COMPTON COLLEGE 2024

Every Student is a Success Story

Compton Community College District

MAY 2019

COMPTON COLLEGE 2024

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MESSAGE FROM THE PRESIDENT/CEO

Compton College is pleased to introduce Compton College 2024, our Comprehensive Master Plan, that offers a long-range look into the future of Compton College for the next five to 10 years and beyond. Compton College 2024 reflects the vision of Compton College going forward, where "Compton College will be the leading institution of student learning and success in higher education."

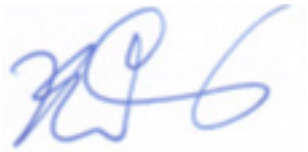
Recommendations are driven toward strengthening academic programs, student support services, bolstering enrollment and facilities growth. It also serves as a guide for linking our planning to budget, while providing direction in all endeavors.

For more than 10 decades, higher education has been provided within the Compton Community College District service area. Millions of students have been able to access quality, comprehensive educational programs and services that meet the needs of our community.

In November 2002, the Compton Community College District sought and won voter approval of Measure CC, authorizing the issuance of $100 million in general obligation bonds to fund repairs for major infrastructure upgrades, roads and parking lot upgrades, a new central plant to increase utility capacity and energy efficiency, and renovations to job training facilities and instructional classrooms, as well as the new Library-Student Success Center and Allied Health Building. In November 2014, voters in the Compton Community College District approved Measure C, a $100 million facilities bond designed to upgrade technology, and build all-new instructional buildings, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements.

We are proud of the many Compton College's accomplishments through the years and look forward to the bright future outlined in the Compton College 2024 plan.

Sincerely,



Keith Curry
President/CEO

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.

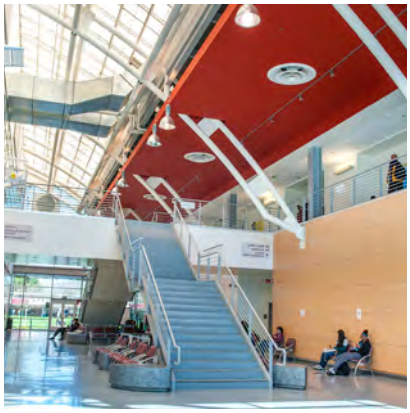
CONTEXT AND PURPOSE

The Compton College 2024 plan is a guiding document that provides an update to the 2017 Comprehensive Master Plan, which:

- Provides a synthesis of goals, objectives, and plans that are aligned with the California Community Colleges Chancellor's Office Vision for Success;
- Establishes a direction and parameters for the implementation of essential programs and activities;
- Fulfills the College's mission to promote solutions to challenges;
- Utilizes the latest techniques for preparing the workforce; and,
- Provides clear pathways for the completion of programs of study, and/or transfer.

Accordingly, the Compton College 2024 plan aligns the College's goals, including those of instructional programs, student equity and achievement programs, technology, human resources staffing, enrollment management, long-range financial plans, and future space needs, with those established in the **Vision for Success.**

TARTAR COMPLETION BY DESIGN



CONNECTION

Initial Interest through Submission of Application

ENTRY

Enrollment through Completion of "Gatekeeper" Courses

Additionally, as the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) granted Compton College accreditation, this Compton College 2024 plan serves as the central integrated planning document, which prepares Compton College to successfully meet all accreditation standards in the future. The Compton College 2024 plan provides a student-centered focus by using the **Tartar Completion by Design** framework adopted by the College in fall 2018. **Tartar Completion by Design** focuses all stakeholders and development on the student experience.

Ultimately, this Compton College 2024 plan provides a strong foundation upon which to base future planning objectives that will serve to make Compton College a vibrant institution of higher learning and an invaluable resource for the community it serves.

PROGRESS

Entry into Course of Study through Completion of 75% of Requirements

COMPLETION

Complete Course of Study through Earning a Credential with Labor Market Value

TRANSITION

Movement to Four-Year University or to Workplace with Living Wage

DOCUMENT OVERVIEW

The Compton College 2024 plan is organized according to the following basic chapters and key informational points:

Planning Context
Explanation of the planning framework; mission, vision and values; strategic plans, goals and objectives;

Compton Community College District Background
Overview of the Compton Community College District; national, state and local context, issues and challenges; laying the groundwork for the future;

Profile of the campus, community and students
External and internal data; implications for planning;

Guided Pathways
Academic programs and data; student services programs and data, implications for planning;

Facilities Space Analysis
Space needs; growth projections; master plan space program;

Existing Conditions
Existing campus plan; current conditions; and,

Recommendations
2019 Facilities Master Plan; projects and phased development.

1

PLANNING CONTEXT

PLANNING FRAMEWORK AND PROCESS

Compton College strives to ensure the continuous quality improvement of its programs and services through integrated planning and evaluation processes, which are grounded in outcomes assessments for both academic and service areas. Furthermore, these strategic and planning processes operate to integrate institutional planning with systematic program review, dictate annual planning priorities and promote long-term institutional effectiveness. A thorough analysis of internal and external conditions and trends provides the context used to develop the vision and mission statements and aids in generating the appropriate goals and objectives to support the College's goals.

The College established the Strategic Planning Committee (SPC) in April 2015. This 40 member committee is comprised of representatives of Compton College stakeholders. In May 2015, the SPC formed a 14 member steering group, consisting of faculty, classified staff, and administrators. The work of the SPC and the steering group provided the initial framework for the 2017 Comprehensive Master Plan.

In November 2018, the California Community Colleges Chancellor's Office released direction to all colleges in the state to align their planning documents and processes with the state's **Vision for Success.** In 2018, the College identified a subset of members from the original Strategic Planning Committee to continue to monitor the implementation of the 2017 Comprehensive Master Plan. This Core Planning Team, which emerged from the ACCJC Quality Focused Essay Special Report, supported the ongoing alignment work presented in this revised Compton College 2024 plan.

At its inception the Strategic Planning Committee focused on four mandates:

1. Improve the College's planning process by creating a framework that links all aspects of planning to resource allocation and provide regular evaluation of the effectiveness in all areas;

2. Review and make recommendations on the campus committee structure by utilizing a collective network of stakeholders to generate institutional data and communicate District and program activities;

3. Develop mission and vision statements for the College to emphasize the institution's core values and identify strategic goals, which dictate the District's programs as well as its short- and long-range institutional planning; and,

4. Initiate an "ownership" culture and improve the work and relations ethics of all stakeholders on campus in order to help maintain the high-quality educational programs and student services that we strive to provide.

In addition to these assigned mandates, the Strategic Planning Committee developed guiding questions to provide high-level inquiry to inform the development of the 2017 Comprehensive Master Plan.

To initiate their work, the SPC collaborated with the Vice President of Academic Affairs to survey all stakeholders regarding the District's strength, opportunities, aspirations and expected results for Compton College. The survey, which was completed in April 2015, provided the basis for extensive discussions at the first planning summits held at different locations in and around the community between April 2015 and March 2016. Further, during this time period, campus leadership reviewed and approved the Mission and Vision Statements, Strategic Initiatives, and the Planning Model for Compton College.

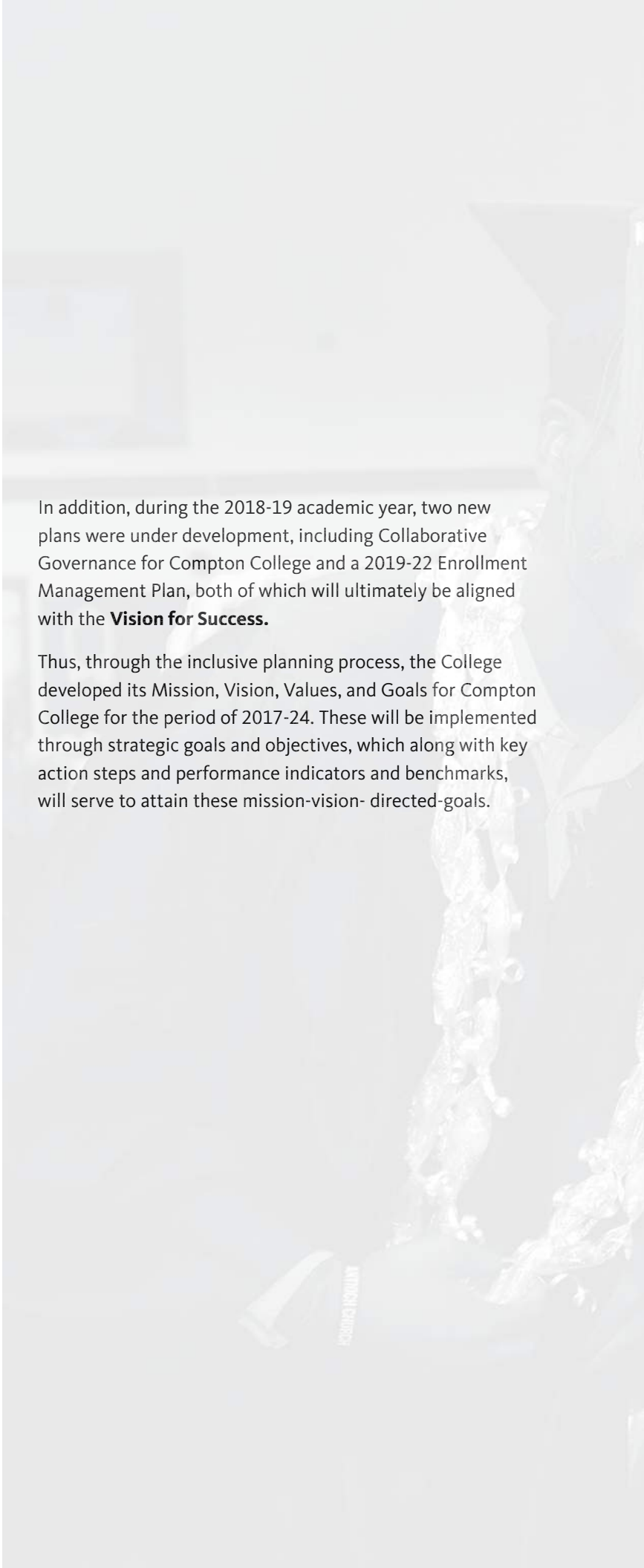
In November 2018, the College hosted another Planning Summit to introduce the state's **Vision for Success** to the campus and start its alignment efforts. The 39 participants in this summit mapped the current Strategic Initiatives with **Vision for Success Goals**, recommended new metrics for the College, and identified sub-plans to review and align in 2019. Also, in 2018 Compton College established the Core Planning Team to spearhead efforts related to accreditation highlighted in its ACCJC Quality Focused Essay Special Report. This planning team also reviewed and provided feedback related to updating the College Mission, Institutional Set Goals, and edits to the Compton College 2024 plan.

In spring 2019, the College hosted a final Planning Summit to set new Institutional Set Goals, align these with the **Vision for Success**, and request that committees update the following plans to provide correlating goals in these areas as well: the 2017 Technology Master Plan, the 2017 Staffing Plan, the Student Equity and Achievement Plan, and the Program Review and Planning Handbook. Additionally, in the spring of 2019 the College reviewed and refined Board Policy 1200, the Mission, Vision, and Strategic Initiatives.

STRATEGIC PLAN

In addition, during the 2018-19 academic year, two new plans were under development, including Collaborative Governance for Compton College and a 2019-22 Enrollment Management Plan, both of which will ultimately be aligned with the **Vision for Success.**

Thus, through the inclusive planning process, the College developed its Mission, Vision, Values, and Goals for Compton College for the period of 2017-24. These will be implemented through strategic goals and objectives, which along with key action steps and performance indicators and benchmarks, will serve to attain these mission-vision- directed-goals.



MISSION

Mission statements are the cornerstones for strategic plans. They reflect the organization's most fundamental purposes and significant commitments, while also solidifying and communicating with stakeholders what the institution aspires to be. The Compton College 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.

VISION

Vision statements describe high-level goals for the institutions and articulate what the College wants to achieve through its mission. Accordingly, Compton College's Vision states:

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

VALUES

Value statements are operating philosophies that guide internal conduct as well as relations with the external world and also reflect the organization's ethos and most deeply held beliefs. Compton College's values are grounded on 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.*

STRATEGIC INITIATIVES FOR 2017-2024

An environmental scan analysis, which was grounded in the Strengths, Opportunities, Aspirations and Results (SOAR) survey, resulted in the establishment of five major goals with the overarching purpose of effectively serving the community:

1. Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
2. Student Success: Compton College will support the success of all students to meet their education and career goals.
3. Innovation: Compton College will enhance the success of students through the use of technology.
4. Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.
5. Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

These five overarching strategic initiatives remain relevant and clearly align to the **Vision for Success** goals. Thus, Compton College's strategic initiatives, objectives, and key action steps, will continue to serve as the blueprint for all College planning and guide the College's operations as it implements **Tartar Completion by Design** to focus on the student experience and organize strategies and measurable outcomes around students' connection, entry, progress, completion, and transition to employment or transfer to a four-year institution.

1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS.

Objective 1. Tailor degree and certificate programs to meet the needs of our students.

Key Action Steps:

- Move basic skills classes from credit to noncredit, thereby eliminating these classes from the unit limit requirement, and mitigating potential for loss of revenue.
- Increase efforts to attract students from the community and beyond through better advertisement of our various course offerings and programs.
- Provide orientation and customer service training for all campus personnel.

Objective 2. Educate students about pathways to graduation.

Key Action Steps:

- Fully and successfully implement Student-Equity and Achievement Plan.
- Align degree and certificate programs to meet local labor market needs.
- Provide professional development in student education planning for faculty, staff, and administrators, and increase involvement and engagement in the planning process.
- Make mandatory/highly encourage participation in Human Development 10 (or similar classes) for all first-time students during their first semester or within the first year as a continuation of orientation.

Objective 3. Enhance student preparation for academic success and completion.

Key Action Steps:

- Research current student needs and programs.
- Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.

2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.

Objective 1. Attract and retain traditional students, and focus on retaining nontraditional students.

Key Action Steps:

- Provide additional resources for Dream Act students.
- Strengthen curriculum to match students' needs and expectations for transfer and awards.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Key Action Steps:

- Provide more support services such as the Oliver W. Conner College Promise Program and First Year Experience (FYE).
- Hire more personnel who are men of color and culturally competent.

Objective 3. Enhance student preparation for academic success and completion.

Key Action Steps:

- Offer more courses that are in demand.
- Ensure that courses required for transfer are offered and available at all times of the day/evening.
- Improve and expand the most successful programs with highest enrollment to meet supply and demand.

3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.

Key Action Step:

- Acquire Early Alert system, implement, and provide training.

Objective 2. Provide robust distance education course and service offerings.

Key Action Steps:

- Improve the online counselor-to-student ratio.
- Improve technical support for faculty and staff.
- Provide regular distance education training workshops for faculty.

Objective 3. Enhance technology for teaching and learning through professional development.

Key Action Steps:

- Upgrade/recycle computer and other technology equipment on a scheduled basis.
- Adopt a course management system (Canvas).
- Upgrade classrooms to smart classrooms.
- Improve the reliability of Wi-Fi access across the campus.

4. OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.

Objective 1. Increase the number of degrees and certificates awarded in the health and technical fields.

Key Action Steps:

- Increase Career and Technical Education (CTE) two-year degree options for evening students.
- Create a pipeline for students entering and exiting with a CTE certificate or degree while retaining students in cohorts.
- Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).

Objective 2. Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.

Key Action Step:

- Increase outreach for health and technical field programs, including engaging community professionals.

Objective 3. Create collaborative partnerships with industry leaders in the allied health and technical fields.

Key Action Steps:

- Collaborate with regional Workforce Investment Board.
- Create a Collaborative Partnership Planning Team to develop and help implement a plan.

5. ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS.

Objective 1. Establish faculty-to-faculty partnerships with K-12 and Adult Education feeder schools to better align curriculum between the two segments, and to improve student preparation.

Key Action Steps:

- Provide professional development workshops for faculty on Common Core, basic skills and underprepared students.

Objective 2. Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.

Key Action Step:

- Analyze workforce trends to identify two new CTE program areas.

Objective 3. Strengthen our focus on the broader needs of the community served by Compton Community College District.

Key Action Steps:

- Fully implement a College ambassador program.
- Improve transportation options for our campus.
- Offer high school classes on campus.
- Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.
- Offer College classes at high schools, peer mentors, bike friendliness, public relations, re-establish Kollege 4 Kids.

DISTRICT PLANS

To support the fulfillment of the District's mission and its implementation of **Tartar Completion by Design** and **Guided Pathway Divisions**, Compton College has established plans for each operational area, which integrate and align with the goals of this comprehensive approach to student success. Summarized below are the essential plan elements for technology, staffing, enrollment management, program review and planning, and facilities.

TECHNOLOGY PLAN

- GOAL 1: Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer;
- GOAL 2: Provide technological tools, which allow for the effective monitoring of degree and career pathways;
- GOAL 3: Provide students and employers with digital resources, which connect students with opportunities and information related to their academic and career pathways; and,
- GOAL 4: Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

STAFFING PLAN

GOAL 1: Deploy a human capital management strategy, which aligns with **Tartar Completion by Design** and **Guided Pathway Divisions**, and which addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflects the demographic diversity of the district by:

- strategically recruiting diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates;
- employing numerous recruitment strategies in multiple sites and communication platforms, which serve diverse populations;
- developing multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities;
- creating inclusive, supportive environments to retain diverse candidates; and,

- developing multiple and ongoing opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement.

GOAL 2: Increase opportunities for students to obtain employment with local employers through a comprehensive job placement program by:

- coordinating with **Tartar Success Teams** to increase student employment opportunities related to their fields of study;
- working collaboratively with CTE workforce development programs to link students to work study and internship opportunities with regional employers; and,
- providing students with information and resources related to successful job and career searches.

ENROLLMENT MANAGEMENT PLAN

Compton College's Enrollment Management Plan (2015-2018), which was established in January 2016 and subsequently updated in March 2016, states that the, *"purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the Compton College and its educational programs not only during periods when state and local funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth."* In addition, Compton College's intention is to develop an approach to enrollment management that aligns with and supports **Tartar Completion by Design** and ensures significantly improved outcomes for students. Therefore, emerging Enrollment Management goals include the following:

- Develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and nontraditional students;
- Develop clear, consistent, accessible information about Compton College, **Guided Pathways**, the Oliver W. Conner Compton College Promise and financial aid, transfer and career opportunities, counseling/advising services, and steps to enrollment for the community, K-12 partners, regional employers and workforce partners;
- Work collaboratively with faculty, staff, and external stakeholders to develop dual enrollment opportunities for high school students;
- Work in partnership with College leaders and regional workforce partners to develop schedule patterns, alternative modalities, and access to services that meet the needs of working adults and nontraditional students;
- Partner with College leaders to develop and deploy innovative technologies to provide all students with easily accessible, timely information regarding enhanced counseling and guidance opportunities, online tutoring, educational planning, and campus resources; and,
- Develop early alert outreach and intervention strategies to help students persist and succeed.

EQUITY PLAN

Compton College is currently updating its Equity Plan to address disproportionate impact in outcomes like access, retention, and completion. The College stakeholders are developing targets to reduce gaps among student groups by 40% in three years to align with the **Vision for Success**.

PROGRAM REVIEW PLAN

The College's Program Review Handbook details the procedures and schedule of all program reviews. Moving forward in fall 2019, departments will view their data metrics related to **Vision for Success** (e.g., completions, average units of completers) in the program review process. All programs engage in program review (i.e. a systematic program evaluation process) every four years (with a supplemental review for CTE programs every two years) in order to:

- Recognize and acknowledge program/department performance;
- Assist in program/department improvement through self- reflection;
- Enhance student success by offering recommendations to improve performance in program and student learning outcomes; and,
- Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments.

2019 FACILITIES MASTER PLAN

This 2019 Facilities Master Plan is designed to:

- meet the requirements of the State Chancellor's Office;
- assist in decision-making at the College;
- tie directly into the Five-Year Capital Construction Plan; and,
- be a living document to be revisited regularly.

The purpose of the 2019 Facilities Master Plan update for Compton Community College District was to update the recommendations to reflect the implementation of projects undertaken since the completion of the 2012 Facilities Master Plan. The need for this update was driven by the detailed engineering of the state-funded campuswide Infrastructure Project and the development of Final Project Proposals for Instructional Buildings 1, Instructional Building 2, and the PE Complex. The updated recommendations were based on current enrollment projections and focused on the facilities affected by projects in design or under construction. Through a series of graphic and written descriptions described how the campus would be improved to meet the educational mission of the College, serve its changing needs, and address its projected enrollment. The plan identified the buildings to be removed, the buildings to be renovated, and the new facilities to be constructed, as well as a number of proposed site improvements for the campus.

Accomplishments

Since the approval of the 2012 Facilities Master Plan, a number of facilities improvements have been completed. These improvements addressed the highest priority needs and have enhanced the overall campus experience.

Library-Student Success Center (L-SSC)

Formerly the L-LRC (Library-Learning Resource Center), the new L-SSC is a welcoming environment that provides essential instructional support services.

Allied Health Building

The new Allied Health Building replaced the aging facility and provides a state-of-the-art instructional facility to support the Allied Health programs.

Central Plant and Campus Utility Infrastructure

A comprehensive upgrade to campuswide infrastructure systems was completed along with the construction of a new Central Plant.

Information Technology Infrastructure and Wi-Fi

An extensive upgrade to the IT Infrastructure now provides campuswide Wi-Fi access.

Emergency Server Room

An new Emergency Server Room was developed in conjunction with a renovation of high priority (phase 1) improvements in the MIS Building.

Physical Education Improvements

Renovations to the Football/Soccer Field were completed along with the addition of stadium lighting.

Cosmetology Facility

A temporary facility to support the growing cosmetology program was installed. This is a temporary solution until the permanent home for Cosmetology is developed.

Library-Student Success Center (L-SSC)

Allied Health Building

Central Plant and Campus Utility Infrastructure

Physical Education Improvements

Ford

BACKGROUND

ABERCROMBIE

COMPTON COMMUNITY COLLEGE DISTRICT: PAST AND PRESENT

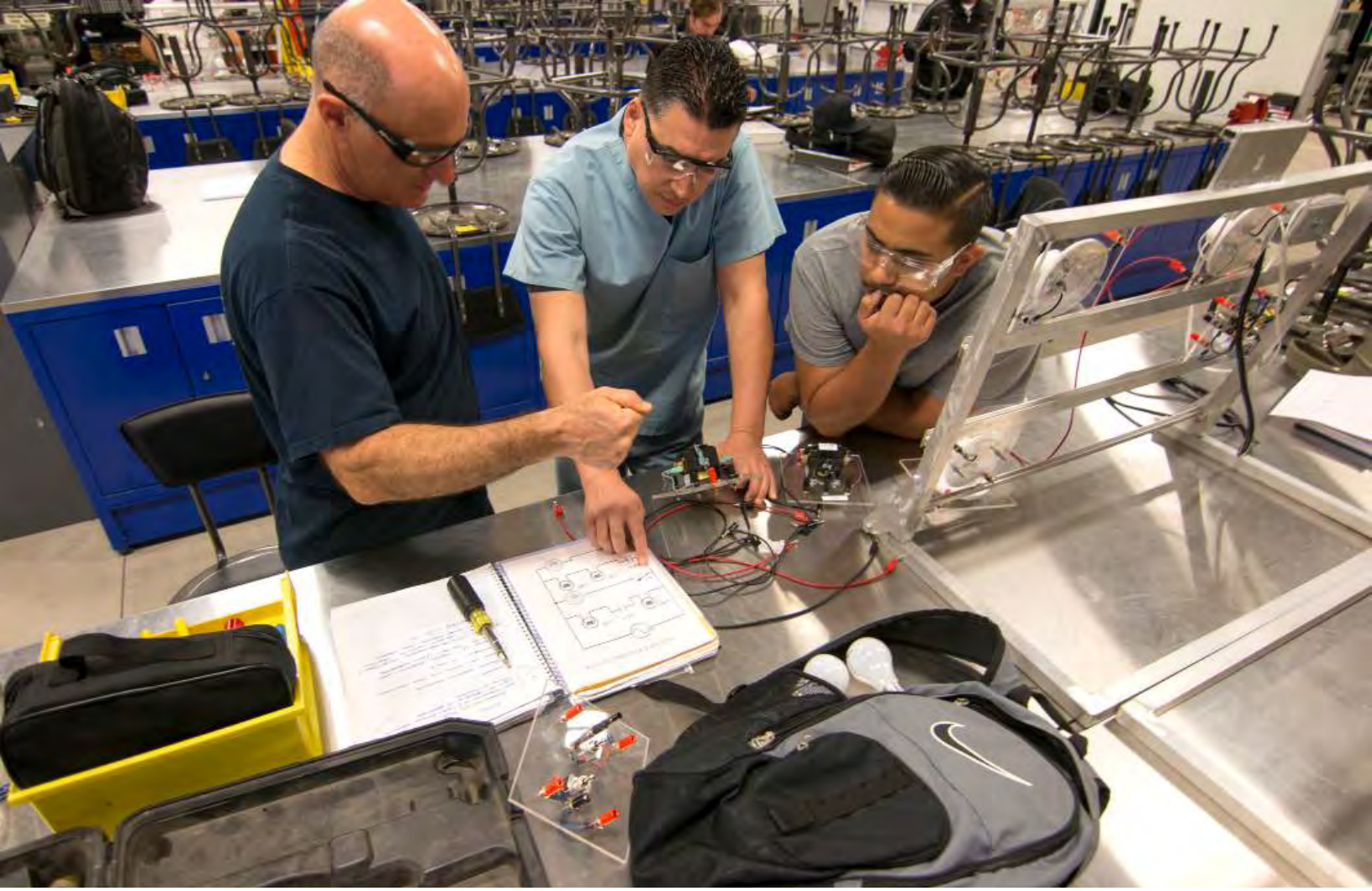
The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the College from the high school district and the new college campus was constructed on the present site where classes began in fall 1956.

The Compton Community College District encompasses an area of about 29 square miles, making educational services available to nearly 300,000 residents of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach and South Gate. Today, about 290 full and part-time faculty teach more than forty degree programs and twenty certificate programs.

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.

After many successful years, and subsequently, several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges revoked Compton College's accreditation and the El Camino Community College District then provided educational and related support services to Compton Community College District residents. However, from 2006 to 2018 Compton College's leadership successfully implemented a number of critical reforms that ultimately led to the full restoration of the College's status as an independent community college district.

Today, Compton College continues to build upon its legacy of renewal and innovation by increasing student access to educational opportunities through its **Tartar Completion by Design** framework that maintains constant focus on the student experience and success. Through this model, the College is committed to advancing the goals of the **Vision for Success** and providing all students with clearly articulated curricular pathways and the support they need to successfully complete degrees and certificates, transfer to four-year colleges and universities, or enter careers in thriving regional industries.



In November 2014, voters in the Compton Community College District approved Measure C, a $100 million facilities bond designed to make technology and safety upgrades campuswide.

As of June 7, 2019, administration at Compton College is led by the President/CEO of Compton Community College District, under the direction of the Compton Community College District Board of Trustees.

Over the last decade enrollments at Compton College have dramatically increased from 6,726 in the 2006-07 academic year to 12,203 in the 2017-18 academic year. As the increased enrollments indicate, students are drawn to Compton College's array of high-quality instructional programs that culminate in degrees, certificates, and transfer, as well as to a wide range of services that provide students with the supports they need to reach their academic and career goals.

NATIONAL, STATE, AND LOCAL CONTEXT

National Economy

Since the "Great Recession" of 2008-09, leading economic indicators, including rising incomes and gross domestic product (GDP), suggest the development of an improved national economy. For example, the Bureau of Economic Analysis reported in 2019 that real gross domestic product (GDP) increased at an annual rate of 2.2 % in the fourth quarter of 2018[1]. Other recent signs of economic development are evident in data regarding personal incomes. According to the Bureau of Economic Analysis, total personal income in the U.S. rose from approximately $9.1 billion in the first quarter of 2014 to $10 billion in the second quarter of 2016. Within the same time frame, disposable personal income rose from $12.73 billion to $13.94 billion.[2]

These increases in personal income and GDP align with the steady decline in the unemployment rate, which stood at a high of 9.9% in March 2010 but by March 2019 was reportedly 3.8%. Furthermore, the Bureau of Labor Statistics reports that employment in the U.S. will continue to grow modestly with the civilian labor force projected to reach 163.8 million in 2024, growing at an annual rate of 0.5%.[3]

While the national economy is highly complex and influenced by a plethora of factors, domestic and foreign, and signs of a slowdown emerged by 2019, a number of statistics suggest a reasonably sound national economy. As one group of economists noted recently in their comments about rising incomes and GDP, "in the context of our times, they continue to reflect the strength of the U.S. economy in a period of great uncertainty."[4]

The California Economy

California's economy, like that of the nation, is improving. The unemployment rate, which stood at 11.6% in 2011 had fallen to 4.2% by March 2019. Moreover, the labor force has been growing at 1% per year, and on average, in 2015 the economy added 40,000 new jobs per month. However, a fourth consecutive year of drought contributed to a decrease in farm employment, which will likely continue as recovery from the drought gradually develops over the next few years.[6]

Furthermore, personal income, which stood at $1.69 billion in 2011 and increased to $1.94 billion in 2014, has grown faster than anticipated. Additionally, consumer inflation, as evidenced by the Consumer Price Index, has remained at roughly 2.5% and is expected to remain consistently at this level for the next several years.[7]

However, while many key economic measurements, such as those above, point to positive trends for California, significant economic challenges associated with poverty levels still confront the Golden State. In September 2016, the Census Bureau released poverty rates based on data from 2013 through 2015. Over this period, California's official poverty rate stood at 15% - relatively close to the national rate of 14.4%. Specifically, the "supplemental poverty measure," which accounts for forms of public assistance and adjusts poverty thresholds for a number of factors, such as the cost of housing, sets the poverty rate in California at 20.6%, which is significantly higher than the rest of the nation, and which translates to approximately 8 million Californians being considered poor.[8] One primary factor for this difference is the state's higher housing costs.
In addition, according to the Legislative Analyst's Office (LAO), California's economy is impacted by regional conditions that result in uneven circumstances for the state's residents, as well as some degree of uncertainty about the long-range prospects for the economy. For example, the LAO asserts that the state's economy and budget rely significantly on the economic health of the San Francisco Bay area, including the Oakland and San Jose metropolitan regions where the technology industry is centered. In these areas, home and rent prices have increased exorbitantly and incomes are also relatively high. This results in higher tax

revenues for the state, but should this region experience economic stagnation or decline, so too will state revenue decline.

Recent state legislation increased the California minimum wage for large and medium-sized employers to $15 per hour by 2022. This increase will benefit approximately 5 to 6 million workers who made less than $13 per hour in 2015 and who are typically employees in service sector jobs. At the same time, workers in inland areas of the state generally earn lower wages than workers in the state's coastal or metropolitan areas. Thus, workers' wages and their economic conditions will vary as a result of where they reside and the industries in which they are employed. Nonetheless, both the LAO and the Governor's Office assume several outcomes as a result of the increased minimum wage: "(1) higher wages will lead many low-wage workers to spend more money in the economy, (2) businesses will pass some higher wage costs to consumers by raising prices, and (3) job growth for the lowest-wage workers will slow to some extent as the costs of employing them rise."[9]

Despite its many challenges, California continues to be an economic powerhouse, as reflected in the LAO's August 2016 Jobs Report, which provides indicators of the resilience and dynamism of the state's economy. Notably:

- jobs in the state are up 2.3%--faster than the nationwide job growth of 1.7%--which now ranks California 12th among the 50 states by this measure;
- for the 18 major job sectors tracked, 10 sectors ...have grown more quickly than the U.S. as a whole over the past year; and,
- most California metro areas have higher job growth rates than the U.S. over the past year.[10]

In June 2016 California was reported to be the sixth largest economy in the world – surpassing that of France – with a gross state product of 2.46 trillion in 2015. [11] According to Irena Asmundson, chief economist for the California Department of Finance, the state's economic strength is grounded in its diversity. So, despite economic downturns and a major drought in recent years, manufacturing and agriculture continue to perform well.[12] Thus, California's diverse and dynamic economy, to which California's community colleges contribute as well as lead, is poised to expand well into the future.

California Community Colleges Today: Current Issues and Challenges

In 2013 the California Community College's Chancellor's Office (CCCCO), stated that California Community Colleges face four major challenges, which it addressed in its Strategic Plan: 1) Demographic Change: A New California; 2) Educational Challenges; 3) Aligning State Educational Policies; and 4) Capacity for Change. [13]

As the CCCCO notes, by 2025, the "state's multicultural character will expand dramatically, as the state adds between 7 and 11 million residents increasing the state's population of 37 million to almost 48 million will change California." Most notably, the Latino population is predicted to grow significantly and comprise the state's majority population by 2040, and additionally, the Asian population will increase as well.

Moreover, Californians will increasingly be older adults, with 22% of California's adults being age sixty or above by 2030.[14] Immigrants arriving from over sixty different countries will also continue to contribute to California's diversity, and while immigrants from Asia, Europe and Canada will tend to have higher income and levels of education, the majority, who will come from Central America and Mexico, will have lower levels of educational attainment and income.

However, educational and economic challenges will not be unique to newcomers to the state. For example, native-born students of Mexican heritage have consistently lower high school and college completion rates than do African Americans, Asians, or whites. Furthermore, overall, "California ranks far below top-performing states in the percentage of students taking rigorous math courses, [and] over half of the incoming community college students need basic skills programs."

In 2013, the CCCCO also noted that the greatest over-arching challenge for California Community Colleges is ensuring that more students attain their educational goals. Citing in its Strategic Plan that:

- Only 53.6% of our degree-seeking students ever achieve a certificate, degree, or transfer preparation, and for African American and Latino students, the rate is much lower (42% and 43%, respectively);
- Of the students who enter colleges at one level below transfer level in math, only 46.2% ever achieve a certificate, degree, or transfer preparation, and of those students entering four levels below, only 25.5 percent ever achieve those outcomes; and,
- Of our students who seek to transfer to a four-year institution, only 41% are successful. For African Americans, only 34% succeed. For Latinos, the figure is 31%.[16]

Thus, to address many of the challenges identified in its 2013 Strategic Plan while also recognizing the critical role of community colleges as sources of economic and social mobility, the CCCCO partnered with the Foundation for California Community Colleges and a team of community college experts to ultimately frame its **Vision for Success** – a strategic plan to erase the achievement gap, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. This plan, which the California Community Colleges Board of Governors approved in July 2017, is centered on addressing community colleges' most serious challenges: low program and transfer completion rates; the excessive length of time it takes and an excess of units for students who do complete programs of study; the lack of services and support for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates; and, significant achievement gaps and regional inequities.

Goals in the **Vision for Success** are:

- Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35% the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Laying the Groundwork for the Future: Implementing the Vision for Success Via Tartar Completion by Design and Guided Pathways

Tartar Completion by Design focused the college on the student experience from the moment they learn about Compton College to when they complete their goal at the College and beyond (connection, entry, progress, completion, and transition). The College is focusing on designing services around this experience, a departure from organizing around department silos. While **Tartar Completion by Design** maps out the student experience and major milestones, **Guided Pathways** provide for how students will enter a program of study and progress to their goals. Four pillars serve as the supporting objectives for **Guided Pathways**:

1. Create clear curricular pathways to employment and further education;

2. Help students choose and enter their pathway;

3. Help students stay on their path; and,

4. Ensure that learning is happening with intentional outcomes.

Therefore, optimally, **Guided Pathways** establish comprehensive and strategic approaches to piloting students from connection through completion. Implementing **Guided Pathways** requires providing students with a structured approach to academic and career choices.

In practical terms, **Guided Pathways** are clear curricular roadmaps of coursework that students will need to complete to earn a degree or certificate, including General Education as well as courses within a major.

Guided Pathways reduce the number of unnecessary units that students take, contribute to more intentional course sequences that result in higher rates of course completion, and allow students to move through a program of study with a clearer idea of the purpose courses serve in the attainment of their goals.

Guided Pathway Divisions represent collections of academic majors with related courses (commonly known as "meta-majors"), which are clustered groups of degrees and certificates. **Guided Pathway Divisions** will not only help undecided students explore their interests and goals while gaining exposure to several possible academic majors, but will also allow them to take courses that apply to multiple majors. **Guided Pathway Divisions** will, ultimately, narrow students' options and help them make informed choices about academic and career choices. To ensure the successful implementation of the Vision for Success, beginning in 2019 Compton College will adopt **Tartar Completion by Design** framework in all planning efforts and launch five **Guided Pathway Divisions:**

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Safety;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

These **Guided Pathway Divisions** will be described in more detail in Chapter 4 (Guided Pathways).

PROFILE

El Camino College
Compton Center
EOPS/CARE

PROFILE OF THE CAMPUS, COMMUNITY AND STUDENTS

REGIONAL POPULATION TRENDS AND CHARACTERISTICS

According to the 2010 U.S. Census, the combined population of these cities - all of which are located within Los Angeles county - was over 277,000 people. Though not entirely within the CCCD, the unincorporated county areas are included as part of the service area because the College encompasses a sizeable portion of these areas. Thus, an examination of County characteristics provides an important backdrop and point of comparison for information pertaining to the residents of the communities the District serves.[17]

Los Angeles County - Snapshot of Key Demographics (2017)[18]:

Population:

In 2017, with a total population of approximately 10.2 million, Los Angeles County was the first-largest county in California by population and encompasses 141 designated census places.

Age:

The American Community Survey, a U.S. Census Bureau document that provides information on the demographics and origins of the residents in Los Angeles County (and throughout the nation), reported that in 2014 the median age of residents in Los Angeles County was 36.6, and native-born citizens were generally younger than foreign-born citizens with a median native age of 28 in contrast to a median foreign-born age of 49.1.

Places of Heritage:

According to the American Community Survey, the most common countries of origin, in descending rank order, were Mexico, the Philippines and China.

Citizenship:

83.7% of the population of Los Angeles County were U.S. citizens, which was comparable to the 83.2% average for the state, but lower than the national average of 93%.

Ethnicity:
The largest share of citizens in Los Angeles County in 2017 were Hispanic, comprising 48.6% of the total population; white residents are the second most common at 26% of the total population; Asian residents make up 14.1% of the total population; Black or African American residents represent 7.81% of the total population.[19]

Languages Other Than English:
57.4% of Los Angeles County citizens were speakers of a non-English language, which is significantly higher than the national average of 21.5%. The most common language spoken in Los Angeles County, other than English, was Spanish. The second and third most common non-English languages were Chinese and Tagalog.

Veterans:
Los Angeles County in 2017 had 87,716 veterans who served in Vietnam, which is 1.8 times greater than any other conflict. Veterans from the second most common service era, Gulf (2001), numbered approximately 42,088.

Education:[20]

- Degrees - According to the U.S. Department of Education, in 2016, 58,106 residents of Los Angeles County earned degrees or certificates from higher education institutions. The largest share of students with degrees awarded in Los Angeles County are enrolled at public four-year or above institutions. The three most common majors for bachelor's degree programs in 2015-16, in descending order, were general business administration and management, general psychology, and sociology; however, a relatively high number of people in the county majored in general animal sciences, food science, and general agriculture management. The most common for associate degrees for two-year programs were liberal arts and sciences, biological and physical sciences, and general social sciences.

- Degrees by Gender – In 2016, at all of the top five public institutions in Los Angeles County (i.e., University of Southern California; University of California, Los Angeles; California State University, Long Beach; California State University, Northridge; California State University, Los Angeles), women earned the majority of degrees granted.

- Degrees Awarded by Race/Ethnicity - The most common race or ethnicity of students with degrees awarded in 2016 in Los Angeles County, was Hispanic or Latino (61,947), followed by white (41,973), Asian (25,309), and Black or African American (10,828).

Housing and Living:

In 2016, there were 3.31 million households in Los Angeles County.

- Median property values in 2017 were $588,700, which represents a significant increase from the previous year's median of $537,900.
- Rent vs. Own - 45.6% of the housing units in Los Angeles County were owner occupied, which was lower than the national average of 63.9%.

Economy:

Income and Wages:

- Median household income in 2017 in Los Angeles County stood at $65,006, which was a marked increase over the previous year's figure of $61,338.
- Wage by Gender - The average full-time male salary in 2017 was $75,050 while the average full-time female salary was $59,658 (in common occupational categories). Moreover, in all of the five most common occupational categories (i.e., miscellaneous managers, elementary/middle school teachers, retail sales, secretaries/administrative assistants, and cashiers) male employees earned more than female employees.
- Wage Distribution - Gini Coefficient[21]: The closest comparable wage Gini for Los Angeles County is from California. In 2017 California had a wage Gini of 0.497, which was higher than the national average of 0.479, which means that, wages in California were distributed less evenly in comparison with the national average.
- Poverty Rate by Age and Gender - In 2017, 17% of the population was determined to be living below the poverty line in Los Angeles County – the largest demographic living in poverty was female age 25-34.
- Poverty by Race and Ethnicity - The largest race or ethnicity living in poverty in 2017 was Hispanic or Latino (i.e., 37.89% of total impoverished). The second largest racial/ethnic group living in poverty were white – 29.1% of total impoverished).

Occupations:

- Most Common - The most common jobs in Los Angeles County, by number of employees, in the categories are Other Management Occupations Except Farmers, Ranchers, & Other Agricultural Managers (290,969 people), Building Cleaning & Pest Control Workers (160,309 people), and Other Personal Care & Service Workers Except Personal Appearance, Baggage Porters, Concierges, and Child Care Workers (152,009 people).
- Most Specialized - Compared to other counties, Los Angeles County had an unusually high number of textile, apparel, and furnishings workers (2.89 times higher than expected), entertainers & performers, sports, & related workers (2.74 times), and art & design workers (1.87 times).
- Highest Paid - The highest paid jobs in Los Angeles County, by median earnings, were legal occupations ($91,709), law enforcement workers Including supervisors ($82,302), and architecture & engineering occupations ($82,293).

Industries:

- Most Common – In 2017 the most common industries in Los Angeles County, by number of employees, were healthcare and social assistance, retail trade, and manufacturing.
- Most Specialized - Compared to other counties, Los Angeles County had an unusually high number of Information, arts/entertainment/recreation and other services (except public administration).
- Highest Paying - The highest paying industries in Los Angeles County, by median earnings, were utilities, professional/scientific/technical services, and mining/quarrying/oil and gas extraction.
- Top Five Industries by Share - 1) healthcare and social assistance; 2) retail trade; 3) manufacturing; 4) accommodation and food service; and, 5) educational services, and 6) professional/scientific/technical services.

SIGNIFICANT LOCAL CONDITIONS AND TRENDS

According to the 2010 U.S. Census, the combined population of these cities was over 277,000 people. As illustrated in the table below, the three largest city populations within the District's services area, which also includes three unincorporated areas (i.e., East Rancho Dominguez, West Rancho Dominguez, and Willowbrook), are Compton, Lynwood and Paramount. These three cities combined represent 79.5% of the total population in the District's service area. Though not entirely within the CCCD, the unincorporated county areas are included as part of the District's population because the District encompasses a sizeable portion of these areas.[22]

District Population by City

CITY	POPULATION	%
Carson	92,927	24.7%
Compton	98,462	26.2%
Lynwood	71,989	19.2%
Paramount	55,412	14.7%
E. Rancho Dominguez	15,135	4.0%
W. Rancho Dominguez	5,669	1.5%
Willowbrook	35,983	9.6%

Note: Population numbers for these cities has not changed significantly since the 2010 census.

Community Demographic Trends[23]

The cities of Compton, Lynwood, and Paramount make up most of the Compton Community College District population, followed by Willowbrook, and East and West Rancho Dominguez. Compton, Carson, and Lynwood have the highest enrollments at the College per thousand residents. Compton (27.2%), Los Angeles (16.1%), and Long Beach (15.4%) comprise the highest percentage of the College's student population. It is estimated that by 2020, the population of Compton, Lynwood, and Paramount under 20 years of age will decrease by 12% while the population over 20 years of age will increase by 8%, 9%, and 8% respectively.

Additionally, Latinos comprise 67% of the population that the College serves, while African Americans represent 30%, and others 3%; yet, notably, the student population consists of 60% Latinos, 25% African American, 7% Asian, 4% white. By 2020, the under 20 age group of African American population is expected to decline by 40%, Asian by 14%, and Latinos by 10% as younger residents move out the area to secure employment. However, both Asian and Latinos of age 20+ population are expected to increase by 7% and 12%. Furthermore, Asian and Latino families are expected to move into the local communities, while the white and African American numbers will decrease.

The service area's population, in general, is projected to increase in population by approximately 2.4% through 2020. Each city is expected to experience an 8 to 9% increase in the population of residents age 20 years and older. However, at the same time, each District city is expected to see a decline of 12% in the population under 20 years old.

As in California generally, an age bubble has also passed through the state's school system, leaving behind a significant reduction in young school-aged children; yet in the College's service area, where the median age is several years below California's and the nation's, the percentage of residents under 25 is and will remain quite high. Moreover, the largest anticipated growth will occur among adults 45 and older, a cohort which currently has low representation at the College. Considering that the population of Los Angeles County is predicted to grow from 10.1 million to 11.07 million by 2025 – an increase of 9.6%, the student population in the College's service area, therefore, is likely to increase substantially as well, which will afford the institution greater opportunities for increased enrollment.[24]

Additionally, only 58.9% of residents in Compton, one of the primary cities in the College's service area, have earned a high school diploma or higher, which is significantly lower than the rate in California (i.e., 82.2%), and 9.6% hold a bachelor's degree or higher, which is one-quarter of the rate in the Los Angeles-Long Beach-Anaheim Metro Area of 32.7%.[25] Therefore, considering the relatively young population of the communities within the College's service area who have not attained a college degree, there exist substantial opportunities to increase outreach efforts to these residents, which, if successful, will result in increased enrollments.

Comparative Analysis: Los Angeles County and the City of Compton

Given that Compton is the primary city in the College's service area, comparing its demographic and economic conditions to those of the county within which it is located illustrates significant disparities between and among populations in the region and brings into focus issues that must be addressed in institutional planning. The table below identifies key characteristics for such a comparison based upon 2017 data.

CHARACTERISTIC	LOS ANGELES COUNTY	COMPTON
Median Age	36.6%	30.5%
Place of Heritage (rank order)	Mexico, Philippines, China	Mexico, Philippines, China
Citizenship	83.8%	79.8%
Ethnicity (rank order)	Hispanic/ Latino 49%	Hispanic/ Latino 67%
	White 26%	Black 30%
	Asian 15%	White 1.2%
	Black 8%	2+ Ethnicities .8%
Language Other Than English	54% Spanish	61% Spanish
Median Property Values	$588,700	$287,300
Owner Occupancy	46%	54.3%
Median Household Income	$65,006	$48,117
Poverty by Ethnicity - Two Highest Percentages	Hispanic/Latino 37.8%	Hispanic/ Latino 40.5%
	White 29.1%	White 24%

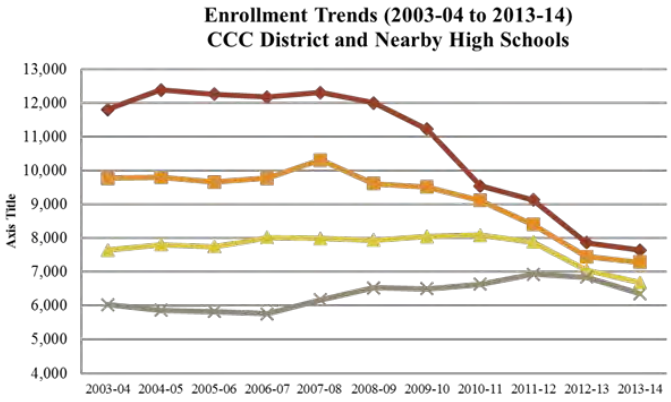
The following observations summarize notable demographic and economic differences between Los Angeles County and the City of Compton:

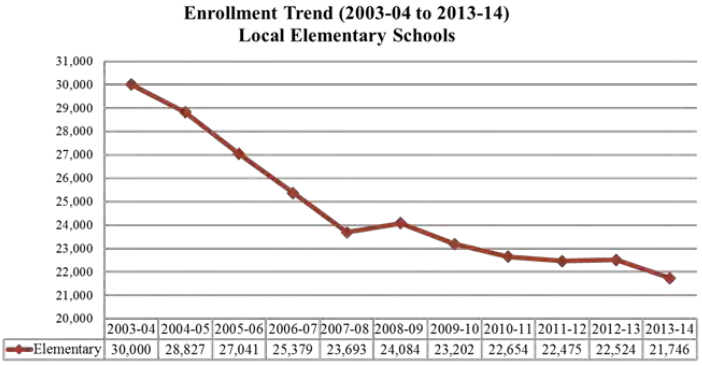
- the population of Compton is significantly younger;
- the ethnic composition of Compton's population is substantially similar to that of Los Angeles County;
- the population of Compton is composed of significantly more Hispanic/Latino and Black residents than live in Los Angeles County;
- median household income in Compton is markedly lower than that of Los Angeles County;
- major differences in median property values are evident with property values in Compton being approximately 51% below the median for Los Angeles County; and,
- females age 25 to 34 compose a greater segment of the population living in poverty compared to the same cohort residing in Los Angeles County.

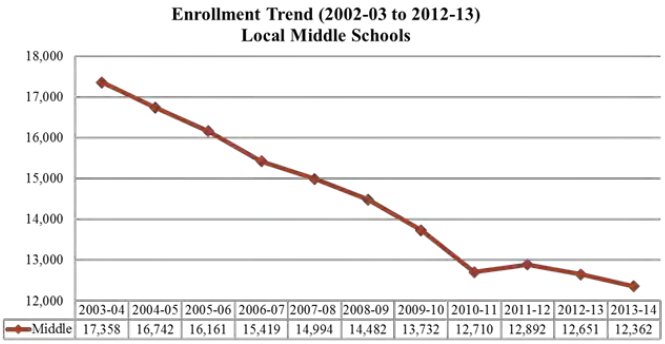
LOCAL K-12 TRENDS AND IMPACT ON HIGH SCHOOL ENROLLMENT RATES:

Local K-12 Trends

As the three charts below illustrate, K-12 enrollments have decreased steadily since 2003-04. Additionally, all high school grades showed decreases in enrollment numbers. Therefore, it is expected that the number of new students from high schools will continue to decrease, as fewer students are graduating from high schools. Moreover, as the graphs below illustrate, middle and elementary school enrollments have also declined in the schools within the service area. Across Los Angeles County, 12th grade enrollment is projected to plateau through 2022-23, 11th grade may increase slightly because of increasing college awareness, but 9th and 10th grades enrollments are projected to decline[26].







	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Middle	17,358	16,742	16,161	15,419	14,994	14,482	13,732	12,710	12,892	12,651	12,362

In sum, the decrease in K-12 enrollments in the area surrounding the College will require innovative approaches to provide early awareness opportunities, and **guided pathways** for students, which will increase access, as well as providing support structures that will result in the attainment of their educational goals.

High School Enrollment

Compton College's feeder high schools include those students coming from school districts within the Compton Community College District: Compton, Lynwood, and Paramount school districts. Three school districts from outside the Compton College District also send students to Compton College: Los Angeles, Long Beach, and Downey. The table that appears on the following page includes the top six feeder high schools from the following high school districts: Compton, Lynwood, and Long Beach. Compton Unified School District sends the largest number of students to Compton College and is represented with three high schools: Centennial, Compton, and Dominguez. Lynwood and Firebaugh high schools are in Lynwood Unified School District and Jordan High School is in Long Beach Unified School District.

- Overall, as noted previously, enrollments in feeder high schools have generally declined over the last few years. Total local high school enrollments from the six feeder high schools have dropped by over 4,311 students since the 2008-09 school year. Ninth grade enrollments have experienced the greatest decline. If this trend persists, fewer students may be coming through the feeder school pipeline in the near future.
- All but one of the six high schools experienced declines of over 20% in student enrollments since the academic year. The decreases vary in degree and rate with a steep decline for some (Lynwood H.S.) while others have seen incremental declines each year. Marco Antonio Firebaugh High School was the only high school to have experienced growth through 2014-15, but it too has experienced declines in the last few years.
- The three highest yield rate high schools have come from Compton Unified School District (Compton, Dominguez, and high schools), which are also in-district high schools that have experienced losses in overall enrollments.
- Many of the high schools appear to be going through natural ebb and flow in enrollment with years of growth followed by decline and vice versa.

Total Enrollment Trend by Top Six Feeder High Schools

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Centennial	1,396	1,367	1,204	1,138	1,044	929	908	928
Compton	2,530	2,469	2,400	2,310	2,224	2,190	2,060	1,783
Dominguez	2,668	2,413	2,103	2,385	2,266	2,147	2,064	1,896
Jordan	4,104	4,056	3,803	3,589	3,604	3,481	3,367	3,195
Lynwood	4,097	3,152	2,493	2,453	2,331	2,317	2,351	2,352
Firebaugh	1,501	1,875	1,505	1,973	1,899	1,912	1,919	1,831
Total	16,296	15,332	13,508	13,848	13,368	12,976	12,669	11,985

Notably, in terms of outcomes, as the data in table below (API for New Enrollments by High School District) indicates, many of these feeder high schools perform at the lower end of the spectrum based on state rankings of API[27]. API scores below 800, which are considered low performing, apply to the majority of the feeder high schools. Thus, these students arrive at Compton College requiring additional skills and support services that will promote their success.

New Enrollments by High School District Residence and API

HIGH SCHOOL	DISTRICT API	STUDENTS
Compton Unified	697	1,553
Los Angeles Unified	656	1,422
Long Beach Unified	784	804
Lynwood Unified	711	316
Paramount Unified	765	202
Centinella Valley	698	118
Bellflower Unified	795	103
Torrance Beach	869	102
Downey Unified	804	88
Inglewood Unified	719	79

Source: Local Data & U.S. Census Data & CDE Data as Illustrated

REGIONAL LABOR MARKET TRENDS

Unemployment in Los Angeles County peaked in 2011 at 12.3%. However, by 2016, unemployment in both California and Los Angeles County remained consistent with the national average, which stood at 5.0% by September 2016. At this same time, California's rate stood at 5.5% (seasonally adjusted) and the Los Angeles Metropolitan Area (Los Angeles – Long Beach – Anaheim) was 5.1% (not seasonally adjusted).[28] The Bureau of Labor Statistics (BLS) projects a 5.2% unemployment rate in 2024 and labor productivity growth of 1.8% annually over this same projected period.[29] Thus, based upon the BLS modeling, the unemployment trends in the U.S., California and the Los Angeles Metropolitan area will likely remain within the current range over the next decade.

As the table below reflects, Compton College offers many programs that will prepare students to enter the top growing occupational fields in the Los Angeles area through 2024. Notably, many of these same occupational fields are among those with similar employment projections but which require completion of a certificate (i.e., "post-secondary, non-degree award").

Occupational Title	Percentage Change	Median Hourly Wage	Median Annual Wage
Web Developers	36.0	31.61	65,759.00
Occupational Therapy Assistants	34.0	33.73	70,158.00
Physical Therapist Assistants	29.5	33.44	69,556.00
Diagnostic Medical Sonographers	27.5	43.07	89,570.00
Medical and Clinical Laboratory Technicians	23.7	20.19	42,000.00
Cardiovascular Technologists and Technicians	23.7	30.86	64,197.00
Environmental Science and Protection Technicians, Including Health	19.7	22.18	46,129.00
Dietetic Technicians	18.8	15.92	33,093.00
Environmental Engineering Technicians	18.5	29.68	61,732.00
Respiratory Therapists	17.7	36.50	75,914.00
Agricultural and Food Science Technicians	16.3	18.87	39,251.00
Radio, Cellular, and Tower Equipment Installers and Repairs	15.9	27.23	56,635.00
Life, Physical, and Social Science Technicians, All Other	15.5	20.08	41,746.00

Source: California and EDD

STUDENT CHARACTERISTICS AND ENROLLMENT PATTERNS

Five-Year Demographic and Enrollment Trends

Five-year demographic data offers an informative overview of the most notable trends in student characteristics and enrollment patterns. Thus, the information below offers an overarching view of the most significant changes in the student population at the College, which is critical to short-range and long-range planning for academic and student support programs.

Examining five-year trends in the table below, a number of changes are evident, including:

- significant increase in younger (19 years and under) enrollment (18% increase);
- major surge in enrollment of Latino students (21% increase); and,
- substantial increase in "special admit" (K-12) student enrollment (19.2% increase).

Five-Year Demographic and Enrollment Trend

CATEGORY	CHARACTERISTIC	2013-14	2014-15	2015-16	2016-17	2017-18	5-YEAR TREND
All Students		12,655	12,159	11,602	12,403	12,205	-4%
Gender	Female	8,016	7,663	7,247	7,989	7,742	-3%
	Male	4,639	4,496	4,355	4,413	4,462	-4%
Age	19 or younger	2,601	2,564	2,722	3,115	3,067	18%
	20-24	4,989	4,748	4,403	4,509	4,527	-9%
	25-34	3,075	2,991	2,909	3,163	3,103	1%
	35-44	1,053	1,011	900	909	896	-15%
	45-54	681	574	441	456	407	-40%
	55 or older	256	273	227	251	205	-20%
Ethnicity	African American	4,596	4,080	3,520	3,342	3,095	-33%
	Amer Ind/Alaskan	25	23	17	14	9	-64%
	Asian	843	730	692	786	795	-6%
	Latino	6,076	6,367	6,461	7,319	7,360	21%
	Pacific Islander	97	88	76	73	66	-32%
	White	532	455	442	443	476	-11%
	Two or more races*	398	359	349	396	374	-6%
	Unknown of Declined	88	59	45	30	30	-66%

At the same time, notable downward trends included:

- striking declines in the number of Asian students who identified as American Indian/ Alaskan (-64%), African American (-33%) , Pacific Islander students (-32%), and white students (-11%); and,
- significant drop in the number of middle-aged students (35-44, 45-54, and 55 years and older).

Thus, considering the above trends, students at the College are increasingly younger, Latino students.

Additional data on student enrollment patterns, which are detailed in the table below showing the five-year trend from Spring 2012 to Spring 2016, reveals important changes in student attendance tendencies.

Spring 2012 to Spring 2016 – Student Enrollment Patterns

Category	Characteristic	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	5-year Trend
Class Times	Daytime Student	3,141	3,318	3,109	3,022	2,903	40.7%
	Evening Student	1,544	1,474	1,281	1,145	1,174	-12.0%
	Comb Day/Eve Student	1,590	1,655	1,641	1,527	1,428	-59.0%
	*Irregular or Unknown	1,319	1,161	1,185	1,250	1,250	-75.4%
Unit Load (At Census)	Fewer than 6 units	3,253	2,990	2,653	2,318	2,463	-24.3%
	6 to 8.5 units	1,576	1,519	1,431	1,460	1,385	-12.1%
	9 to 11.5 units	1,289	1,101	1,239	1,185	1,138	-11.7%
	12 to 14.5 units	1,335	1,063	1,521	1,289	1,164	-12.8%
	15 units or more	374	222	372	335	280	-25.1%
Enrollment Level	Full-time	1,442	1,285	1,893	1,624	1,444	0.1%
	Part-time	5,996	5,610	5,323	4,963	1,986	-66.9%
Cumulative Units	15 units or fewer	3,876	3,269	2,941	2,720	2,526	-34.8%
	15.5 to 30 units	1,413	1,485	1,467	1,440	1,298	-8.1%
	30.5 to 60 units	1,628	1,707	1,717	1,698	1,733	6.4%
	Over 60 units	910	1,147	1,091	1,086	1,198	31.6%

*"Irregular" percentage includes students enrolled exclusively in distance education courses.

In sum, an examination of the five-year spring semester data above evidenced several striking growth patterns:

- significant increase in students attending day classes – 40.7% increase; and,
- major increase in the number of students with 60 or more units.

At the same time, notable downward trends included:

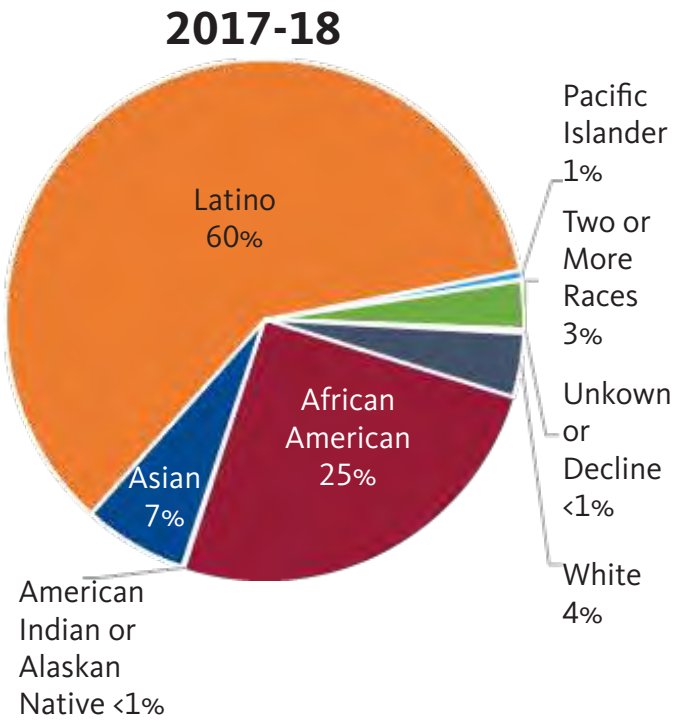
- drop in the number of students who are enrolled in both day and evening courses (-59%);
- precipitous decline in the number of students enrolled in "irregular"/distance education courses (-75.4%);
- major decline in the number of part-time students (down 66.9%); and,
- notable drop in the number of students with 15 or fewer units (-34.8%).

Understanding the underlying causes of the upward and downward trends that are evident in the data presented above will require the analysis of additional qualitative and quantitative data, which can be deployed to inform the College's short- and long-range plans for academic and student support programs.

ADDITIONAL STUDENT DEMOGRAPHICS

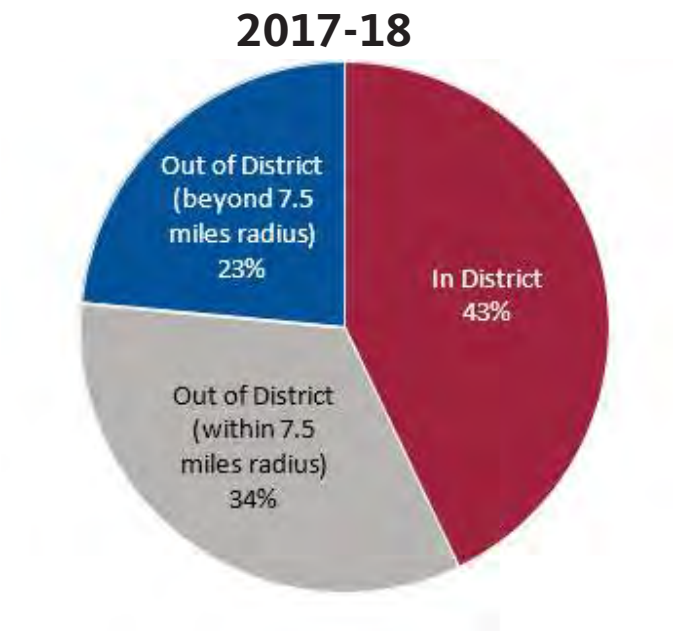
Ethnicity

Compton College has a rich history of ethnic diversity, which still characterizes the College. By the academic year 2017-18, 60% of the student body was composed of Latinos, followed by African Americans at 25%. Asian and white represent 7% and 4% of the student population, respectively.



Residence

By the 2017-18 academic year, 43% of Compton College students resided within the Compton Community College District service area, which includes the cities of Compton, Carson, and Lynwood, while roughly 34% live within 7.5 miles within of the College.

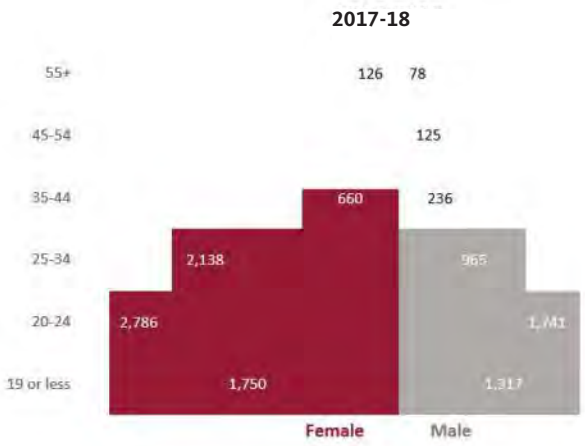


DEMOGRAPHIC DATA

Cross tabulations offer a methodology for analyzing the relationship between two or more variables and helps reveal relationships within data that may not be readily apparent. The cross-tabulated student demographic data presented below, drawn from the 2017-18 Factbook, provides greater depth to the basic information available regarding important student characteristics.

AGE DISTRIBUTION BY GENDER

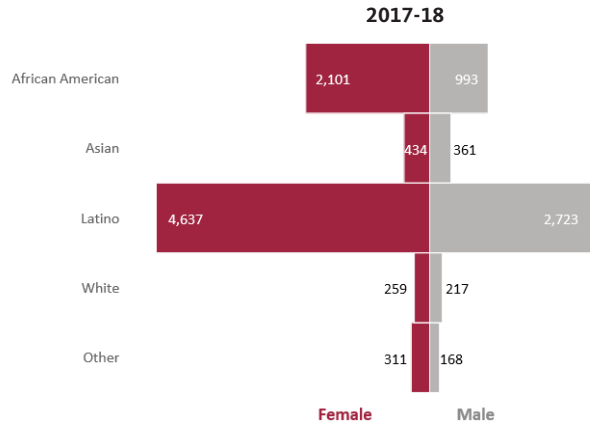
In general, the age distribution of Compton College's students is representative of a wide range of age groups, but it is predominantly composed of young adults under the age of 24. Overall, there are more female than male students at Compton College: 63% female and 37% male. Differences that exceed this overall rate are only present among older female age groups (25-34, 35-44, and 45-54).



	19 or less	20-24	25-34	35-44	45-54	55+
Female	57%	62%	69%	74%	69%	62%
Male	43%	38%	31%	26%	31%	38%

GENDER BY ETHNICITY

All ethnic groups are comprised of a greater percentage of female than male students with the most notable gender differences among African Americans where the percentage of females is significantly greater than the percentage of males. Similarly, females are the overwhelming majority of Latino students attending the College.



ETHNICITY	MALE	FEMALE
African American	32%	68%
Asian	45%	55%
Latino	37%	63%
White	46%	54%
Other	35%	65%

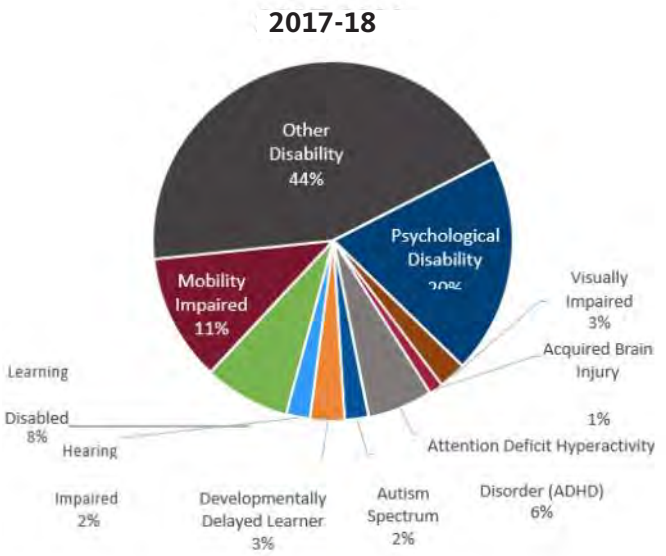
* Other includes: American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown

AGE BY ETHNICITY

While most ethnic groups at Compton College represent varying percentages of the student body relative to age or age group, in general, African Americans, American Indians, whites and those students of unknown races tend to be older while Latinos and Pacific Islanders are relatively younger than the College's population as a whole. African-Americans are more likely to be found among the working adult and older populations. Younger ages (pre-college and traditional college age) are more likely to be Latino students.

DISABILITY STATUS

About 3% of Compton College students have a registered disability. The most common disabilities were psychological disabilities (20% of disabled students) followed by mobility impairment (11%). In 2016-17, students with Attention Deficit Hyperactivity Disorder (ADHD) and students on the autism spectrum were reported for the first time. In 2017-18, 6% of Compton College students with a registered disability reported having ADHD, while 2% reported being on the autism spectrum.



	2013-14	2014-15	2015-16	2016-17	2017-18
Acquired Brain Injury	18	10	9	5	~
Attention Deficit Hyperactivity Disorder*	-	-	-	16	19
Autism Spectrum*	-	-	-	7	7
Developmentally Delayed Learner	28	25	19	16	10
Hearing Impaired	8	9	9	~	7
Learning Disabled	32	27	22	25	25
Mobility Impaired	54	46	58	42	37
Other Disability	164	167	197	127	143
Psychological Disability	83	88	103	79	64
Speech/Language Impaired**	~	~	~	-	-
Visually Impaired	7	~	6	5	8
Total	*395*	*377*	*424*	*326*	*324*

SCHEDULE PATTERNS AND MODALITY

Whether pursuing degrees, transfer, vocational training, developmental skills, specialized programs for employment promotion, or occupational re-training, students enroll at Compton College in a variety of patterns: full-time or part-time; weekdays, evenings, weekends, or a combination thereof; and, regular and/or intermediate sessions. To provide alternate delivery modes for students, the College also provides distance education courses, including hybrid and online courses. Resources for distance education students include online orientation, course management system information, and a student handbook for distance education. Distance education faculty resources include training, instructional media and online communication tools, and resources supporting effective online instruction. The data in the table below (Fall 2013 through Fall 2017) reflects modest declines in traditional day and evening enrollments, but increases in enrollment in irregular patterns, which include online courses.

Student Enrollment Pattern

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Daytime	5,473	5,519	5,362	5,546	5,348
Evening	1,670	1,616	1,403	1,349	1,354
Irregular	613	581	663	653	720
Total*	**7,756**	**7,716**	**7,428**	**7,548**	**7,422**

REAL HOUSING AND FOOD INSECURITIES

In March 2019, the California Community Colleges #RealCollege Survey Report was released by the Hope Center for College, Community, and Justice at Temple University and the California Community Colleges Chancellor's Office. 436 Compton College students participated in the #RealCollege California Community College Survey, and below are our results compared to the

	FOOD INSECURITY	HOUSING INSECURITY	HOMELESSNESS
Compton College	59%	68%	18%
Statewide	50%	60%	19%

IMPLICATIONS FOR PLANNING

Given the demographic and economic conditions described above, significant implications for planning, which are addressed through the **Tartar Completion by Design** framework, include the following:

- growing Latino and Asian populations in California and Los Angeles County – many of whom speak a primary language other than English – suggests that Compton College has an opportunity to provide programs, particularly noncredit, to address the language skill needs of these populations;
- challenges associated with language barriers, skill deficiencies, and disabilities will require that additional resources be strategically directed toward increasing access and ensuring program completion.
- poverty rates, which are higher in service area cities, and which include predominantly Latino residents, validate **Tartar Completion By Design Goals** and **Guided Pathway Divisions**, which will provide efficient avenues of preparation for entry into high-demand job fields with potential for career advancement;
- addressing the diverse needs of the future students will require the development of innovative and culturally relevant support services that will foster student success in all academic programs (i.e., developmental skills, transfer education, career and technical programs);
- the expected increase in the regional population along with the increasing percentage of older adults and decreasing percentage of young adults and children indicates a need to develop programs, alternative modalities of instructional delivery, and scheduling patterns that meet the needs of adult learners, particularly working populations;

- housing and food insecurity is a reality for a majority of Compton College students. The College must pursue resources to support these basic student needs to ensure students have the best chance to succeed in the classroom;
- pathways and schedules that are accessible to adult learners, including working populations;
- emerging industries and occupations in the region that offer pathways to lucrative and critical careers must be one area of intense focus of development, particularly occupations in technical and scientific fields; and,
- decline in K-12 enrollments indicates a need to improve early awareness and outreach efforts to students in elementary, middle school, and high school, including dual enrollment opportunities, while also designing programs for adults, such as retraining opportunities to maintain pace with changing industries.

GUIDED PATHWAYS

GUIDED PATHWAYS

Academic and Student Services programs at Compton College evolved significantly in the 2018-19 academic year in large part as a result of the work of the Tartar Focused and Directed Pathways to Completion Committee during the fall of 2018. To guide the development of a comprehensive and fully integrated approach to student success and to build the framework for a guided pathways approach to improving success and completion outcomes, this committee considered research regarding the degrees and certificates students earn at Compton College, and ultimately, identified five recommended areas of study around which to structure the college:

- Business and Industrial Studies;
- Fine Arts, Communications, and Humanities;
- Health and Public Service;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

These **Guided Pathway Divisions** will provide an avenue for students to explore areas of study and efficiently pursue a degree or certificate at Compton College. At the same time, Compton College approved 41 degrees and 27 certificates of achievement that it will offer beginning in June 2019.

Additionally, math and English faculty spearheaded the local implementation of Assembly Bill 705, the Seymour-Campbell Student Success Act of 2012, by developing policies and procedures for assessment, including students' high school performance for placement recommendations, which will ensure that the majority of students will be placed in courses that support the completion of transfer-level English and mathematics within one year. Additionally, the expansion of corequisites will support students moving successfully through the English sequence, and will likewise assist students in completing transfer courses within a one year.

Degrees and Certificates by Guided Pathway

PATHWAY	DEGREES AND CERTIFICATES AVAILABLE	OTHER COURSES AVAILABLE *Degree or certificate not available.*
BUSINESS AND INDUSTRIAL STUDIES		
Air Conditioning and Refrigeration	Air Conditioning Air Conditioning and Refrigeration Electric Controls Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Refrigeration	
Automotive Collision Repair/ Painting	Automotive Collision Repair Automotive Collision Repair/Painting: Damage Estimating Automotive Painting and Refinishing Automotive Collision Investigation Automotive Accident Reconstruction	
Automotive Technology	Automotive Brakes/Suspension Transmission/Drive Train Technician Automotive Engine Rebuilding/Repair Technician Automotive Technician I Automotive Technician II Automotive Tune-Up Technician Automotive Air Conditioning Technician Automotive Brakes and Suspension Technician Automotive Engine Rebuilding and Repair Technician Automotive Transmission and Drive Train Technician	
Business	Business Administration Business Management Business Marketing Retail Management	
Computer Information Systems	Computer Systems Applications	
Cosmetology	Cosmetology Level II Cosmetology Level I	
Machine Tool Technology	Machinist Option Numerical Control Programmer Option CNC Machine Operator	
Welding	Welding	
FINE ARTS, COMMUNICATION AND HUMANITIES		
Communications Studies	Communication Studies[AAT]	
English	English[AAT]	

PATHWAY	DEGREES AND CERTIFICATES AVAILABLE	OTHER COURSES AVAILABLE *Degree or certificate not available.*
Ethnic Studies	African American Studies Options American Cultures Option Chicano Studies Option	
General Studies	Arts and Humanities Emphasis Culture and Communications Emphasis Fine and Applied Arts Emphasis	
Music	Commercial Music	
Spanish	Spanish AAT	
Studio Arts	Studio Arts AAT	
Transfer Studies	CSU General Education - Breadth Intersegmental General Education Transfer Curriculum (IGETC)	Academic Strategies, Dance, English as a Second Language, Film/Video, Humanities, Japanese, Journalism, Library Science, Philosophy, Sign Language/Interpreter, Theatre
HEALTH AND PUBLIC SERVICES		
Administration of Justice	Administration of Justice AST	
General Studies	Kinesiology and Wellness Emphasis	
Nursing	Upward Mobility Option	
Physical Education	Kinesiology Fitness Trainer	Contemporary Health, Fire & Emergency Technology, First Aid, Human Development, Medical Terminology, Nutrition and Food
SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)		
General Sciences	General Sciences	
General Studies	Biological and Physical Sciences Emphasis	
Mathematics	Mathematics AST	
Physical Sciences	Physical Sciences	
Physics	Physics AST	Anatomy, Astronomy, Biology, Chemistry, Engineering, Geography, Geology, Microbiology, Physiology

PATHWAY	DEGREES AND CERTIFICATES AVAILABLE	OTHER COURSES AVAILABLE *Degree or certificate not available.*
SOCIAL SCIENCES		
Child Development	Early Childhood Education[AST] Early Intervention Assistant Special Education Assistant	
General Studies	Social and Behavioral Sciences Emphasis	
History	History[AST]	
Liberal Studies	Teacher Preparation Option Elementary Teacher Education[AAT]	
Political Sciences	Political Science[AAT]	
Psychology	Psychology[AAT]	
Sociology	Sociology[AAT]	Anthropology, Economics, Women's Studies

INTEGRATED STUDENT SUPPORT SERVICES

In addition to offering outstanding instructional programs, Compton College has maintained strong, comprehensive student support services and opportunities for personal growth, including:

Admissions and Records – providing support to all new or returning students through the application process, establish residency, navigate probation requirements, and apply for graduation;

Associated Student Body (ASB) – supporting and fostering students' opportunities for leadership, as well as campus and community engagement through elective officers who direct the allocation of ASB fees, coordinate Compton College activities, and represent student views on relevant campus issues;

Athletics – offering opportunities to a diverse student population to compete in high-level intercollegiate athletics in 12 sports programs and to potentially earn four-year university scholarships;

CalWORKs – delivering specialized support services through comprehensive case management to single parents and their children who are receiving Temporary Assistance for Needy Families (TANF) and to those transitioning from welfare to long-term self-sufficiency, and creating strong partnerships with on-and-off campus resources for student referrals;

EOPS/CARE – assisting low-income and educationally disadvantaged students achieve their educational and career goals at Compton College through variety of supports, such as book vouchers, priority registration, counseling (i.e., academic, career, and vocational), transportation assistance, student enhancement workshops, and probation intervention/workshops for qualified students;

Financial Aid – providing guidance and assistance to students who apply for federal and state financial aid;

First Year Experience (FYE) – offering a learning community-based program designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational, transfer and career services;

Formerly Incarcerated Student Transition (FIST) - providing academic, social and economic support for students reentering the community after incarceration to help them develop confidence in themselves and their abilities through regular support meetings, skills training and professional development, career counseling and entrepreneurship exploration, career workshops, and basic skills enhancement;

Foster and Kinship Care Education Program (FKCE) - offering quality educational and support opportunities for the caregivers of children and youth in out-of-home care environments so that these providers may effectively meet the educational, emotional, behavioral and developmental needs of children and youth;

Science, Technology, Engineering, Mathematics (STEM) Center - delivering support to students who are majoring in mathematics, physics, engineering, biology and physical sciences so they can excel academically and transfer to four-year institutions;

Student Equity - addressing the needs of student groups that have been historically underserved, and providing support for basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all of our students;

Special Resource Center - providing specialized support services for students with disabilities who require accommodations for educational limitations, and developing effective partnerships with on-and-off campus resources for student referrals;

Library Student Success Center - providing a welcoming and supportive atmosphere where all students can strengthen their academic success and information literacy through curriculum support, library and technology services, and various evidence-based tutoring programs. Student-centeredness is achieved through diverse and active learning experiences and collaboration with peers, tutors, staff, and faculty.

Tartar Food Pantry - providing free food to students experiencing food insecurity;

Transfer and Career Center - delivering advising and activities for students designed to strengthen their transfer and career opportunities at Compton College and beyond by increasing student awareness of transfer opportunities, which will encourage, motivate and help prepare more students for transfer to four-year colleges and universities; and, teaching students effective career decision-making skills to prepare them to succeed in a variety of career and professional endeavors; and,

YESS - Youth Empowerment Strategies for Success (YESS) – providing a comprehensive and integrated program that unites community partners and academic leaders to empower foster youth to successfully transition into independent living.

In addition to these existing resources, Student Services at Compton College is building a new **Veteran's Center** that will provide assistance to veterans and eligible dependents in planning educational programs and maintaining compliance with U.S. Department of Veterans Affairs (VA) regulations.

Understanding that student success is a shared responsibility, through the process of designing its **Guided Pathway Divisions** and **Tartar Completion by Design**, 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. Accordingly, as the College implements its **Guided Pathway Divisions** (GPD's) in Fall 2019, the College is also organizing new case management support teams to ensure students successfully progress through their program of study and investing in hiring new Guided Pathway counselors to lead student support efforts in the coming years. Thus, each **Tartar Success Team**, which will be embedded within each Division, will include:

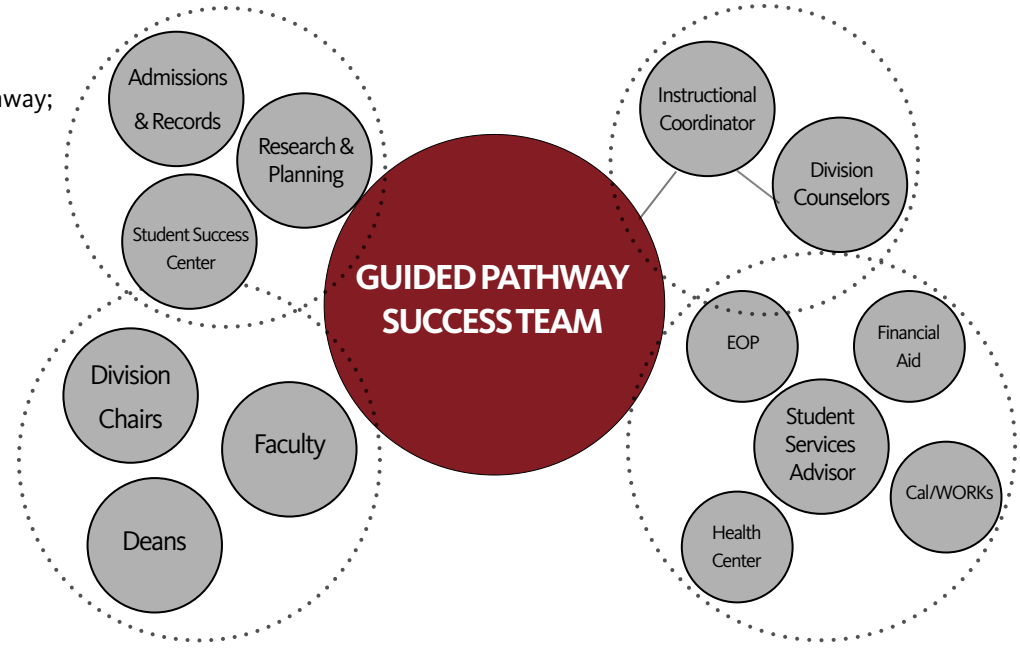
- Deans;
- Division Chairs;
- Faculty within the Guided Pathway;
- Division Counselors;
- Instructional Coordinator;
- Student Services Adviser;
- EOPS;
- CalWORKs;
- DSPS;
- Health Center;
- Financial Aid;
- Admissions and Records;
- Professional Development Faculty Liaisons and,
- Research and Planning.

Tartar Success Teams will 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.

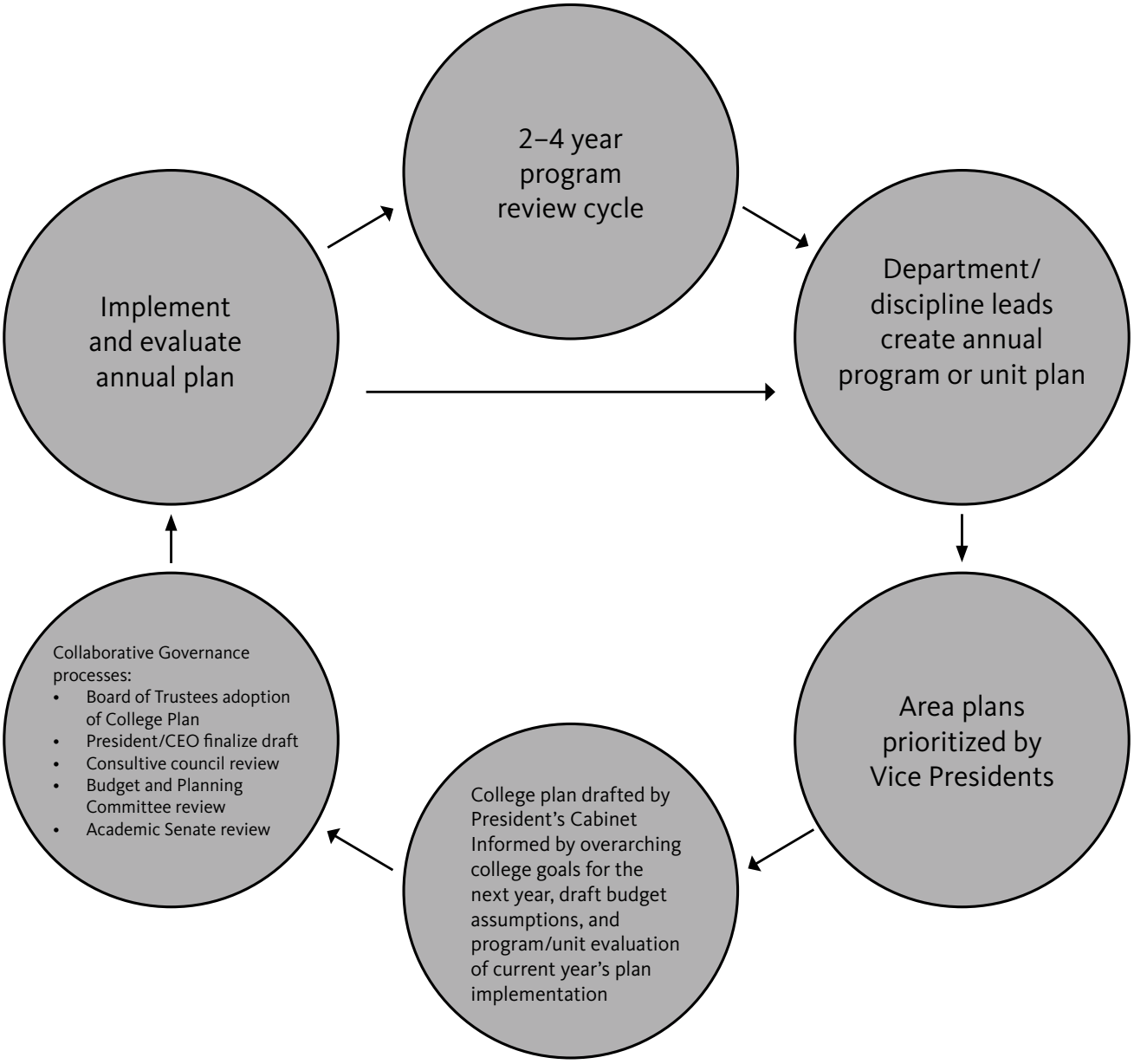
Continuous Quality Improvement: Program Review and Institutional Effectiveness Outcomes

Academic program review affords faculty a valuable opportunity to reflect on the successes and challenges of their academic programs, develop future directions for the programs, and consider how they can improve their programs to enhance student learning and success. Similarly, program reviews for administrative services and student support also allow these units to determine strategies for improving college services in ways that ultimately improve student success.

The District has charged the Institutional Effectiveness Committee (IEC), a campus committee with representatives from faculty and administrative units, with the responsibility for reviewing and providing recommendations for each of the District's program reviews, including programs' funding requests. Thus, program reviews integrate with the College's planning and budgeting processes, thus creating a vital link between student learning in the classroom and the allocation of resources. The diagram on the following page illustrates how the program review process will be integrated into the program review planning cycle.



Program Review and Annual Plan Cycle



The Program Review Cycle Plan for all disciplines is noted in the table below:

Program	Divison	Year Due	CTE 2 Year	Year Due	CTE2 Year
Child Development	1	2016	2018	2020	2022
Communication Studies	3	2016		2020	
English	3	2016		2020	
English as a Second Language	3	2016		2020	
History	2	2016		2020	
Life Sciences	1	2016		2020	
Political Science	2	2016		2020	
Social Science: Sociology, Anthropology, Ethnic Studies, Women's Studies, Economics	2	2016		2020	
Auto Collision Repair and Painting	2	2017	2019	2021	2023
Auto Technology	2	2017	2019	2021	2023
Business	2	2017	2019	2021	2023
Computer Information Systems	2	2017	2019	2021	2023
Fine Arts: Art, Dance, Film/Video, Theatre	2	2017		2021	
Heating, Ventilation, A/C & Refrigeration (HVACR)	2	2017	2019	2021	2023
Kinesiology, Physical Education, First Aid, Recreation	1	2017		2021	
Learning Resources Unit	SS	2017 (Spring)		2021	
Music	2	2017	2019	2021	2023
Nursing	1	2017	2019	2021	2023
Welding	2	2017	2019	2021	2023
Administration of Justice	2	2018	2020	2022	2024
Chemistry	1	2018		2022	
Earth Science	1	2018		2022	
Human Development	3	2018		2022	
Languages: Spanish, ASL	2	2018		2022	
Mathematics	3	2018		2022	
Physics/Astronomy	1	2018		2022	

Program	Division	Year Due	CTE 2 Year	Year Due	CTE2 Year
Psychology	1	2018		2022	
Cosmetology*	2	2019	2021	2023	2025
Distance Education	SS	2019		2023	
Machine Tool & Manufacturing Technology	2	2019	2021	2023	2025
CalWORKs	SS	2016 (Spring)		2020 (Spring)	
EOPS & CARE	SS	2016 (Spring)		2020 (Spring)	
Upward Bound	SS	2016 (Fall)		2020 (Fall)	
Counseling	SS	2016 (Fall)		2020 (Fall)	
Institutional Research	SS	2017 (Spring)		2021 (Spring)	
Special Resource Center	SS	2017 (Fall)		2021 (Fall)	
Child Development Center	SS	2017 (Fall)		2021 (Fall)	
Athletics	SS	2018 (Spring)		2022 (Spring)	
Assessment/Testing	SS	2018 (Spring)		2022 (Spring)	
Financial Aid & Scholarship	SS	2019 (Spring)		2022 (Spring)	
First Year Experience	SS	2019 (Spring)		2022 (Spring)	
Outreach & School Relations	SS	2019 (Fall)		2022 (Fall)	
Student Life	SS	2018 (Fall)		2022 (Fall)	
Admissions & Records	SS	2019 (Fall)		2023 (Spring)	
Foster Care	SS	2019 (Fall)		2023 (Spring)	
Business Services (Accounting)	AS	2018 (Spring)		2022 (Spring)	
Human Resources	AS	2018 (Spring)		2022 (Spring)	
Facilities, Planning and Operations	AS	2018 (Spring)		2022 (Spring)	
Auxiliary Services (rental; bookstore; vending; cafeteria)	AS	2019 (Fall)		2023 (Fall)	
Purchasing	AS	2019 (Spring)		2023 (Spring)	
Information Technology Services	AS	2020 (Spring)		2023 (Spring)	
Community Relations	AS	2019 (Spring)		2023 (Spring)	
Police Services	SS	2019 (Fall)		2023 (Fall)	

Institutional Effectiveness Outcomes

Institutional effectiveness outcomes are one of the major components of the Institutional Effectiveness Partnership Initiatives, which are designed to develop a framework of indicators and College goals to improve student outcomes. The table below captures Compton College's Institutional Set Goals, including the 2016-17 baseline, measured progress through 2017-18, and indicators regarding the College's trajectory toward reaching its 2021-2022 goals. Measures with an asterisk (*) come from the Student Success Metrics dashboard provided by Cal-PASS Plus while VS designates a goal based on alignment with Chancellor's Office **Vision for Success**. These goals serve as our measurable and time-bound aligned measures with the Chancellor's Office **Vision for Success** initiative.

Achievement Measure	2016-17 Baseline	2017-18 Most Recent	2021-22 Goal (Assessed Annually)
***Successful Enrollment** (Applicant Yield Rate)	42.3% 8,320 Students	42.0% 8,151 Students	44.8%[VS] 8,702 Students
Number of Dual Enrollment Students	1,114	1,131	1,206[VS]
Student Readiness Rate (Core Service Completion)	54.7%	72.3%	100.0%
***All Students' Fall-to-Spring Persistence Rate**	57.5% 3,747 Students	53.7% 3,652 Students	57.3%[VS] 3,899 Students
First-Time Full-Time Students Returning After One Academic Year	55.7% 231 Students	59.7% 230 Students	63.7% 245 Students
Overall Course Success Rate (Institution-Set Standard = 62.6%)	68.1% 26,023 Grades	68.9% 24,474 Grades	73.5% 26,108 Grades
On-Campus Course Success Rate	68.8% 23,978 Grades	69.4% 21,860 Grades	74.0% 23,256 Grades
Distance Ed. Course Success Rate	61.3% 3,337 Grades	63.1% 4,066 Grades	67.3% 4,335 Grades
***Completion of Transfer-Level English in First Year**	15.7% 185 Students	13.6% 142 Students	27.0%[VS] 281 Students
***Completion of Transfer-Level Math in First Year**	3.1% 36 Students	3.1% 32 Students	11.0%[VS] 114 Students
Average Units Completed per Academic Year (Part-Time)	6.7	6.5	12.0
Average Units Completed per Academic Year (Full-Time)	20.6	23.6	24.0
Associate Degrees Awarded (Institution-Set Standard = 264 Total Degrees)	315	437	466[VS]
***Average Units Acquired per Associate Degree**	92	91	79[VS]
ADTs Awarded (Institution-Set Standard = 264 Total Degrees)	172	198	211[VS]
Average Units Aquired per ADT	86	87	79[VS]
Certificates Awarded (Institution-Set Standard = 90 Certificates)	178	104	133
***Students Completing 9+ CTE Units**	532	553	590[VS]
CTE Students Employed in Their Field of Study	Not Available	Not Available	69.0%[VS]
Number of Transfers	615	642	867[VS]

ACADEMIC PROGRAM DATA: ENROLLMENT, EFFICIENCY, SUCCESS AND COMPLETION OUTCOMES

Enrollment Trends

FTES

FTES, a standard measurement of student enrollment, is a key performance indicator and a measure of productivity, which also serves as a basis for funding. In general, Full Time Equivalent Students (FTES) data is a useful indicator of student demand.

College FTES Trend[30]

As the table below shows, in five of seven academic years FTES j declined, which parallels a pattern within the state and across the nation as community college enrollments, in general, have softened.

YEAR	FTES	% CHANGE
2011-12	6087.5	
2012-13	5476.5	- 10.03%
2013-14	5253.8	- 4.06%
2014-15	5274.7	+ .397%
2015-16	4966.5	- 5.84%
2016-17	5261.8	+5.94%
2017-18	4,956.2	-5.8%

Highest FTES by Discipline

In the time frame of AY 2011-12 to 2014-15 there were a total of 59 disciplines reported in enrollment data; thus, 11.8 (rounded to 12) represent 20% of the total disciplines. The disciplines ranked consistently as the top 20% of FTES earners included: Mathematics, English, Anatomy/Physiology, Physical Education, History, Childhood Education, Psychology, Chemistry, Nursing, Political Science. By 2018, most of these same disciplines (with the addition of Biology) remained among the top FTES earners.

Lowest FTES by Discipline

Within the category of disciplines consistently reporting the lowest in FTES generation in the 2011-12 to 2014-15 timeframe were Real Estate Escrow, Ethnic Studies, Academic Strategies, Law/Legal Assistance, Recreation, Manufacturing Technology, and Education. By 2018 General Studies, Film Production, Supervised Tutoring, Software Applications, Fire Academy, Commercial Music, World Wide Web Administration, Guidance, and Natural History were among the lowest FTES earners.

FILL RATE

Fill rates are another indicator of student demand. Thus, an examination of fill rates to determine academic and facility planning implications is critical. However, in analyzing fill rate data it is important to be mindful of a variety of factors that impact fill rates, such as scheduling patterns, the availability of staff, and recruiting and hiring practices.

Fill Rates at First Census

Five-Year Trends by Discipline

General Five-Year Trend

In general, fill rates have steadily declined over the last five academic years. Several key sets of data illustrate this overall decline, but most tellingly was the comparative decrease from 2011-12 in which the average fill rate was 95% to 2015-16 in which the average fill rate was 75% (a 21% decrease over the five-year period). Additional data on average fill rates further illustrate this pattern of deterioration. For example, median fill dropped from 84% in 2011-12 to only 69% in 2015-16, which was a decrease of 17.85% in median fill over the five-year period.

Additionally, the number of disciplines with fill rates of 100% or greater have precipitously declined from 26 disciplines in 2011-12 to zero in 2015-16.

Highest 20% Discipline Fill Rates – Five-Year Period

There were 59 total disciplines reported in enrollment data; thus, 11.8 (rounded to 12) represented 20% of the total disciplines. Fill rate patterns according to discipline within the five-year period under examination were uneven. However, several disciplines were consistently among the top 20% in terms of fill rates: Humanities, Anatomy, Speech Communications, Chemistry and Physiology appeared in the top 20% for four of the five years, while Nutrition, Auto Collision and Repair, and Auto Technology appeared in the top 20% in three of the five years.

Lowest 20% Discipline Fill Rates – Five-Year Period

The disciplines of Fashion and Education appeared within the cohort of the lowest 20% fill rate in all five academic years. Childhood Education and Academic Strategies were among the group of disciplines in the lowest 20% fill rate for four of the five years. Both Physics and Office Administration were among the lowest 20% in fill rates for all five years.

HEADCOUNT ENROLLMENTS

Enrollments expressed in terms of headcount are another indicator of demand; however, it is important in interpreting enrollment data to consider factors that impact headcounts in particular courses such as class size maximums, facilities, safety considerations, availability of staff, and scheduling patterns, all of which can contribute to either robust or limited enrollments.

Student Count Trend

Student counts have generally decreased over the previous seven years as captured in the table below:

YEAR	STUDENT COUNT	% CHANGE
2011-12	14,598	---
2012-13	13,938	-4.5%
2013-14	12,651	-9.2%
2014-15	12,162	-3.9%
2015-16	11,602	-4,6%
2016-17	12,370	6.6%
2017-18	12,203	-1.3%

EFFICIENCY: WSCH/FTEF (Weekly Student Contact Hours/Full-Time Equivalent Faculty) - Fall 2018 Baseline

Efficiency can also be measured by comparing the Weekly Student Contact Hours per Full-Time Equivalent Faculty, and colleges strive to meet 525 hours. Measuring overall efficiency at Compton College in relation to this benchmark, average efficiency in 2018 by discipline (fall baseline) stood at 431 and the median was 446. The table below captures Fall 2018 baseline efficiency data.

Divisions and Disciplines	WSCH/FTEF
General Studies	762.12
Medical Assisting	736.44
Machining and Machine Tools	735.59
Cosmetology and Barbering	698.81
Environmental Control Technology	698.18
Welding Technology	691.69
Biology, General	655.69
Ethnic Studies	651.43
Anatomy and Physiology	622.86
Nursing	591.92
Management Development and Supervision	573.33
Humanities	541.93
Supervised Tutoring	538.64
Dramatic Arts	533.35
Physical Education	525.67
Nutrition, Foods, and Culinary Arts	525.56
Psychology, General	520.08
Business Administration	498.67
Geology	497.91
Automotive Collision Repair	497.44
Art	485.65
History	485.21
Film Studies	483.56
Chemistry, General	481.56
Economics	478.22
Administration of Justice	474.03
Child Development/Early Care and Education	473.47
Law, General	468.44
Health Education	462.89
Registered Nursing	461.87
Mathematics, General	453.08
Emergency Medical Services	446.93
Speech Communication	436.44
Accounting	436.16
Women's Studies	423.11
Political Science	420.87
Sociology	417.30
Children with Special Needs	413.33
English	408.15
Guidance	408
Spanish	380.10
General Studies	377.07
Liberal Arts and Sciences, General	373.37
Sign Language	363.30
Astronomy	359.59
Geography	352.59
Physics, General	340.09
Music	339.18
Anthropology	337.19
Real Estate	317.33
Dance	313.89
Computer Information Systems	282.19
Other Education	256.89
Philosophy	253.93
Film Production	241.78
Supervised Tutoring	240
Automotive Technology	234.46
Vocational ESL	225.89
Fire Academy	196.44
Commercial Music	181.33
Software Applications	160.96
Guidance	159.92
World Wide Web Administration	140.21
Natural History	60.02

STUDENT SUCCESS OUTCOMES

Retention and Success

The tables below illustrate high-level trends in student retention and successful course completion, as well as projections that align with the enrollment management goals. Overall, retention rates have gradually improved from 75.2% in 2009-10 to 89.5% in 2017-18.

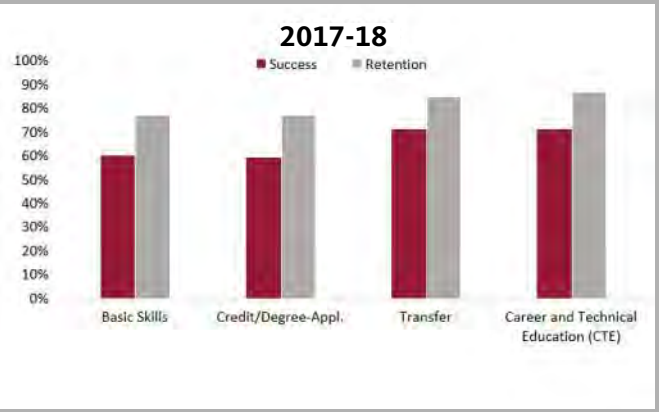
YEAR	RETENTION[31]	SUCCESS[32]
2009-10	75.2%	60.8%
2010-11	77.1%	62.0%
2011-12	77.1%	61.4%
2012-13	79.8%	65.0%
2013-14	83.5%	67.5%
2014-15	85.0%	66.2%
2015-16	86.5%	66.8%
2016-17	88.0%	67.4%
2017-18	89.5%	68.3%

Source: 2017-18 Factbook

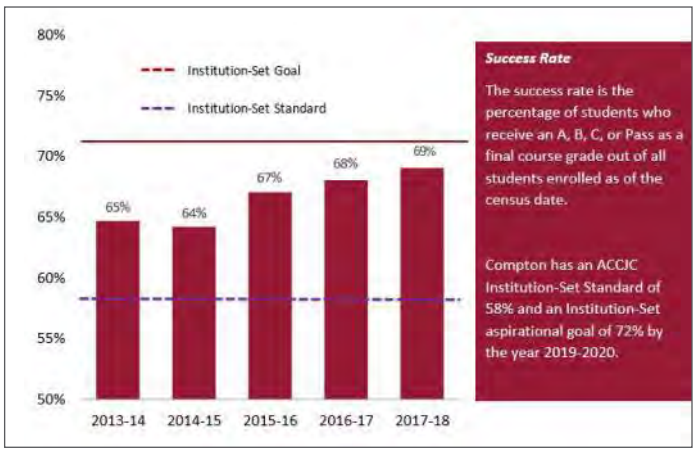
Many factors influence student retention and success, such as students' basic skills preparation, access to support services, course curriculum, financial resources, and personal support networks. However, the examination of retention and success rates according to discipline is critical to the planning process, as these are important indicators that measure the degree to which students are achieving their educational and career goals, and how well the College is meeting its mission. Additionally, success and retention rate disparities that are evident among student population groups will inform the development of the College's initiatives and goals, which are designed to increase student success and successfully address achievement, or perhaps, more appropriately, "opportunity" gaps. Hence, the tables and charts below offer data for collegewide retention and success rates as well as for specific student populations.

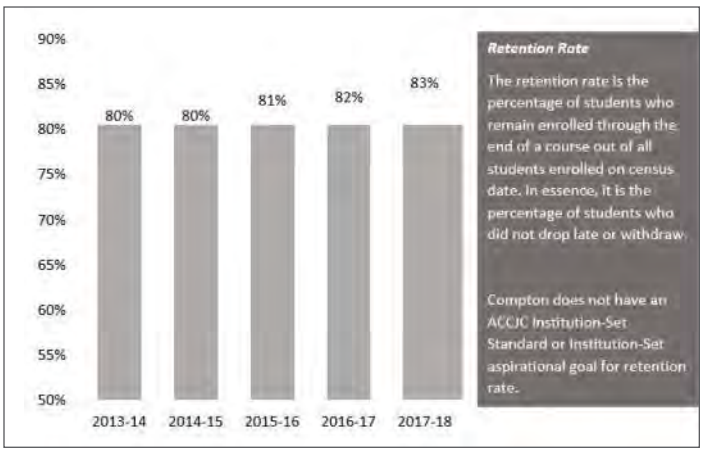
Success and Retention Rates by Course Type

The lowest success and retention rates were among the Basic Skills and Degree-Applicable course types, which were approximately 10 percentage points below the success rate average and 6 percentage points below the retention rate average. Transfer-level success and retention rates (71% and 85%, respectively) are closer to the average, while the success and retention rates for CTE courses (71% and 87% respectively) are higher in comparison to all other course types.



	2013-14		2014-15		2015-16		2016-17		2017-18	
Basic Skills	56%	76%	56%	77%	56%	76%	57%	77%	60%	77%
Credit/Degree Applicable	55%	75%	57%	77%	58%	78%	56%	77%	59%	77%
Transfer	68%	82%	67%	81%	70%	83%	71%	83%	71%	85%
Career Technical Education (CTE)	70%	84%	68%	84%	73%	85%	74%	86%	71%	87%
Overall Success/Retention	*65%*	*80%*	*64%*	*80%*	*67%*	*81%*	*68%*	*82%*	*69%*	*83%*





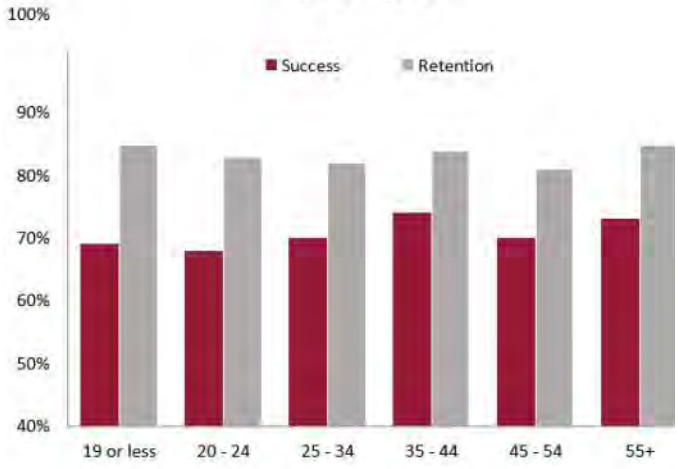
Success and Retention Rates by Age

As illustrated in the chart and table below, over a five-year span (AY 2013-14 to AY 2017-18) success and retention rates, in general, increased. Nonetheless, in 2017-18, students of all age groups exceeded the institution-set standard of a 58% success rate but have not met the institution-set goal of a 72% success rate. Students in all groups above the age of 24 had a success rate of 70% or above, while students age 19 or younger consistently displayed the highest retention rates across the past five years.

Success and Retention Rates by Gender

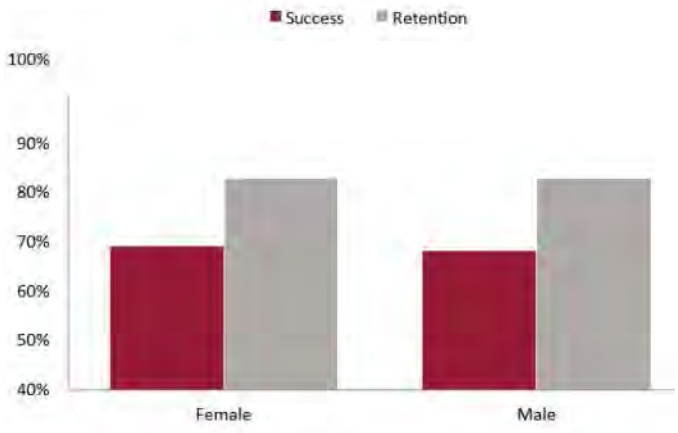
Over the course of the previous five academic years, success and retention rates by gender have seen modest increases. The five-year average success rate for both female and male students is 66%. Although there have been slight differences in female and male success rates, these rates have been similar in recent years. In 2017-18, the average success rate for female students was 69% while the average success rate for male students was 68%, although both groups have improved compared to five years earlier.

2017-18



	2013-14		2014-15		2015-16		2016-17		2017-18	
19 or less	67%	84%	65%	83%	68%	83%	67%	84%	69%	85%
20 - 24	63%	79%	63%	79%	67%	81%	67%	82%	68%	83%
25 - 34	65%	79%	65%	80%	69%	81%	70%	82%	70%	82%
35 - 44	66%	79%	65%	79%	69%	81%	71%	81%	74%	84%
45 - 54	62%	78%	66%	81%	66%	78%	70%	83%	70%	81%
55+	70%	80%	70%	81%	61%	76%	68%	81%	73%	85%
Total	*65%*	*80%*	*64%*	*80%*	*67%*	*81%*	*68%*	*82%*	*69%*	*83%*

2017-18

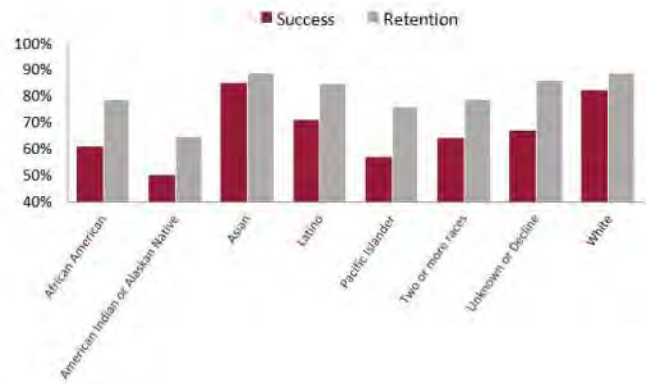


	2013-14		2014-15		2015-16		2016-17		
Female	64%	80%	64%	80%	67%	81%	68%	82%	69
Male	65%	80%	64%	80%	67%	82%	68%	83%	68
Total	*65%*	*80%*	*64%*	*80%*	*67%*	*81%*	*68%*	*82%*	*69*

Success and Retention Rates by Ethnicity

Despite the gaps in student outcomes, most groups' rates have improved over the last five years, with the exception of American Indian or Alaskan Natives and Pacific Islanders, who are also among the groups that may be disproportionately impacted. The 2017-18 success rates varied among ethnic groups, ranging from an average of 50% among American Indian or Alaskan Native students to an average of 85% among Asian students. Retention rates show a narrower range of variation among most groups.

2017-18



	2013-14		2014-15		2015-16		2016-17		2017-18	
African American	58%	76%	57%	76%	60%	77%	60%	78%	61%	79%
American Indian or Alaskan Native	65%	75%	56%	76%	56%	76%	69%	83%	50%	65%
Asian	82%	89%	84%	81%	84%	91%	84%	89%	85%	89%
Latino	68%	82%	67%	82%	70%	83%	70%	84%	71%	85%
Pacific Islander	62%	75%	45%	68%	56%	72%	57%	79%	57%	76%
Two or More Races	59%	76%	61%	75%	67%	80%	65%	80%	64%	79%
Unknown or Decline	70%	82%	64%	79%	70%	90%	74%	85%	67%	86%
White	74%	84%	75%	84%	80%	87%	80%	88%	82%	89%
Total	*65%*	*80%*	*64%*	*80%*	*67%*	*81%*	*68%*	*82%*	*69%*	*83%*

COMPLETION AND AWARDS CONFERRED

Data regarding completion and awards conferred serve as key indicators of student interest in programs, retention and success. For the academic years 2010-11 to 2014-15 degree and certificate awards have increased substantially in relation to the institution's set minimum standards. By 2017-18, 635 degrees and 101 certificates were awarded at Compton College, which also exceeded the institution's set standards for degrees and certificates. Compared to five years earlier, there has been over a 100% increase in the number of degrees and certificates awarded at Compton College. The number of associate degrees awarded has steadily increased, while the number of certificates awarded has somewhat decreased after the large increase seen in 2015-16 and 2016-17.

Five-year Degree and Certificate Trends

As the data in the table below shows, Compton College has steadily increased the total number of degrees conferred over the last five academic years, but has seen a recent decline in the number of certificates awarded.

DEGREE TYPE	2013-14	2014-15	2015-16	2016-17	2017-18
Associate of Arts	202	230	259	310	438
Associate of Science	60	86	127	183	197
Certificates	100	104	179	178	101
Total Awards	***362***	***420***	***565***	***671***	***736***

Top Five Programs in Completion

Completion is defined as certificates and degrees awarded within each program. Accordingly, for the academic years spanning 2013-14 to 2017-18, among the top program areas for degree conferrals were:

- Liberal Arts and Sciences
- Arts and Humanities
- Nursing
- Biological and Physical Sciences
- Business Administration
- Child Development/Education/Family Studies
- Air Conditioning & Refrigeration
- Childhood Education
- Automotive Technology
- Administration of Justice

(Source: CCCO Datamart)

DEGREE AND CERTIFICATE AWARDS BY STUDENT DEMOGRAPHIC: 2017-18 SNAPSHOT DATA

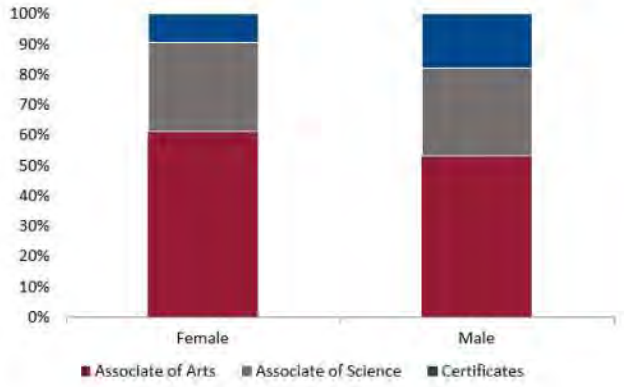
Degrees and Certificates by Gender

As illustrated by the charts below, the gender gap in enrollment results in female students tending to earn more program awards than male students. Approximately 67% of associate degrees were earned by female students. However, 59% of certificates were earned by male students despite their proportionally lower enrollment, although the number of students earning at least one certificate was the same among males and females.

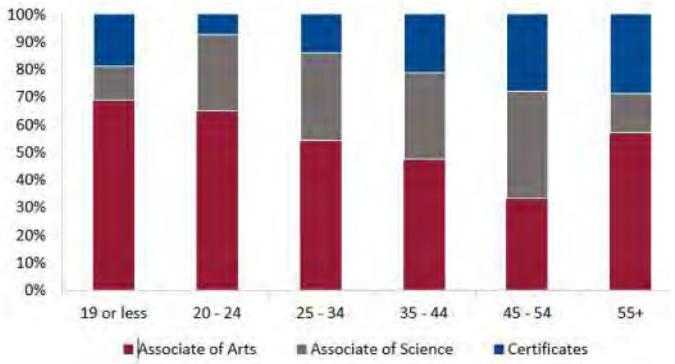
Degrees and Certificates by Age

Students in the 20-24 age group earned the largest proportion of awards in 2017-18 (47% of awards earned). Among students in this age group, the majority (65%) received an Associate of Arts degree. For students below the age of 44, Associate of Arts degrees tend to be the award received the most, while certificates tend to be the awards received the least.

2017-18 Students Awarded



2017-18 Students Awarded



	Female		Male		Total	
	Awards	Students	Awards	Students	Awards	Students
Associate of Arts	302	*254*	136	*116*	438	*370*
Associate of Science	126	*122*	71	*63*	197	*185*
Certificates	41	*39*	60	*39*	101	*78*
Total Awards	469	*415**	267	*218**	736	*633**

* "Students" columns represent unduplicated counts of students who were awarded a degree or certificate.

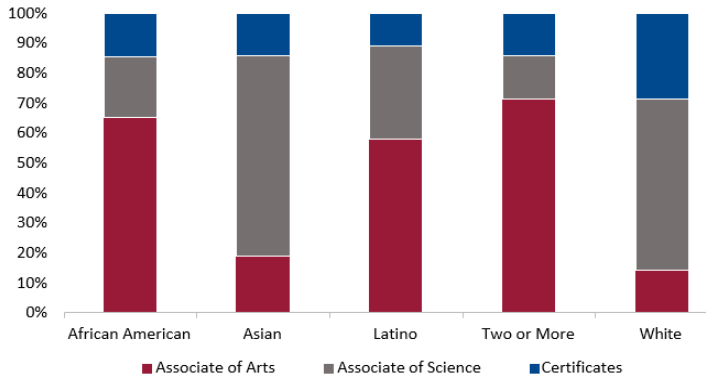
	19 or less		20 - 24		25 - 34		35 - 44		45 - 54		55+		Total	
	Awd.	Std.	Awd.	Std.	Awd.	Std.	Awd.	Std.	Awd.	Std.	Awd.	Std.	Awd.	Std.
Associate of Arts	14	*11*	227	*192*	150	*128*	33	*29*	9	*6*	5	*4*	438	*370*
Associate of Science	2	*2*	90	*81*	78	*75*	19	*19*	7	*7*	1	*1*	197	*185*
Certificates	3	*3*	31	*22*	38	*33*	18	*13*	8	*5*	3	*2*	101	*78*
Total	19	*16*	348	*295*	266	*236*	70	*61*	24	*18*	9	*7*	736	*633*

*"Awd" columns represent number of awards, and "Std" columns represent unduplicated counts of students who received an award.

Degrees and Certificates by Ethnicity

Latino students comprised approximately 67% of students who received a degree or certificate in 2017-18. Among the two largest ethnic groups on campus (African American and Latino students), the majority of these students earned an Associate of Arts degree rather than an Associate of Science degree or a certificate.

2017-18 Students Awarded



	African American		Asian		Latino		Two or More		White		Total	
	Awd	Std	Awd	Std	Awd	Std	Awd	Std	Awd	Std	Awd	Std
Associate of Arts	121	*103*	4	*4*	291	*246*	19	*15*	1	*1*	436	*369*
Associate of Science	32	*32*	15	*14*	143	*132*	3	*3*	4	*4*	197	*185*
Certificates	27	*23*	4	*3*	61	*46*	5	*3*	3	*2*	100	*77*
Total	180	*158*	23	*21*	495	*424*	27	*21*	8	*7*	733	*631*

*"Awd" columns represent number of awards, and "Std" columns represent unduplicated counts of students who received an award. Students with "Unknown" ethnicity were excluded. Students from all other unlisted ethnicities received no program awards for 2017-18.

CONGRATULATIONS
CLASS OF 2018

TRANSFER VELOCITY FOR 2008-09 ENTERING COHORT BASELINE

The California Community Colleges Chancellor's Office routinely collects and analyzes transfer data using the methodology of tracking all first-time freshmen six years after their initial enrollment. During this six-year period, students who exhibit "behavioral intent to transfer" are placed into the Transfer Velocity Cohort. More specifically, to be included in the transfer cohort, students must complete 12 credit units and attempt a transfer-level math or English course within six years following initial enrollment. Moreover, because the Transfer Cohort is not finalized until the sixth year, transfer rates for preceding years are retroactively calculated. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

To calculate the transfer rate, Transfer Cohort data is matched with data from California State University (CSU), University of California (UC), and the National Student Clearinghouse (NSC). This reveals students' enrollment status at a four-year institution. Dividing the number of enrolled students at a four-year institution by the total cohort size yields the transfer velocity rate for the cohort of students who entered Compton College in 2008-09. As highlighted in the table and chart below, transfer rates increased the most between the second and fifth year.

During these years, transfer rates increased by 4 to 7 points. By the sixth year, transfer rates reached a high of 23%.

Transfer Rate by Years to Transfer, 2008-09 (N=337)

Time Window	Transferred Student	Transfer Rate
1 yr	6	2%
2 yrs	20	6%
3 yrs	44	13%
4 yrs	63	19%
5 yrs	76	23%
6 yrs	77	23%

Source: California Community Colleges Chancellor's Office Data Mart

ACADEMIC DISCIPLINE GROWTH PROJECTIONS

The growth projections for all academic disciplines captured in the table below are based on the 2015 Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecast, which the California Community Colleges Chancellor's Office distributes annually. Fall 2018 serves as the baseline data and an applied annual growth, as determined by the state, results in the figures for academic years up until 2030.

Instructional Discipline	2018 Baseline WSCH	2030 Projected WSCH
Accounting	622	775
Administration of Justice	747	930
Anatomy and Physiology	6376	7945
Anthropology	455	567
Art	1129	1407
Astronomy	303	378
Automotive Collision Repair	1185	1476
Automotive Technology	558	696
Biology, General	3393	4228
Business Administration	112	140
Chemistry, General	3088	3848
Child Development/Early Care and Education	2024	2522
Children with Special Needs	93	116
Commercial Music	41	51
Computer Information Systems	476	593
Cosmetology and Barbering	4121	5135
Dance	383	477
Dramatic Arts	530	660
Economics	323	402
Emergency Medical Services	243	303
English	6689	8334
Environmental Control Technology	1453	1810
Ethnic Studies	147	183
Film Production	54	68
Film Studies	109	136
Fire Academy	44	55
General Studies	1386	1727
General Studies	114	143
Geography	238	297
Geology	728	907
Guidance	92	114
Guidance	12	15
Health Education	417	519
History	2402	2993

Instructional Discipline	2018 Baseline WSCH	2030 Projected WSCH
Humanities	366	456
Law, General	105	131
Liberal Arts and Sciences, General	140	174
Machining and Machine Tools	883	1100
Management Development and Supervision	129	161
Mathematics, General	10127	12618
Medical Assisting	994	1239
Music	916	1141
Natural History	9	11
Nursing	1576	1964
Nutrition, Foods, and Culinary Arts	473	589
Other Education	58	72
Philosophy	171	214
Physical Education	3215	4006
Physics, General	765	953
Political Science	1420	1770
Psychology, General	2750	3426
Real Estate	143	178
Registered Nursing	5746	7159
Sign Language	436	543
Sociology	1596	1989
Software Applications	51	64
Spanish	1625	2025
Speech Communication	1473	1835
Supervised Tutoring	54	67
Supervised Tutoring	2272	2831
Vocational ESL	678	844
Welding Technology	1206	1503
Women's Studies	190	237
World Wide Web Administration	37	46

STUDENT SERVICES PROGRAM DATA

Special Populations Headcount Data

The table below documents the unduplicated headcounts for academic years 2013-14 through 2017-18 reported as special populations. As the data shows, in general, special population headcounts fluctuated along with College enrollments, which experienced a pattern of decline over the last four academic years. However, there have been notably marked increases of students in Disabled Students Programs and Services, Foster Youth, and Special Admit programs.

PROGRAM	2013-14	2014-15	2015-16	2016-17	2017-18
CAA - Career Advancement Academy	32	38	19	8	0
CalWORKs	723	683	688	446	418
CARE - Cooperative Agencies Resources for Education	278	683	688	183	217
DSPS - Disabled Students Programs & Services	488	513	489	276	615
EOPS - Extended Opportunity Programs & Services	1260	1186	1429	1199	1002
First Generation	2380	2130	2083	385	1532
Foster Youth	140	108	139	117	205
Military (Active Duty, Active Reserve, National Guard)	1	0	5	7	5
Special Admit	363	520	983	1520	1720
Veteran	81	77	108	58	53

Source: CCCCO Datamart

Student Services Program Success and Retention

Outcomes for student services programs can best be measured by the success and retention of the students these programs served. The success rate is defined as the percentage of students who receive a final grade of A, B, C, P in their course(s). The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled in a given term; it is the percentage of students who did not drop late or withdraw from the course.

Applying these definitions, the top five student services programs in terms of average five-year success rates were:

PROGRAM	AVERAGE 5-YEAR SUCCESS RATE
Extended Opportunity Programs and Services	68.9%
Cooperative Agencies Resources for Education	66.4%
Financial Aid	65.1%
California Work Opportunity and Responsibility to Kids Act	64.7%
Disabled Student Programs and Services	60.4%

In terms of retention, the top five student services programs in terms of average five-year retention rates were:

PROGRAM	AVERAGE 5-YEAR RETENTION RATE
Extended Opportunity Programs and Services	84.6%
Cooperative Agencies Resources for Education	83.1%
California Work Opportunity and Responsibility to Kids Act	81.9%
Financial Aid	81.6%
Disabled Student Programs and Services	79.2%

PLANNING IMPLICATIONS

Overall, implementation of **Tartar Completion by Design** and **Guided Pathways** will require Compton College to operate differently than it has in the past. These initiatives, which will thrive with increased collaboration across departments and personnel, will keep all stakeholders (e.g., the groundskeeper who is concerned about how students view the campus environment, the faculty member who is attentive to a student's academic progress, a business office employee who wants to ensure that vendors' contracts serve student needs) focused on improving the student experience.

For Academic Programs

- Enrollment trends indicate an overall trend of decline. However, given the projected population growth in the county, the median age of residents in the service area, and the significant percentage of the population who have not earned a college degree (i.e., 58.9% in Compton), there will be significant opportunities to increase enrollment at the College. This will require innovative approaches to the strategic scheduling of classes that will allow students to enroll in more courses and complete degrees and certificates in an efficient and timely fashion – all of which will support improved access as well. Furthermore, developing additional non-credit opportunities, as well as certificates and degree programs with carefully constructed pathways for students, will also increase access and improve enrollment.
- Developmental and transfer courses, particularly mathematics, English, physical education, child education, psychology, speech communications, anatomy, history, and political science, are subject areas that have experienced consistently high demand. Increasing offerings in these areas will require additional lecture and lab spaces, as well as additional staff.
- With 58% of the student body currently composed of Latinos, followed by African Americans at 30%, and the predicted increase in the number of Latino residents in the region, the further development of culturally responsive programs and curriculum will be essential to serving the needs of the population in the College's service area. In addition, as students consistently identify transfer as their educational goal, the initiation and/or planned expansion of programs, such as Puente and Umoja, which are designed to help prepare students from diverse backgrounds to successfully transfer to four-year institutions, will be critical to their success. Moreover, in addition to planning the academic and student support components of programs such as these, the College will need to allocate the space, staff and professional development training upon which the successful implementation of these programs depends.
- The growing demand for associate degrees and associate degrees for transfer, as evidenced by four of the top five degree awards (i.e., social and behavioral sciences, arts and humanities, biological and physical sciences, business administration), combined with a strong transfer velocity rate, indicates a strong interest in the transfer program. Thus, developing additional degrees, particularly associate degrees, which provide a clear transfer pathway to the California State University system, will afford students with additional opportunities to achieve their transfer goals. Moreover, developing additional tutoring, supplemental instruction, and student support services will likely contribute to students' persistence, retention and success in transfer programs.

- To meet the workforce needs in the region, while preparing students for well-paying jobs in the 21st century economy, developing and/or revitalizing career and technical programs will be vital. The top five industries by share in the County, which will be positioned to continue serving as major sources of employment for Compton College graduates, are healthcare and social assistance (12.6%), retail trade (10.7%), manufacturing (10.2%), accommodation and food service (8%), and, educational services (7.9%). The highest growth jobs in Los Angeles County will be in the advanced manufacturing field, which is expected to have an average positive change of 41%, computer numerical control engineering technician (129%), quality control inspector (70%) and CAD/CAM designer (46%) will also be occupations in significant demand beyond 2019. Developing apprenticeship programs for students in these technical fields will endow them with invaluable training that will provide college graduates with the real-world experience they need to enter competitive job markets.

- Thus, focusing curriculum and program development on majors that prepare students for careers in these job fields (e.g., engineering, LVN, phlebotomy, radiological technician, human services, advanced manufacturing, hospitality) will likely attract more students to the College, position graduates for rewarding and lucrative careers in the region, and meet some of the greatest needs of regional employers. The specialized curriculum for many of these programs will require additional facilities designed especially for the delivery of the technical curriculum in these fields of study.

- Technological upgrades in all lecture and laboratory classrooms are critical to the delivery of 21st century curriculum. Additionally, the development of technology that allows for "real time" teaching and learning from multiple locations will increase access to courses and programs, which is particularly important for many residents in the service area for whom transportation is a major barrier to their enrollment.

For Student Services Programs

- The location and adequacy of spaces for student services programs is essential to providing students with access to the support services that are critical to their enrollment, persistence, retention, and success. Services that are currently located in various offices at the College and/or housed in spaces that are too small and limited to meet demand must be centralized and fully developed. Additionally, programs that serve similar needs should be co-located, which will enable staff to collaborate more effectively and help students to more easily access needed support services. Moreover, the intention to develop a "case management" approach to counseling will necessitate increasing and strategically locating student services spaces.

- The increase in the DSPS population, including the growth in students with higher needs on the autism spectrum, indicates a need for technologies that will support these students and the faculty and staff in the DSPS program. The Special Resource Center (DSPS) is currently located in the High-Tech Center, which is a serious ADA access issue. At the same time, classroom space for DSPS courses, which are growing, is insufficient to meet demand. Thus, the increasing needs of DSPS students highlights an area where the upgrade of facilities and technologies is essential to providing critical services.

- The expansion and integration of technology is another area that requires substantial planning and the directing of resources. Integrated databases and the ability to maintain digital records will reduce the amount of "paper" processing and reduce inefficiencies in the routing of administrative records. Additionally, data compilation for the Student Success and Support Program is currently performed manually, resulting in the time-consuming and error-prone tracking and reporting of core services (e.g., staff cannot place holds on student records for those who do not complete SSSP enrollment and orientation services, and therefore cannot track for priority registration, which is a Title 5 requirement). Thus, the College must deploy integrated databases for student services programs and all aspects of student record keeping.

- Services for homeless students (e.g., food, clothes, shelter, showers in locker rooms, transportation) are essential to meeting the needs of non-traditional students. This will require the College to strategically plan and fund the development of programs and facilities to address the needs of this most vulnerable student population.

SPACE ANALYSIS

THE DOUGHBOYS

SPACE ANALYSIS

This Space Analysis section provides an important link from the educational plan to the facilities plan. It describes the methodology used to develop the Space Program, which outlines the amount and type of space necessary to support Compton College through the year 2025.

The 2019 Facilities Master Plan Space Program is based on a series of standards established by the California Community Colleges Chancellor's Office (CCCCO). The standards are used by the CCCCO and Compton College for developing the District Space Inventory and the Five-Year Construction Plan, which are updated annually.

The following elements are used in the development of the facilities master plan program and included in this section:

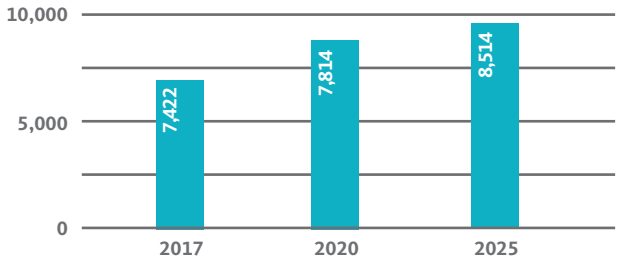
- Enrollment Forecasts
- Space Inventory
- Space Utilization and Planning Standards
- Capacity Load Ratios
- Space Inventory Analysis
- Proposed Demolition
- Facilities Master Plan Program

FACILITIES PLANNING FORECAST

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projected total enrollment and WSCH for the District using an average anticipated growth factor.

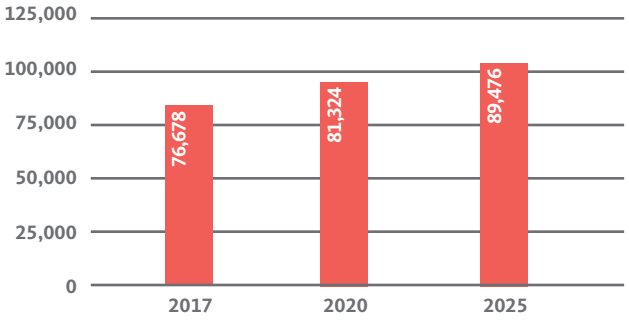
The forecasts were reviewed during the development of this Compton College 2024 plan and updated to respond to the external scan and internal discussions. The base year used for this analysis is the fall semester of 2015 (the most recent complete year of data available at the start of this planning process), and the long-range forecast is for fall semester of 2025.

ENROLLMENT FORECASTS



Source: CA Community Colleges Chancellor's Office (CCCCO)

WEEKLY STUDENT CONTACT HOURS (WSCH) FORECAST



Source: CA Community Colleges Chancellor's Office (CCCCO)

SPACE INVENTORY

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database of all the California Community Colleges facilities, and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction projects, projecting future facility needs, and analyzing space utilization across the system.

The CCCCO mandates annual updates of the inventory of all facilities in the district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

The space type "other" includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the overall inventory related to facilities.

ROOM USE CATEGORIES

LECTURE

100s

Classrooms
Support

OFFICE

300s

Offices
Support
(All offices including administrative and student services)

INSTR. MEDIA

530s

AV/TV
Technology
Support

LAB

200s

Labs
Support

LIBRARY

400s

Library
Study
Tutorial
Support

OTHER

520, 540 – 800s

PE
Assembly
Food Service
Lounge
Bookstore
Meeting Rooms
Data Processing
Physical Plant
Health Service

SPACE UTILIZATION AND PLANNING STANDARDS

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The Title 5 space standards used to determine future capacity requirements are listed in the table **to the right**. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

Prescribed Space Standards for a Campus with Less than 140,000 Weekly Student Contact Hours (WSCH)

CATEGORY	FORMULA	RATES / ALLOWANCES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference Rooms	ASF per Full-time equivalent faculty (FTEF)	140
Library / Learning Resource Center	Base ASF Allowance	3,795
	ASF / 1st 3,000 Day Graded Enrollment (DGE)	3.83
	ASF / 3,001-9,000 Day Graded Enrollment (DGE)	3.39
	ASF / > 9,000 Day Graded Enrollment (DGE)	2.94
Instructional Media AV / TV / Radio	Base ASF Allowance	3,500
	ASF / 1st 3,000 Day Graded Enrollment (DGE)	1.50
	ASF / 3,001-9,000 Day Graded Enrollment (DGE)	0.75
	ASF / > 9,000 Day Graded Enrollment (DGE)	0.25

* Varies per discipline

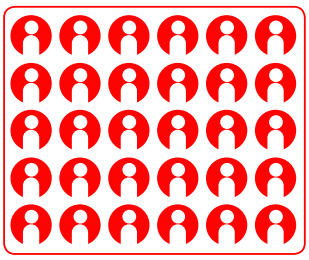
Source: TITLE V Space Standards

CAPACITY LOAD RATIOS

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type "other" includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college's inventory related to facilities.

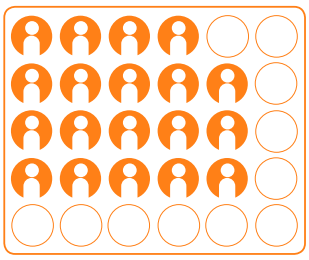
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratios are rolled up and measured as an aggregate by room use category.

RIGHT SIZED



# of seats = # of students
100% capacity / load

UNDER CAPACITY



# of seats > # of students
over 100% capacity / load

OVER CAPACITY

# of seats < # of students
under 100% capacity / load

SPACE INVENTORY ANALYSIS

The planning team used the 2018 Space Inventory Report as the basis for the analysis of space.The table below includes a summary of the categories of space and their respective totals.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described on the following pages, there are several facilities that are recommended to be removed as part of this master plan. The following table represents an adjusted inventory in which the removal of temporary facilities and several buildings is accounted for. The new column is referred to as the "adjusted inventory." The table below includes a summary of the categories of space and their respective totals.

	2018 Space Inventory (ASF)	Proposed Demolition (ASF)	Adjusted Inventory (ASF)
LECTURE +LAB	112,718	28,052	84,666
OFFICE	38,889	23,321	15,568
LIBRARY	23,570	7,285	16,285
INSTR. MEDIA	4,511	3,845	666
OTHER	116,578	58,815	57,763
TOTAL ASF	296,266	121,318	174,948

PROPOSED DEMOLITION

The campus has existed in its current location for over six decades and has been distinguished by the high quality and durability of its facilities. Many of the buildings have had a long history of service, and there is a need to address issues arising from the evolving building code, aging infrastructure, and deferred maintenance, as well as to embrace advances in energy efficiency and educational technology.

Analysis of the condition and cost to rehabilitate these facilities led to the identification of those for which renovation is not a feasible option. In addition, the analysis of the existing campus identified temporary facilities to be replaced with space in permanent facilities.

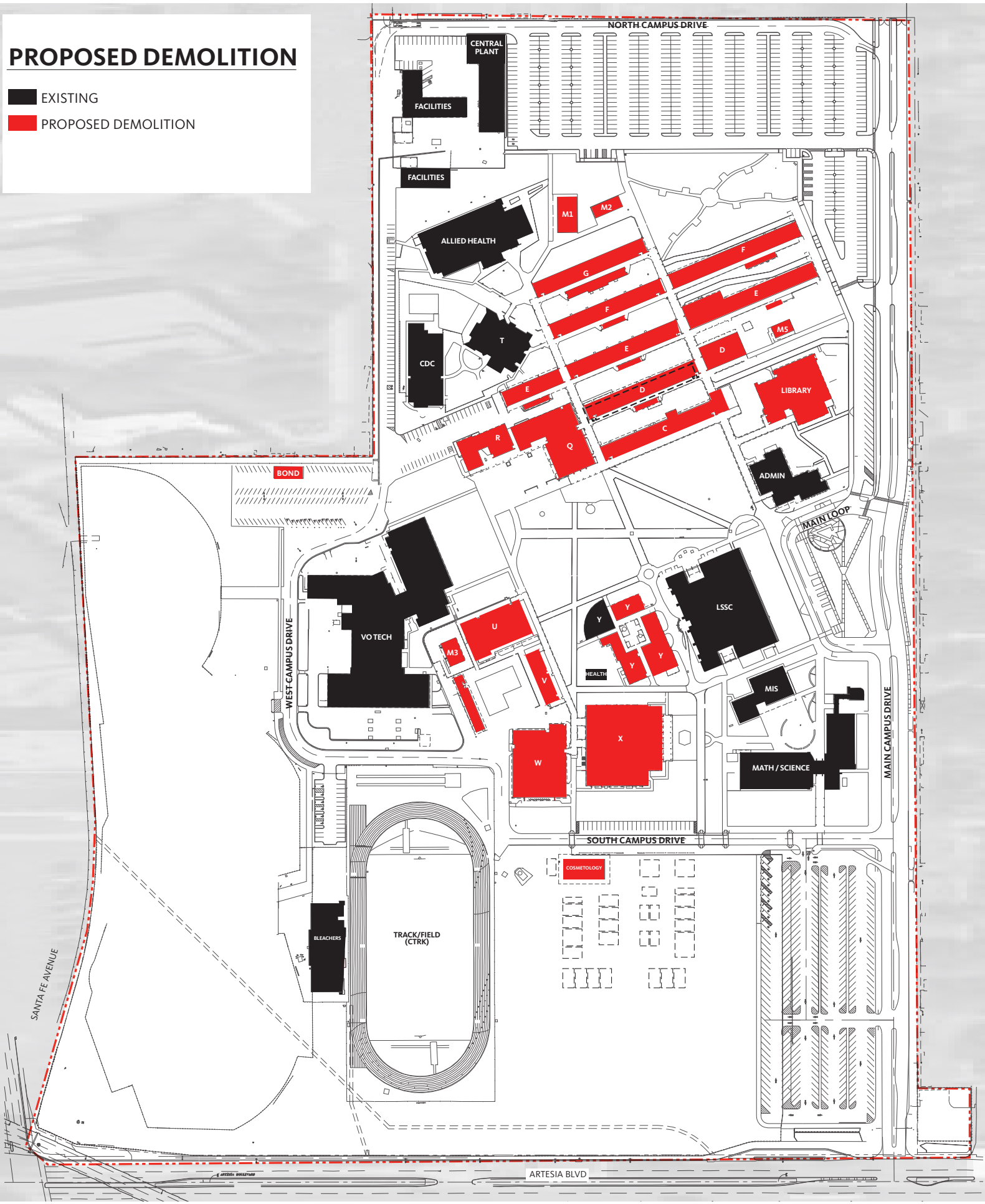
The 2019 Facilities Master Plan recommends removal of the following facilities:

- Library - Building B
- Building C
- Building D
- Building E
- Building F
- Building G
- Building Q
- Building R
- Building U
- Building V
- Building W
- Building X
- Building Y (except the Little Theater)
- Building Z (Pool Area)
- Temporary Facilities

PROPOSED DEMOLITION

EXISTING

PROPOSED DEMOLITION



MASTER PLAN SPACE PROGRAM

The Master Plan Space Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type and space.
- The current inventory (2018) for the campus was subtracted from the total space requirements described above to result in the net ASF need by type of space for the 2025 master plan horizon.

The overall square footage need on campus is calculated by dividing the ASF by a grossing factor to arrive at gross square footage (GSF). The ASF is the assignable or usable space within a building, and the GSF is the added space required for circulation, stairs, elevators, restrooms, etc. The State Chancellor's Office recommends grossing factors for community college facilities that average approximately 65% for instructional facilities.

The Master Plan Space Program highlights that there is a need for additional ASF to accommodate the projected growth. Following the removal of several buildings, this need increases and provides an opportunity to improve the overall efficiency and utilization of facilities. The additional need for ASF served as the basis for developing recommendations for future facilities.

	Adjusted Inventory (ASF)	Space Needs 2025 (State Standard ASF)	Additional Need (ASF)
LECTURE +LAB	84,666	133,790	49,124
OFFICE	15,568	26,479	10, 911
LIBRARY	16,285	20,823	4, 538
INSTR. MEDIA	666	9,225	8,559
TOTAL CAP/ LOAD ASF	117,185	190,318	73,132

6

EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter of the 2019 Facilities Master Plan includes a summary of the existing conditions on the Compton College campus.

The analysis was based on information gathered at campus tours, meetings, and discussions with Compton College staff and faculty. The findings are summarized in a series of graphic plates on the following pages that illustrate patterns and characteristics to guide future development.

The graphics include:

- Campus Plan
- Campus Development History
- Campus Zoning
- Vehicular Circulation and Parking
- Pedestrian Circulation
- Facilities Condition Index
- Seismic Risk

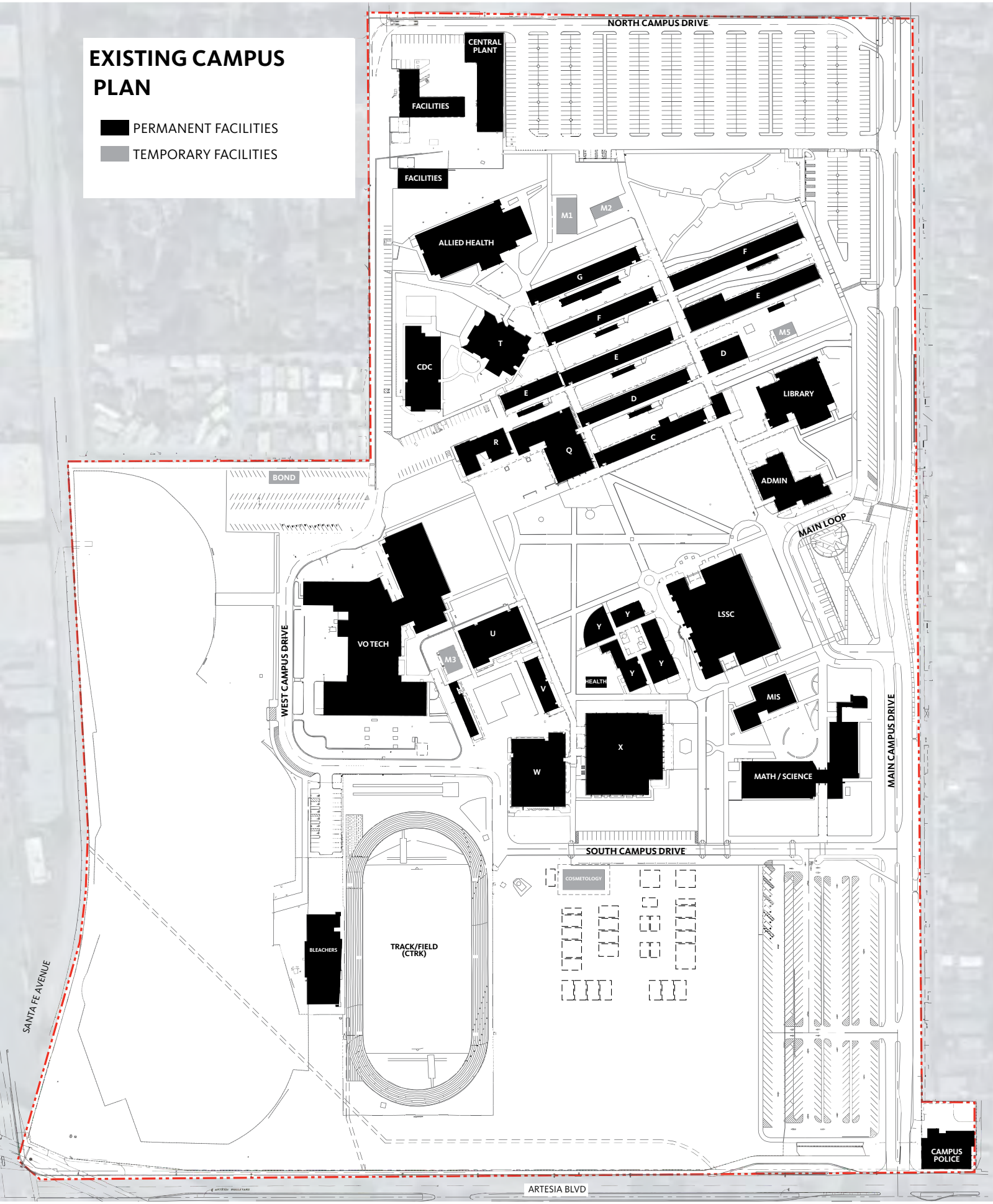
EXISTING CAMPUS PLAN

The Compton College campus is located in the city of Compton on a 88-acre site. The L-shaped campus is basically level with a gradual slope toward the southwest and is visible from nearby SR-91 freeway. The campus is surrounded by residential communities to the west, north, and east sides, and Artesia Boulevard and SR-91 to the south. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy and is not included in the scope of this plan.

EXISTING CAMPUS PLAN

PERMANENT FACILITIES

TEMPORARY FACILITIES



CAMPUS DEVELOPMENT HISTORY

Compton Community College 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, and the new college campus was constructed at the present site. Classes began on the new campus in the fall of 1953.

The following graphic summarizes the age of all existing buildings on campus.

1950s
C, D, E, F, Q, R, Administration A, Facilities, Library B, Bleachers, Maintenance J, U, V, W, Y, Bookstore, Cafeteria, Delta, Garage/Warehouse, Stadium

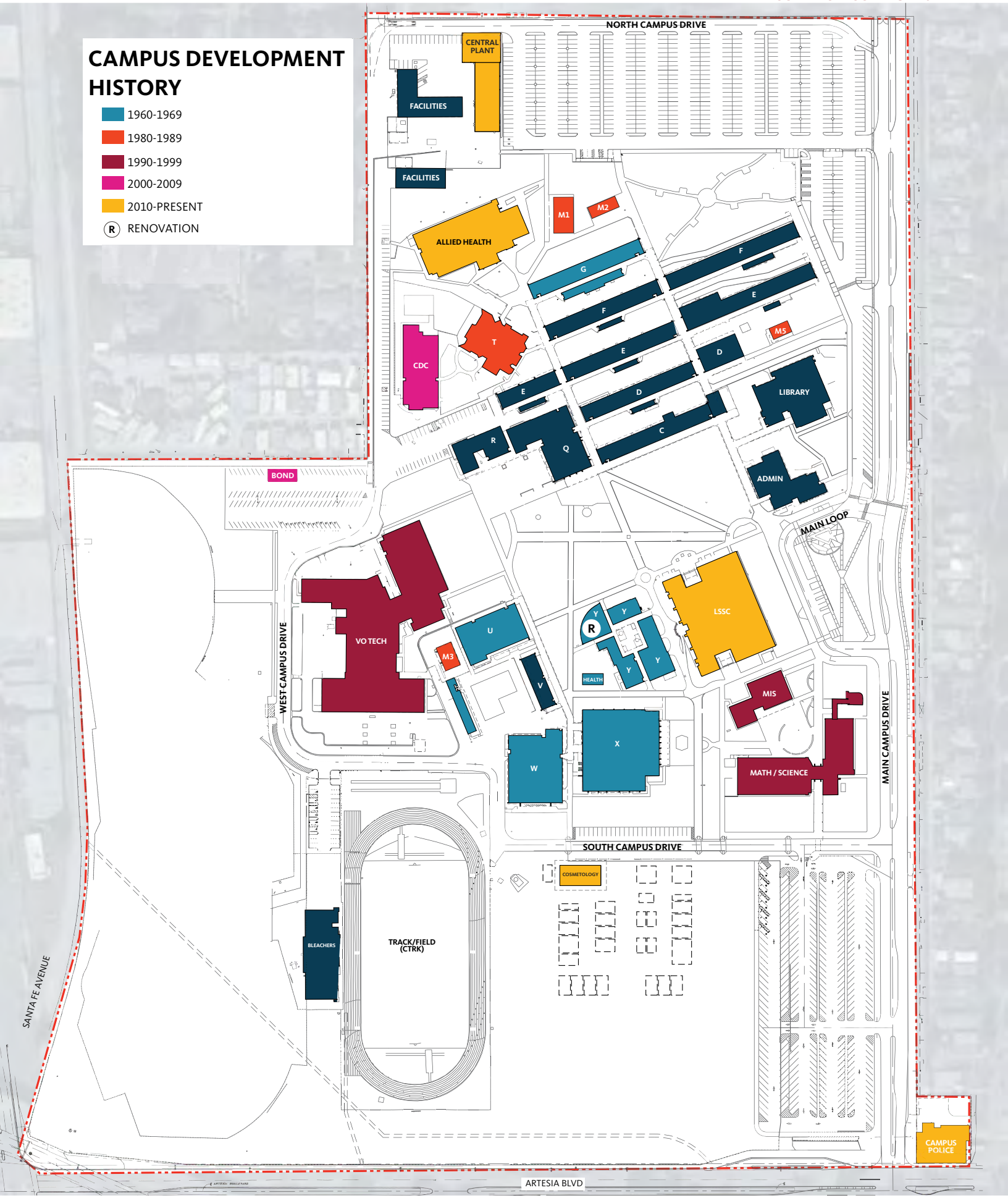
1960s
G, U, V, W, Z, Y, Gym

1980s
Child Development Center (Building T), M1, M2, M3, M5

1990s
Vocational Technology, Math/Sciences Buildings, Science Greenhouse

2000s
Infant Care Center, Bond Trailer

2010s
LSSC, Central Plant, Allied Health (replacement), Cosmetology, Little Theater (renovation), Utility Infrastructure, MIS Building (enhancement) & Emergency Server Room (upgrade)


CAMPUS DEVELOPMENT HISTORY
1960-1969
1980-1989
1990-1999
2000-2009
2010-PRESENT
R RENOVATION
NORTH CAMPUS DRIVE
CENTRAL PLANT
FACILITIES
FACILITIES
ALLIED HEALTH
M1
M2
G
F
F
E
E
M5
T
CDC
E
D
D
C
R
Q
LIBRARY
ADMIN
MAIN LOOP
BOND
VO TECH
M3
U
V
R
Y
Y
Y
Y
HEALTH
LSSC
MIS
MATH / SCIENCE
X
W
WEST CAMPUS DRIVE
MAIN CAMPUS DRIVE
SOUTH CAMPUS DRIVE
COSMETOLOGY
BLEACHERS
TRACK/FIELD (CTRK)
SANTA FE AVENUE
CAMPUS POLICE
ARTESIA BLVD

CAMPUS ZONING

Existing zoning of building and site functions throughout the campus are illustrated on this graphic. Colors indicate the current assigned functions of buildings and identify the general zoning of uses on the campus.

OBSERVATIONS:

- Students cannot easily find the locations of Student Services, as these are dispersed throughout the campus.
- Instructional functions are located mostly on the north side, with some on the west and south sides.
- The existing Faculty Lounge is underutilized.
- Athletic fields are located near the freeway, where the noise and night lighting of athletic events do not disrupt residential areas.
- The Rose Garden is used for some informal events, but generally is underutilized.

CAMPUS ZONING

- ADMINISTRATION
- INSTRUCTIONAL
- LIBRARY/LRC
- STUDENT SERVICES
- PHYSICAL EDUCATION/ATHLETICS
- SERVICE
- CHILD CARE
- VACANT

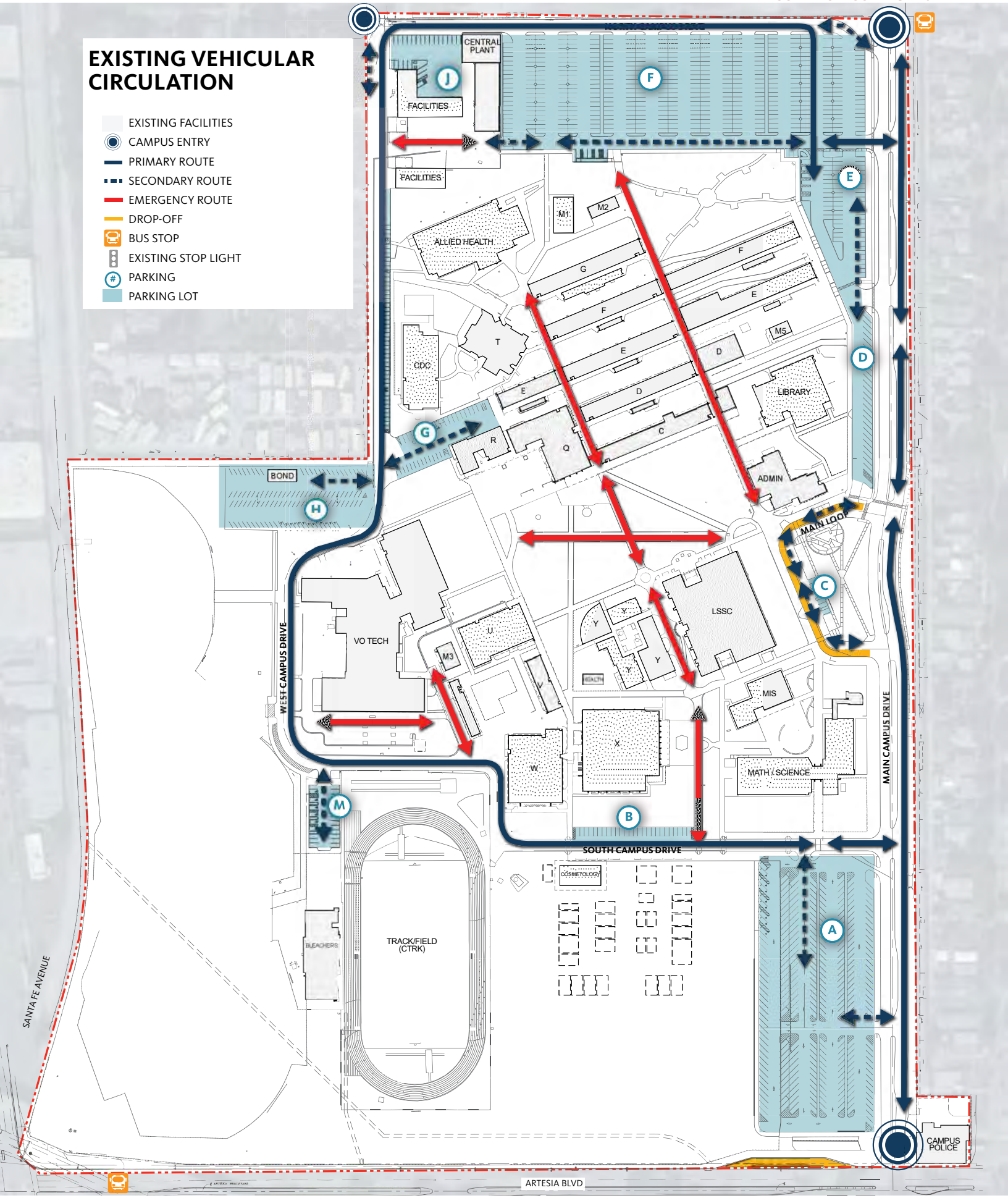
VEHICULAR CIRCULATION AND PARKING

The existing campus vehicular circulation patterns are illustrated on this graphic plate.

OBSERVATIONS:

- The north-south vehicular route is well marked for public traffic. The route on the west side is difficult to find and appears to be more like a service drive.
- The primary vehicular entry is from the south along Artesia Boulevard.
- The largest parking lots are located on the north and south sides of campus with smaller lots on the east and west sides.
- The Main Loop drive serves as the main campus drop-off.
- Visitor parking areas close to student support services functions are limited.

EXISTING VEHICULAR CIRCULATION



PEDESTRIAN CIRCULATION

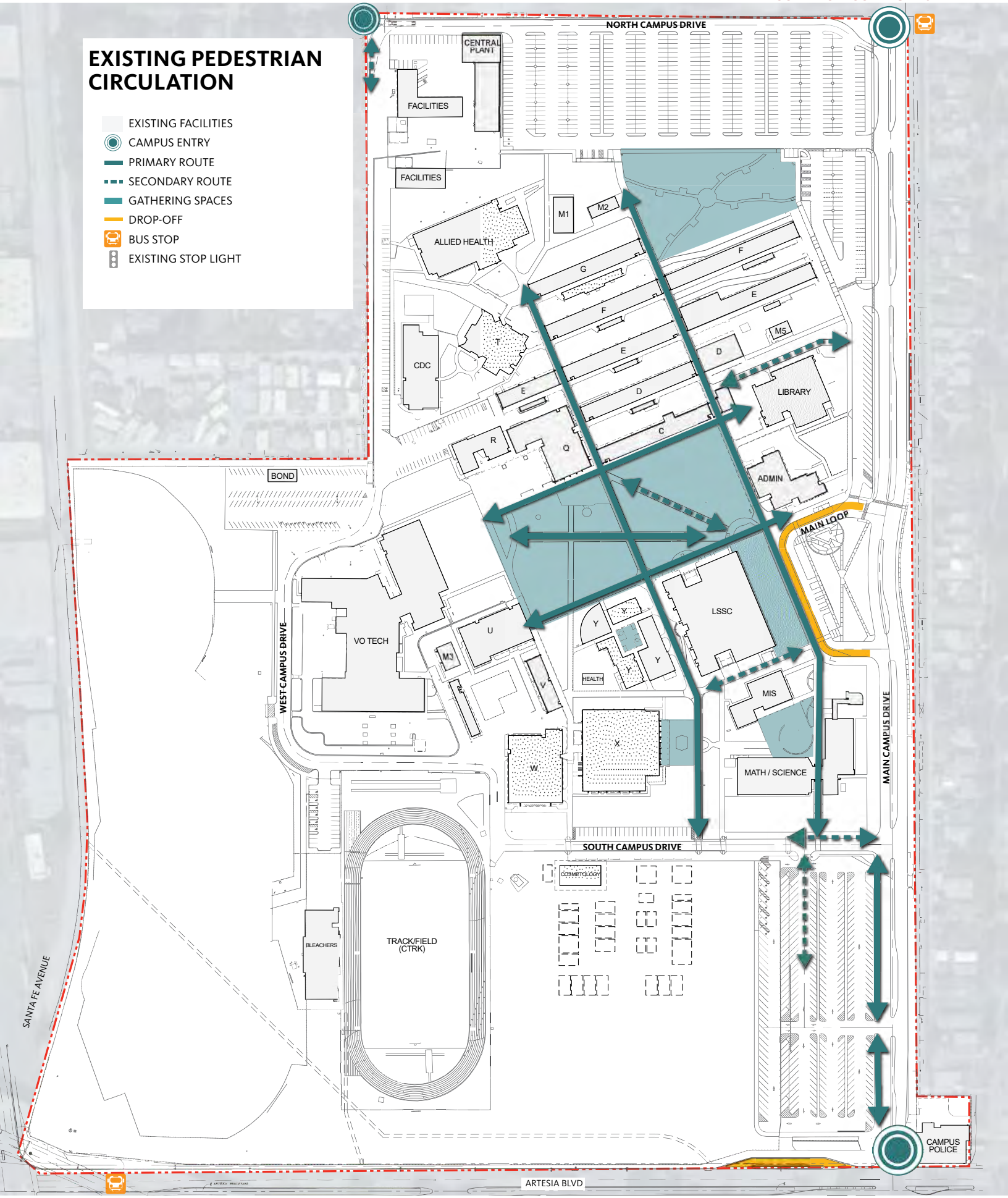
The existing campus pedestrian circulation patterns and student gathering spaces are illustrated on this graphic plate.

OBSERVATIONS:

- The primary pedestrian entrance is from Artesia. Pedestrians also enter from several paths connected to the surrounding neighborhoods.
- The pedestrian gateway is well-developed near the Administration and Library buildings. Other gateways on the north, west, and south sides are underdeveloped.

EXISTING PEDESTRIAN CIRCULATION

- EXISTING FACILITIES
- CAMPUS ENTRY
- PRIMARY ROUTE
- SECONDARY ROUTE
- GATHERING SPACES
- DROP-OFF
- BUS STOP
- EXISTING STOP LIGHT



FACILITIES CONDITION INDEX

The Facilities Condition Index (FCI) for a building is a ratio of deferred maintenance dollars to replacement dollars and provides a straightforward comparison of the campus' building assets.

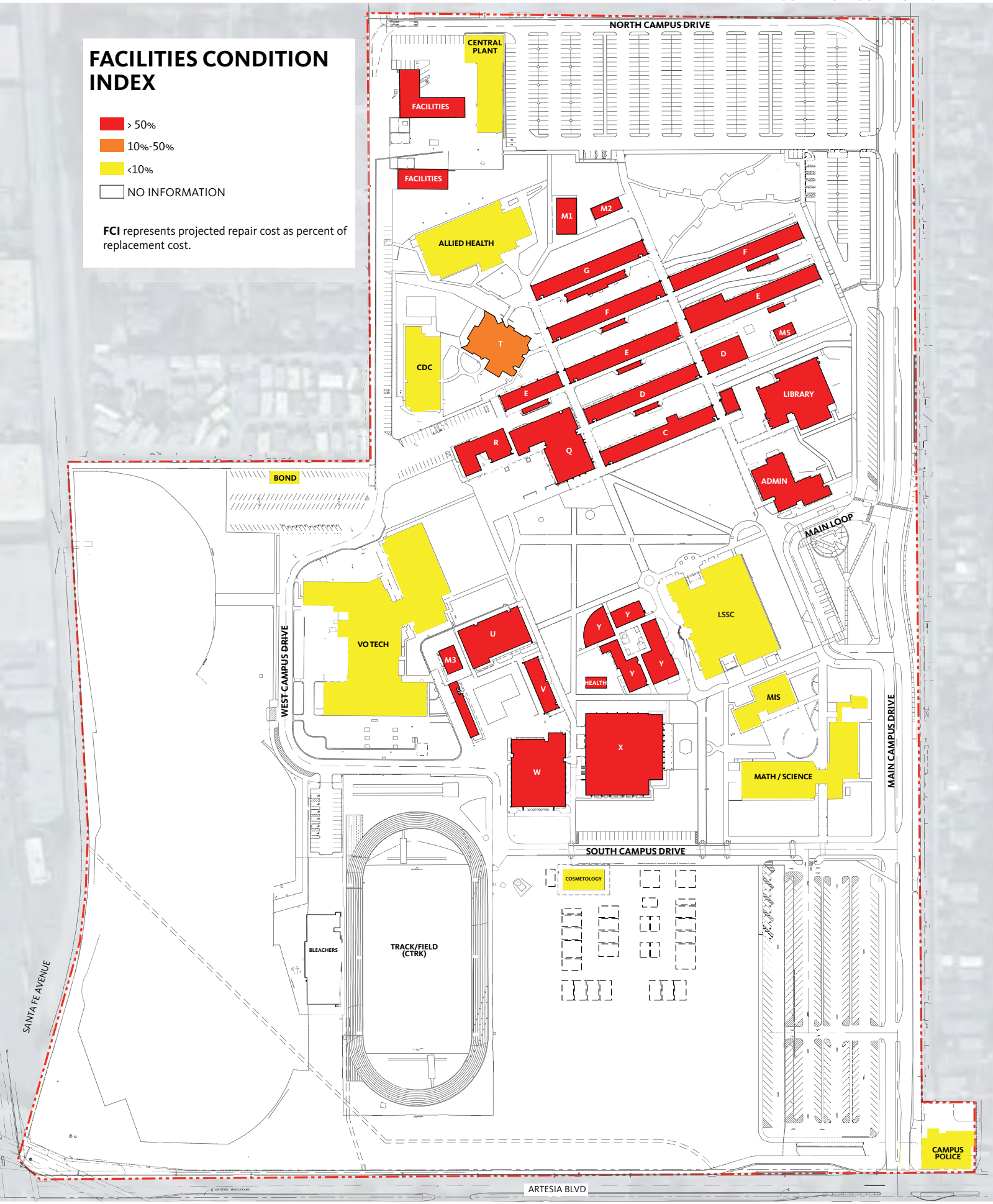
The CCCCO conducts surveys of college campuses at regular intervals and buildings are assigned FCI scores. This diagram summarizes the scores as reported on FUSION.

The original 1950s buildings have high FCI numbers (>50%). This indicates that the cost to renovate would be very high and replacement should be considered.

FACILITIES CONDITION INDEX

- > 50%
- 10%-50%
- <10%
- NO INFORMATION

FCI represents projected repair cost as percent of replacement cost.



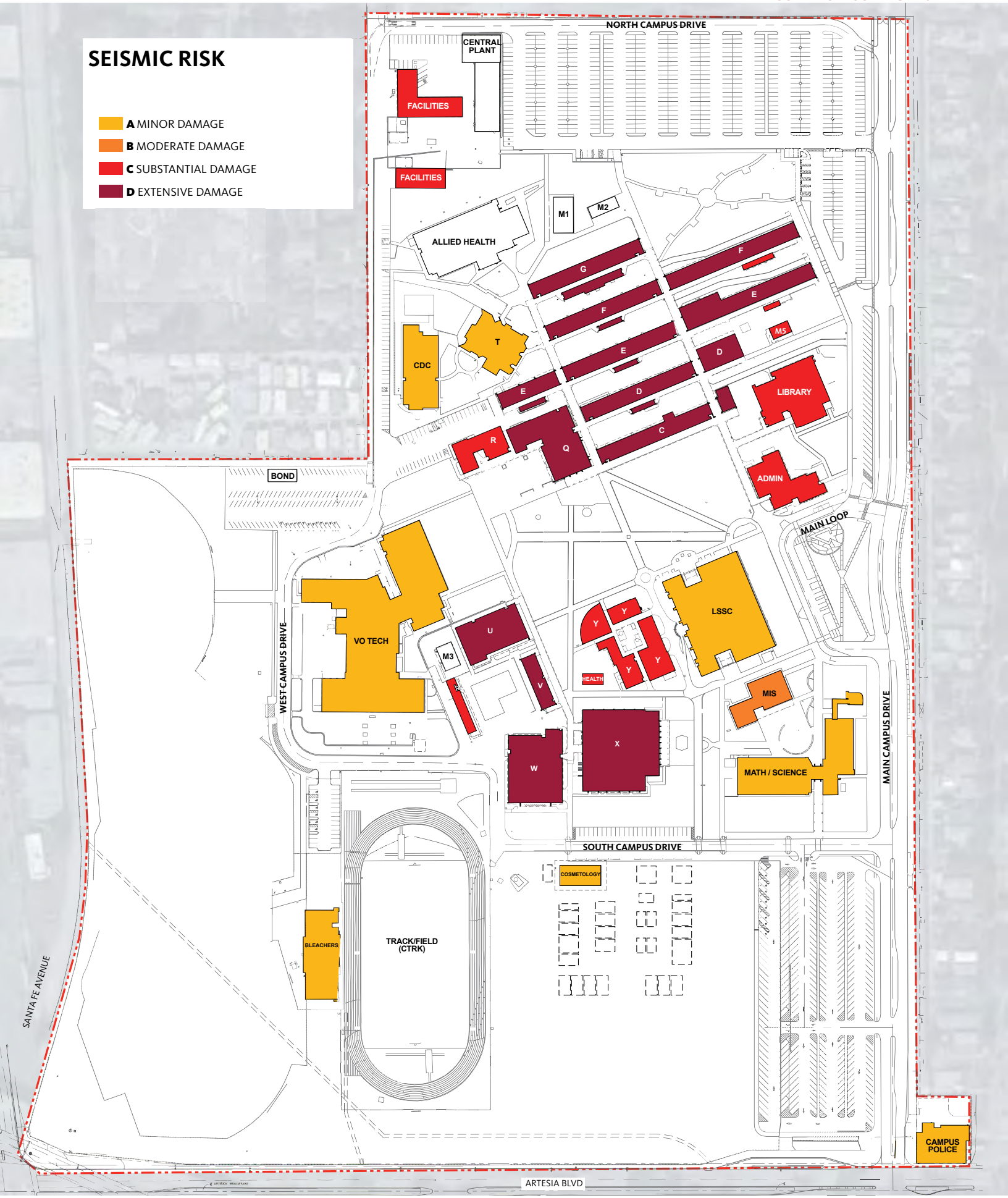
SEISMIC RISK

In 2012 a campuswide seismic study was conducted. The following criterion were used in the evaluation of the existing buildings' structural systems in the event of a seismic event:

GRADE:

A. Risk of minor structural damage in seismic event repairable.
B. Risk of moderate structural damage in seismic event; substantial repair.
C. Risk of substantial structural damage in seismic event; repair may not be cost effective.
D. Risk of extensive structural damage; recommend removal due to cost to repair.

The graphic plate on the right is a graphic representation of the grades on the overall campus plan.


SEISMIC RISK
A MINOR DAMAGE
B MODERATE DAMAGE
C SUBSTANTIAL DAMAGE
D EXTENSIVE DAMAGE
NORTH CAMPUS DRIVE
CENTRAL PLANT
FACILITIES
FACILITIES
ALLIED HEALTH
M1
M2
M5
M3
CDC
T
F
G
E
D
C
R
Q
LIBRARY
ADMIN
BOND
MAIN LOOP
VO TECH
U
V
W
X
Y
LSSC
HEALTH
MIS
MATH / SCIENCE
WEST CAMPUS DRIVE
MAIN CAMPUS DRIVE
SOUTH CAMPUS DRIVE
COSMETOLOGY
BLEACHERS
TRACK/FIELD (CTRK)
SANTA FE AVENUE
CAMPUS POLICE
ARTESIA BLVD

GOT E-MAIL?

RECOMMENDATIONS

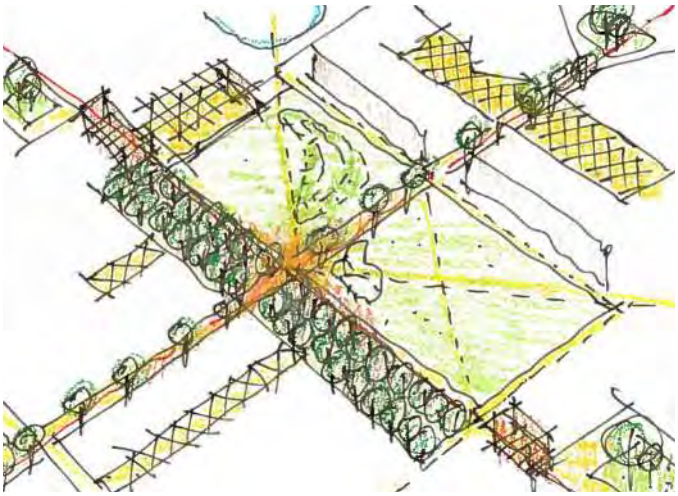
RECOMMENDATIONS

The 2019 Facilities Master Plan for Compton College presents an overall picture for the future. The recommendations include a series of improvements designed to support the College's educational mission, serve changing needs, address projected enrollment and provide a framework for future campus development.

This chapter describes the building and site projects in the FMP and is organized into the following sections:

- 2019 Facilities Master Plan
- Site improvement projects
- Phased development

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The actual design of each project will take place as projects are funded and detailed programming and design occurs.



2019 FACILITIES MASTER PLAN

The 2019 Facilities Master Plan (FMP) includes recommendations for new construction, building renovations, and site development projects.

New construction of buildings to replace outdated facilities that are at the end of their service is intended to provide the necessary spaces for a growing campus and align with Compton College's educational mission. The planning and location of the new facilities provides an opportunity to improve the overall functional zoning of the campus and to serve as a physical manifestation of the mission, vision and values of the campus.

In addition to new construction, the FMP also recommends the renovation and modernization of several existing facilities in order to renew their functional purpose and extend their life as a valuable existing asset. Renovation projects provide the opportunity to support key instructional and student services programs to meet the growing demands of shifting pedagogy and changing approaches to the delivery of services, as well as to conform to evolving building code requirements such as life safety, accessibility and sustainability.

NEW CONSTRUCTION

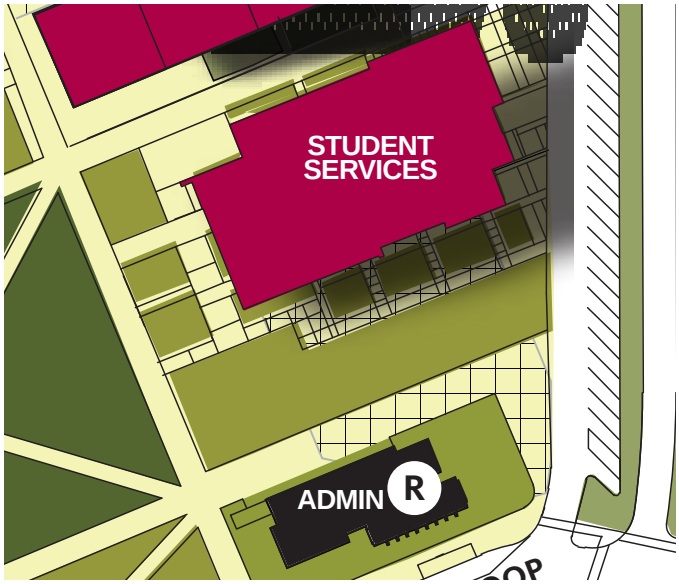
- Campus Police
- Instructional Building 1
- Instructional Building 2
- Instructional Building 3
- Student Activities Center
- Student Services
- Visual and Performing Arts
- Gymnasium
- Physical Education Complex (Gymnasium and Pool Facility)

RENOVATION

- Administration Building
- Management Information Systems Building (MIS)
- Vocational Technology Building (Vo Tech)
- Math/Science Building
- Child Development Center (Building T)

GREENLEAF BLVD.
NORTH CAMPUS DRIVE
MAIN CAMPUS DRIVE
CENTRAL PLANT
FACILITIES
FACILITIES
ALLIED HEALTH
INSTRUCTIONAL BUILDING 1
STUDENT HOUSING
STUDENT HOUSING
T
R
CDC
INSTRUCTIONAL BUILDING 2
STUDENT SERVICES
INSTRUCTIONAL BUILDING 3
ADMIN
R
MAIN LOOP
STUDENT ACTIVITIES CENTER
L/SSC
VO TECH
R
LITTLE THEATER
VISUAL & PERFORMING ARTS
MIS
R
HEALTH
PHYSICAL EDUCATION COMPLEX
POOL
MATH / SCIENCE
R
WEST CAMPUS DRIVE
SOUTH CAMPUS DRIVE
SAND VOLLEYBALL
COURTS
POTENTIAL FUTURE PARKING STRUCTURE
BLEACHERS
TRACK/FIELD (SYN.)
BLEACHERS + FIELDHOUSE
SOCCER FIELD
BLEACHERS
BASIN
SANTA FE AVENUE
CAMPUS POLICE
ARTESIA BLVD
EXISTING FACILITIES
NEW CONSTRUCTION
R RENOVATION

A WELCOMING FRONT DOOR



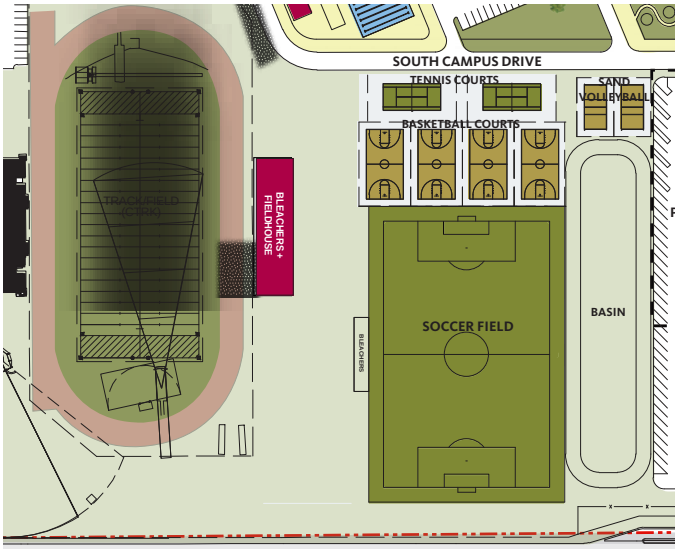
The campus arrival experience is a wonderful opportunity to create a positive and lasting impression for students and visitors to the campus. The FMP includes recommendations to enhance the existing arrival experience and to create a welcoming front door with improved access to student support services.

STUDENT SERVICES

A new Student Services building is proposed to consolidate dispersed programs, replace aging facilities and locate in a central, front door location. The consolidation of these key support functions will increase student access to services, improve efficiencies and enhance student success. The new multistory building will house all student support services.

ADMINISTRATION

The existing Administration Building was constructed in 1953, as part of the original campus, and is an important part of the campus history. The FMP recommends renovating a portion of the building for administrative offices and a board room and removing the student services section of the building. These functions will move into the new Student Services building.



A FOCUS ON HEALTH AND WELLNESS

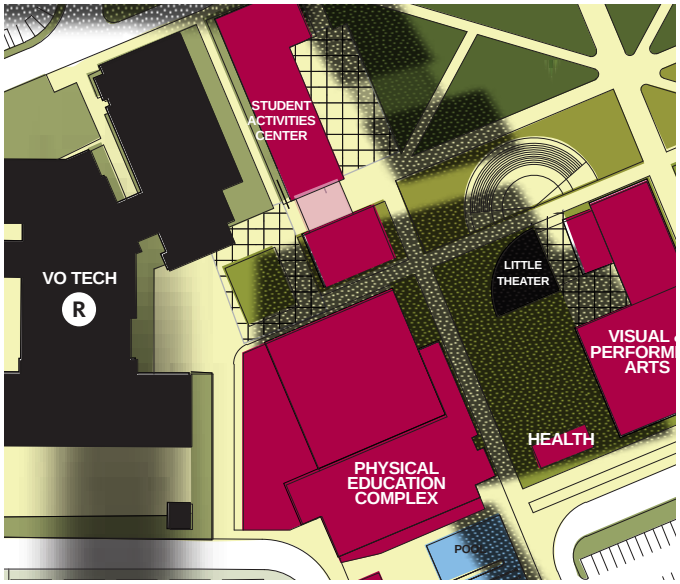
Development of the southern end of the campus is recommended to support physical education and athletics programs at Compton College. Proposed improvements will enhance the campus entry experience and welcome the community to the campus.

BLEACHERS

A bleacher facility is recommended to provide additional stadium seating, equipment storage, restrooms and concession space.

FIELDS AND COURTS

A new soccer field is proposed along with sand volleyball, tennis and basketball courts.



COMMUNITY ENGAGEMENT

PHYSICAL EDUCATION COMPLEX

Gym

A new Gym is proposed to replace functions currently housed in the existing Main Gym, Shower and Locker Buildings. This facility will be located on the southwest corner of the central quad, adjacent to the Student Activities Center, and will maximize opportunities for student use and engagement.

Pool

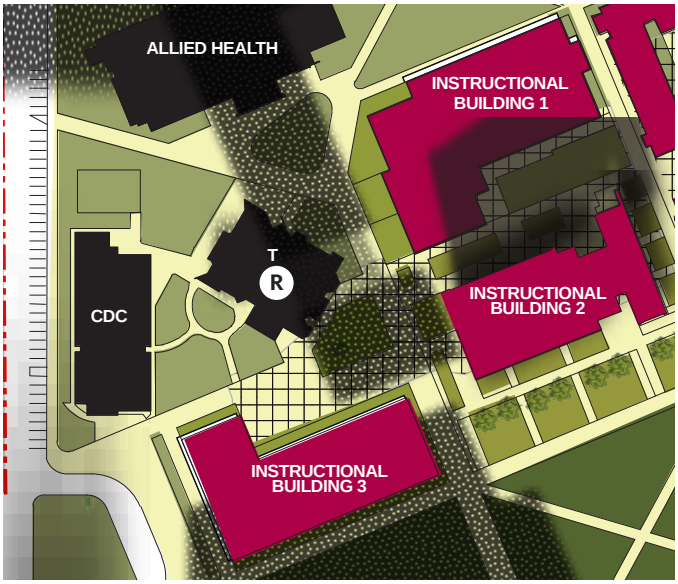
The proposed 25-meter pool will be located to the south of the new Gym and share locker and support facilities. A pool support building will house pool equipment.

VISUAL AND PERFORMING ARTS

A new facility to support music, dance, performing arts, film and video is recommended to replace aging facilities and provide a vibrant learning environment for these important programs. Strategic placement of this new facility supports adjacencies with the renovated Little Theater and the development of an outdoor courtyard.

STUDENT ACTIVITIES CENTER

The west end of the main quad will be framed by the new Student Activities Center. The new center will become a hub of activity bringing students, faculty and staff together to socialize, study and meet. Functions to be housed in the new facility will include food services, a bookstore, student activity spaces, meeting rooms and a faculty/staff lounge.



A NEW ACADEMIC VILLAGE

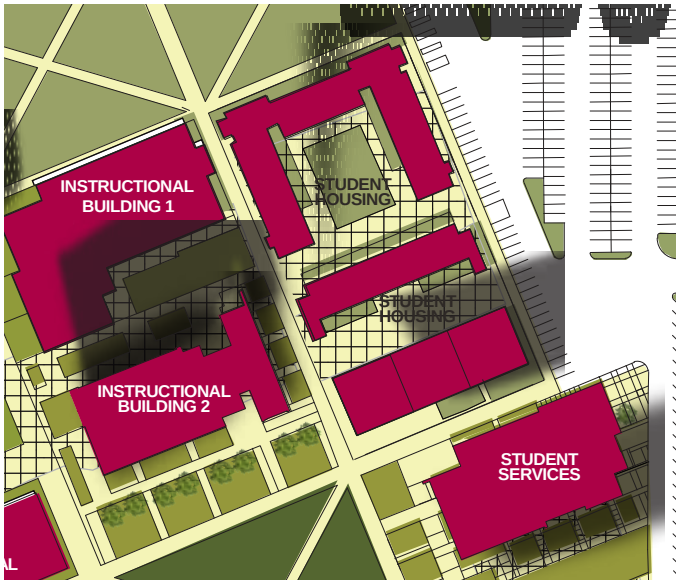
A cluster of new instructional buildings extends off of the main quad and will replace aging facilities, address program needs and support evolving pedagogies. Organized around smaller landscape courtyards, these spaces bring the existing Child Development Center and new Allied Health Building into the fold and are activated by outdoor learning spaces and study areas.

INSTRUCTIONAL BUILDING 1
Instructional Building 1 will be the first of a series of interdisciplinary facilities to replace the existing row buildings. This project is an approved state-funded project and is currently under construction.

INSTRUCTIONAL BUILDING 2
Instructional Building 2 will be the next facility to be constructed. The design will include an outdoor learning courtyard to enhance student collaboration. This project is an approved state funded project and currently in the design phase.

INSTRUCTIONAL BUILDING 3
The last of the interdisciplinary facilities will be Instructional Building 3. This building will be designed to complete the replacement of the aging row buildings and be sized to support the academic program needs.

STUDENT HOUSING



HOUSING

A new Student Housing Complex is proposed for development on campus to support Compton College's students in need. The complex will be designed to support a diverse student population with a variety of needs and interests. The proposed location for the development is adjacent to parking and ties into the network of pedestrian paths that connect to all areas of the campus. Students who live on campus will be able to access many of the services currently provided on campus, including counseling, career services, tutoring, childcare and health/wellness.

COMMUNITIES

The design concept illustrated on the campus plan is based on discussions with the Tartar Support Network and the broader campus community. Preliminary concepts that emerged from planning discussions included the idea of creating two communities designed around courtyards. One community would be traditional dormitory style with two beds per room and shared restrooms. The second community would be for families or older/returning students and include studios and one bedrooms. Shared study lounges, kitchens, laundry rooms, and outdoor gathering areas are included throughout to support collaboration and create a sense of community.

FOOD SERVICE & OUTDOOR GATHERING

On the south side of the development, a new Campus Cafeteria is proposed. This will support the entire campus community and integrate the student housing into the campus fabric. Outdoor seating and collaboration areas will be developed to support a variety of activities and will become a hub for students to study, socialize, study, and help each other succeed.

SITE IMPROVEMENTS

To complete the campus environment there are several opportunities to reinforce the image and provide a cohesive and memorable experience for all students, staff and visitors to the campus. A number of site improvement projects are recommended to address improved campus image/identity, circulation and connections as well as an overall enhanced campus environment.

They including the following:

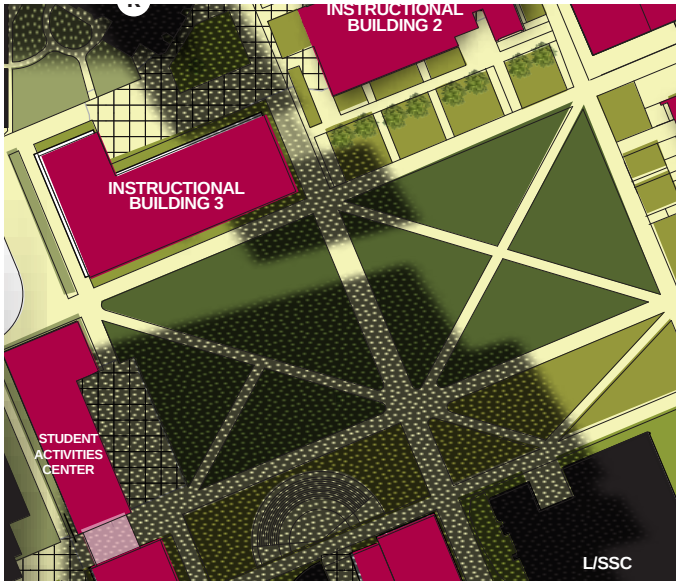
- New central campus quad – scaled appropriately to support a variety of gatherings and activities. Special events like commencement, as well as smaller day to day functions, can be staged here among shaded seating areas and outdoor amphitheater
- Enhanced paved and landscaped courtyards between key academic and student-oriented buildings
- Enhanced paved and landscaped pedestrian connections across campus (including allowances for fire truck access)
- Bleachers and support space for the existing Track and Field
- Additional outdoor sports courts including two basketball courts, four sand volleyball courts, two tennis courts and a soccer field
- Enhanced building entrances, edges and drop-off areas
- Increased surface parking areas with landscaped buffer to the core of campus – this buffer zone will also provide space for future academic buildings
- Allocate space for a potential future parking structure
- Landscaped storm water detention areas

GREENLEAF BLVD.
NORTH CAMPUS DRIVE
MAIN CAMPUS DRIVE
MAIN LOOP
WEST CAMPUS DRIVE
POOL
SOUTH CAMPUS DRIVE
SAND VOLLEYBALL
COURTS
POTENTIAL FUTURE PARKING STRUCTURE
MAIN CAMPUS DRIVE
TRACK/FIELD (CERO)
SOCCER FIELD
BLEACHERS
BASIN
SANTA FE AVENUE
ARTESIA BLVD

A REIMAGINED LIVING ROOM FOR THE CAMPUS

A redefined and reimagined central quad strengthens the campus core and sense of community. Activated by student-oriented spaces on each end with major pedestrian pathways connecting to all areas of the campus, the central quad becomes the “heart of the campus.”

The quad will be designed to support a variety of activities including informal study space, career fairs, ceremonies and commencement. Additionally, functions in adjacent buildings will extend out into the quad such as outdoor dining (from the Student Activities Center) and outdoor performances (from the Visual and Performing Arts building).



PHASED DEVELOPMENT

The recommended phasing plans that follow represent a logical sequence for implementing the Facilities Master Plan. They are organized according to key space needs and the incremental replacement of existing outdated facilities. Each phase of the four primary phases described below includes a combination of demolition, renovation, new construction and associated site improvement scope. Notably, some of the elements of Phase 4 are more time flexible and could be implemented as part of the preceding phases.

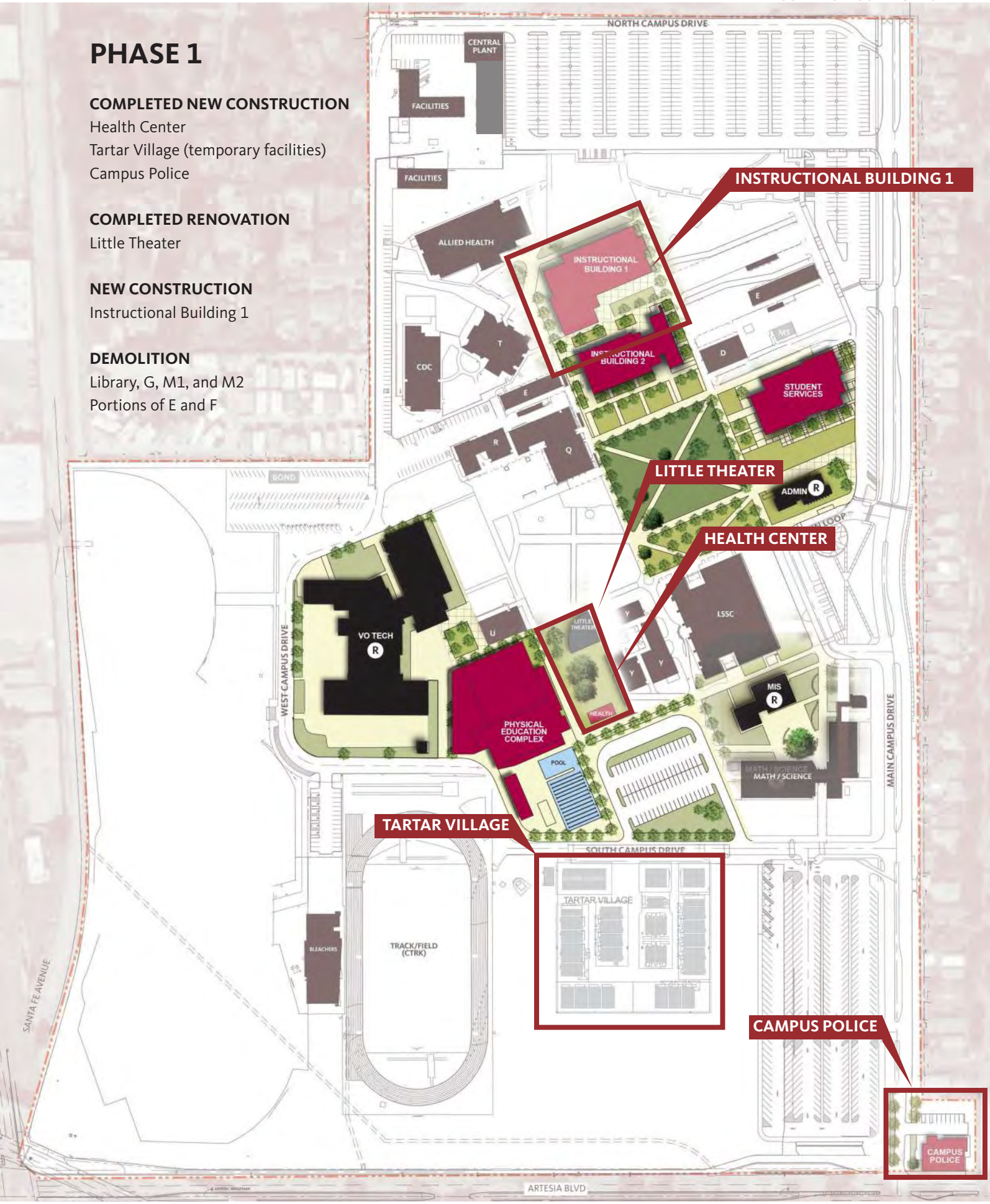
PHASE 1

COMPLETED NEW CONSTRUCTION
Health Center
Tartar Village (temporary facilities)
Campus Police

COMPLETED RENOVATION
Little Theater

NEW CONSTRUCTION
Instructional Building 1

DEMOLITION
Library, G, M1, and M2
Portions of E and F

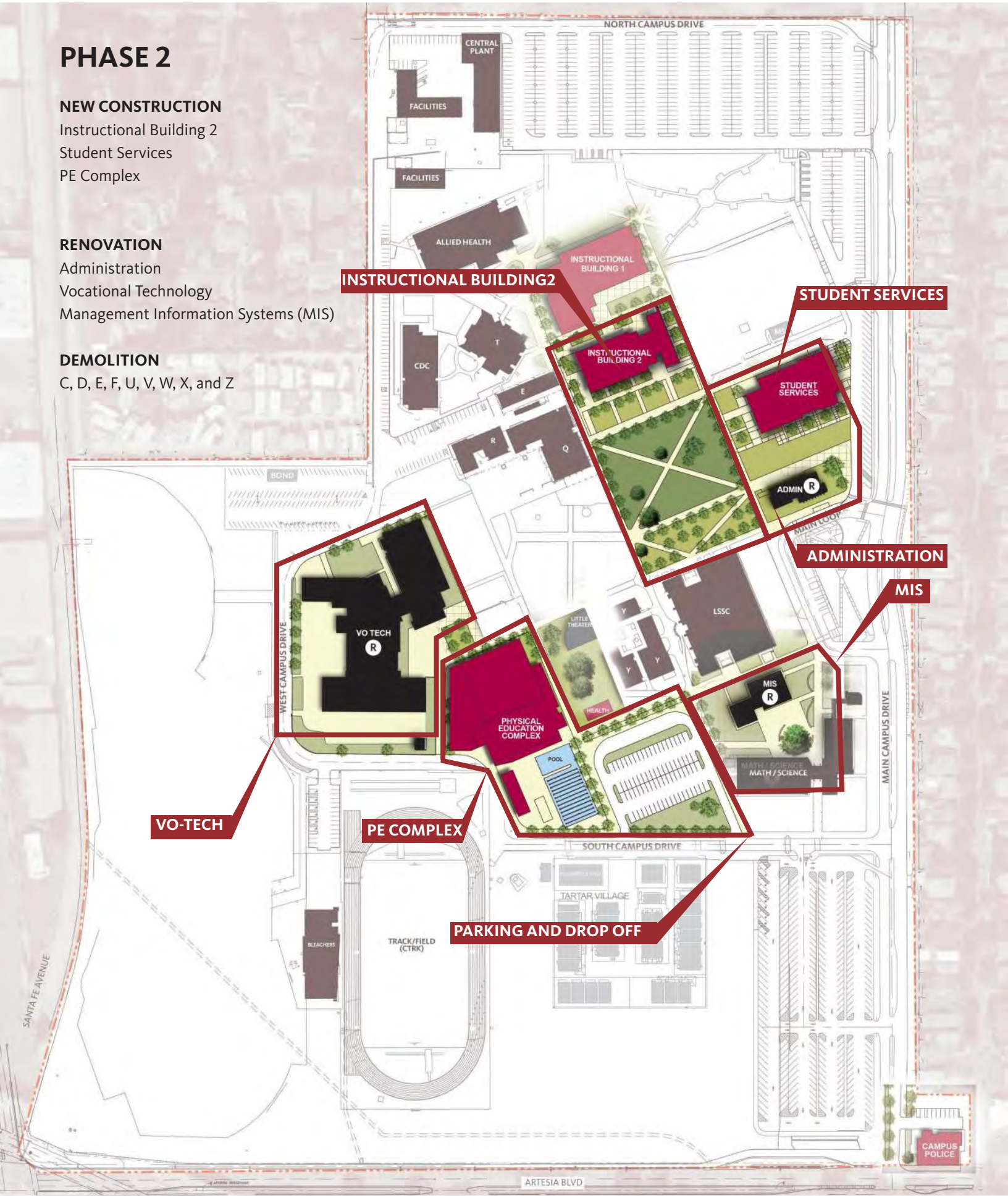


PHASE 2

NEW CONSTRUCTION
Instructional Building 2
Student Services
PE Complex

RENOVATION
Administration
Vocational Technology
Management Information Systems (MIS)

DEMOLITION
C, D, E, F, U, V, W, X, and Z



PHASE 3

NEW CONSTRUCTION
Bleachers
Soccer Field
Sand Volleyball
Tennis Courts
Basketball Courts
Visual and Performing Arts

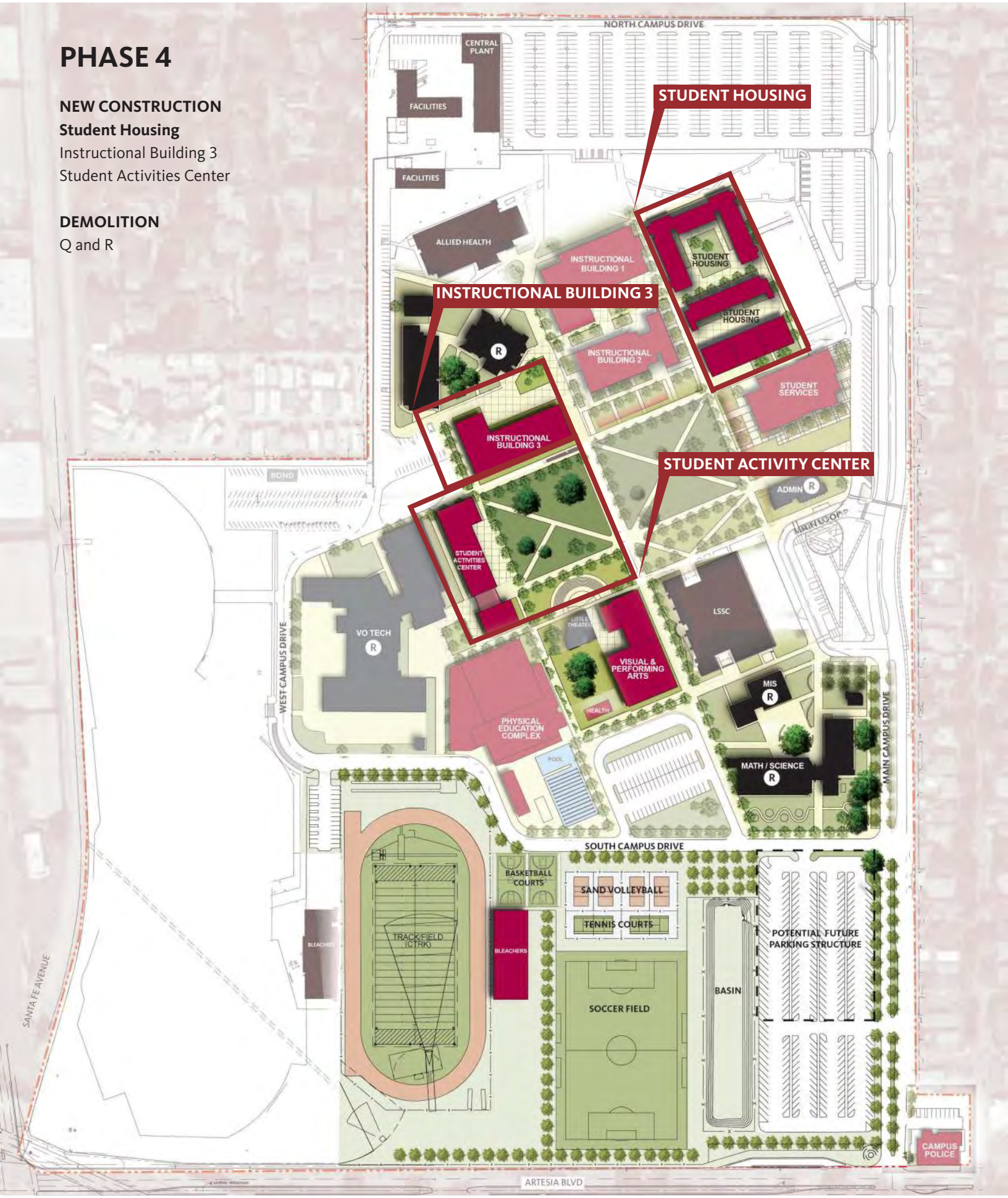
RENOVATION
Math / Science
Child Development Center (T)

DEMOLITION
Tartar Village (temporary facilities).
Building Y (except Little Theater)

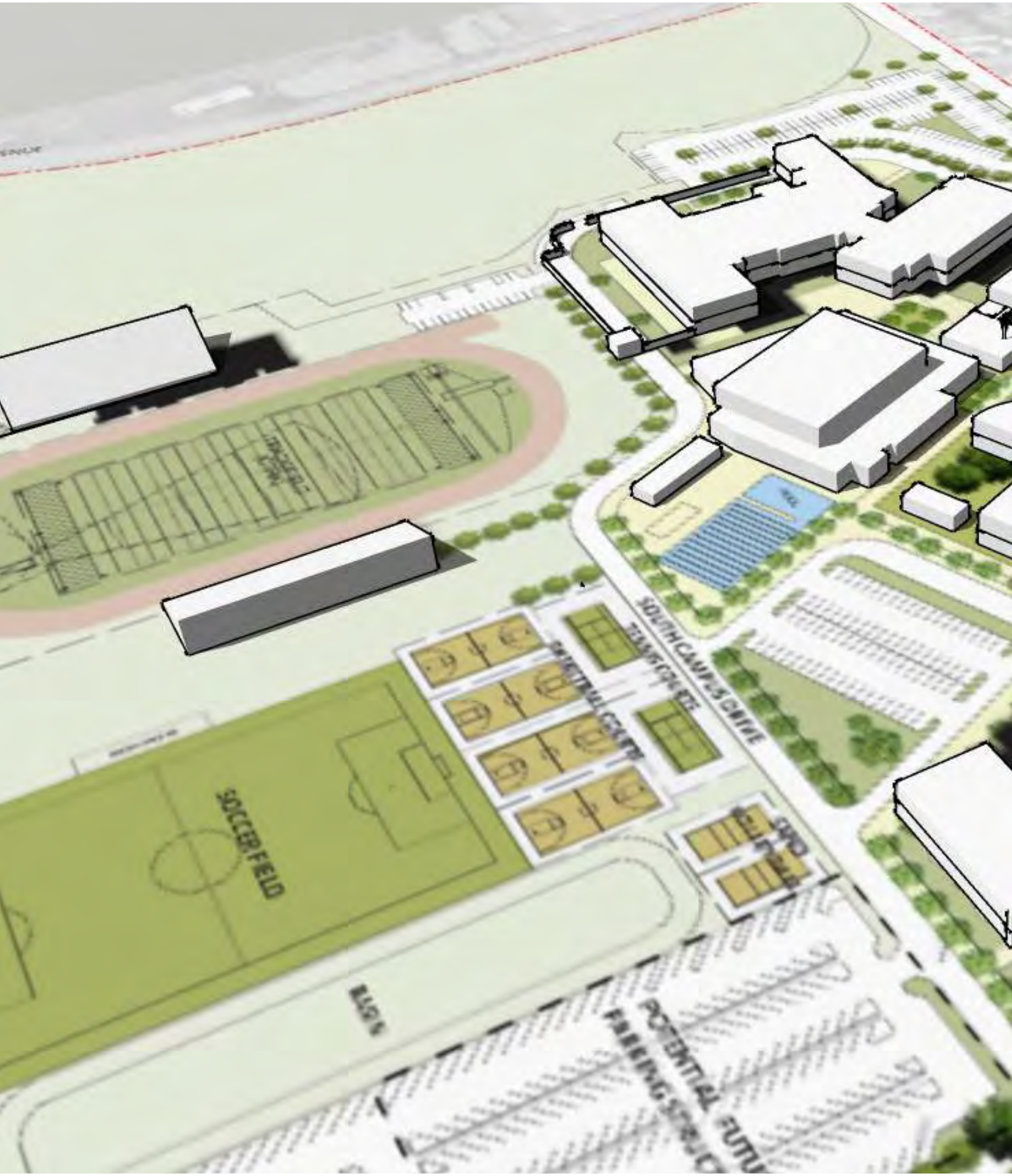
PHASE 4

NEW CONSTRUCTION
Student Housing
Instructional Building 3
Student Activities Center

DEMOLITION
Q and R



EXISTING FACILITIES
NEW CONSTRUCTION
R RENOVATION
NORTH CAMPUS DRIVE
MAIN CAMPUS DRIVE
CENTRAL PLANT
FACILITIES
FACILITIES
ALLIED HEALTH
INSTRUCTIONAL BUILDING 1
STUDENT HOUSING
INSTRUCTIONAL BUILDING 2
CDC
T
R
INSTRUCTIONAL BUILDING 3
STUDENT SERVICES
ADMIN
R
MAIN LOOP
STUDENT ACTIVITIES CENTER
VO TECH
R
WEST CAMPUS DRIVE
LITTLE THEATER
L/SSC
VISUAL & PERFORMING ARTS
MIS
R
HEALTH
PHYSICAL EDUCATION COMPLEX
POOL
MATH / SCIENCE
R
SOUTH CAMPUS DRIVE
SAND VOLLEYBALL
COURTS
POTENTIAL FUTURE PARKING STRUCTURE
BLEACHERS
TRACK/FIELD (CTPK)
BLEACHERS + FIELDHOUSE
SOCCER FIELD
BASIN
BLEACHERS
SANTA FE AVENUE
CAMPUS POLICE


SOCCER FIELD
SOUTH CAMPUS DRIVE

MAIN LOOP
DRIVE

APPENDIX

PLANNING RESOURCES

The development of the Compton College 2024 plan draws upon information from a variety of sources. The sources listed below, which appear in alphabetical order, serve as a repository of resources for internal and external stakeholders who are engaged in ongoing inquiries and dialogues that will enhance future planning as well as the institution's commitment to continuous quality improvement.

American Community Survey - https://www.census.gov/programs-surveys/acs/ - [Note: The American Community Survey, produced by the U.S. Census Bureau, is the premier source for detailed information about the American people and workforce and changes taking place in U.S. communities.]

Bureau of Economic Analysis (U.S. Department of Commerce) – www.bea.gov

Bureau of Labor Statistics (U.S. Department of Labor) – www.bls.gov

California Community Colleges Chancellor's Office – www.cccco.edu

California Department of Education - http://www.cde.ca.gov/

California Department of Finance – Governor's Budget - www.ebudget.ca.gov

California Department of Transportation – www.dot.ca.gov

Census Reporter - https://censusreporter.org/ [Note: Census Reporter uses information from the U.S. Census bureau to create profiles and comparison pages and visualizations that provide a friendly interface for navigating data.]

Compton College Institutional Research and Planning - http://www.compton.edu/academics/ir/

Data USA – https://datausa.io/ [Note: Data USA is a comprehensive website and visualization engine utilizing public US Government data.]

EMSI (Economic Modeling Specialists) – www.economicmodeling.com
[NOTE: EMSI provides labor market data and analysis to leaders in higher education, business, and community development.]

Legislative Analyst's Office: The California Legislature's Nonpartisan Fiscal and Policy Advisor - www.lao.ca.gov

National Center for Education Statistics Data Center – IPEDS (U.S. Department of Education) – https://nces.ed.gov/ipeds [Note: IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs.]

U.S. Census Bureau - https://www.census.gov

ENDNOTES

1 https://www.bea.gov/news/2019/gross-domestic-product-4th-quarter-and-annual-2018-third-estimate-corporate-profits-4th

[2] http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1#reqid=9&step=1&isuri=1

[3] Bureau of Labor Statistics News Release (December 8, 2015). Retrieved at http//:www.bls.gov/emp.

[4] Cooley, Thomas, Griffy, Ben, and Rupert, Peter (September 29, 2016) GDP Report Shows Modest Gains, U.S. Economic Snapshot. Retrieved from https://econsnapshot.com/2016/09/29/gdp-report-shows-modest-gains/

[5] https://www.edd.ca.gov/about_edd/pdf/urate201903.pdf

[6] Governor's Budget Summary, 2016-2017. Retrieved at http://www.ebudget.ca.gov/2016-17/pdf/BudgetSummary/EconomicOutlook.pdf.

[7] Ibid.

[8] Ibid

[9] California Legislative Analyst Office. (January 7, 2016) Retrieved at http://www.lao.ca.gov/LAOEconTax/Article/Detail/206

[10] Ibid

[11] "California Passes France as World's 6th Largest Economy" Fortune. June 17, 2016. http://fortune.com/2016/06/17/california-france-6th-largest-economy/

[12] Ibid.

[13] California Community College Chancellor's Office. Retrieved at http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2013StrategicPlan_062013.pdf

[14] Ibid.

[15] Ibid.

[16] Ibid.

[17] Bellflower, Lakewood, Long Beach, and Carson are not included here because the district only touches a small fraction of these cities.

[18] Source for all information on key demographics for Los Angeles County https://datausa.io/profile/geo/los-angeles-county-ca/#demographics (2014).

[19] The term "Hispanic," as opposed to Latino, as used here, follows the nomenclature of the source.

[20] DataUSA drew data on higher educational attainment from the U.S. Department of Education's data source NCES IPEDS. Reporting data is for 2013-2014.

[21] The Gini coefficient, names after the Italian statistician who developed it, is a measure of statistical dispersion intended to represent the equality of a distribution, and is the most commonly used measure of inequality. Values range from 0 to 1, with 0 being perfect equality. Note that the GINI is a measure that is looking at the spread of a distribution and does not necessarily imply a higher or lower average value of the distribution.

[22] Bellflower, Lakewood, Long Beach, and Carson are not included here because the District only touches a small fraction of these cities.

[23] All population projection data is derived from EMSI (July 2016).

[24] California Department of Transportation. Retrieved at http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2014/LosAngeles.pdf

[25] Census Reporter. Retrieved at http://censusreporter.org/profiles/16000US0615044-compton-ca/.

[26] http://www.cde.ca.gov/ds/sd/

[27] The state API ranking is based on a scale of 1-10 with 10 being awarded to schools with the highest achievement in terms of standardized test targets. Ten of the top 15 feeders rank in the bottom 30% (1,115 students) in state rank. Only one school ranks in the top 30% in state rank.

[28] National unemployment data retrieved at http://data.bls.gov/timeseries/LNS14000000; State unemployment data drawn from Bureau of Labor Statistics and retrieved from http://data.bls.gov/timeseries/LASST060000000000003 (for California, September 2016); Metropolitan area data drawn from http://www.bls.gov/news.release/pdf/metro.pdf.; (October 23, 2016)

[29] Bureau of Labor Statistics; retrieved http://www.bls.gov/news.release/ecopro.nr0.htm (October 23, 2016)

[30] EMSI Los Angeles County is the source for all labor market data presented.

[31] Definitions of descriptive statistics used to measure age: mean age is the average age, or the single age that best describes the ECC-Compton Center student body; median age is the age at which 50% of the ECC population lies above and below; and mode age is the single most common age.

[32] CCCCO Datamart Report including reported credit and non-credit.

[33] Retention projections are in alignment with goals which the Enrollment Management Committee established. Targets for 2017-2-18 represent a 12% increase from 2012-2013 baseline.

[34] Success projections are in alignment with the Student Achievement Outcomes Aspirational Goals. Targets for 2017-2018 represent a 5% increase from the 2012-2013 baseline.

[35] A.A.-T. awards were not awarded until the 2012-13 academic year and AS-T awards were not awarded until the 2014-15 academic year.

[36] Awards reported as of MIS Data Submission in Summer/ Fall. Actual campus figures may be slightly different.Sources: CCC Chancellor's Office; El Camino College Admissions and Records; El Camino College Reporting Services. Counts include multiple degrees and certificates awarded to students.

[37] To preserve student privacy, some frequency information is not reported in this table.

[38] Source: CCCCO Datamart; data only available from AY 2012-2013.

Gensler