state budget.

As part of the transition away from El Camino College and El Camino Community College District on June 7, 2019, Compton College is on a hold harmless budget (IIID4-01). The COVID-19 pandemic and the introduction of the Student-Centered Funding Formula also added years of hold harmless to the District budget, which is set to continue until at least Fiscal Year 25-26. In addition, the Governor's proposed budget for FY24 provides a funding floor for the Student-Centered Funding Formula's hold harmless provision until the end of FY24-25 (IIID4-02). While Compton College's budget remains in hold harmless, the College uses this time to plan and rebuild by setting realistic goals for increasing student enrollment, student success, retention, and completion (IIID4-03).

In addition to State apportionments, the College maintains partnerships with non-profit agencies to support its mission through grants, donations, and bonds (IIID4-04, IIID4-05). While Strong Workforce, Student Equity and Achievement, and Perkins programs are additional funding sources included in institutional planning, the College also receives grant funding as a Hispanic Serving Institution (IIID4-06, IIID4-07, IIID4-08, IIID4-09). Currently, the College maintains a 30% reserve and fully funded Other Post Employee Benefit fund (IIID4-10).

For transparency, Compton College's annual budget is publicly available on its website and regularly discussed with constituent groups (IIID4-11, IIID1-18, IIID1-19). Account Managers have access to their budgets in a Management shared drive and can monitor the availability of the funds (IIID4-12). Each year, the Business Office develops a projected five-year budget to guide annual plans and anticipated fiscal commitments to maintain a realistic assessment of financial resource availability and ensure solvency (IIID4-13).

Analysis and Evaluation

The annual budget serves as a guide for the District's strategic initiatives set out in the Compton College 2024 *Comprehensive Master Plan*. Regular FCMAT audits allow Compton College to practice a realistic assessment of the availability of required financial resources, maintain partnerships and relationships to generate additional financial resources and manage its expenditure requirements. The five-year projected budget is updated annually to ensure that Compton College focuses on student learning and operates within its means. Priorities are funded with recommendations from stakeholders, and funding is reported to the community by the committee members to constituency groups. At the same time, the president/CEO's weekly message provides the information to the campus community at large.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses**

the results to improve internal control systems.

Evidence of Meeting the Standard
Compton College relies on internal control mechanisms to safeguard the financial integrity of the institution. In accordance with the *Budget and Accounting Manual* (BAM), the preparation of financial documents is guided by internal control mechanisms where the Accounting Department utilizes an account code structure to direct resources to Account Managers (IIID5-01). This account code structure also aligns expenditures to specific transactions.

Currently, Compton College uses BEST to manage procurements, requisitions, and purchase orders. Technically capable personnel, who understand and uphold Compton College's financial integrity goals, use and manage the day-to-day functions of the software (IIID5-02). The software also features built-in internal control mechanisms, including rejecting purchase requests where funding is not available or adequate. Additionally, the software audits all purchase requests or contracts more than $99,600, requiring approval by the Board of Trustees to proceed with the purchase (IIID5-03).

This internal control structure and mechanism also facilitates the dissemination of financial information. Internally, it is made available to staff members, college departments, and the Board of Trustees. The vice president of administrative services submits financial information to the Board of Trustees monthly for their review and approval (IIID5-04). This includes budget-to-actual reports prepared on a year-to-date basis. Externally, relevant and appropriate financial information is made available, as required, to the public via the College's website (IIID4-11). This information includes the annual budget, prepared by staff, reviewed by the Planning and Budget Committee, approved by the Board of Trustees, and made available to the public online.

Analysis and Evaluation
Compton College has appropriate internal control mechanisms that govern, protect, and safeguard financial information to facilitate productive decision-making.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard
Compton College's student learning programs and services are the primary determining factor for budget development. The practice of utilizing historical data combined with projections based on institutional goals for student learning results in a budget that covers anticipated and existing commitments. To ensure that the budget achieves these student learning goals, a budget-to-actual report is provided to the Board of Trustees monthly for review (IIID5-04). The report contains a side-by-side comparison of what has been approved and spent to date (IIID6-01). Each department has access to allotted funds from the annual budget approved by the Board of Trustees. Budgets are available weekly in a shared drive to review and monitor (IIID6-02).

Compton College receives unmodified audit opinions on its financial statements annually (IIID6-03). While the College received audit findings in certain years, they were not deemed material

(IIID6-04). Furthermore, the 2021-22 fiscal year received two audit findings, five fewer than the prior year (IIID6-05). The operational budget supports the College's mission and goals by linking resource needs to institutional goals and objectives. This ensures that spending priorities are tied to institutional priorities, including student learning.

Compton College follows Generally Accepted Accounting Principles (GAAP) and consistently meets standards for quality audits, resulting in credible and accurate financial documents. The budget and audits reflect the appropriate allocation and use of resources to support student learning programs and services. The College follows California Education Code Title 5, California Code of Regulations, and federal audit guidelines. It contracts an independent audit firm annually to conduct audits in accordance with US GAAS and OMB Circular A-133 (IIID6-05). This ensures the accuracy and credibility of the annual budget document.

Analysis and Evaluation
The budget is a detailed spending plan linked to institutional goals and objectives, reflecting Compton College's spending priorities and serves as a support for planning and student learning programs and services. The College demonstrates financial soundness through consistent unmodified audit opinions from external auditors. The budget supports student learning programs and services by linking resource allocation to annual integrated planning efforts and the Program Review process.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
The College's responses to external audit findings are comprehensive, timely, and widely communicated. The annual external audit of all funds, books, and accounts is required by California Education Code §84040(b) and Board Policy 6400: *Audits* (IIID7-01, IIID7-02). The Business Office disseminates audits to constituent groups, and posts updates on the College's website to ensure transparency to the public (IIID7-03, IIID7-04). The College posts a public hearing notice in local newspapers for an audit review by outside entities (IIID7-05). Furthermore, the Vice President of Administrative Services presents an annual audit report to the Board of Trustees (IIID7-06).

In the past, Compton College worked closely with Eide Bailly, LLP, an external audit team, discussing audit findings and developing a corrective action plan before issuing the financial statements and the auditor's report (IIID7-07). The auditor's report includes the College's corrective plan, and the auditor then assesses the implementation of the prior year's corrective plans (IIID7-08). The vice president of administrative services presents a corrective action plan describing any findings and its status to the Board of Trustees monthly (IIID7-09). For the 2022-2023 year, the district selected a new auditing firm through a selection process.

In addition to internal audits, an external financial and performance audit is conducted for the Compton Community College District Proposition 39 General Obligation Bonds Measure CC, November 2002, and Measure C, November 2014 (IIID7-10). The Citizen's Bond Oversight Committee reviews these audit reports, and the Vice President of Administrative Services

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presents them also to the Board of Trustees in a public meeting, allowing for transparency and accountability (IIID7-11).

Analysis and Evaluation
Compton College takes external audit findings seriously and responds to them comprehensively and promptly. The financial audits are discussed at Consultative Council and Planning and Budget Committee meetings. They are presented for discussion and acceptance in a public meeting of the Board of Trustees. The audit reports are made easily accessible to the public by being posted on the College website. The Proposition 39 General Obligation Bonds annual audit is also presented to the Citizen's Bond Oversight Committee and the Board of Trustees in a public meeting, ensuring transparency and accountability.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
Compton College has established procedures to ensure that its financial management complies with internal controls, budget management, proper financial reporting, and the California Community College Budget and Accounting Manual. The policies and procedures for proper fiscal management are established by Board Policy 6300: *Fiscal Management,* Administrative Regulation 6301: *Cash Receipt and Handling*, and Administrative Regulation 6302: *Accounts Payable* (IIID8-01, IIID8-02, IIID8-03).

Annual external audits are the primary evaluation tool for Compton College's internal control processes. The College uses the audit findings and feedback results to improve its internal control systems (IIID8-04). Thus far, the College's annual audits have not found any internal control weaknesses (IIID8-05).

Compton College's internal controls are also monitored and evaluated by the Los Angeles County Office of Education (LACOE) (IIID8-06). LACOE approves all financial transactions through the BEST financial system, which holds the College's cash balances (IIID8-07). Access to the BEST system is assigned to District staff based on their roles and responsibilities. It is reviewed annually by the College and LACOE to ensure that only authorized users have access (IIID8-08). Each cost center is allocated an annual budget in the BEST system, and authorized cost center managers approve expenditure requests and then reviewed and approved by the Accounting Office (IIID8-09). The Accounting Office separates the tasks of approving expenses and recording expenses. Finally, all transactions undergo a final review and approval by LACOE before being posted to the General Ledger in BEST.

Analysis and Evaluation
Compton College's financial and internal control systems are tested and evaluated by external auditors and assessed as valid and effective.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

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Evidence of Meeting the Standard
Compton College's unrestricted financial reserves are adequate to meet financial emergencies as well as unforeseen occurrences. Board Policy 6200: *Budget Preparation* requires a minimum reserve level of 10% of the General Fund expenditures for contingencies, but the College has maintained a reserve level in excess of the minimum required reserves (IIID1-08, IIID9-01). The annual CCSF-311 report shows an unrestricted balance exceeding the required reserve amount recommended by the California Community College Chancellor's Office (IIID9-02). The College has also established a mechanism through Board Policy and Administrative Regulation 6250: *Budget Management* for the Board of Trustees to address financial emergencies and unforeseen circumstances (IIID1-10, IIID9-03).

Compton College has sufficient insurance coverage. The College participates in self-insurance programs to minimize insurance costs (IIID9-04). The College's property, liability, and worker's compensation are covered under the Statewide Association of Community Colleges (SWACC) Joint Powers Authority (JPA). In addition, the CCCD's score on the Fiscal Health Risk Analysis self-survey, administered by the Fiscal Crisis and Management Assistance Team (FCMAT), indicates a low risk for insolvency (IIID1-05).

Analysis and Evaluation
The College has various measures to ensure financial stability, including adequate reserves, a plan for supplemental cash flow, and insurance policies. These measures have helped the College maintain a conservative fiscal policy approach and provide financial stability, allowing it to have contingencies for emergencies.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
Compton College has prioritized oversight of finances, which extends to managing financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets (IIID10-01).

Compton College receives several grants from federal, state, and philanthropic sources (IIID10-02, IIID10-03, IIID10-04). Each grantor or donor provides substantial oversight over the use and disbursement of the funding they provide to the College. Internally, the College has established mechanisms to ensure that each grant's intended use is adhered to (IIID10-05). For example, for Federal grants, the College reports student and institutional grant metrics and other related data within ten days of the end of each calendar quarter or as directed by the U.S. Department of Education (IIID10-06). Compton College requires that all staff adhere to reporting requirements and deadlines to ensure all documentation to support amounts are maintained in accordance with document retention guidelines (IIID10-07).

Similarly, for financial aid funds, Compton College has an established comprehensive closeout procedure which includes a review and reconciliation methodology to eliminate deficits in fund

balances and prevent the need to use unrestricted general funds to balance the restricted general funds and the Student Financial Aid Fund (IIID10-08). This is reinforced with a Master Calendar featuring due dates to ensure that Higher Education Emergency Relief Fund (HEERF) reporting is processed within the required deadlines and that these reports are posted on the College's website ten days after the end of the reporting quarter (IIID10-09, IIID10-10).

This oversight extends to all externally funded programs. For example, Compton College is a recipient of Federal Pell Grants, which features a Common Origination and Disbursement (COD) System requiring reporting of payment data to the Department of Education. To maintain oversight of this process, the Financial Aid Office processes payment reconciliation data weekly after each batch disbursement of Title IV aid (IIID10-11). A COD/Pell Payment Reconciliation folder in the shared network drive stores the roster of Title IV aid disbursed to students to ensure that changes or adjustments to the students' COD records are reported prompt (IIID10-12). This information tracks student records that were previously adjusted, the actual disbursement date, and the amount that was disbursed or adjusted.

The oversight process starts with budgeting, which each department and Business Office monitor. The PeopleSoft System then provides an additional layer of monitoring by disallowing expenditures that exceed the budget. Program managers are also required to reconcile all funding under their purview and provide monthly reports to their supervisors, who ensure that every program complies with the regulation of the funding agencies (IIID10-13). The annual audit exercise then enhances institutional oversight by testing internal controls and compliance checks of funding programs.

Analysis and Evaluation
The College uses internal controls systems to assess the use of its financial resources and to ensure adequate oversight. Assessment is built into all the processes leading to the expenditure of all funds. Starting from the program reviews at the department and program levels, all recommendations are evaluated for need.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The College makes short-term and long-term financial plans to ensure the financial stability of the institution. The annual budget is developed alongside a five-year budget plan. The five-year plan is a conservative projection of Compton College's financial situation in the next five years (IIID11-01). In the past year, the Business Office, at the suggestion of the FCMAT audit report, developed a five-year plan that compares the financial status of CCCD with and without the hold-harmless support for the College (IIID11-02, IIID11-03).

The annual budget identifies and allocates resources for payment of the College's liabilities and future obligations, including the Other Post-Employee Benefits (OPEB), Public Employee Retirement System (PERS), and State Teacher Retirement System (STRS) contributions, and the line of credit repayment (IIID11-04). The District anticipates submitting the last payment of the line of credit payment by June 30, 2026 (IIID11-05).

Analysis and Evaluation
Compton College conducts short-term and long-term financial planning and has built up a robust reserve providing financial stability for the institution. The College has intentionally and aggressively paid down obligations to ensure the long-term viability of the College.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations of Compton College, are fully funded (IIID12-01). The College allocates resources to these obligations, and qualified employees are expected to continue to make contributions based on negotiated contracts with the various bargaining units of the College. Whenever there are extra funds, the President/CEO recommends to the Board of Trustees how to allocate the funds to reduce the debt obligations (IIID12-02). The actuarial plan, available on the Business Office portal and presented to the Board of Trustees, shows that the College's OPEB is current and prepared as required by appropriate accounting standards (IIID12-03).

Analysis and Evaluation
Compton College has intentionally paid obligations to reduce the debt for the College.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
Compton College regularly assesses and allocates resources to repay any locally incurred debt. Board Policy 6307: *Debt Issuance* and Administrative Regulation 6307: *Debt Issuance and Management* govern Compton College's debt issuance and management and ensure that the College makes appropriate plans to manage its locally incurred debt, Measure CC and Measure C GO Bonds (IIID13-01, IIID13-02, IIID13-03, IIID13-04).

Assembly Bill 318 (Dymally, 2006) appropriated a $30M line of credit to the Board of Governors of the California Community Colleges as an emergency apportionment to finance College activities described in Article 5 of Chapter 5, Part 46 of the Education Code (IIID13-05). This financing does not constitute a borrowing but is an advance apportionment subject to repayment

with interest. Compton College continues to make annual debt service payments on the line of credit liability owed to the State of California (IIID13-06). This is a liability paid from the unrestricted resources of the College's general fund. When feasible, Compton College contributes additional funds to the line of credit and has shortened its maturity by three years from FY2029 to FY2026 (IIID13-07).

Local property tax revenues guarantee the repayment of Measure CC and Measure C GO Bonds and does not negatively affect current fiscal obligations (IIID13-08).

Analysis and Evaluation
The College honors good financial management by following its debt repayment policies and ensuring the repayment of its locally incurred debt does not negatively impact other fiscal obligations. Measure CC and Measure C GO Bonds are repaid through local property taxes.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
Compton College continues to receive grants from various agencies (IIID14-01). The Business Office provides managers with resources to monitor and comply with the administrative requirements of the grants (IIID14-02). The Business Office assigns a grants representative to support managers with quarterly, bi-annual, or annual reporting to the various agencies (IIID14-03). The grants representative ensures that grants are used consistently with the intended purpose of the funding source. The Citizen's Bonds Oversight Committee meets regularly to monitor the use of the bond funds and provides recommendations for the judicious use of the funds (IIID14-04).

Analysis and Evaluation
The annual external audits help to ensure that funds are used with integrity. Audit findings are taken seriously, and efforts are made promptly to correct internal control lapses. Compton College has been off the FCMAT watch for the past three years.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
The College regularly monitors and assesses its student loan default rates, revenues, and related matters to comply with federal regulations. The institution has a three-year federal loan default rate that meets federal guidelines. The College undergoes several annual audits of its financial aid programs, including Pell, California Student Aid Commission, and Federal Single Audit conducted by the California Community Colleges Chancellor's Office (IIID15-01). Over the three years, the default rate has improved and remains below the federal guideline (IIID15-02). So far,

audits have not found any material findings with the College's administration of Title IV or federal financial aid programs.

Analysis and Evaluation
Compton College manages and monitors its student loan default rates, revenues, and assets to comply with federal regulations. The College undergoes appropriate audits to ensure its compliance with these regulations, demonstrating a standard of sound financial management.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
Compton College has adopted board policies that govern contractual agreements. Specifically, Board Policy and Administrative Regulation 6340: *Contracts* govern entering into contracts (IIID16-01, IIID16-02). Policies and administrative regulations are consistent with those disseminated by the Community College League of California to ensure the integrity of these policies and administrative regulations. Policies and administrative regulations require that contracts must meet the requirements of the Public Contract Code. Appropriate insurance and indemnification requirements commensurate with the risk associated with providing services are incorporated in each agreement. All contracts must go through Administrative Services for compliance review with the Public Contract Code and Board Policy 6340 (IIID16-03).

Analysis and Evaluation
Compton College has established board policies and administrative regulations to align contractual agreements with the College's mission, vision, and strategic initiatives.

Conclusions on Standard III.D: Fiscal Resources
Compton College's financial resources are sufficient to support student learning programs and services. CCCD manages fiscal resources with integrity, ensuring financial stability. The College's financial resources align with the College's mission, values, and strategic initiatives. Furthermore, Compton College follows established processes for sound financial planning and collegial budget development. The College accounts and plans for both short- and long-term debts and sets aside the appropriate resources for future obligations. Financial and internal control systems are sound and demonstrate effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional assets.

Improvement Plan(s)
None.

Evidence List

IIID1-01 Compton Community College District Annual Budget 2022-2023

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IIID1-02 Board Policy 1200: Mission, Vision, and Strategic Initiatives
IIID1-03 Compton College 2024 Comprehensive Master Plan
IIID1-04 Compton Community College District Final Budget 2021
IIID1-05 CCCD FCMAT Report, Spring 2022
IIID1-06 CCCD FCMAT Report, date
IIID1-07 Compton Community College District Audit Report, p. 6
IIID1-08 Board Policy 6200: Budget Preparation
IIID1-09 Planning and Budget Minutes, November 2022
IIID1-10 Board Policy 6250: Budget Management
IIID1-11 Compton College 2024 Comprehensive Master Plan, p. 15
IIID1-12 Recommendation to the President/CEO Form
IIID1-13 Consultative Council Minutes, date
IIID1-14 Institutional Effectiveness Committee, date
IIID1-15 Planning and Budget Committee, date
IIID1-16 Budget Development Calendar
IIID1-17 Assembly Bill 2359, Chapter 930
IIID1-18 Consultative Council Minutes, date
IIID1-19 Planning and Budget Committee, date
IIID1-20 Board of Trustees Meeting, date, item

IIID2-01 Board Policy 3250: Institution Planning
IIID2-02 Administrative Regulation 3250: Institutional Planning
IIID2-03 Administrative Regulation 6200: Budget Calendar
IIID2-04 Compton College 2024 Comprehensive Master Plan
IIID2-05 Enrollment Management Plan
IIID2-06 Technology Plan
IIID2-07 Human Resources Staffing Plan
IIID2-08 Board of Trustees Meeting, date, item
IIID2-09 Planning Documents Webpage
IIID2-10 Administrative Regulation 6250: Budget Management
IIID2-11 Vice President of Administrative Service Job Description
IIID2-12 President/CEO Newsletter, date
IIID2-13 President/CEO Message, date
IIID2-14 Tartar Talks Presentation, date
IIID2-15 Board of Trustees Meeting, June date, item
IIID2-16 Board of Trustees Meeting, September, date, item

IIID3-01 Board Policy 2410: Board Policies, Administrative Regulations, and Procedures
IIID3-02 Collaborative Governance Handbook
IIID3-03 Annual Plan Training Session
IIID3-04 Annual Plan Template

IIID4-01 Assembly Bill 2359
IIID4-02 FY24 Proposed Budget
IIID4-03 Compton College Goals
IIID4-04 Futures Foundation Grant

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IIID4-05 CCCD Bond Measure CC
IIID4-06 Strong Workforce Allocation
IIID4-07 Student Equity and Achievement Allocation
IIID4-08 Perkins Allocation
IIID4-09 HSI Allocation
IIID4-10 OPEB Fund
IIID4-11 Webpage with Annual Budget
IIID4-12 Management Share Drive
IIID4-13 Five-year Projected Budget

IIID5-01 Budget and Accounting Manual
IIID5-02 BEST
IIID5-03 Purchases Over $99,600
IIID5-04 Board of Trustees Meeting, date, item (Budget to Actual)

IIID6-01 Budget to Actual Report
IIID6-02 Budget Weekly Spreadsheet
IIID6-03 Unmodified Audit Report
IIID6-04 Audit Findings
IIID6-05 2021-2022 Audit

IIID7-01 California Education Code 84040
IIID7-02 Board Policy 6400: Audits
IIID7-03 Email Disseminating Audits
IIID7-04 Webpage with Audits Posted
IIID7-05 News Release of Public Hearing
IIID7-06 Audit Presentation to Board of Trustees
IIID7-07 Eide Bailly, LLP Contract
IIID7-08 Corrective Action Plan
IIID7-09 Board of Trustees Meeting, date, item
IIID7-10 Bond Audit
IIID7-11 Citizen's Bond Oversight Committee Minutes, date

IIID8-01 Board Policy 6300: Fiscal Management
IIID8-02 Administrative Regulation 6301: Cash Receipt and Handling
IIID8-03 Administrative Regulation 6302: Accounts Payable
IIID8-04 Example of Improved Internal Controls
IIID8-05 Audit (showing no internal control weakness)
IIID8-06 LACOE
IIID8-07 LACOE approval in BEST
IIID8-08 LACOE Review of BEST Approvers
IIID8-09 Annual Budget: Example

IIID9-01 CCCD Reserves
IIID9-02 CCSF-311 Report
IIID9-03 Administrative Regulation 6250: Budget Management

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IIID9-04 CCCD Insurance

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Standard IV: Leadership and Governance
The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. **Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard
Institutional leaders at Compton College support and encourage innovative ideas that lead to institutional excellence. These ideas can arise through collaborative governance committees consisting of all campus stakeholders, or through group or individual recommendations to the president/chief executive officer (CEO), as described in the *Collaborative Governance Handbook* (IVA1-01, IVA1-02). The College has many examples that demonstrate the College's commitment in this area:

- The 2020-2021 #Real114 Leadership Cohort, comprised of classified staff members, wrote a recommendation for Caring Campus in spring 2021. The Caring Campus process provides classified staff with fundamental knowledge to increase student connectedness to the College, which leads to increases in student success (IVA1-03). During fall 2022, a group of 20 classified staff participated in coaching sessions to identify the behavioral commitments they will make regarding interacting with students and strengthening their connection to the College: draft implementation plans for the agreed-upon general behavioral commitments; create monitoring plans so they will be able to know if behaviors are being enacted; and create communication plans for four target audiences (leadership, faculty, students, and fellow staff) and plan for institutionalization and sustainability (IVA1-04).
- As part of Compton College's Achieving the Dream (AtD) efforts to improve teaching and learning delivery and support data use in decision-making efforts, the Compton College Faculty Teaching & Learning Action Proposals were implemented in spring 2021. Faculty are provided an opportunity to provide a strategic approach to creating a teaching and learning excellence culture (IVA1-05). Since the 2021-2022 academic year, a total of $250,000 has been designated annually to support the integration of innovative design and

implementation of teaching and learning professional development activities each academic year (IVA1-06, IVA1-07).

- The Associated Student Government (ASG) brought forward student concerns about the school mascot to Consultative Council on August 16, 2021 (IVA1-08). They believed the mascot should be changed. On August 30, 2021, the president/CEO notified the campus that the College would review the mascot and establish a process to gather input, including a survey to campus constituents (IVA1-09). A task force was formed and on June 7, 2022, the group made the recommendation to retire all iterations of the "Tartar" mascot and name and replace the "Tartars" with a new mascot (IVA1-10). On June 13, 2022, the president/CEO notified the campus he agreed to place a resolution on the June 27, 2022, Board of Trustees agenda, which was approved (IVA1-11, IVA1-12, IVA1-13). A comprehensive timeline is being developed by the Tartar Mascot Review Taskforce to phase out the "Tartar" by June 30, 2025.
- The Open Educational Resources (OER) Committee recommended that 85% of the College's classes use OER materials by 2035, which was approved by the Academic Senate on June 3, 2021 (IVA1-14). The College received a spark grant from the 20 MM Michelson Foundation to fund a workgroup in developing a campuswide OER proposal (IVA1-15). The Academic Senate reviewed and approved the workgroup's OER Proposal at their October 20, 2022, meeting (IVA1-16, IVA1-17).

Analysis and Evaluation

Through its Collaborative Governance process, the College supports innovation and creativity in all constituent groups, and actively seeks participation with the implementation of new initiatives as well as in the maintenance and improvement of existing programs and services, regardless of an employee's title or rank. Any employee from any constituent group may submit new comments and ideas for new programs, services, initiatives, and software or hardware needs using the Collaborative Governance process.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College ensures the participation of all constituent groups in institutional planning through a variety of means (IVA2-01). *Administrative Regulation 2511:* Council and Committee Structures identifies each of the College's committees, lists constituent group representation, number of voting members, and other pertinent committee information, such as purpose statements and meeting schedules (IVA2-02). This information is housed in BoardDocs and is available to the public. Furthermore, the Compton College *Collaborative Governance Handbook* details the role of all constituent groups, including the Associated Student Government, in committee participation and in cultivating formal recommendations to CCCD for review (IVA2-03). The Collaborative Governance process itself is the culmination of ideas and efforts from all

constituent groups at the College and is an example of the College's dedication to ensuring that all constituent groups could participate in the College's governance structures and decision-making processes. After the Partnership Agreement with El Camino Community College District ended in 2018, the College's Consultative Council determined that a new decision-making document needed to be designed and implemented for clarifying governance processes, constituent responsibilities and representation on committees, and for increasing transparency by closing the loop on decision-making results. From 2018-2019, the president/CEO and Compton College Academic Senate president chaired the Collaborative Governance workgroup that consisted of approximately 35 representatives from various constituent groups, including students. After its completion, all campus constituents had the opportunity to review the handbook and provide feedback. The Compton College Academic Senate endorsed the handbook at its May 20, 2020, meeting and it was subsequently approved by the CCCD Board of Trustees on June 16, 2020 (IVA2-04, IVA2-05).

The *Collaborative Governance Handbook* contains the steps necessary to submit a recommendation as well as appendices that include recommendation forms that can be submitted directly to the president/CEO's office. In short, a recommendation can come from any constituent group member at any time and will be taken under advisement in a reasonable amount of time (IVA1-01).

The College values student participation and actively works with its Associated Student Government (ASG) to encourage and increase participation around the Student Senate for the California Community Colleges 9+1 purview. College committee chairs routinely seek students to participate on campus committees, such as the Accreditation Steering Committee, Consultative Council, Guided Pathways, and the *Collaborative Governance Handbook* workgroup, among others. The president of the Associated Student Government has a permanent place on the Compton College Academic Senate agenda and is encouraged to participate in discussions at Academic Senate meetings (IVA2-06). Furthermore, the ASG president has a permanent place on the CCCD Board of Trustees agenda where updates and pressing issues can be shared with the CCCD Board of Trustees and the public, in general (IVA2-07). Finally, student participation is further strengthened on the CCCD Board of Trustees with the presence and inclusion of a Student Trustee (IVA2-08).

Analysis and Evaluation
The College values the active participation of all constituent groups in decision-making processes and creates, through its policies and processes, opportunities for robust and authentic participation from all constituent groups. The Compton College *Collaborative Governance Handbook* as well as CCCD Board Policies and Administrative Regulations detail these processes and are evidence of the College's dedication to collaboration from its constituent groups.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

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Evidence of Meeting the Standard
Compton College has established policies and procedures to ensure administrators and faculty have a role and voice in institutional governance (IVA2-03). Board Policy 2410: *Board Policies, Administrative Regulations and Procedures* establishes that faculty, staff, and students have an opportunity to participate in the development of Board policies and administrative regulations (IVA3-01*).* Board Policy 2510: *Participation in Local Decision Making* establishes that the Board of Trustees is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for Board action (IVA2-01). The accompanying Administrative Regulation 2511: *Council and Committee Structure* shows that all constituent groups have a seat on the College's committees including Consultative Council, Institutional Effectiveness Committee, and Planning and Budget Committee (IVA2-02). The Academic Senate's constitution and bylaws outline the roles of faculty in the areas of policies, planning, and budget (IVA3-02). Lastly, the Deans and Directors Council reviews all policies and regulations before they are moved forward to the Consultative Council and the Board of Trustees (IVA3-03).

Analysis and Evaluation
Compton College has policies, regulations, and procedures to ensure administrators and faculty have a defined and substantive role in institutional governance especially as it relates to institutional policies, planning, and budget.

4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard
The CCCD has established Board Policy 4020: *Program, Curriculum, and Course Development*, which indicates that procedures be developed jointly by the vice president of academic affairs and the Academic Senate (IVA4-01). In November 2020, Administrative Regulation 4020: *Program, Curriculum, and Course Development* was developed, acknowledging that additional procedures for program and course development are outlined in the *Curriculum Handbook* (IVA4-02, IVA4-03). The *Curriculum Handbook* details the structure of the curriculum process, which includes faculty initiating curricular proposals; a technical review process that includes faculty, classified staff, and administration; approval by the Curriculum Committee; approval by the Academic Senate; and finally, approval by the Board of Trustees prior to submission to the state Chancellor's Office. The Curriculum Committee composition and responsibilities are detailed in the Academic Senate constitution and bylaws (IVA3-02). The Academic Senate provides input and recommendations on various plans such as the Guided Pathways Scale of Adoption Assessment (SOAA) and the Student Equity Plan, which impact student services (IVA4-04, IV4-05).

Analysis and Evaluation
Compton College has specific procedures that incorporate administration and faculty members through Board Policy, Administrative Regulation, the *Curriculum Handbook*, and the Academic Senate Constitution and Bylaws.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The Board of Trustees may adopt policies and regulations as are authorized by law or determined by the Board to be necessary for the efficient operation of the District (IVA3-01). To ensure that the Board considers relevant perspectives in decision-making, Board agendas include reports and presentations from relevant stakeholders (IVA5-01). Through the CCCD's system of governance and the collegial consultation process, Compton College ensures the appropriate consideration of relevant perspectives including faculty, classified staff, and students. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions drive student success at Compton College (IVA2-03). Administrative Regulation 2511: *Council and Committee Structure* describes the purpose and broad representation of each collaborative governance committee (IVA2-02). The public has access to all committee agendas, minutes, membership, and relevant documents through the committee's webpage (IVA5-02). Board Policy 2520: *Academic Senate* outlines how the Board consults collegially with the Academic Senate and relies primarily on the Senate's expertise on academic and professional matters, including curriculum (IVA5-03). Lastly, Board Policy 5400: *Associated Student Government* recognizes the student government organization as the official voice for the students in District and College decision-making processes (IVA5-04).

Compton College takes timely action on institutional plans, policies, curricular change, and other key considerations. The Board of Trustees and the public are provided regular updates through presentations and reports (IVA5-05). The president/CEO ensures that the District has and implements a broad-based comprehensive, systematic, and integrated planning system that involves appropriate segments of the campus community and is supported by research (IVA5-06). All planning activities are compiled into the Compton College 2024 Action Plan, which is updated quarterly and shared with the Board of Trustees and public (IVA5-07, IVA5-08). Additionally, the College has developed an internal timeline to ensure that key processes and reports are completed and submitted by stated deadlines (IVA5-09). The Curriculum Committee meets twice a month to review curricular matters (IVA5-10). Curriculum items are then reviewed and approved by the Academic Senate before being placed on the Board agenda (IVA5-11).

The College engages in an annual planning and budgeting cycle (IVA5-12, IVA5-13, IVA5-14). The Planning and Budget Committee (PBC) serves as the steering committee for campuswide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities outlined in the *Compton College 2024* Comprehensive Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the College's mission statement and strategic initiatives. The PBC makes recommendations concerning all global College and District planning and budgeting issues (IVA5-15). Planning summits are hosted annually by the Office of Institutional Effectiveness (IVA5-16). Annual plans start at the program level, and roll up into a unit level, and then roll up into an area-level plan. The College's area plans then roll up into its final College plan. An annual report summarizes the planning cycle

process and outcomes. For example, the *Update on the 2021-2022 Annual Planning Cycle* describes how lessons learned from the previous year were integrated to refine the planning process as well as budget allocation decisions for 2022-2023, and these reports are produced annually (IVA5-17, IVA1-06).

Analysis and Evaluation
Through its collaborative governance process, regular and recurring planning, established policies and regulations, the College ensures that it includes relevant perspectives, that decision-making is executed appropriately, and that tasks are completed in a timely manner.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The College promotes a healthy culture of participatory governance to accomplish its mission and vision. The procedures for decision-making are documented in the Compton College *Collaborative Governance Handbook*, which was created by the Consultative Council and the Collaborative Governance Workgroup beginning in fall 2018 (IVA2-03). In a message on June 22, 2020, the president/CEO acknowledged that the Compton College faculty, classified staff, and students had been involved in developing the *Collaborative Governance Handbook* (IVA6-01). Moreover, the handbook is a living document, reviewed regularly and edited as applicable. Guidelines for this review are codified in the handbook itself, which states that the "Collaborative Governance Committee will review the Collaborative Governance at Compton College document every two years to determine if it needs revision."

Both in response to recommendations made by the ACCJC External Evaluation Team in March 2017 as well as the College's commitment to open communication and transparency, campus constituents receive a multitude of regular and ongoing communications about decisions and developments. These communications include committee reports, emails from faculty leaders and administration, updates via the College's website, SharePoint sites, president/CEO weekly newsletters, president/CEO virtual student forums, and the campuswide quarterly updates known as Tartar Talks (IVA6-02, IVA6-03). Academic Senate addresses decisions regarding academic and professional matters. These decisions are documented in the Compton College Academic Senate meeting minutes and are openly available on the Senate webpage (IVA6-04). The specific actions, motions, and decisions are embedded and linked in these minutes. The responses to recommendations made by the Academic Senate are communicated campuswide in the president/CEO message (IVA6-05).

The Institutional Standing Committees provide input into Compton College/CCCD initiatives, policies, and procedures when appropriate. Recommendations and decisions regarding priorities, strategic planning, and budget are developed in consultative governance committees following discussion and input from all College constituencies. Agendas and minutes are available to the College community prior to meetings, and minutes are shared broadly via the College's website. The minutes contain specific actions taken regarding motions and decisions. The work done through the governance process is evidenced by the recommendations from several committees

and advisory groups across the College (IVA6-06, IVA6-07, IVA1-09). A list of College committees can be found on the College website and in the *Collaborative Governance Handbook* (IVA2-03, IVA5-02). Each committee has posted bylaws and charters on its webpage, documenting the specific charge, reporting structure, membership, and decision-making process (IVA3-02, IVA6-08). Additional means of communicating include the president's State of the College address given twice a year at the mandatory professional development days and Board letters. Board letters and President/CEO Messages communicate a variety of updates including those relating to the District's planning and budgeting (IVA6-09, IVA6-10).

Analysis and Evaluation
Broad participation is encouraged and integrated into the College's decision-making processes. Committee outcomes and decisions are widely and openly communicated to the College community using various communication systems, including emails, webpages, College forums, and constituent representatives. Committees publish agendas and minutes on the College website as well as any presentations or pertinent data. The president/CEO communicates decisions often through weekly President/CEO Messages in the "Closing the Loop" section of the message, monthly Board letters, quarterly Tartar Talks, and virtual student forums.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Compton College assesses the institution's governance on an annual basis. The Office of Institutional Effectiveness administers a Committee Evaluation Survey at the end of every year (IVA7-01). The survey asks about the committee's annual goals, if members are receiving sufficient support, and how effective the committee is. The campus also administers a Collaborative Governance Survey to all campus employees assessing the overall assessment of how the governance system is working (IVA7-02). The Consultative Council and the collaborative governance operational committees review the findings collectively at the annual Collaborative Governance Summit (IVA7-03). Additionally, committees receive individual survey results, which are used during the committee self-evaluation process (IVA7-01, IVA7-04). In 2022, the Consultative Council members reflected that they wanted to more regularly assess if they are meeting their goals and continuously track their progress reflecting on one goal at each meeting (IVA7-05).

As committees are added to the structure or if changes are needed, the relevant pages from the *Collaborative Governance Handbook* are updated with the listing of institutional standing committees and communicated to the College community via email from the president/CEO (IVA7-05, IVA7-06). Committees have been added as institutional standing committees over time. One such example is the Tartar Support Network. In fall 2020, the Tartar Support Network began as an ad hoc committee, and it was at Consultative Council where a recommendation was made and immediately accepted to formalize it as an institutional standing committee (IVA7-07).

Analysis and Evaluation
Compton College collaborative governance committees regularly review their effectiveness. Changes to the committees are made as needed based on recommendations from the Consultative Council. The president/CEO communicates changes to the collaborative governance committees to the campus community via the weekly President/CEO Messages.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
Compton College's established collaborative governance structure and the District's policies and regulations reflect the College's commitment to student success and educational excellence. Faculty, classified staff, administrators, and students are encouraged to participate at all levels of the governance process and their roles are clearly delineated. The administration supports innovative ideas from all constituent groups. The College follows a planning and budget calendar ensuring a cycle of continuous improvement and resource allocation. The process of decision-making and the resulting decisions are communicated broadly through committees, the President/CEO Messages, and campus forums.

Improvement Plan(s)
None.

Evidence List

IVA1-01	Recommendation to the President/CEO Form
IVA1-02	Collaborative Governance Handbook
IVA1-03	Caring Campus Readiness Assessment Recommendation
IVA1-04	Fall 2022 Caring Campus Coaching Sessions Emails
IVA1-05	Faculty Teaching and Learning Action Plan: STEM
IVA1-06	President/CEO Message, June 17, 2021
IVA1-07	2022-2023 Annual Planning Cycle Final Report
IVA1-08	Consultative Council Agenda, August 30, 2021
IVA1-09	President/CEO Message, August 30, 2021
IVA1-10	Recommendation to the President for Compton College Mascot Replacement
IVA1-11	President/CEO Message, June 13, 2022
IVA1-12	Board of Trustees Agenda, June 27, 2022
IVA1-13	Compton CCD Resolution 06-27-2022G to Retire Mascot
IVA1-14	Academic Senate Agenda, June 3, 2021
IVA1-15	President/CEO Message, August 9, 2021
IVA1-16	Open Educational Resources Proposal
IVA1-17	Academic Senate Minutes, October 20, 2022
IVA2-01	Board Policy 2510: Participation in Local Decision Making
IVA2-02	Administrative Regulation 2511: Council and Committee Structure
IVA2-03	Collaborative Governance Handbook: Spring 2020
IVA2-04	Academic Senate Minutes, May 21, 2020
IVA2-05	Board of Trustees Agenda, June 16, 2020
IVA2-06	Academic Senate Agenda, March 3, 2022
IVA2-07	Board of Trustees Minutes, February 28, 2022
IVA2-08	Board Policy 2020: Student Trustee

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IVA3-01	Board Policy 2410: Board Policies, Administrative Regulations, and Procedures
IVA3-02	Academic Senate Constitution and Bylaws
IVA3-03	Deans and Directors Council Agenda, November 3, 2022
IVA4-01	Board Policy 4020: Program and Curriculum Development
IVA4-02	Administrative Regulation 4020: Program, Curriculum, and Course Development
IVA4-03	Curriculum Handbook
IVA4-04	Academic Senate Minutes, March 17, 2022
IVA4-05	Academic Senate Minutes, May 30, 2019
IVA5-01	Board of Trustees Agenda, July 18, 2022
IVA5-02	Campus Committees Webpage
IVA5-03	Board Policy 2520: Academic Senate
IVA5-04	Board Policy 5400: Associated Student Government
IVA5-05	2022 Board Presentation and Report Schedule
IVA5-06	Board Policy 3250: Institutional Planning
IVA5-07	Board of Trustees Agenda, October 17, 2022
IVA5-08	Compton College 2024 Action Plan
IVA5-09	Internal Timeline
IVA5-10	Curriculum Committee Webpage
IVA5-11	Board of Trustees Agenda, April 18, 2022
IVA5-12	Administrative Regulation 6200: Budget Calendar
IVA5-13	Annual Plan Instructions
IVA5-14	2023-2024 Annual Plan Instructions and Training
IVA5-15	Planning and Budget Committee
IVA5-16	Planning Summit Presentation April 30, 2021
IVA5-17	Update on the 2021-2022 Annual Planning Cycle
IVA6-01	President/CEO Message, June 22, 2020
IVA6-02	Messages from the President/CEO Webpage
IVA6-03	Student Forums, Tartar Talks, and President/CEO Presentations
IVA6-04	Academic Senate Agendas and Minutes
IVA6-05	Responses to the Academic Senate: Summary of Decisions Made at the May 5, 2022, Meeting
IVA6-06	Board of Trustees Agenda, November 16, 2021
IVA6-07	Evaluation of Institution-set Goals Fall 2021
IVA6-08	Curriculum Committee Bylaws
IVA6-09	President/CEO Board Letter, September 12, 2022
IVA6-10	President/CEO Message, September 13, 2022
IVA7-01	2019-2020 Committee Evaluation Survey Finding: Guided Pathways
IVA7-02	Collaborative Governance Survey Findings, Overall
IVA7-03	Collaborative Governance Presentation April 2, 2021
IVA7-04	Compton College 2021-2022 Committee Self-Evaluation Form

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IVA7-05	IVB-19
IVA7-06	Standing Committee 2021-2022
IVA7-07	President/CEO Message, September 10, 2021
IVA7-08	Consultative Council Minutes, September 21, 2020

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Compton Community College District (CCCD) established Board Policy 2430: *Delegation of Authority to the CEO* that delegates authority to the president/CEO in administering the policies adopted by the Board of Trustees and the execution of the Board's decisions that require administrative action (IVB1-01). Board Policy 6300: *Fiscal Management,* Board Policy 6200: *Budget Preparation,* and Board Policy 6250: *Budget Management* all ensure sound financial practices and financial stability, and clearly requires that the annual budget supports the College's comprehensive master plan. The president/CEO ensures that these policies are implemented in practice (IVB1-02, IVB1-03, IVB1-04). Furthermore, the president/chief executive officer job description states that, "Under the direction of the Compton CCD Board of Trustees, the president/CEO plans, organizes, coordinates and directs the educational programs and activities of the College," "direct[s] the development, preparation, and implementation of the Compton College budget," and "prepare[s] recommendations as appropriate regarding budget allocations" (IVB1-05).

The president/CEO provides the vision and leadership for planning and resource allocation. The College's comprehensive master plan, *Compton College 2024*, developed in 2019, establishes a long-range vision for the future of Compton College (IVB1-06). The plan introduced the Completion by Design framework and aligned College goals for the instructional programs, student equity and achievement programs, technology, human resources staffing, enrollment management, long-range financial plans, and future space needs with those included in the California Community Colleges Chancellor's Office *Vision for Success*. To ensure that this robust plan was used and updated regularly, the president/CEO requested that all key action steps of the plan be placed into an Action Plan Update (IVB1-07). The Action Plan includes the key action steps from *Compton College 2024* and other plans including the *Staffing Plan*, *Enrollment Management Plan*, *Technology Plan*, Guided Pathways *Scale of Adoption Assessment*, *California Competes Recommendations*, planning from Institutional Effectiveness Partnership Initiative grants, and the recommendations from the last accreditation visit (IVB1-08, IVB1-09, IVB1-10, IVB1-11, IVB1-12). The Annual Planning Cycle is how the president/CEO ensures that planning and budget are linked. Each year, a report is produced 1) reviewing the previous year's allocations and 2) identifying the items approved from the annual planning process for the next fiscal year (IVB1-13). This report is provided to the campus community and posted on the Office of Institutional Effectiveness webpage (IVB1-14, IVB1-15).

The president/CEO assures an appropriate level of staffing (IVB1-16). For example, the

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president/CEO was proactive in hiring different managers and directors in response to needs at the campus such as the director of institutional effectiveness, dean of guided pathways and counseling, professional development manager, distance education manager, director of basic needs and success, and director of Black and males of color success, to name a few. These all demonstrate the president/CEO's responsibility in addressing the needs of the College to support student success through increasing personnel that do this work.

The president/CEO, in collaboration with the professional development manager and members of the president/CEO cabinet, also prioritized staff and faculty development over the last several years building a robust professional development calendar based on an annual professional development needs assessment for faculty, staff, and administrators (IVB1-17, IVB1-18). In addition, the president/CEO actively participates in the Achieving the Dream implementation team and coordinates a book club for managers and directors on campus; the group most recently read "Ratchetdemic: Reimagining Academic Success," by Christopher Emdin (IVB1-19, IVB1-20). The president/CEO led reflection sessions with the managers and directors to consider takeaways and lessons learned that could improve Compton College. The president/CEO also supports development activities for staff sponsoring LIFT cohorts and most recently supporting Caring Campus adoption (IVB1-21, IVB1-22).

The president/CEO provides campuswide presentations regularly during biannual mandatory Professional Development Days, quarterly "Tartar Talks," manager retreats, and summits that highlight data and evidence about Compton College's progress or areas for improvement (IVB1-23, IVB1-24, IVB1-25, IVB1-26). The president/CEO also evaluates the institutional effectiveness of the College by leading a review of the annual evaluation of the Institutional-Set Goals with the Consultative Council and the Board of Trustees (IVB1-27, IVB1-28). Finally, the president/CEO also regularly cites success data in weekly email communications to the campus (IVB1-29).

The president/CEO also leads engagement with strategic partners including local K-12 districts; regional career and technical education partners (e.g., hospitals), and basic need agencies (e.g., the Los Angeles County Department of Public Social Services) (IVB1-30, IVB1-31). Finally, the president/CEO also leads community outreach efforts that are of special interest to the College and Board of Trustees, such as the Community Member Outreach Work Group (IVB1-32).

Analysis and Evaluation

Compton College's president/CEO provides the vision and leadership for the institution, including ensuring the quality of the institution. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president/CEO has foresight in implementing practices to assure alignment of the planning and budgeting processes as well as in the organizational structure of the College.

2. **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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Evidence of Meeting the Standard
The president/CEO ensures the administrative structure is organized and staffed appropriately. This was articulated in the announcement for the president/CEO (IVB2-01). Board Policy 3100: *Organizational Structure* provides for the president/CEO to establish organizational charts that delineate the lines of responsibility (IVB2-02). The organizational chart is reviewed and updated on a regular basis (IVB1-16). In February 2022, the president/CEO announced that, based on the January 2022 FCMAT report, the College would be undertaking an administrative review and assessment to gain a better understanding of operations across all divisions of the College: Human Resources, Academic Affairs, Administrative Service, and Student Services (IVB2-03, IVB2-04, IVB2-05).

Compton College serves almost all students of color, and the president/CEO champions diversity, equity, inclusion, and accessibility (DEIA) at the College. He has engaged the USC Center for Urban Education (CUE) to review hiring practices to ensure that the College is elevating individuals who are committed to DEIA and using race-sensitive language in job descriptions (IVB2-06). Further, the focus on DEIA also encouraged the hiring of a new position, the director of Black and males of color, that intentionally focuses on supporting specific groups who experience opportunity gaps on our campus (IVB2-07). Finally, the president/CEO's persistent and unwavering commitment to basic needs on the campus reflects an understanding of the student population's needs (IVB2-08).

While Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer* shows that the Board has delegated authority to the president/CEO, Board Policy 2410: *Board Policies, Administrative Regulations and Procedures* provides for the president/CEO to delegate to other administrators to operationalize policies and regulations (IVB1-01, IVB2-09). The president/CEO keeps managers and supervisors informed by meeting regularly with them twice a month (IVB2-10).

Analysis and Evaluation
Through established policies and practices, the president/CEO plans, oversees, and evaluates the administrative structure of the College. The president/CEO conducts this oversight with a strong commitment to DEIA and an understanding of the community and the purpose and role of the College. Additionally, the president/CEO delegates authority to administrators to carry out their responsibilities and operationalize policies and regulations.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**

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- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

There are several ways through which the president/CEO guides institutional improvement of the teaching and learning environment at Compton College. By adopting and upholding the *Collaborative Governance Handbook*, the president/CEO ensures that all constituent groups are involved in the planning process (IVB3-01). Board Policy 3250: *Institutional Planning* outlines the systematic and integrated planning system set in place that involves appropriate segments of the campus constituent groups (IVB3-02). The president/CEO also guides long-term planning as evidenced by the *Compton College 2024* Comprehensive Master Plan, which includes the College's value statement and the Facilities Master Plan, and the supporting College department plans such as the Human Resources Staffing Plan and the Technology Plan (IVB1-06, IVB1-08, IVB1-10). Additional plans include the Equity Plan and the Enrollment Management Plan (IVB3-03, IVB1-09). These plans are defined through the collaborative governance structure, with input and collegial dialogue among faculty, staff, and administrators, informing the goals and priorities set in these guiding plans. For example, in the latest Equity Plan, the Student Success Committee defined the target groups (IVB3-04). In 2020, under the president/CEO's guidance, the Office of Institutional Effectiveness established the Compton College 2024 Action Plan, to consolidate, track, and assess progress on all the major College plans (IVB1-07).

The *Compton College 2024* Comprehensive Master Plan also established the Institutional-Set Goals, which include aspirational and standard, or "floor," performance metrics. With the help of the Institutional Effectiveness team, and with input from all constituent groups, the president/CEO reviews the institutional performance on standards for student achievement (IVB3-05, IVB3-06). Standards are also evaluated by the Accreditation Steering Committee through the Compton College Annual Report to the Accrediting Commission for Community and Junior Colleges (IVB3-07, IVB3-08). Every year, the College hosts the Annual Planning Summit, where representatives from all constituent groups discuss the standards and goals and monitor a variety of campus metrics. Later, the Office of Institutional Effectiveness publishes the Planning Summit Report, which shares the findings and decisions made with the larger campus community and summarizes the feedback collected from participants (IVB3-09, IVB3-10). To facilitate transparency, data informed decisions, and data informed planning, the president/CEO allocated proper resources for the Office of Institutional Effectiveness to place the data collected on the College website, and when appropriate, to develop dashboards that everyone, including campus members as well as the community, can access anytime (IVB3-11).

The Office of Institutional Effectiveness has developed a robust research calendar that results in high-quality research and evaluation efforts to inform the campus decision-making (IVB3-12). The president/CEO reviews this research calendar annually and progress made on goals through the director of institutional effectiveness's monthly reports (IVB3-13). In addition to the research calendar, the Core Planning Team is currently assessing external evidence through an *Environmental Scan* that pulls census data from the service area, and will eventually capture considerations about state policy, and the strengths and weaknesses of the internal campus

community to inform the next strategic planning cycle (IVB3-14, IVB3-15).

The College has established a robust annual planning process, which is described in detail in Standard I. This annual planning process requires all recommendations to be linked to defined outcomes, such as student learning outcomes or service area outcomes. This process prioritizes funding of recommendations based upon the rationale that outlines how it will impact student learning or achievement (IVB3-16). Further, the president/CEO has delegated the teaching and learning professional development projects to the vice president of academic affairs and the manager of professional development to support faculty in funding professional development that will directly impact teaching and learning in the classroom (IVB3-17). Both the annual planning and the teaching and learning projects are evaluated on an annual basis to ensure that future resource allocation is directed toward successful strategies and initiatives (IVB3-18, IVB3-19).

Analysis and Evaluation
The president/CEO guides institutional improvement of the teaching and learning environment by relying on collaborative governance processes, institutional performance standards, annual institutional planning and resource allocation, and institutional evaluation. Through these processes, the president/CEO leads College stakeholders to regularly review evidence, determine priorities in a collaborative manner, and evaluate efforts to improve student learning.

4. **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard
The president/CEO takes on the primary leadership role in assuring compliance with accreditation requirements. Board Policy 3200: *Accreditation* provides for the president/CEO to lead accreditation activities and "ensure that the District complies with, and strive[s] to exceed, the accreditation processes and standards" (IVB4-01). As part of the governance structure, the president/CEO assured that the Accreditation Steering Committee (ASC) is a subcommittee of the Consultative Council (IVB3-01). The ASC is comprised of faculty, staff, students, and administrators, ensuring broad participation and input. The president/CEO assigned the accreditation liaison officer (ALO) role to the director of institutional effectiveness and meets regularly with the ALO to discuss accreditation processes and concerns (IVB4-02).

Faculty and administrator serve as co-chairs for and lend their expertise to major accreditation efforts, such as the ISER evidence collection and writing teams (IVB4-03). These leaders also represented the College at a campuswide Accreditation Happy Hour, designed to increase awareness and knowledge of accreditation processes among faculty, staff, and students (IBV4-04). The president/CEO, in collaboration with the ALO, schedules and implements an annual Accreditation Summit and trainings for stakeholders to increase capacity and knowledge and to inspire new faculty, staff, administrator, and student leadership in the accreditation work (IVB4-05, IVB4-06). The president/CEO discusses accreditation during campuswide forums and during the Board of Trustees monthly meetings (IVB4-07, IVB4-08). All reports submitted to the

Commission and all actions taken by the Commission are publicly available on the College's accreditation webpage (IVB4-09). All minutes and agendas of the ASC are posted on their webpage (IVB4-10).

The president/CEO also engages with campus leaders when there are opportunities for improvement to better meet ACCJC standards. Through the current ISER process, the campus identified assessment as its Quality Focused Essay topic to ensure that outcomes assessment is robust considering setback from transitions that have delayed assessment timelines. The president/CEO provided time on the mandatory professional development day for the ALO, the vice president of academic affairs, and the accreditation faculty coordinator to talk to the campus about this topic and assigned the Assessment Committee to take a lead in refining the Quality Focused Essay content (IVB4-11, IVB4-12).

Analysis and Evaluation
The president/CEO provides leadership on all matters related to accreditation and ensures that compliance with accreditation requirements is maintained. This evidence also shows that all stakeholders are included and take on responsibility in accreditation processes. In addition, all accreditation materials are publicly available.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The president/CEO ensures implementation of statutes, regulations, and CCCD policies. District Board policies are reviewed on a five-year cycle (IVB5-01). Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer* empowers the president/CEO to interpret Board policy and places responsibility on the president/CEO for effective control of budget and expenditures (IVB1-01). These responsibilities were also included in the president/CEO job announcement (IVB2-01). Through email and the weekly President/CEO Messages, the campus community is informed of regulatory changes impacting the College (IVB5-02, IVB5-03).

Compton College and the CCCD understand better than most colleges the seriousness of budget and expenditure control. As a result, the District has undergone fiscal health risk analyses conducted by the Fiscal Crisis & Management Assistance Team (FCMAT). In the most recent January 2022 report, FCMAT concluded that the CCCD has a total risk score of 10.7%, where low risk is a score of 24% or lower (IVB2-03). The president/CEO keeps the College community and Board of Trustees informed of budget and expenditures monthly through information items that include budget to actuals, cashflow analysis, and updates on the CCCD Fiscal Health Risk Analysis Action Plan (IVB5-04, IVB5-05, IVB5-06, IVB5-07).

Under the president/CEO's leadership, Compton College has made significant progress on paying its obligations and reestablishing the College with a healthy fiscal status. As described in Standard III.D.11, the annual budget identifies and allocates resources for payment of the College's liabilities and future obligations which include the OPEB, PERS and STRS contributions, as well as the credit line repayment (IVB5-08). The College's obligations are fully funded and up to date.

The credit line of repayment will be paid off five years before it is due if the funding continues at the current level. In addition to paying on the obligations, the president/CEO also strategizes around the Student Centered Funding Formula (SCFF) for long-term health and provides presentations to the Board of Trustees. Further, the president/CEO assures alignment of institutional practices are consistent with the institutional mission and policies through the annual planning process and Institutional Standing Committees. The management of unprecedented HEERF and CARES has also provided a unique opportunity to serve student needs, as the College has invested heavily in basic need support. Finally, the president/CEO has responsibly shepherded bond funding to rebuild Compton College into a state-of-the-art facility.

Analysis and Evaluation
The president/CEO is effective at implementing statues, regulations, and Board policies. He further ensures the College and District remain fiscally sound.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
Compton College's president/CEO communicates with the communities served by the institution on a regular basis. Prior to the COVID-19 pandemic, the president/CEO published a monthly message to the campus community. When the COVID-19 pandemic hit in spring 2020, the president/CEO started sending out semiweekly President/CEO Messages. These messages communicate information and decisions to the campus community. The messages are also posted on the College's President/CEO Messages webpage as well as on Facebook, making them available to the public at large (IVB6-01). The president/CEO's webpage provides links to presentations given on campus, and these are publicly available (IVB6-02). Additionally, the president/CEO holds campuswide, quarterly updates called Tartar Talks (IVB6-03).

The president/CEO reaches out to external partners and the community. For example, he holds an Annual High School Principals Breakfast, which became a roundtable during the COVID-19 pandemic (IVB6-04, IVB6-05). The president/CEO has held Community Summits, promoted the Compton College Foundation, and provided updates to the Citizens' Bond Oversight Committee (IVB6-06, IVB6-07, IVB6-08). Additionally, the president/CEO communicates with communities through articles he has written that appear in the local newspaper (IVB6-09). Furthermore, articles from journals or educational publications feature Compton College and quote the President/CEO (IVB6-10).

Analysis and Evaluation
The president/CEO of Compton College is active in communicating with various communities served by the College, both internal and external communities. The president/CEO communicates through email, webpages, social media, presentations, community events, high school partnerships, and electronic and print newspapers and journals.

Conclusions on Standard IV.B: Chief Executive Officer
The president/CEO fulfils the College mission by ensuring institutional quality and fiscal stability.

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He provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness. The president/CEO plans, oversees, and evaluates the administrative structure of the College and delegates authority to the appropriate administrator. Further, he ensures that the College continues to meet or exceed accreditation requirements and standards as well as provides oversight for effective control of budget and expenditures. Finally, the president/CEO works and communicates effectively and frequently with the communities serves by the institution.

Improvement Plan(s)
None.

Evidence List

IVB1-01	Board Policy 2430: Delegation of Authority to the CEO
IVB1-02	Board Policy 6300: Fiscal Management
IVB1-03	Board Policy 6200: Budget Preparation
IVB1-04	Board Policy 6250: Budget Management
IVB1-05	President/Chief Executive Officer Job Description
IVB1-06	Compton College 2024 Comprehensive Master Plan
IVB1-07	Compton College 2024 Action Plan
IVB1-08	Compton College 2024 Staffing Plan
IVB1-09	Compton College 2024 Enrollment Management Plan
IVB1-10	Compton College 2024 Technology Plan
IVB1-11	Scale of Adoption Assessment 2021-2022
IVB1-12	California Competes Observations and Recommendations
IVB1-13	2022-2023 Annual Planning Cycle Final Report
IVB1-14	President/CEO Message, August 11, 2022
IVB1-15	Office of Institutional Effectiveness Planning Website
IVB1-16	2022-2023 Organizational Chart
IVB2-01	President/CEO Job Announcement
IVB2-02	Board Policy 3100: Organizational Structure
IVB2-03	Fiscal Crisis & Management Assistance Team (FCMAT) January 2022 Report
IVB2-04	President/CEO Message, February 14, 2022
IVB2-05	President/CEO Message, February 17, 2022
IVB2-06	CUE Report
IVB2-07	Director of Black and Males of Color Success Job Description
IVB2-08	President/CEO Message: Date
IVB2-09	Board Policy 2410: Board Policies, Administrative Regulations and Procedures
IVB2-10	Managers and Supervisors Meeting Agenda, April 4, 2022
IVB3-01	Collaborative Governance Handbook
IVB3-02	Board Policy 3250: Institutional Planning
IVB3-03	Compton College Student Equity Plan 2019-202
IVB3-04	Student Success Committee Minutes, date
IVB3-05	Institutional Set Goals 2018
IVB3-06	Institutional Effectiveness Evaluation of Planning Goals, November 2021

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IVB3-07 2022 Annual Outcomes Report
IVB3-08 2022 Annual Fiscal Report
IVB3-08 Planning Summit Presentation, April 30, 2021
IVB3-10 Planning Summit Report, Spring 2021
IVB3-11 Institutional Effectiveness Dashboards
IVB3-12 Institutional Effectiveness Research Calendar
IVB3-13 Monthly Report: Director of Institutional Effectives, date
IVB3-14 Core Planning Team Minutes, date
IVB3-15 Environmental Scan Data
IVB3-16 Annual Planning Process
IVB3-17 Faculty Teaching and Learning Project: Example
IVB3-18 Annual Planning Report 2022-2023
IVB3-19 Teaching and Learning Program Evaluation

IVB4-01 Board Policy 3200: Accreditation
IVB4-02 President/CEO Email that Assigned Director of Institutional Effectiveness as ALO
IVB4-03 ISER Evidence Collection and Writing Team Roster
IVB4-04 Accreditation Update to Board of Trustees about the Accreditation Happy Hour
IVB4-05 Accreditation Summit Presentation
IVB4-06 Accreditation Training Presentation
IVB4-07 Campuswide Forum, featuring accreditation
IVB4-08 Board of Trustees Meeting Agenda Item, Date, Item Number
IVB4-09 Accreditation Webpage
IVB4-10 Accreditation Steering Committee Webpage
IVB4-11 Accreditation Update to Board of Trustees about the Professional Development Day Accreditation Presentation
IVB4-12 ALO Email to the Assessment Committee about the Quality Focused Essay

IVB5-01 Administrative Regulation 2410: Board Policies, Administrative Regulations, and Procedures
IVB5-02 President/CEO Message, December 2018
IVB5-03 President/CEO Message Email, June 26, 2022
IVB5-04 2023 Budget vs Actional Report
IVB5-05 FY 2023 Restricted General Fund Cash Flow Analysis
IVB5-06 FY 2023 Unrestricted General Fund Cash Flow Analysis
IVB5-07 CCCD Fiscal Health Risk Analysis Action Plan
IVB5-08 OPEB, PERS, STRS, Credit Line Repayment

IVB6-01 Message from the President/CEO Webpage
IVB6-02 President/CEO Compton College Webpage
IVB6-03 Tartar Talks Presentation, November 23, 2021
IVB6-04 8th Annual High School Principals' Morning Roundtable

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IVB6-05 8th Annual High School Principals' Morning Roundtable Agenda
IVB6-06 Community Summit Presentation, October 25, 2018
IVB6-07 Dr. Keith Curry: Facebook Page
IVB6-08 Citizens' Bond Oversight Committee Webpage
IVB6-09 *Removing Educational Barriers, Especially High Textbook Costs*
IVB6-10 *An App for Student Emergency Aid Finds New Urgency During Pandemic*

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C. Governing Board

1. The institution has a governing board 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. (ER 7)

Evidence of Meeting the Standard
The Compton Community College District (CCCD) has a Board of Trustees composed of five members elected from the District's five service areas, and a student trustee, whose job is to advocate for student needs (IVC1-01, IVC1-02, IVC1-03). The Board has authority over any new programs created within the CCCD as well as program discontinuance (IVC1-04, IVC1-05). 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 and to support continued accreditation (IVC1-06). The president/chief executive officer (CEO) provides the Board with monthly reports outlining the financial and budgetary condition of the College (IVC1-07).

Analysis and Evaluation
The Board of Trustees has responsibility for the District's well-being, including its academic quality, integrity, and effectiveness, as well as its financial stability.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
Although individual Board members may have their personal opinions and are expected to represent the needs and interests of their specific service areas, once the Board reaches a decision, the entire Board acts as one. This practice is further emphasized by Board Policy 2715: *Code of Ethics and Standards of Practice,* which guides the Board's actions, and acknowledges that "legal and effective functioning is by the board as a whole" (IVC2-01). This practice can be observed through Board agendas and minutes that demonstrate the Board votes unanimously and moves as one (IVC2-02, IVC2-03).

Analysis and Evaluation
The CCCD Board of Trustees acts as a collective entity.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
Board Policy and Administrative Regulation 2420: *President/CEO Selection* specifies that the section process will be fair and open and comply with relevant regulations (IVC3-01, IVC3-02). Moreover, the recruitment for president/CEO was conducted by the CCCD consistent with all the requirements outlined in Section 53021 of Title 5 of the California Code of Regulations (IVC3-03). Administrative Regulation 2420 stipulates that the search committee will have representatives from each of the District's constituency groups participate in the selection.

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Additionally, Administrative Regulation 2420 specifies the committee composition, the screening and interview procedures, public forums, the selection of finalists, and the negotiation and appointment of the president. Board Policy and Administrative Regulation 2420 were used for the selection of the current President/CEO (IVC3-04).

Board Policy 2450: *President/Chief Executive Officer Evaluation* provides the president/CEO evaluation framework (IVC3-05). The policy states that the evaluation process is developed and jointly agreed to by the Board and the president/CEO. There is a monthly closed session agenda item related to the president/CEO evaluation (IVC3-06). His evaluation takes place annually.

Analysis and Evaluation
The Board of Trustees has used its selection processes, outlined in board policies, to hire the current president/CEO. The timelines and documents of the most recent selection processes for the president/CEO demonstrate that the Board adheres to and honors its selection policies. Per Board policy, the Board annually evaluates the president/CEO.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
Board of Trustees members are elected representatives of the Compton Community College District service area (IVC1-02, IVC4-01). Board Policy 2200: *Board Duties and Responsibilities* requires the Board to govern on behalf of the citizens of the CCCD and to advocate for the institution (IVC1-01). As described in Standard IV.C.11, the Board members are not permitted to have any conflicts of interest that may hinder their ability to advocate for, defend, or monitor the institution. No members of the Board are district employees, and there are no conflicts of interest.

The CCCD Board of Trustees reflects public interest in the institution by representing different constituency groups within the designated trustee areas (IVC4-02). Board members are diversely representative of the community's interests; members live within a defined trustee area in the district; the trustee areas are equitable in population and demographic diversity as well as educational and business diversity. In October 2021, the president/CEO established the Compton CCD Redistricting Committee to gather input and provide strengths and weaknesses of proposed maps (IVC4-03). The committee was composed of community members from each trustee area. At the October 19, 2021, Board meeting, the Board members received a presentation on what redistricting is, the principles of redistricting, the Fair Maps Act (2019), and the population changes in each trustee area from the 2020 Census (IVC4-04, IVC4-05). At the same meeting, the Board approved the contract with an external agency to develop potential district maps that complied with the Fair Maps Act (IVC4-06). Once membership was confirmed, the Redistricting Committee met monthly, reviewed the proposed maps, and made its recommendation to the Board of Trustees (IVC4-07). A public hearing was held on January 24, 2022, and the Board approved the current district map on February 28, 2022 (IVC4-08, IVC4-09).

The Board of Trustees conduct all meetings in accordance with the Brown Act, publicly and with transparent processes (IVC4-10). Board members also conduct community events to authentically

engage with their constituents and advocate for the College (IVC4-11). Further, the Board members participate in state-sponsored board member training to learn how to effectively and appropriately represent the College (IVC4-12). Board Members also attend state and federal advocacy events to deepen their understanding of policy development and advocate for College priorities (IVC4-13).

Analysis and Evaluation
The Board of Trustees is an independent policymaking body that reflects the public interest in the institution's educational quality. This is evidenced by the inclusive and comprehensive redistricting process resulting from the 2020 Census, their transparent processes, and advocacy on behalf of the College.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The Board of Trustees adopted several policies in accordance with the CCCD's mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. These policies address program and course development, general education, graduation requirement, and program viability, to ensure the quality, integrity, and improvement of student learning programs (IVC1-04, IVC1-05, IVC5-01, IVC5-02). Curricular items are approved monthly as needed (IVC5-03). The Board of Trustees receives regular reports and evaluates the progress of the institution toward reaching its set goals (IVC5-04).

The Board maintains the legal integrity of the institution by addressing legal matters as needed (IVC5-05). Additionally, to maintain the financial integrity and stability of the institution, the governing board adopted several policies that address budget preparation, budget and fiscal management, as well as debt issuance and management, and it reviews budgetary issues regularly (IVC1-07, IVC5-06, IVC5-07, IVC5-08, IVC5-09).

Analysis and Evaluation
The CCCD Board of Trustees establishes policies to ensure quality, integrity, and improvement of student learning programs and services. Furthermore, it demonstrates responsibility for educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The CCCD Board of Trustees makes public all Board Policies and Administrative Regulations on BoardDocs (IVC6-01). Among the Board's policies are those indicating the Board's size, duties, responsibilities, and operating procedures. Board Policy 2010: *Board Membership* states that the

Board consists of five members elected by the voters of the District and sets forth the criteria for board membership (IVC1-02). Board Policy 2020: *Student Trustee* provides for one student currently enrolled at Compton College to be elected by their student peers to serve as student trustee (IVC1-03). Board Policy 2100: *Board Elections* sets forth a term of four years for each trustee and provides for overlapping terms when "a trustee whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified" (IVC4-01). Board Policy 2200: *Board Duties and Responsibilities* defines the Board's roles and responsibilities (IVC1-01).

The structure and operating procedures are detailed in the following policies:

- Board Policy 2210: *Officers*, which delineates the process for electing officers and their duties (IVC6-02);
- Board Policy 2300: *Regular Meetings of the Board*, which outlines the timing, location, for regular monthly board meetings (IVC6-03);
- Board Policy 2305: *Annual Organizational Meeting*, which defines the timing and purpose of the annual organizational meeting (IVC6-04);
- Board Policy 2310: *Closed Session*, which describes the circumstances under which the governing board may meet in closed session (IVC6-05);
- Board Policy 2320: *Special and Emergency Meetings*, which details the process for calling a special or emergency meeting (IVC6-06);
- Board Policy 2340: *Agendas*, which states that three members are needed for a quorum and describes votes required by the type of action as well as how and when meeting agendas are posted (IVC6-07);
- Board Policy 2350: *Public Participation* and Board Policy 2370: *Representatives at Board Meetings*, which together describe the way members of the public are invited to participate in meetings (IVC6-08, IVC6-09); and
- Board Policy 2360: *Minutes*, which provides for minutes to be taken and recorded (IVC6-10).

Board policies and administrative regulations are reviewed and revised, if needed, on a five-year cycle (IVC6-11, IVC6-12).

Analysis and Evaluation
The Board makes its policies available to the public through an online platform called BoardDocs. These policies define the Board's size, duties, responsibilities, structure, and operating procedures. Board policies are regularly reviewed and updated under the supervision of the president/CEO every five years.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
Board Policy 2410: *Board Policies, Administrative Regulation and Procedures* establishes the practices of adopting and reviewing policies (IVC6-11). Furthermore, Administrative Regulation 2410: *Board Policies, Administrative Regulation and Procedures* outlines the process for policy

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adoption and establishes a review cycle for evaluating and updating existing policies (IVC6-12). 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 (IVC7-01). Once developed, the administration shares the schedule with all the parties involved in the process, including the Board of Trustees (IVC7-02).

Board policies and administrative regulations are reviewed, and revisions proposed by constituent groups, including the Academic Senate for items related to academic and professional matters (IVC6-12). The Deans and Directors Council, which meets semimonthly, reviews all proposed changes including those pertaining to academic and professional matters. Proposed changes are either forwarded to the Consultative Council or the Academic Senate for review (IVC7-03). The Consultative Council or the Academic Senate forward their recommendations to president/CEO, who reviews and recommends changes or new items to the Board of Trustees (IVC7-04, IVC7-05). The agendas for the Board of Trustees' meeting reveals the Board is regularly reviewing and updating policies (IVC7-02). All the policies of the College are publicly available on the BoardDocs website, and they include the dates when they were last reviewed and revised by the Board.

Analysis and Evaluation
The Board of Trustees acts in a manner consistent with its policies and bylaws. As demonstrated by the evidence listed above, the CCCD employs a consultative process in reviewing and revising policies and regulations. The Board is regularly and consistently reviewing and revising its policies and bylaws to effectively fulfill the mission of the District.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
Compton College publishes dashboards of student success and retention and achievement that are updated regularly and available to the Board of Trustees, campus community, and public (IVC8-01, IVC8-02). The *Compton College 2024* Comprehensive Master Plan document combines the Educational Master Plan and Facilities Master Plan information (IVC8-03). Additional focused plans, such as the Human Resources Staffing Plan and the Technology Plan provide more detail in the relevant areas. The *Compton College 2024* plan established the College's Institutional-Set Goals that are the high-level student achievement outcomes. These metrics are assessed and reviewed by the Board annually (IVC8-04, IVC8-05). During the 2022-2023 year, the Board of Trustees recently reviewed and approved the 2022-2025 Compton College Equity Plan, which highlights achievement and disproportionate impact among specific student groups. The plan outlines how the College will work to remove these opportunity gaps over the next three years (IVC8-06, IVC8-07). Additionally, the Board of Trustees receives regular updates on student performance and success (IVC8-08). The Board regularly receives presentations and reports from campus departments such as the Transfer Center, Educational Partnerships, Upward Bound Math and Science, and Nursing, which includes success and outcomes data (IVC8-09, IVC8-10, IVC8-11, IVC8-12). The Board also received a presentation on the implementation of the AB-705 Seymour-Campbell Student Success Act of 2012 (IVC8-13).

Analysis and Evaluation
The Board regularly receives reports on student learning and achievement as well as institutional plans for improving academic quality from a variety of departments on campus.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
The CCCD is committed to ongoing education for Board of Trustees members. This education includes an orientation for new Board members (IVC9-01). Newly elected Board members meet with the president/CEO to receive an overview of the College and its programs. All Board members receive information about training from the Community College League of California (CCLC) that orients new members to the college system, policy, planning, fiscal responsibility, accreditation roles, staff relations, and other information (IVC9-02, IVC9-03). Additionally, the CCLC provides a trustee development program called CCLC Excellence in Trusteeship and Board members are encouraged to participate (IVC9-04, IVC9-05).

The Board of Trustees members have participated in the Vision for Success Fellowship and the California Community Colleges Trustee Fellowship Intersession Project offered by the Foundation for California Community Colleges and the Aspen Institute. Each month, the Board of Trustees actively discusses both programs. (IVC9-06, IVC9-07) In addition, the Board of Trustees have a yearly Board retreat, with an outside facilitator leading the conversation and discussion. As part of the retreat, the Board of Trustees develop their yearly goals and assess their progress toward those goals.

Board members are elected on staggered timelines so they each serve a four-year term as described in Board Policy 2100: *Board Elections* (IVC4-01). Elections are held in even-numbered years. Elections for Trustee Area 2 and Area 3 were held in 2020 and elections for Trustee Area 1, Area 4, and Area 5 were held in 2022. As described in Standard IV.C.4, the Trustees recently reviewed and approved the *Compton Community College District Redistricting Action Plan 2021-2022* (IVC4-03). Consistent with the plan, the president/CEO solicited applications from the community and appointed a Redistricting Committee. The Board received recommendations throughout the fall 2021 semester and into January 2022. The Board held a public hearing on redistricting at its meeting on January 24, 2022 (IVC4-08). The Redistricting Committee identified the strengths and weaknesses of three options: retaining the current boundaries and two new plans adopting revised boundaries (IVC4-03). Ultimately, the Redistricting Committee recommended retaining the existing boundaries. On February 28, 2022, the Board of Trustees approved Resolution No. 02-28-2022A to retain the current boundaries (IVC9-08).

Analysis and Evaluation
The Board of Trustees has many opportunities for development, including new member orientation. Additionally, the Board has a mechanism in place, through its Board policy, for continuity. Board members are elected to office on staggered terms.

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10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
In keeping with Board Policy 2750: *Board Self-Evaluation*, the Board of Trustees holds annual retreats where they undergo a process of self-evaluation (IVC10-01, IVC10-02). Each Board member completes an anonymous survey, the results of which are publicly posted and discussed at the retreat (IVC10-03). Furthermore, each year the Board during a public meeting accepts the results from the evaluation. These results are used as the basis to establish the Board's following year's goals.

Analysis and Evaluation
The Board of Trustees follows their policy, which describes the process and purpose of the Board's self-evaluation. The Board completes its self-evaluation and discusses the findings at the retreat where new goals for the following year are established.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
The CCCD Board of Trustees has adopted policies and regulations ensuring they uphold a code of ethics and conflict of interest. Board Policy 2715: *Code of Ethics and Standards of Practice* describes the code of ethics and the consequences for violating the policy (IVC2-01). Board Policy 2710: *Conflict of Interest* details how the Board of Trustees should handle conflicts of interest (IVC11-01). The accompanying regulation describes the statement of economic interest (IVC11-02). Additionally, the Board of Trustees has adopted Board Policy 2760: *Board Political Activity and Resolutions*, which further delineates political activities in relation to Board members (IVC11-03). These policies and regulations ensure that Board members' interests are disclosed and do not interfere with their impartiality. As a public institution, no Board member has family, ownership, or other personal financial interest in the institution. No Board member is employed by the CCCD.

Analysis and Evaluation
The Board upholds a code of ethics and conflict of interest policy. Board Policy 2715 describes the consequences for violating its code.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer* indicates that the Board of Trustees appoints the president/CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action (IVC12-01). The Board empowers the president/CEO to delegate powers and responsibilities. Board Policy 2430: *Delegation of Authority to the President/Chief Executive Officer* further delineates the duties and responsibilities of the president/CEO. The president/CEO provides regular reports at every Board of Trustees meeting, including information on institutional performance, as shown in the minutes for the April 2022 meeting (IVC12-02). In addition, Board Policy 7110: *Delegation of Authority, Human Resources* delegates the president/CEO the authority to employ personnel, fix job responsibilities, and perform other personnel actions subject to ratification by the Board (IVC12-03). Through Board Policy 2410: *Board Policies, Administrative Regulations and Procedures*, the president/CEO may further delegate authorization to promulgate the administrative procedures to appropriate district officials to implement Board of Trustee's policies and the president/CEO's Administrative Regulations (IVC6-11). The president/CEO is held accountable through his annual evaluation as described in Standard IVC3.

Analysis and Evaluation
The Board has empowered the President/CEO to administer its policies and procedures and holds the President/CEO accountable through its annual evaluation, as described in Standard IVC3. The Board of Trustees delegates to the president/CEO the full responsibility and authority for the operation of the district, administering Board policies and procedures. The Board holds the president/CEO accountable through regular reports at Board meetings as well as the annual evaluation.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board of Trustees is aware and focused on accreditation. All Board members are informed of the eligibility requirements, the accreditation standards, commission policies, accreditation process, and the College's accredited status. Four of the five current Board members were on the Board when the College regained accreditation. The Board reviews and approves accreditation reports and receives monthly accreditation updates (IVC13-01, IVC13-02). The Board's focus on accreditation is also evidenced by their establishment of Board Goals 6.6 and 6.7 as well as their adoption of Board Policy 3200: *Accreditation* (IVC13-03, IVC13-04). Board Policy 3200

supports the College's accreditation efforts by expecting the College to meet and strive to exceed accreditation standards.

The Board of Trustees holds an annual Board retreat where they discuss their goals and review a self-evaluation (IVC13-05). At their summer 2021 retreat, all Board members strongly agreed that "the Board ensures that the College is meeting ACCJC accreditation standards and reporting requirements" and that "the Board understands and supports compliance with ACCJC standards and reporting requirements" (IVC13-06).

Analysis and Evaluation
The Board of Trustees provides oversight and receives monthly updates of the College's accreditation efforts. Through its policy, the Board has set a standard for the College and holds the president/CEO accountable. Board members engage in an evaluation of their roles in relation to accreditation.

Conclusions on Standard IV.C: Governing Board
The Compton Community College District Board of Trustees is the official governing board with responsibility for the quality of student learning programs and services and the College's financial stability. The Board's goals align with the District's mission, and it regularly reviews related plans and goals. The Board exercises authority to provide oversight for all District operations, with a focus on educational quality, legal matters, financial integrity, and stability. Policies and accompanying regulations codify the Board's duties and responsibilities and are publicly accessible through BoardDocs. The policies are regularly assessed and revised as needed. Elections for Board of Trustees members are staggered to ensure Board stability. New member mentoring and ongoing professional development train and keep Board members current on issues related to its duties. Processes for selecting and evaluating the president/CEO are clearly delineated in the Board's policies along with delegation of authority to the president/CEO to interpret and implement Board policies without interference. Through active participation in accreditation training and review of the ISER, the Board remains informed and updated on issues about the accreditation process.

Improvement Plan(s)
None.

Evidence List
IVC1-01 Board Policy 2200: Board Duties and Responsibilities
IVC1-02 Board Policy 2100: Board Membership
IVC1-03 Board Policy 2020: Student Trustee
IVC1-04 Board Policy 4020: Program and Curriculum Development
IVC1-05 Board Policy 4021: Program Discontinuance
IVC1-06 Special Trustee Appointment, October 24, 2022
IVC1-07 Board Policy 6300: Fiscal Management

IVC2-01 Board Policy 2715: Code of Ethics and Standards of Practice
IVC2-02 Board of Trustees Minutes, October 19, 2021

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IVC2-03 Board of Trustees Minutes, February 28, 2022

IVC3-01 Board Policy 2420: President/CEO Selection
IVC3-02 Administrative Regulation 2420: President/CEO Selection Process
IVC3-03 Title 5, Section 53021 California Code of Regulations
IVC3-04 News Release of President/CEO Appointment, March 28, 2013
IVC3-05 Board Policy 2450: President/CEO Evaluation
IVC3-06 Board of Trustees Agenda, November 21, 2022, Item 3.04

IVC4-01 Board Policy 2100: Board Elections
IVC4-02 Compton Community College District Map and Trustee Area Boundaries
IVC4-03 Compton Community College District Redistricting Action Plan
IVC4-04 Compton Community College District 2021-22 Redistricting Presentation
IVC4-05 Compton Community College District Existing District and 2020 Census
IVC4-06 Board of Trustees Agenda, October 19, 2022
IVC4-07 Compton Community College District Redistricting Webpage
IVC4-08 Board of Trustees Agenda, January 24, 2022
IVC4-09 Board of Trustees Agenda, February 28, 2022
IVC4-10 Board of Trustees Agenda, Brown Act Statement
IVC4-11 Board of Trustees Community Event Example
IVC4-12 Board of Trustees Agenda, (training example)
IVC4-13 Board of Trustees Agenda, (Legislative Priorities)

IVC5-01 Board Policy 4025: Philosophy and Criteria for Associate Degrees and General Education
IVC5-02 Board Policy 4100: Graduation Requirements for Degrees and Certificates
IVC5-03 Compton College Curriculum Report, June 2022
IVC5-04 Board of Trustees Agenda, August 15, 2022, Item 19.03
IVC5-05 Board of Trustees Agenda, August 15, 2022, Item 4.02
IVC5-06 Board Policy 6200: Budget Preparation
IVC5-07 Board Policy 6250: Budget Management
IVC5-08 Board Policy 6307: Debt Issuance and Management
IVC5-09 Board of Trustees Agenda, September 12, 2022

IVC6-01 BoardDocs
IVC6-02 Board Policy 2210: Officers
IVC6-03 Board Policy 2300: Regular Meetings of the Board
IVC6-04 Board Policy 2305: Annual Organizational Meeting
IVC6-05 Board Policy 2310: Closed Session
IVC6-06 Board Policy 2320: Special and Emergency Meetings
IVC6-07 Board Policy 2340: Agendas
IVC6-08 Board Policy 2350: Public Participation
IVC6-09 Board Policy 2370: Representatives at the Board Meeting
IVC6-10 Board Policy 2360: Minutes
IVC6-11 Board Policy 2410: Board Policies, Administrative Regulations and Procedures

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IVC6-12 Administrative Regulation 2410: Board Policies, Administrative Regulations and Procedures

IVC7-01 Board Policy/Administrative Regulation 2022-2023 Review Schedule
IVC7-02 Board of Trustees Agenda, November 21, 2022, Item 18.01
IVC7-03 Deans and Directors Council Minutes, July 7, 2022
IVC7-04 Consultative Council Agenda Packet, November 21, 2022
IVC7-05 Academic Senate Letter, October 27, 2022

IVC8-01 Student Success Dashboard
IVC8-02 Institutional Effectiveness Webpage
IVC8-03 Compton College 2024 Comprehensive Master Plan
IVC8-04 Board of Trustees Agenda, November 2022, Item xx
IVC8-05 Annual Evaluation of the Institutional-Set Goals
IVC8-06 Board of Trustees Agenda, November 2022, Item xx
IVC8-07 2022-2025 Student Equity Plan
IVC8-08 Board of Trustees Agenda, April 18, 2022, Item 21.05
IVC8-09 Transfer Center Board Presentation, March 2022
IVC8-10 Dual Enrollment Board Presentation, October 2022
IVC8-11 Upward Bound Math and Science Board Presentation, May 2021
IVC8-12 Nursing Program Quarterly Board Report, November 2022
IVC8-13 AB 705 Implementation Presentation, June 2021

IVC9-01 Board Policy: Board Education
IVC9-02 Trustee Videos and Training
IVC9-03 Trustee and Board Education
IVC9-04 CCLC Excellence in Trusteeship
IVC9-05 Recognition of Trustee Calhoun for Completing the Excellence in Trusteeship
IVC9-06 Board of Trustees Agenda, February 21, 2023, Item
IVC9-07 Board of Trustees Agenda, February 21, 2023, Item
IVC9-08 CCCD Redistricting Resolution 02-28-2022A

IVC10-01 Board Policy 2750: Board Self-Evaluation
IVC10-02 Board of Trustees Self-Evaluation Report, July 2022
IVC10-03 Board of Trustees Agenda, July 23, 2022

IVC11-01 Board Policy 2710: Conflict of Interest
IVC11-02 Administrative Regulation 2710: Conflict of Interest
IVC11-03 Board Policy 2760: Board Political Activity and Resolutions

IVC12-01 Board Policy 2430: Delegation of Authority to President/Chief Executive Officer
IVC12-02 Board of Trustees Minutes, April 18, 2022
IVC12-03 Board Policy 7110: Delegation of Authority, Human Resources

IVC13-01 Board of Trustees Agenda, February 16, 2021

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IVC13-02 Board of Trustees Agenda, December 15, 2021
IVC13-03 Board of Trustees Goals 2021-2022
IVC13-04 Board Policy 3200: Accreditation
IVC13-05 Board of Trustees Retreat, July 24, 2021
IVC13-06 Board of Trustees Self-Evaluation, Summer 2021

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H. Quality Focus Essay

Introduction

The Quality Focus Essay (QFE) provides Compton College with an opportunity to identify and advance a project intended to improve student learning and achievement. Through the ISER writing process, the Accreditation Steering Committee (ASC) considered areas where the College could improve to enhance student learning and achievement as possible topics. Although outcomes assessment has been an area of focus of a long time, the ASC considered its inconsistent implementation and several delays that have hindered the well-intentioned assessment efforts of faculty and staff.

Once ASC identified outcomes assessment, the leadership team shared the idea with the campus at the fall 2022 mandatory Professional Development Day. Kevin Bontenbal of the ACCJC joined Compton College accreditation leadership, including Lauren Sosenko, the accreditation liaison officer (ALO); Sheri Berger, vice president of academic affairs; and Amber Gillis, accreditation faculty coordinator, for a presentation at the fall 2022 Professional Development Day. This presentation, titled *You and the Quality Focused Essay (QFE)*, described the QFE purpose and proposed the topic of assessment with all campus administrators, faculty, and staff. This presentation outlined the importance of both student learning outcomes and service area outcomes related to improving student learning and achievement. During the presentation, 145 faculty, staff, and administrators described their level of knowledge and understanding of assessment:

- 60% reported that they participated in the assessment of outcomes before, while 40% said they have not done so;
- 9% said they were extremely knowledgeable, 40% said they were knowledgeable; and 38% said they were somewhat knowledgeable of measuring outcomes, while 13% said they were not knowledgeable at all;
- 43% said they were knowledgeable about how to access data regarding outcomes, while 57% said they did not know; and,
- 8% said they were extremely knowledgeable, 32% said they were knowledgeable; and 34% said they were somewhat knowledgeable of what to do with outcome data, while 25% said they were not knowledgeable at all.

While the College has established processes and institutional knowledge around assessment, there is room for improvement in this area, especially with the adoption of a new student learning outcome platform (i.e., eLumen) and reengagement efforts around service area outcomes across the campus.

The ASC and the Assessment Committee established these QFE goals:

1. Improve the student experience (e.g., entry, progress, and completion phases of Completion by Design) inside and outside of the classroom by using outcomes assessment.
2. Drive more systematic program improvement by assessing and reflecting on outcomes.
3. Create stronger links among outcomes, recommendations, and resource allocation.

This QFE will provide the background of the outcomes assessment work, describe the work to-

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date, and provide next steps for this work across the campus.

Background

Since before becoming an independent college, Compton College established a rigorous schedule of student learning outcome assessment and sample data collection using a platform called Nuventive. From 2014-2015, the College worked to implement the plan and use the data to identify gaps in student performance and allocate resources to mitigate those gaps. The Board of Trustees has tracked the work on outcomes assessment and what steps the College is taking to support the academic success of subpopulations of students that may be struggling. Over the last three years, faculty leadership for outcomes assessment has also been hindered by turnover, with three faculty student learning outcome coordinators.

In fall 2020, College leadership initiated a change in the assessment culture necessary to enhance the usefulness of the data for improvement. The College has undertaken this change of culture in three ways:

1. establishing an assessment committee with regular professional development,
2. changing the data collection platform to eLumen from Nuventive to disaggregate data, and
3. reestablishing an annual service area outcome (SAO) assessment schedule.

Assessment Committee with Regular Professional Development

The College has engaged an SLO faculty coordinator and five SLO faculty facilitators, one for each Guided Pathway Division. In spring 2021, this team launched the new eLumen platform and established themselves as a subcommittee to the Institutional Effectiveness Committee to integrate into the College's Collaborative Governance structure.

The Outcomes Committee hosted the first collegewide Academic Assessment Summit in October 2021. During this summit, faculty leaders presented on effective SLO data use for improvement. In addition, participants discussed their own experiences using SLO data for improvement and ways to improve assessment in the future. The committee hosted another summit in March 2023 that will focus on institutional learning outcome (ILO) assessment, the SLO/PLO assessment process and schedule, and suggestions for strengthening the outcomes assessment process.

The Outcomes Committee hosted multiple eLumen trainings throughout 2021 and 2022 to support data entry into the new system. In spring 2023, the committee hosted additional training about SLO and PLO assessment and navigating eLumen. Committee members also will participate in eLumen training to know how to effectively run reports and make updates.

Changing to eLumen

The College implemented the assessment portion of eLumen in spring 2021. The change to eLumen allows the College to disaggregate data by ethnicity, gender, and modality (e.g., online or in-person). It requires census data collection (i.e., outcome data collected for all students in all classes) rather than a select sample that the College did in the past. The Outcomes Committee has trained faculty to collect census data instead of sample data and considered how to implement an

equity lens with student learning outcome assessment.

The transition from eLumen to Nuventive was difficult and resulted in limited access to historical assessment results. This has produced gaps in assessment addressed in spring 2023. Further, the transition to eLumen highlighted ways that SLOs could be strengthened, such as reviewing SLO statements for accuracy with approved outcomes on the course outline of record (COR), improving SLO to PLO and SLO to ILO alignment, and reestablishing a robust assessment schedule, which are described in the next steps below.

The College assigned an instructional coordinator to manage the eLumen content. While this staff member is currently updating current alignments between SLOs to PLOs and SLOs to ILOs, the instructional coordinator also will monitor new curriculum updates to ensure that eLumen SLO and PLO statements are updated, and reports are run and provided to faculty. Training about the intricacies of the eLumen platform for the instructional coordinator will be paramount in the next steps to ensure seamless information is available to faculty in eLumen.

Faculty have been tasked with collecting SLO data for all students in all classes each term. This more robust data collection strengthens the validity and reliability of the findings of future data analysis. To date, faculty participation in this data collection ranges from 39%-98%. Faculty participation is either very high (e.g., BIST), or with marked improvement over the three terms (e.g., HEPS, FACH, STEM, and SSCI). The faculty participation rates are presented in the table below by term and Guided Pathway Division (by section with at least 20% submission reported from fall 2021-fall 2022):

	Spring 2021		**Fall 2021**		**Spring 2022**		**Fall 2022**	
	Total sections	**Sections reporting**	**Total sections**	**Sections reporting**	**Total sections**	**Sections reporting**	**Total sections**	**Sections reporting**
BIST	62	58 (94%)	49	48 (98%)	54	50 (93%)	60	46 (77%)
FACH	125	90 (72%)	105	88 (84%)	122	100 (82%)	127	105 (83%)
HEPS	107	42 (39%)	95	46 (48%)	98	80 (81%)	103	73 (71%)
STEM	105	87 (83%)	107	94 (88%)	116	98 (84%)	98	78 (80%)
SSCI	105	80 (76%)	102	75 (74%)	92	80 (87%)	95	80 (84%)

Each division was going to do a fall 2022 SLO assessment for the courses listed below. When the SLO team tried to generate an SLO report by gender, ethnicity, or mode of instruction, the report had data issues. The director of institutional effectiveness is working to resolve issues with eLumen to solve the problems. Due to these issues, the SLO team moved the due date for the SLO assessments to March 30, 2023.

SLO Assessment					
	BIST	FACH	HEPS	SSCI	STEM
1	ARC121	AS60	AJ100	ANTH101	ANAT130

2	ARC123	ART101	AJ103	CDEV103	ASTR120
3	ACRP101	COMS100	CH101	CDEV104	BIOL100
4	ACRP102	COMS120	FTEC101	EDUC101	BIOL101
5	ATEC101	DANC101	FAID101	EDEV29	BTEC101
6	ATEC111	DANC103	HDEV101	ESTU101	CHEM102
7	BUS101	ENGLRWA	HDEV110	HIST101	GEOG101
8	BUS102	ENGL101	MEDT101	LAW104	GEOL101
9	CIS102	ENGL101S	NURS143	POLI101	MATH73
10	CIS113	ESL15	NURS144	PSYC101	MATH110
11	COSM101	ESL16	NFOO110	SOCI101	MATH150
12	CSCI101	HUMA101	PE102	WSTU101	MICR133
13	ECON101	JAPA101	PE103		PSCI25
14	ENGR101	JOUR101			PHYS101
15	ETEC110	LIBR101			
16	MTT101	MUSI101			
17	MTEC170	PHIL101			
18	RE111	SLAN101			
19	RE113	SPAN101			
20	WELD101	THEA103			

Reestablishing an Annual SAO Assessment Schedule

In summer and fall 2022, the College reestablished an annual SAO assessment schedule with noninstructional departments. Departments completed a SAO report if they had established SAOs or completed the first part of their report defining their SAOs and creating a data collection plan for 2022-2023. Through this engagement, the departments received direction that this assessment will occur annually, and the findings would then be integrated into the program review process. These reports are housed on the Assessment SharePoint site. Moving forward, the Office of Institutional Effectiveness will build the assessment report into eLumen and train responsible faculty and staff to disaggregate findings.

Next Steps

The QFE will include three areas of focus to accomplish the established goals: 1) course, program, and institutional student learning outcomes and assessment; 2) service area outcomes; and 3) assessment outcome data use for improvement. The table below outlines the QFE activities, responsible parties, the metric used to assess outcomes of the QFE, and the timeline for completing these activities. These activities will be integrated into the College's Action Plan for quarterly tracking by the SLO Faculty Coordinator.

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

Activity	**Responsible Party**	**Metric**	**Timeline for Completion**
Complete mapping of SLOs,	SLO Coordinator,	Mapping complete.	Winter 2023

PLOs, and ILOs in eLumen.	SLO Facilitators, Discipline Faculty, Instructional Coordinator	IE runs the ILO report that is provided to the campus for the Marsh 2023 Assessment Summit.	
Complete the outcomes assessment planning calendar for each course and program based on an established template, post to the College website.	SLO Coordinator, SLO Facilitators, Discipline Faculty	Finished calendars for each course and program to give the College a clear idea of when we need to do the SLO reports.	Spring 2023
Update the SLO Handbook: The SLO team recognizes the need to write and/or update an SLO Handbook, with screenshots, on how to run reports for future. The handbook would serve as an operational guide to be used by the SLO coordinator and facilitators. Create written instructions and tutorial videos teaching faculty how to use eLumen and CurriQunet to retrieve and update outcome content. The videos also will instruct future facilitators how to do the following: Enter SLO data Run an SLO report Run an SLO disaggregated report Create, edit, archive, and/or remove SLOs Upload an SLO assessment report in eLumen.	SLO Coordinator	Updated SLO Handbook	Summer 2023
Train faculty to complete course and program assessment reports, use disaggregated data for improvement. Faculty training specifically to complete course and program learning outcome assessment reports (completed in Word in spring 2023 and then in eLumen thereafter).	SLO Coordinator, Facilitators	Faculty complete assessment reports	Spring 2023, ongoing
Build course assessment report in	Director of	Faculty complete	Fall 2023

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eLumen that allows for multiple authors, and completion and storage on the online platform.	Institutional Effectiveness	reports in eLumen	
Build program assessment report in eLumen that allows for multiple authors, and completion and storage on the online platform.	Director of Institutional Effectiveness	Faculty complete reports in eLumen	Fall 2023
Develop a process to maintain existing SLOs and PLOs in eLumen that aligns with curriculum review processes.	SLO Coordinator, Director of Institutional Effectiveness, Instructional Specialist, Curriculum Committee	Curriculum changes are reflected in eLumen	Spring 2023
Develop a process to review existing SLO and PLO content and tips and tricks to strengthen outcome statements.	SLO Coordinator, Facilitators	Faculty know how to update and strengthen their SLOs, PLOs	Fall 2023
Develop a process to enter in SLOs and PLOs in eLumen for new courses and programs that is aligned with the curriculum review process.	SLO Coordinator, Director of Institutional Effectiveness, Instructional Specialist, Curriculum Committee	Curriculum changes are reflected in eLumen	Spring 2023
Integrate a SLO-PLO and SLO-ILO alignment review in the curriculum review process.	Curriculum chair, SLO Coordinator	Updated alignments available in eLumen	Spring 2023

Project 2: Service Area Outcomes and Assessment

Activity	**Responsible Party**	**Metric**	**Timeline for Completion**
Integrate SAO representatives into the Assessment Committee membership.	Director of Institutional Effectiveness	Noninstructional representatives on Assessment Committee	Spring 2023
Build SAO assessment template in eLumen.	Director of Institutional Effectiveness	Completed SAO assessment report template available for use in eLumen	Summer 2023
Noninstructional faculty, staff,	Noninstructional	Completed SAO	Fall 2023

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and directors to use SAO assessment template in eLumen.	Faculty, Staff, Directors	assessment reports in eLumen	
Create a process to update SAOs in eLumen.	Director of Institutional Effectiveness	Updated SAOs in eLumen	Spring 2024
Develop a process for student-facing offices to disaggregate SAO data.	Director of Institutional Effectiveness	Group differences identified and plans implemented to address differences in annual SAO reports and program reviews	Spring 2024
Develop SAO Handbook to support ongoing data collection, assessment, and use.	SLO Coordinator, Director of Institutional Effectiveness	Completed SAO Handbook	Spring 2024

Project 3: Data Use and Training

Activity	**Responsible Party**	**Metric**	**Timeline for Completion**
Train faculty on how to update and/or strengthen SLOs and PLOs.	SLO Coordinator and Curriculum Committee Chair	Increased participant knowledge about how to write and measure learning outcomes	Fall 2023
Train noninstructional faculty, staff to update and/or strengthen SAOs.	Director of Institutional Effectiveness	Increased participant knowledge about how to write and measure service area outcomes	Fall 2023
Train noninstructional faculty, staff, and directors on using eLumen for SAO assessment.	SLO Coordinator	SAO assessment reports completed in eLumen	Fall 2023
Train faculty, staff on using disaggregated data to make intentional interventions to close equity gaps.	Professional Development Manager, Director of Institutional Effectiveness	Increased participant knowledge about how to use disaggregated data to identify gaps	Spring 2024, ongoing
Create an annual showcase for faculty and staff to share with colleagues how they have used outcome data to make changes to their practice to improve student learning and achievement and address equity gaps.	Professional Development Manager, Director of Institutional Effectiveness, SLO Coordinator and Facilitators	Increased use of outcomes data across the campus	Fall 2024

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