

Equity/Basic Needs Program Review (2025) Latest Version

Student Services (1) - Program Description First Submission: Version by Willis, Lydell on 12/05/2025 15:27

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The services provided by The Student Equity Office at Compton College are directly linked to the College's Mission Statement by actively addressing barriers that prevent historically underserved students from achieving their educational goals. Providing basic needs services offers students a sense of belonging, community well being, reduces external stressors, and allows students to focus on their education.

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

Services provided by the student equity office are offered to all students who are enrolled in at least 1 academic unit at Compton College. Data is still be comprised for the current year, however we estimate around 3,000 per academic year. You can find additional information on our data dashboard here (<https://app.powerbi.com/view?r=eyJrljoiNjFiMjc2YzUtNzRjNy00MDIiLTg1ZmQtODAxMjVhN2YxZGQ5IiwidCI6IjMyMjE2YTg0LTJlNjQ1NDZlZC04ZWlxLTl0MmU5YzI2ODVjMSIsImMiOjZ9>). Once the data is available for 2024-2025 we will be adding it to our program review.

c) Describe how interaction with the program helps students succeed or meet their educational goals.

Interaction with **basic needs support** at Compton College is a critical component of the institutional strategy to advance equity and accelerate student completion, as outlined in the Compton College 2035 plan.

Providing students with access to basic needs helps them succeed by **eliminating non-academic barriers** to persistence and allowing them to focus on their educational goals.

The specific ways that basic needs resources help students achieve their educational goals include:

- **Promoting Persistence and Success:** The College specifically assesses how students' experiences with basic needs supports **influence their persistence and success**. By meeting fundamental survival requirements, students are better able to remain enrolled and engaged in their studies.
- **Providing Essential Resources:** The plan seeks to expand partnerships with community-based organizations and local agencies to provide comprehensive support across multiple domains. These essential resources include:
 - **Food**
 - **Housing**
 - **Transportation**
 - **Technology Access** (computing and internet)
 - **Financial Support** (emergency grants)
 - **Health Services** (medical and mental health resources)
- **Early Outreach and Awareness:** The College includes information regarding **available basic needs resources** in culturally competent outreach and recruitment materials to ensure first-time and prospective students are aware of the support available from the start of their journey.

d) How does the program interact with other on-campus programs or with off-campus entities?

Student Life- The Student Equity Office partners with Associated Student Government and Student life by partnering on workshops through out the year that support overall student health and well being. Student Life also has supported the Compton College Food Pantry by holding fundraisers to purchase items for the pantry.

Student Success Center- This partnership has provided students with a new opportunity for students to take beginning computer classes offered by the tutoring center. There are many students who receive a computer from the Student Equity department who do not have the basic computer skills required to operate in today's college environment. We hope that this endeavor well help students in completing their academic goals while introducing them to the other services that the student success center offers.

TimelyCare- In the fall of 2025 Compton College has established a new partnership with TimelyCare LLC to offer 24/7 virtual physical and mental health services to all Compton College students. This program assist in providing additional access to health care services for students who are currently enrolled (excluding dual enrollment) without the need of being on campus.

Coalition for Community Responsible Development(CRCD)- Compton College partners with CRCD for the implementation of our emergency housing program. CRCD provides a "housing navigator," who's job is to assist students find temporary and permanent housing for those experiencing housing insecurity. CRCD also is our main partner organization as required in HHIP funding requirements.

e) List notable achievements that have occurred since the last Program Review.

- Obtaining Rising Scholars Grant
- Obtaining HHIP Program Funding
- Establishing new partnerships to support basic needs on campus: Kroger, TimelyCare, Travelodge
- Improved data tracking for basic needs
- Improved process for getting basic needs out faster to students

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

N/A

Student Services (2) - Program Environment First Submission: Version by Willis, Lydell on 12/05/2025 15:27

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The Student Equity Office is located in the student services building. Currently we have adequate space for the services we offer, however to establish a "Basic Needs Center," more space is needed to accomodate the additional services we offer.

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The Student Equity Office is comprised of 3 full-time staff, a part-time provisional employee, 1 adjunct counselor, and 6 student workers.

c) Describe the personnel needs for the next four years.

Current staffing is working well, however as the Rising Scholars Program expands a Coordinator will be needed to support the demands of the program. Hiring a program coordinator for the Rising Scholars program will allow the focus needed for the programs new guidelines and budget management. We are highly dependent on student workers to support the food basic needs services on campus with the Farmers' Market, Coyote Cupboard, and Mobile Food Pantry. We will need additional assistance from the financial aid office to continue to allocate student worker funding for the department.

d) Describe facilities needs for the next four years.

The main focus for this department for facilities will be the location of the food pantry. The food pantry has been in a temporary space for years now and is not adequate enough for what we envision here on campus. We would like to see a larger allocated space that allows the pantry to look more like a grocery store and provide more of a shopping experience for our students,

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

- Additional laptops and Wifi Hotspots for Students
- Software for Basic Needs Services
- Signage
- Storage for food pantry items
- Shelving for food pantry items
- Furniture for Basic Needs Center
- Refrigeration for pantry
- Display Case or Racks for Food Pantry
- Technological equipment for pantry (laptops, scanners, etc)
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f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Hours are as follows:

- Monday 8am-430pm
- Tuesday 8am-430pm
- Wednesday 8am-630pm
- Thursday 8am-430pm
- Friday 8am-430pm

Yes, the scheduled hours of operation meet student and staff needs.

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

- Changes in state and federal funding
- Current US administration policies
- Increased enrollment

We will need to closely monitor funding that is provided by the state and the federal government. We will also need to establish new protocols regarding who is eligible for basic needs services on campus to stay within budget. The Student Equity office will need to align its goals with project 2035 to ensure the office's services aligns with completion for students.

Goals and Objectives	Met	Not Met
Relocate the food pantry to the new welcome center space and increase services to include clothing by Spring 25	Met	Not Met

Student Services (3) - Service Area Outcomes (SAO) First Submission: Version by Willis, Lydell on 12/05/2025 15:27

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

SAO 1.)The student equity department will create a survey to faculty and staff that assess their knowledge of basic needs services.

- This is still in progress, we have done more to train faculty and staff regarding basic needs services but have not developed an official survey to assess their knowledge.

SAO 2-) The student equity department will work with institutional effectiveness and the IT department to analyze best practices on collecting, tracking, and analyzing outcomes of students whom receive basic needs services.

- Completed, Institutional effectiveness has created a student services dashboard that analyzes how accessing basic needs services has contributed to completion for Compton College students. We have already seen positive impacts on all five of the metrics for successful completion for students who have accessed food and technology services.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

The SAO's were created based on the needs of the Student Equity department at that time and the need to analyze what basic needs services were most effective on campus. Engagement with the Coyote Support Network and employees in the Student Equity office assisted in creating the SAO's.

c) How often are the SAOs assessed and who is engaged in the discussion?

There needs to be a plan developed for assessing SAO's and engaging with staff, classified professionals, and faculty on discussions.

d) What has been done if the SAO assessment results were not as anticipated?

N/A

e) Where are the SAOs assessment results shared with staff, students, and the public?

The results for SAO 2 can be found on the student services dashboard (link below)

<https://app.powerbi.com/view?r=eyJrjoiNjFiMjc2YzUtNzRjNy00MDkLTg1ZmQtODAxMjVhN2YxZGQ5IiwidCI6IjMyMjE2YTg0LTJiNjQ0NDZlZC04ZWVxLTl0MmU5YzI2ODVjMSIsImMiOjZ9>

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The SAO results have indicated that we need to keep investing in addressing food insecurity on campus. Students who have accessed food on campus have better metrics in completion than students that don't. Going forward there will be discussions to allocate more money towards food services on campus.

Student Services (4) - Program Improvement First Submission: Version by Willis, Lydell on 12/05/2025 15:27

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

The Student Equity Office has started to analyze data from 2022-2023 & 2023-2024, and use that data to inform our decisions regarding what services to invest in in regards to basic needs. For example, the data has shown that students who access food services on campus have better persistence, retention, and completion rates that students who do not. Therefore, we have adjusted funding in the department to support more initiatives that support food services on campus. Now that the department has conducted a survey that assess the departments effectiveness, we will now use this information to guide and improve our program services going forward.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Based on data provided we have noticed that those that have accessed food on campus have surpassed our institutional set goals for retention, persistence, and completion. Therefore we have focused more funding towards providing food services on campus to continue that positive trend. The link below provides data on the last few years.

<https://app.powerbi.com/view?r=eyJrjoiNjFiMjc2YzUtNzRjNy00MDkLTg1ZmQtODAxMjVhN2YxZGQ5IiwidCI6IjMyMjE2YTg0LTJiNjQ0NDZlZC04ZWVxLTl0MmU5YzI2ODVjMSIsImMiOjZ9>

c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

Service Area	Retention Rate
Technology Support	68.2%
Food Access	70.8%
Housing Assistance	52.5%
Transportation Aid	60.6
(Baseline Retention is 67.4)	

According to the data above students whom have accessed food and technological services through basic needs have higher retention rates than those that did not. This shows that basic needs services that are distributed at Compton College have shown positive impact on students that lead to completion. This data is from the 2023-2024 academic year and preliminary results from 2024-2025 are showing the same pattern of improved rates in persistence and retention for students.

Goals and Objectives	Met	Not Met
25-26 Create data collection method to account for all students that visit the Student Equity Office	Met	Not Met
Create and use data assessment tool to analyze all basic needs services and its effect on student success metrics.	Met	Not Met

Student Services (5) - Customer Service First Submission: Version by Willis, Lydell on 12/05/2025 15:27

a) How was the survey conducted? Please include a copy of the survey.

The survey was conducted using qualtrics. All students who have received basic needs supports were sent an email and asked to fill out the survey. We were also able to provide a small incentive by having names included in a raffle for filling out the survey.

b) What were the major findings of the customer service survey?

The survey results reveal a generally high level of satisfaction and impact, despite a significant gap in initial awareness.

- **Low Initial Awareness:** A majority of students were unaware of the Basic Needs supports prior to visiting the office. Only **43%** knew about the services beforehand, while **57%** did not.
- **Primary Information Channels:** Marketing appears most effective through personal connection rather than passive media. The top two ways students learned about the office were through **Instructors/Counselors/Staff (50%)** and **Another student or friend (45%)**.
- **Dominant Service Need:** There is a heavy reliance on technology assistance. **76%** of respondents utilized technology support (loaner laptops, Wi-Fi hotspots), which is significantly higher than transportation support (38%) or the food pantry (29%).
- **High Overall Satisfaction:** General sentiment is very positive.
 - **74%** of respondents were either "Extremely satisfied" (58%) or "Somewhat satisfied" (16%).
 - The likelihood to recommend the office to others is high, with **68%** stating they are "Extremely likely" to do so.
- **Positive Staff Interactions:** Staff scores were high, with an average rating of **4.10 out of 5** regarding being "welcoming and respectful"

c) Describe exemplary services that should be expanded or shared with other programs.

The following areas demonstrated the highest utilization or satisfaction and serve as models for other programs:

- **Technology Support Program:** With **76% utilization**, this is the core service students are relying on. The program has successfully identified and met a critical "digital divide" need for students. This high engagement suggests this model of hardware distribution (laptops/hotspots) is vital to student success and should be prioritized for funding and expansion.
- **Student Retention Support:** The survey indicates a strong correlation between these services and academic persistence. Students rated the statement "The assistance I received helped me stay enrolled or focus on my studies" with an average of **4.00 out of 5**. This demonstrates that the Basic Needs office is not just a welfare service, but a crucial academic retention tool.

- **Staff Culture:** The office has cultivated a safe environment. High scores for "Staff were welcoming and respectful" (4.10 average) and "I felt comfortable and supported" (3.95 average) suggest the team has successfully removed the stigma often associated with asking for help.

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.

While satisfaction is high, the qualitative feedback and lower-scoring metrics highlight specific operational bottlenecks.

A. Availability of Services

- **The Issue:** The lowest average score in the experience section was for "The services I needed were available when I sought them" (**3.84 out of 5**).
- **Addressing the Issue:** The program needs to review inventory or appointment availability to ensure demand doesn't outstrip supply.

B. Staffing and Interaction Quality

- **The Issue:** Qualitative feedback explicitly mentioned that interactions can feel rushed. One student noted a need to "Actually take the time to talk to the student's and not rush them out". Another explicitly requested to "Have more workers available".
- **Addressing the Issue:** The feedback suggests a need for increased staffing or better time management to handle student volume without compromising the quality of the interaction.

C. Communication and Awareness

- **The Issue:** With **57%** of students unaware of services before visiting, there is an information gap. Additionally, student feedback requested "communication" and "Just to follow up".
- **Addressing the Issue:** The program should leverage its most successful referral channels (Instructors and Counselors) more aggressively while implementing a system for follow-up communications to close the loop with students after their initial visit.

Student Services (6) - Conclusions and Recommendations First Submission: Version by Willis, Lydell on 12/05/2025 15:27

a) Summarize the program's strengths.

- High Overall Satisfaction
- Positive Staff Interactions
- Services Have Positive Impact on Student Support
- Staff Culture
- Amount of Services Available
- Campus Collaboration

b) Summarize the program's areas that need improvement.

- Staffing
- Communication Regarding Support
- Inventory of Tech Supplies
- Data Collection
- Awareness of Services
- A Full Basic Needs Center
- Funding to Support Initiatives
- Improve Faculty Awareness
- Alignment with Compton 2035 & ROI Framework

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

- The program needs additional staffing to keep up with the demand of basic needs at Compton College
- There needs to be a set date for establishing the "Basic Needs Center" on campus.
- The Student Equity Office needs to improve its notoriety on campus
- The Student Equity Office needs to establish guidelines on how long students are eligible for Basic Needs Services
- Continue to stay up to date on state legislation that impact basic needs.
- Ensure that basic needs services are aligned with new ROI framework and Compton 2035