Compton College

Outreach and School Relations Program Review

Program Description

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

The goal of the office of Outreach and School Relations (OASR) at Compton College is to extend the educational programs and innovative and unique opportunities to district residents and learners of various ages, interests, and goals. The OASR seeks to establish partnerships with academic and student support units within Compton College, as well as develop partnerships with district residents, community-based organizations, and local agencies. The goal is to develop the support necessary to successfully market academic programs and student services to prospective students and district residents.

The office of OASR uses the college's mission and vision statements as directives and expectations for Outreach staff to adhere to while representing Compton College. The Compton College Strategic Initiatives that guide OASR programming and services include:

GOAL 1: Improve recruitment, enrollment, retention and completion rates for our students.
  Objective 4. Provide a student-centered environment that leads to student success.

OASR programming and services focuses on district wide efforts to increase and sustain enrollment on campus. This is accomplished by developing student-centered recruitment at 16 feeder high schools. Student Services Advisors and Adjunct Counselors are assigned to each high school to recruit and address the needs of prospective students; inform prospective students of the educational programs available at Compton College; and deliver on-site Enrollment Cycles that include creating an Open CCCApply account, complete an Admissions Application, New Student Orientation (NSO), Assessment (pre-2019), and Educational Planning. In addition, OASR coordinates Afternoon College at eight of the 16 feeder high schools, where Student Services Advisors and Adjunct Counselors deliver on-site Admissions Application, NSO workshops, and conduct course check-ins during the first two weeks of Afternoon College. OASR coordinates with student services, such as the office of Financial Aid & Scholarships to answer any of our prospective and current student's questions. Lastly, the OASR hires and trains Student Ambassadors to go out in the field and assist with recruitment; provide information on steps to enrollment, academic programs and student services offered at Compton College; and share their insightful college student perspectives.

GOAL 2: Support the success of all students to meet their education and career goals.
Objective 2: Minimize the equity gap for access, retention, and graduation rates.

Compton College admits qualified K-12 students who may have the ability to benefit from concurrently enrolling in college classes while still in high school to minimize the equity gap for access. Currently, there are four types of Dual Enrollment: (1) Regular K-12, (2) Afternoon College, (3) Compton Early College High School, and (4) Ab 288 College & Career Access Pathways.

Regular K-12

Regular K-12 is the longest-established type of Dual Enrollment. Regular K-12 enrollment is open to high school students who are not part of an agreement with a K-12 school district. Students may enroll in any class, except PE and Contemporary Health. Given the nature of regular K-12 Dual Enrollment, the office of OASR does not facilitate the enrollment process for these students. These students must submit all the required enrollment documentation directly to the office of Admissions and Records.

Afternoon College

Afternoon College is currently offered at eight of the 16 feeder high schools within the Compton College service area. Student Services Advisors and Adjunct Counselors provide information about Afternoon College course offerings and conduct Admissions Application and NSO workshops to ensure students complete the steps to enrollment. Moreover, Student Services Advisors and Adjunct Counselors conduct off-site course check-ins to ensure high school students who want to enroll in the course have completed the Admissions Application, NSO, Dual Enrollment applications, submit documentation to verify high school enrollment for students who are 18 years or older but still enrolled in high school, and additional documentation for high achieving K-10 students. OASR staff collects Dual Enrollment applications and additional information and submits the documentation to the office of Admissions & Records for processing on behalf of students. In spring of 2020, a total of 17 courses at eight feeder high schools were scheduled. Thus, establishing enrollment pipelines to Compton College educational programs.

Compton Early College High School

Compton Early College High School, referred to as Early College, was established in 2015-2016 as Compton College's first agreement with Compton Unified School District. Early College offerings expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness (Assembly Bill 2364, pg. 2, 2016). The Early College partnership provides a cohort of 100-150 students each year with the opportunity to earn their Intersegmental General Education Transfer Curriculum (IGETC) by the end of their senior year. Early College had four student cohorts for the first time in the 2018-2019 academic school year; the first student cohort graduated in June 2019.

At the time Early College was established, student enrollment fees were paid by Compton Unified School District. However, in fall of 2016 Assembly Bill No. 2364 enabled colleges to expand its Dual Enrollment offerings by:

> Require[ing] community college districts to exempt a special part-time student, other than a nonimmigrant alien, as defined, from paying all or parts of the fee if that student is admitted pursuant to one of additionally specified concurrent or dual enrollment programs (Assembly Bill 2364, pg. 1, 2016).

Thus, AB 2364 eliminates cost as a barrier for students and/or school districts by waiving the students' enrollment fees. This practice has allowed Compton College to grow its number of off-site course offerings in the past three years by removing cost as a barrier to enrollment for students and school districts.

OASR supports Early College students' enrollment process of by assisting with the Admissions Application, NSO, and provides campus tours for students once they are enrolled in the program.

AB 288 College and Career Access Pathways
AB 288 College and Career Access Pathways are a series of college courses that lead to an identified guided pathway. Classes are offered at the high school and are integrated into student's regular high school class schedule.
Compton College established AB 288 Pathway programs with CUSD, LUSD, and PUSD.
1. Compton Unified School District (CUSD) began their AB 288 IGETC Pathway in 2018-2019 at their three comprehensive high schools:
    a. Centennial High School- 90 students
    b. Compton High School- 90 students
    c. Dominguez High School- 120 students
        ▪ The cohorts are composed of 11 and 12 grade students, 300 students total.
2. Paramount Unified School District (PUSD) began their AB 288 Administration of Justice Pathway in 2019-2020 with a cohort of 30 students at Paramount High School West Campus. The students transition into Paramount High (main campus) their sophomore year until completion of the program their senior year.
    a. Paramount High School West Campus- 30 students, summer 2019
    b. Paramount High School West Campus- 35 students summer 2020
    c. Paramount High School West Campus- 35 students summer 2021
    d. Paramount High School West Campus- 35 students summer 2022
        ▪ Each cohort moves together, thus increasing the number of students served each year, until the fourth year
            • 2019-2020, 30 students
            • 2020-2021, 65 students
            • 2021-2022, 100 students
            • 2022-2023, 135 students
3. Lynwood Unified School District (LUSD) will begin their AB 288 IGETC Pathway in fall 2020 with a cohort of 30 students from Lynwood High School.
    a. Lynwood High School- 30 students, summer 2019
    b. Lynwood High School- 30 students, summer 2020
    c. Lynwood High School- 30 students, summer 2021
    d. Lynwood High School- 30 students, summer 2022
        ▪ Each cohort moves together, thus increasing the number of students served each year, until the fourth year
            • 2019-2020, 30 students
            • 2020-2021, 60 students
            • 2021-2022, 90 students
            • 2022-2023, 120 students

California Academy of Mathematics and Science
California Academy of Mathematics and Science (CAMS) partnered with Compton College to provide pre-engineering instruction to students enrolled at CAMS beginning fall 2020 to all 9-12 grade students, approximately 500 students total.

OASR supports students' enrollment process by helping students complete the Admissions Application and NSO. Early College High School, CAMS, and the AB 288 Pathway agreements with CUSD, LUSD, and PUSD will continue to grow. As students' progress through the course work, an emerging need is to provide students with academic advising early in the semester to ensure students access academic resources in a timely fashion to successfully complete the course, thus promote retention and completion. There is a need to hire additional Adjunct Counselors to provide this service as additional AB 288 agreements started with Paramount and Lynwood Unified School Districts for fall 2019 and fall 2020 respectively. As the cohorts grow each year, an evaluation of the Dual Enrollment student ratio and Student Services and Dual Enrollment Specialist will be to be evaluated to ensure the student to staff ratio is adequate to successfully provide services to students.

Table 1 below illustrates the Dual Enrollment partnership growth through 2024. The number of Dual Enrollment students in CAMS and CUSD schools has reached the enrollment cap. However, there will be a slow growth in the number of students enrolled at LUSD and PUSD schools until they have a total of four cohorts per year. It is important to note that Afternoon College growth is not included in Table 1 because the number of sections and number of enrolled student varies from semester to semester. It is recommended that the district evaluate the hiring of additional full-time or provisional staff on an annual basis to support the growth.

Table 1: Dual Enrollment Partnerships Projected Growth through 2024

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
LBUSD					
CAMS	500	500	500	500	500
LBUSD Total	*500*	*500*	*500*	*500*	*500*
CUSD					
Centennial HS	90	90	90	90	90
Compton HS	90	90	90	90	90
Dominguez HS	120	120	120	120	120
Early College	500	500	500	500	500
CUSD Total	*800*	*800*	*800*	*800*	*800*
LUSD					
Lynwood HS		30	60	90	120
LUSD Total		*30*	*60*	*90*	*120*
PUSD					
Paramount HS		30	60	90	90
Paramount West HS	35	35	35	35	35
PUSD Total	**35**	**65**	**95**	**125**	**125**
All District's Total	**1,335**	**1,395**	**1,455**	**1,515**	**1,545**

Table 2 below provides a description of the types of Dual Enrollment, term length, admissions application cycle, Dual Enrollment application cycle, unit limitations, and current and future partnerships. OASR facilitates student enrollment for the last four types as part of the district's AB 288/ CCAP Agreements.

Table 2: Types of Dual Enrollment Programs

Dual Enrollment	Regular K-12	Afternoon College	Early College	AB 288 Pathways	CAMS
Program Description	Regular High School students not in a specific program. They can enroll in any class, except PE and Contemporary Health.	College courses offered at the High School site after the regular school day. They can enroll in any class, except PE and Contemporary Health. Classes are open to other students.	Cohort model program where a college curriculum is integrated into the school day. Students remain in the program for 4 years (9- 12 grade) with the goal of completing an IGETC certificate and/or AA/AS/AAT/AST. In the 11 and 12 grade, students take classes at Compton during the regular school day. Classes are open to other students.	Series of college courses that lead to an identified guided pathway. Classes are offered at the high school and are integrated into student's regular high school class schedule. Classes are closed to other students.	Series of college courses in pre-engineering Instruction. Classes are closed to other students.
Term Length	Students can enroll in any class (full-term or short-term)	12 weeks in the fall/ 14 weeks in the spring	16 weeks	16 weeks	16 weeks
CCCApply Admissions Application Cycle	Every Term/Session, unless student is active in Early College or AB 288.	Every Term/Session, unless student is active in Early College or AB 288.	Once for the duration of enrollment, typically 4 years. (Condition: if a student breaks enrollment they must re-apply)	Once for the duration of enrollment, typically 4 years. (Condition: if a student breaks enrollment they must re-apply)	Once for the duration of enrollment, typically 4 years. (Condition: if a student breaks enrollment they must re-apply)
Dual Enrollment	Every Term/Session	Every Term/Session	Annually (Each summer)	Annually (each summer/fall)	Annually (Each fall) Covers fall,

				Covers summer/ fall, winter, spring and summer	winter, spring and summer
Application Cycle				Covers summer/ fall, winter, spring and summer	winter, spring and summer
Unit Limitation	Two classes or 7 unit max	Two classes or 7 unit max	11 units maximum enrollment allowed	15 units maximum allowed (Only after district consultation)	Two classes or 7 unit max
Current Partnerships	Open to all K-12 students	1. CUSD 2. LAUSD 3. LUSD 4. PUSD	Compton Unified School District Early College	CUSD- IGETC Pathway • Compton HS • Centennial HS • Dominguez HS PUSD- AJ Pathway • Paramount High School West Campus when students start the program in the 9 grade • Paramount High School during students 10 -12 grades	LBUSD- CAMS
Future Partners Fall 2020	N/A	Currently, none	Currently, none	LUSD- IGETC • Lynwood High School	NA

      In addition to supporting the enrollment process for Dual Enrollment programs, the office of OASR also staffed the campus' Welcome Center, until fall 2019, and offered a comprehensive range of support services for prospective and current students. The services include: assistance with the completion of the Admissions Application, navigating the MyECC/MyCompton portal, facilitating completion of the online and in-person NSO's, registering for classes, directing students to student service departments, scheduling counseling appointments, and assisting students navigate the campus.

      During the first two weeks of the semester, all Student Advisors, Adjunct Counselors, and Student Ambassadors are on-site in the Welcome and Transfer/Career Centers to ensure students get the support needed to successfully enroll in courses. Furthermore, Student Ambassadors take the Welcome Center services out to campus via Week of Welcome (WOW) informational tables. WOW informational tables are specifically placed in high traffic areas throughout Compton College to welcome students, assist students finding classrooms and refer students to other student services; which include: Athletics, First Year Experience (FYE), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Guardian Scholars

(formerly the Youth Empowerment Strategies for Success), Special Resource Center (SRC), Student Life, Library - Student Success Center (L-SSC), Transfer/Career Center, Career & Technical Education (CTE), and Counseling (*see* Question 4 response for comprehensive list of student services). The goal is to provide students to a wraparound approach that builds a support network that promotes student success.

GOAL 5: Establish partnerships in the community and with the K-12 schools.
Objective 1: Establish faculty-to-faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.
Objective 3: Strengthen the broader needs of the community served by Compton Community College District.

In fall of 2018, Compton College launched its Compton College Promise program with CUSD to make college more accessible and affordable to low and middle-income students. The Compton College Promise Program is part of Compton College's overall strategic initiatives as it improves recruitment and enrollment (GOAL 1), minimizes the equity gap for access (GOAL 2/Objective 2), and ensures through partnerships with school districts in our community to create a seamless transition for students. Most recently, Compton College partnered with LUSD and PUSD to serve the first cohort of students in fall of 2019.

Through the Compton College Promise Program, high school graduates who attend Compton College fulltime (12 units at census) beginning the fall immediately after graduation are eligible to have their enrollment fees waived for two-years. Given that the Compton Promise only waives enrollment fees, students are highly encouraged to apply to FYE and EOPS to receive additional support services. The FYE program provides students with equitable access to learning experiences via learning communities, intensive academic support, and personalized career and academic counseling. Therefore, providing students with high-impact practices (i.e., learning communities) that have been noted to increase rates of student retention and student engagement. OASR also highly encourages students to apply to EOPS to benefit from extensive counseling services that support enrollment, retention, graduation, and transfer success. Additionally, EOPS students are eligible for a book voucher. Further lifting a financial burden that has greatly impacts students in Compton College's service area.

2. ***Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.***

The office of OASR serves four types of populations: (1) prospective students, (2) current students, (3) Dual Enrollment Students and, (3) contacts/liaisons for schools and/or community organizations.

1. ***Prospective Students*: ** This group includes all potential Compton College students that the Outreach staff encounters in K-12 presentations at the feeder high schools, information booths, college fairs, career fairs, Super Saturdays/Sundays, community events, and prospective students who utilize the Welcome Center to complete the Steps to Enrollment.

2. ***Current Students*:** This group includes current and continuing students who visit the Welcome Center for navigational assistance with the MyECC/My Compton portals, completion of the online and in-person NSO's, course registration assistance students, assistance with navigating the campus.

3. ***Dual Enrollment Students:*** This group includes students who participate in Early College, CAMS, AB 288 Pathways, and Afternoon College.

4. ***Contacts/Liaisons for Schools and/or Community Organizations*:** This group includes K-12 counselors, administrators, and community liaisons and organizations. OASR serves to keep this group of contacts abreast of important dates, changes or other issues as it relates to Compton College programs, services and course offerings.

The following sections provide data on OASR services, the Welcome Center, Dual Enrollment programs, and the Compton Promise Program.

Overview of Outreach Services

To serve the ever-evolving needs and requests of prospective students, current students, contact/liaisons for schools, and community organizations, the OASR has increased the number services provided to meet demand.

Table 3 lists the types of Outreach services provided by the OASR by academic year from 2014-2018. The data shows that a total of 388 outreach services were provided in 2014-2015, with the number of total services increasing to 675, approximately a 74 percent increase in 2017-2018. Other notable trends include the more than threefold increase in NSO's (34 in 2015 to 118 orientations in 2018), college fairs (15 in 2014-2015 to 63 in 2017-2018), and on campus events (2 in 2014-2015 to 14 in 2017-2018). Similarly, there is an increase in the number of application workshops, presentations, outreach services, and campus tours in the four-year span. Additional increases in outreach services are expected for the 2018-2019 academic year with the addition of the Compton College Promise Program.

Table 3: List of Outreach Services from 2014-2019

Outreach Services	*2014-2015*	*2015-2016*	*2016-2017*	*2017-2018*
Training	22	11	23	15
Application Workshops	86	94	69	119
Assessment Test	41	20	32	33
Ed Plans	37	18	12	26
College Fairs	15	16	27	63
Orientation	34	37	12	118
Outreach Services	66	131	168	125
Presentation	33	22	15	61
Table	41	69	74	72
On Campus Event	2	1	3	14
Campus Tour	11	70	25	23
Super Sundays	0	0	8	6
TOTALS	388	489	468	675

Source: Outreach Calendars 2014-2019

Welcome Center

The Welcome Center is the first point of contact for all prospective students since it centralizes the core services required by Senate Bill 1456 Student Success and Support Program, which has been renamed as the Student Equity and Achievement (SEA) Program. The Welcome Center supports the completion of five of the six Steps to Enrollment:

Step 1: *Apply for Admission*
: Financial Aid (Recommended) is the only step not provided by the Welcome Center
Step 2: New Student *Orientation*
Step 3 (pre-2019): Assessment/Testing
Step 4: *Educational Planning* and
Step 5: *Register for Classes*

The Welcome Center requests that prospective and continuing students sign-in to track the type of services requested to track services provided by year. Table 2 provides a monthly breakdown of student traffic by year. The data show that the Welcome Center has been frequented by over 10,000 students each year. It is important to note that the Welcome Center is open for extended hours during peak registration (2 weeks before and the first 2 weeks of the semester) to provide services and support current/continuing students to complete the Steps to Enrollment and register for courses. Table 4 shows that the highest student traffic takes place in the months of August and February, with 1826 and 1314 students respectively. Both months align with the beginning of the fall and spring semesters, when students are more likely to seek assistance with the completion of the Admissions Application, navigating the MyECC/MyCompton portal, online and in-person NSO's, registering for classes, schedule counseling appointments, and need assistance navigating the campus. The hours of operation support the student needs.

Table 4: Welcome Center Visitors by Month and Year, 2015-2018

Month	2015	2016	2017	2018
January	2832	2508	1401	774
February	616	585	2123	1314
March	477	423	439	279
April	956	1070	438	362
May	1215	1051	829	580
June	1110	974	1525	1026
July	1671	1459	911	532
August	2690	1865	2673	1826
September	1309	2317	765	950
October	428	493	387	298
November	671	582	482	337
December	1299	814	546	508
TOTAL	**15,274**	**14,141**	**12,519**	**8,786**

Source: Transfer Center Sign-in Sheets 2014-2018

Table 5 breaks down the number of Welcome Center Visitors by type of services and semester. Table 5 shows that during the 2017-2018 academic year, the Welcome Center, Student Advisors, and Student Ambassadors assisted a total of 9,925 students. Of these, 1,077 prospective students received assistance with the completion of their Admissions Application, 695 students completed orientation, and 1,852 students received assistance with registration at Compton College. In addition, 1,777 current students received support as they navigated the MyECC/MyCompton portal or inquired about their class schedule.

Table 5: Welcome Center Visitors by Type of Service and Semester

	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Not in Session	Total # of students
CCCApply Application	328	119	277	255	98	1,077
Orientation	153	75	135	265	67	695
MyECC/MyCompton	366	73	259	273	125	1,096
Class Schedule	264	78	145	143	51	681
Registration	457	278	290	592	235	1,852
Transfer/Career	277	14	106	45	19	461
Not marked	1,336	584	1,376	461	306	4,063
					TOTAL	**9,925**

Source: Transfer Center Sign-in Sheets fall 2017 – summer 2018

Dual Enrollment Programs

Compton College works with contacts/liaisons for schools and community organizations to provide services to our 16 feeder high schools. In the last four years, Compton College has worked closely with school contacts/liaisons to increase the number of Dual Enrollment courses offered at feeder high schools through Afternoon College Courses, Compton Early College High School, and AB 288: College and Career Access Pathways with CUSD, PUSD, and LUSD. The following provides a description of each of these programs, as well as impact and trends.

Afternoon College

Beginning in the fall of 2012, Afternoon College has offered 12-week college courses during the fall semester, 14-week courses during the spring semester, and 6-week courses during the summer session. The number of courses offered through Afternoon College program has steadily increased over the last four years due to the increase in the number of high schools that offer courses; offering of summer courses beginning in 2016; and increases in the number of course requests by high schools.

As of spring 2019, Afternoon College is available at 8 feeder high schools:
1. Buena Vista High School- PUSD
2. Carson High School- LAUSD
3. Centennial High School- CUSD
4. Compton High School- CUSD
5. Dominguez High School- CUSD
6. Marco Antonio Firebaugh High School- LUSD
7. Lynwood High School- LUSD
8. Paramount High School- LUSD

Prior to the start of Afternoon College each semester/session, Student Services Advisors and Adjunct Counselors provide information about Afternoon College to interested students and conduct application and NSO workshops at each of the 8 feeder schools to ensure students successfully complete the Dual Enrollment Process. In addition, OASR staff visit and complete daily check-ins at multiple campuses during the first two weeks of Afternoon College to ensure that all students have completed an Admissions Application, NSO, and submit a Dual Enrollment forms; all required for successful enrollment into the course(s).

The number of Afternoon College course offerings have been steadily increasing since fall 2014 (*see* Table 6). In the 2014-2015 academic year, 19 courses were offered. In the 2017-2018 academic year, the number of courses more than doubled; then slightly decreased to 40 in the following academic year.

Table 6: Afternoon College Course Offerings by Semester

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Fall	10	12	18	16	16
Spring	9	10	14	15	14
Summer	NA	8	8	14	10
Total	**19**	**30**	**40**	**45**	**40**

Source: Academic Affairs

Early College

Beginning in the 2015-2016 academic year, Compton College has been in partnership with Compton Early College High School to offer early college courses. Early College courses are offered each fall, spring, and summer semester. These college courses are built through the school day and are available to 9-12 graders enrolled at Early College. Since 2015-2016, there has been a cohort of 120-150 students. Approximately 450 students enrolled in these 16-week on a given semester to courses to complete IGETC requirements and/or AA/AS/AAT/AST degree requirements. Additionally, 11 and 12 grade students are eligible to take courses at Compton College during the regular school day.

Table 5. Early College Course Offerings by Semester

	2015-2016	2016-2017	2017-2018	2018-2019
Fall	4	7	6	7
Spring	7	7	6	7
Summer	3	6	7	14

Total	14	20	19	28

Source: Academic Affairs

AB 288 College Courses

OASR works closely with three Compton Unified School District High Schools. These include: Compton High School, Centennial High School, and Dominguez High School. At each of these three high schools, a series of AB 288 College Courses are offered during the regular high school day. Offered in the fall, spring, and summer semester these courses provide students the opportunity to complete their IGETC Pathway requirements. OASR staff offer Admissions Application workshops, Student/Parent Orientations, and Campus Tours.

Compton College Oliver W. Conner College Promise Program

OASR works closely with Compton College leadership and student services, Compton Unified School District (CUSD), and Lynwood Unified School District (LUSD) to coordinate the Compton College Oliver W. Conner College Promise Program. The Compton College Promise program also outreach support services for students in our partner districts. The OASR established the Compton Promise Night in the spring of 2018 to provide high school seniors and their families with the opportunity to visit and learn about the Compton Promise Program, educational programs, and opportunities available at Compton College. In addition, OASR staff conducted Awareness Student Assemblies and Enrollment Cycles at each of our partner high schools. Compton College is also in the process of finalizing a partnership with Paramount Unified School District (PUSD). With the addition of additional partnerships to the Promise Program, we anticipate further increases in outreach events for the 2018-2019 academic year.

3. ***Describe how interaction with the program helps students succeed or meet their educational goals.***

The services provided by the OASR to our prospective and current students have been designed to address the needs of our communities. Our Enrollment Cycles (Application, Orientation, Assessment (pre-2019) and Educational Planning), Afternoon College, and the Welcome Center services (i.e., assistance with the Admissions Application, MyECC/MyCompton account, orientations, registration, identifying needed student service entities, and navigating the campus) are all meant to address the low educational attainment rates in our region but high educational aspirations of our communities (Pew Research Center, 2016). Our services and programing therefore, cultivate the high educational aspirations of Latino and African American parents wanting to see their children earn a college degree while addressing the needs of Compton (5.5% AA & 8.2% BA), Lynwood (4.2% AA / 6.8% BA), and Paramount (5.5% AA / 10.1% BA) where less than 10 percent of the population holds bachelor's degree or higher (U.S. Census Bureau, 2019). Our services therefore, ensure that students who are the first in their family to attend college have the support they need to successfully access, apply, and transition to higher education.

4. ***How does the program interact with other on-campus programs or with off-campus entities?***

As detailed in Question 1, the office of OASR partners and coordinates with campus programs to create a wraparound approach to promote the success of our prospective and current students.

The on-campus programs and services include:

- *Academic Affairs- Vice President and Academic Deans*
  Work closely with the Division Deans to confirm off-site course requests by the feeder high school's that have Memorandum of Understanding (MOU) Dual Enrollment agreements with the district.
- *Admissions and Records*
  The office of OASR coordinates and facilitates off-site courses and enrollment processes for Dual Enrollment Programs at eight feeder high schools. Participates in the Enrollment Management Registration Sub-Committee meetings to keep apprised of important registration dates and deadlines
- *CalWORKs Program*
  The CalWORKs Program helps eligible students earn degrees and certificates while gaining work experience that leads to employment. The office of OASR employs the largest number of CalWORKs work study students to serve as Student Ambassadors. The office of OASR also participate in the CalWORKs Advisory Committee.
- *Career & Technical Education (CTE)*
  Students are referred to CTE to meet with career counselors who can assist them to identify careers in occupationally specific and technical career options.
- *Counseling Services*
  Provides current students with assistance in creating Educational Plans that will ensure students have clarity on their pathway towards an on-time graduation.
- *Extended Opportunity Programs and Services (EOPS)*
  OASR coordinates with EOPS to refer current students to their services. Students can benefit from priority registration, workshops, transportation assistance, meal vouchers, book vouchers and grants.
    - *Cooperative Agencies Resources for Education (CARE)*
      Provide referrals to prospective and current students who receive cash aid assistance with educational and career services and activities.
- *Financial Aid & Scholarships*
  Assists both prospective and current students apply for financial aid or scholarships to fund their education at Compton College. Work closely with the department to ensure Promise students submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act (CADA) applications.
- *First Year Experience (FYE) Program*
  Compton Promise students are highly encourages to participate in FYE to receive access to high-impact learning experiences via learning communities, intensive academic support, and personalized career and academic support.
- *Guardian Scholars*
  Refer foster youth students ages 16-25 to the program to receive workshops and resources to develop life skills and learn about academic/vocational programs.
- *High School Contacts- Principals, Counselors, and Higher Education Coordinators*
  Coordinate communication with high school personnel to provide information regarding the Steps to Enrollment, Dual Enrollment, Compton Promise, and Outreach events.
- *Student Success and Support Program (SSSP), now the Student Equity & Achievement (SEA)Program*
  Student Advisors ensure our students complete the core services (i.e. Orientation, Assessment

(Pre-2019), and Educational Planning). In addition, SEA works closely with counseling to assist current students who are on academic probation to ensure they are informed of the workshops they must attend to be successfully cleared.

- *Student Success Center*
  The office of OASR refers students to the services such as the Writing Center, STEM Center, Reading and Tutoring Center, Spanish and ESL Tutoring etc.
- *Tartar Success Teams*
  OASR staff are assigned and participate in meetings for the five Tartar Success Teams.
  1. Business and Industrial Studies
  2. Fine Arts, Communication and Humanities
  3. Health and Public Services
  4. Science Technology Engineering and Math
  5. Social Sciences
- *Transfer/Career Center*
  Located adjacent to the Welcome Center, both prospective and current students are immersed in a "transfer" culture colored by numerous campus pennants. They have access to advisors and information that can facilitate the successful transfer to a four-year college or university.
- *Unified School Districts*
  Participate in districts events, such as MOU signings, monthly partnership meetings with CUSD, LUSD, and PUSD.

5. *List notable achievements that have occurred since the last Program Review.*

Since 2014, The office of OASR has accomplished the program achievements below:

Hiring of:
- 15-20 Student Ambassadors who are linguistically diverse (2014-Present).
- One full-time Outreach and Promise Program Coordinator (spring 2019).
- Two full-time Student Services Advisor (fall 2019).
- Three full-time Dual Enrollment Specialists to meet the growing demand for Dual Enrollment services (summer 2020).

Partnerships
- Continued OASR and SSSP (SEA) collaboration with the Counseling department for High School Outreach (2014-Present).
- Launched the Compton College Promise Program to advance the goals of the AB 19 legislation (fall 2018).
  a. Established the Compton Promise: To & Through College! Making College Accessible to ALL Families. A partnership between Compton College and Compton Unified School District (fall 2018).
  b. Established the Lynwood College Promise: partnership between Compton College and Lynwood Unified School District (spring 2018).
  c. Established the Paramount Promise: partnership between Compton College and Paramount Unified School District (summer 2019).

Services
- Enhancements on the number of off-site courses offered at local high schools through Afternoon College. We offered 19 courses at eight of our feeder high schools (spring 2019).
- Promise students are eligible to receive up to $400 to purchase books and course materials (fall 2019).

Technology
- Purchased licensing agreement with CRM Recruit to track applicants through the enrollment process. Full implementation of CRM Recruit will help create a prospective student database.
- Successfully launched the New Student Orientation through Comevo in May 2020.

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

The highest priority for OASR was to hire an Outreach and College Promise Coordinator to assist with the coordination of outreach efforts on and off campus. There is a need to educate the community on the breadth and quality of our educational programs to target disproportionately impacted student groups identified in the districts' Student Equity Plan. OASR also hired a second Student Services Advisor to have more staff at our feeder high schools and community to work on sustaining relationships with site contacts and the community and three Dual Enrollment Specialists to keep up with the growing AB 288 College and Career Access Pathways and Afternoon College courses.

Program Environment
Information in this section should help build a case for additional resources for the program

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

Space for the OASR staff is needed. In spring 2020, the district restructured programs within the Student Services Division. The Director of Enrollment Services oversaw the Welcome Center and the Transfer/Career Center. However, both programs are now under the supervision of the Dean of Counseling and Guided Pathways. Since the restructuring, the title of the Director of Enrollment Services changed to Director of Educational Partnerships and the office of OASR relocated to C-29B (behind the print shop). However, the office has been riddled with water leaks during the rainy season. The damage displaced the Outreach and College Promise Coordinator and two Student Services Advisors, who were temporarily stationed in the Transfer/Career Center. Repairs to C-29B were completed in early June 2020, during the campus closure due to the Covid-19 pandemic.

In the sections that follow, pictures are provided for the office of OASR and the Transfer Center along with staff workstations. Please note that workstations have not been completely set-up given the fact that campus remains closed.

Picture 1: The door to the left is the entrance to the office of Outreach and School Relations

Picture 2: Work station on the left is for Student Services Advisor #1. A Xerox printer (bottom left) is provided for the office.

Picture 3: Work station on the right is for Student Services Advisor #2

Picture 4: The Outreach and College Promise Coordinator's office is next to the Student Services Advisors office

Picture 5: The entrance to the Transfer/Career Center, D-29.

Picture 6: There are two front staff work stations immediately to the left from the main door entry. The work station to the left is for the Transfer/Career Center's staff. The work station to the right is for the Program Technician assigned to Educational Partnerships.

Picture 7: The Transfer/Career Center student workstations are used by the Welcome Center to assist students with the completion of the Steps to Enrollment and course registration during Peak Registration times. In the center of the room are two large tables where students can sit and review transfer and career literature. Office has two Xerox printers, one for students and one for staff use.

Picture 8: There are four offices in the Transfer/Career Center: office A is for the Transfer/Career Center Counselor, office B is for the Director of Educational Partnerships, office C is for the Dual Enrollment Specialists, and office D is for the Articulation Officer.

Picture 9: The Director of Educational Partnerships' office B. Office is equipped with a Xerox printer.

Picture 10: The Dual Enrollment Specialist's Office, office C, has three workstations. All workstations will need dual monitors and docking stations.

Before the hiring of the three full-time Dual Enrollment Specialists, the Adjunct Counselors and provisional Student Services Advisors used office C. When the full-time Outreach and College Promise Coordinator and two Student Services Advisors were displaced due to roof damage, they were temporarily stationed in office C, and the Adjunct Counselors and Provisional Student Services Advisors set their workstations in the tables in the middle of the Transfer/Career Center. The Transfer/Career Center is not big enough to house staff assigned to the Welcome Center, Transfer/Career Center, and OASR team of 20+ full-time, provisional, and student workers. Alternative workstations are needed while the Student Services building is complete.

Most outreach services are conducted off-campus. OASR staff have access to 20+ tablets to conduct enrollment cycles when high schools do not have computer labs. However, the tablets are approximately five years old, past the peak technology performance time. Programs run slow and often must be restarted multiple times for them to function properly. It is recommended that new tablets be purchased for greater efficiency. In addition, schools have weak and unreliable Wi-Fi internet connection. It is recommended that the department purchase Wi-Fi hot spots to help students complete the admissions applications without technical issues such as having to refresh webpages or slow loading of webpages. In addition, the Wi-Fi hot spots will allow prospective students to complete the New Student Interest form online when they visit Outreach informational tables during, college and job fairs and other community events. Thus, reducing the amount of paper New Student Interest forms that need to be entered into the prospective student database and increasing staff productivity. In addition, mini portable printers are available to staff for off-campus events. However, office supplies need to be constantly replaced due to normal wear and tear and transportation to multiple locations. An enhancement of $15,000 to the department budget will cover annual replacement of foldable tables, chairs, carts, flyer displays etc. needed for outreach events.

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

As of Spring 2020, the Director for Educational Partnerships oversees the Upward Bound Math & Science Program (UBMS), First Year Experience Program (FYE) Student Equity and Achievement (SEA formerly SSSP), and Outreach and School Relations (OASR).

- The full-time Outreach and College Promise Coordinator reports to the Director of Educational Partnerships.
- Two full-time Student Services Advisors report to the Outreach and College Promise Coordinator.
- Three full-time Dual Enrollment Specialists Report to the Director of Educational Partnerships.
- Three Adjunct Counselors report to the Director of Educational Partnerships.
- Two provisional Student Services Advisors report to the Director of Educational Partnerships.
- One full-time Program Technician reports to the Director of Educational Partnerships.
  - The Student Ambassadors report to the Program Technician.

Figure 1 below illustrates the current organizational chart.

Figure 1. Educational Partnerships Organizational Chart
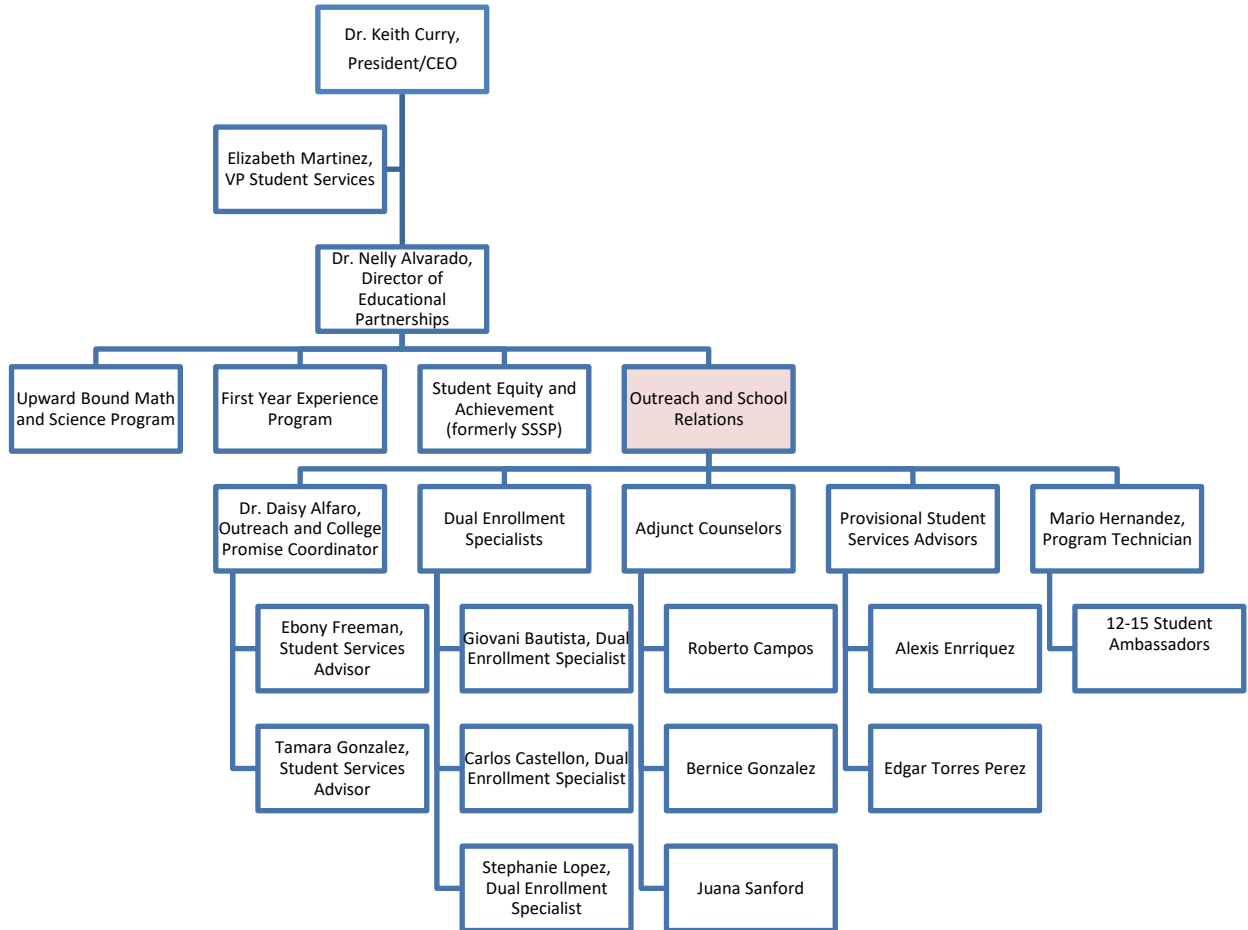
3. *Describe the personnel needs for the next four years.*

The office of OASR grew from one full-time Student Services Advisor to six full-time staff to support the expansion of Dual Enrollment partnerships and the Compton College Oliver W. Conner College Promise Program. Therefore, additional full-time personnel are not needed at this time. However, there is a need to fund 25% salary of federal student workers totaling $40,000- $50,000 since federal work study do not fund student workers at 100%. This will allow OASR to assign Student Ambassadors to high school sites to provide informational tables 2-3 times a week and become a regular fixture at the feeder high schools.

4. Describe facilities needs for the next four years.

Office space for Adjunct Counselors, Provisional Student Services Advisors and Student Ambassadors is needed. The Student Services Building will help with space. However, a temporary plan is needed.

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

OASR services greatly rely on having access to updated and reliable technology. The following is a list that includes the needs of OASR for the next four years.

- ***Text Messaging Software*** – Using mobile technology, such as texting and applications would allow us to keep our students informed of deadlines, events, and most importantly prevent the devastating effects of summer melt by creating a welcoming and informed community before they reach our campus.
  - o The OASR now utilizes CRM Recruit to track outreach services/contacts. CRM Recruit has texting capabilities via Twilio. However, there is a limit to the "messages" that can be sent. It is recommended that the district purchase additional "messages" for CRM Recruit.
- ***Docking Stations*** – Docking stations and portable printers were purchased for the Student Services Advisors in spring 2020.
  - o Docking stations will be needed for the Director of Educational Partnerships, Outreach and College Promise Coordinator and the Dual Enrollment Specialists.
  - o Docking stations are functional because they allow staff to use the laptop for off-campus activities such as on-site registrations for Afternoon College, and data entry to be completed more efficiently and in a timely manner.
- ***Tablets*** – tablets to conduct enrollment cycles off campus and for prospective students to complete the New Student Interest form.
- ***Projectors*** – Projectors are necessary to conduct in person orientations, off campus presentations, and on campus events.
- ***File Cabinets*** – Locked file cabinets are needed to ensure the privacy of the student information we collect for recruitment purposes (i.e., Afternoon College sign-in sheets and copies of Dual Enrollment Forms).
- ***Supplies*** – Foldable chairs, tables and carts, table top flyer displays, table cloths, canopies, folders for orientation materials, promotional items etc.
- ***T-shirts and jackets*** – uniform for Student Ambassadors and OASR staff to represent the college in on and off -campus events.
- ***Recruitment Videos*** – funds to contract a vendor to create recruitment videos in English and Spanish to target middle and high school students and their parents.
- ***College Promise*** – Summer Bridge funding.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

OASR staff and Student Ambassadors work a nontraditional work schedule based on the demand to recruit students and throughout peak registration. For example, throughout the year,

OASR staff attend numerous community and cultural events on Saturdays and visit local churches on Sundays in the summer. During peak registration, the office is open on the first Saturday of the semester and extends its hours to fit the needs of students.

Two weeks before the start of the semester, the office is open on the following days and times:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 4:30 p.m.

During the first week of the semester, the office is open on the following days and time:

Saturday	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 a.m. – noon	7:00 a.m. – 6:30 p.m.	7:00 a.m. – 6:30 p.m.	7:00 a.m. – 6:30 p.m.	7:00 a.m. – 6:30 p.m.	7:00 a.m. – 4:30 p.m.

During the second week of the semester, the office is open on the following days and times:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 4:30 p.m.

During non-peak times, the Welcome Center is open on the following days and time:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m. – 4:30 p.m.	8:00 a.m. – 4:30 p.m.	8:00 a.m. – 6:30 p.m.	8:00 a.m. – 4:30 p.m.	8:00 a.m. – noon

Outreach during evening and weekend hours are provided upon requests.

A customer satisfaction survey was not implemented the semester before the completion of the program review.

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

State laws and external factor that impact OASR:

- *AB 288: (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership*

Agreements.
Under AB 288, OASR entered into new AB 288 partnership agreements with additional school districts. This expanded dual enrollment programs through Afternoon College courses, Early College Courses, CAMS, and AB 288 College Courses at CUSD at seven high schools in our feeder high schools (*see* Program Description, Question 2 for additional information).

- ***AB 19: Promise Community Colleges: California College Promise***
Under AB 19, Compton College established the Compton College Oliver W. Conner College Promise Program which provides financial assistance, academic and student support services, and a cohort model for first-time college students who graduated from CUSD or LUSD and enrolled in 12 or more semester units.

- ***AB 705 Assessment:*** *Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment*
Under AB 705, required changes in assessment, placement, and basic skills instruction at Compton Colleges. In replacement of assessment, colleges and our staff use multiple measures to ensure students are placed in college-level coursework in English and Math within one-year timeframe.

- ***Covid-19 Pandemic***
The Covid-19 pandemic forced all instruction and support services to move online. Low-income students may not have access to technology including computers and internet access to successfully enroll at Compton College or be successful in courses. May impact student enrollment in Dual Enrollment programs and the Compton Promise Program fall 2020.

Service Area Outcomes (SAOs)
Please attach SAO assessment results as an appendix to the program review

1. List the program's SAOs.

   Outreach and School Relations
   SAO #1: increase the number of admissions applications submitted by prospective feeder high school students by 5 percent from the previous year.

   Dual Enrollment
   SAO's for Dual Enrollment Programs have not been created or assessed since the Student Services restructuring took place in spring 2020.

   Compton Promise
   The Oliver W. Conner College Promise Program Steering Committee developed the SAO's below for the class of 2020-2021. However, they have not been evaluated.

   SAO #1: Increase the number of Promise students who complete the FAFSA/CADA Applications and are packaged and awarded.

   SAO #2: Increase the number of Promise student who enroll in 12 units at census.

SAO #3: Increase the number of Promise Student that participate in support programs such as Summer Bridge, Math Academies, First Year Experience Program, and Extended Opportunity Programs and Services.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The OASR staff participated in the discussion and assessment of SAOs.
- Outreach and School Relations Staff
  - Director of Educational Partnerships
  - Outreach and College Promise Coordinator
  - Student Services Advisors

The Compton Promise Steering Committee was engaged in the creation of the Compton Promise SAOs.
- Compton Promise Steering Committee Members
  - Director of Educational Partnerships- chair
  - Vice President of Student Services
  - Vice President of Academic Affairs
  - Dean of Counseling and Guided Pathways
  - Dean of Student Success
  - Fine Arts, Communication and Humanities Division Chair
  - Science, Technology, Engineering, and Math Division Chair
  - Director of Admissions and Records
  - Director of EOPS/CARE
  - Director of Adult Education and Workforce Development
  - Director of Financial Aid
  - Director of Student Equity
  - Outreach and College Promise Coordinator
  - EOPS/CARE Coordinator
  - Transfer/Career Center Counselor
  - Fine Arts, Communication and Humanities Counselor

3. How often are the SAOs assessed and who is engaged in the discussion?
   - The SAOs are assessed each summer to accurately track students who completed an Admissions Application as part of the Enrollment Cycles held at the feeder high schools each academic school year.
   - The Director of Educational Partnerships, Outreach and Promise Coordinator, and the Student Services Advisors are engaged in the discussion and assessment of SAOs for OASR.
   - Compton Promise SAOs are assessed every fall. Compton Promise Steering Committee are engaged in the discussion and assessment of SAOs.

4. What has been done if the SAO assessment results were not as anticipated?

The SAO assessment results were somewhat expected. During the 2015-2016 academic year, Dominguez and Centennial high schools required their seniors to submit a Compton College

admissions application as part of a class assignment. Thus, the numbers are skewed. Reporting more applications than average.

- Centennial High School made the same requirement in 2017-2018.
- In 2018-2019, Compton College ended its partnership with El Camino College. The transition delayed enrollment cycles off campus since the Admissions Application that is generally available for students in fall went live in late May of the spring semester.
- The 2019-2020 academic year was expected to be the new benchmark for Compton College. However, the Covid-19 pandemic may negatively impact the fall 2020 data.
- In general, the data follows the general trend of lower pupils enrolled in K-12 partner school districts.
- Compton Promise SAO's will be assessed for the first time in fall 2020.
- SAO's for Dual Enrollment have not been create given that the department restructuring just took place in spring 2020.

5. Where are the SAOs assessment results shared with staff, students, and the public?

SAO assessments are shared with staff during weekly meetings. The information is shared with the Director of Educational Partnerships and Vice President of Student Services. It is currently not available to the public via the campus website. Plan on including the SAO results on the OASR webpage. The SAO results show a decrease in the number of Admissions Applications submitted. It is difficult to attribute the results to a specific cause. In general, California Community Colleges have experienced enrollment declines in the past couple of years. The OASR has had high Student Services Advisor turnover and the college has successfully separated from El Camino College.

Program Improvement
Information should help determine where program resources should be dedicated

1. What activities has the program engaged in to improve services to students?

A customer service survey was not implemented before the completion of this program review. To remedy this, the office of OASR plans to implement the following customer services surveys beginning fall 2020:

1. Application Workshop Customer Service Survey for prospective and Dual Enrollment students every fall and spring.
2. High School Contacts Customer Service Survey to be given to high school contacts such as Higher Education Coordinators, Counselors and Principals to evaluate services provided off-site.
3. Outreach Event Participation Customer Service Survey for contacts during college, job and career fairs or other outreach events.

In addition, the office of OASR is restructuring its annual program plan to identify outreach activities to target disproportionately impacted groups in the district's Student Equity plan to ensure outreach activities target groups with the largest equity and access gaps. This evaluation was not possible before because the district did not have a prospective student database to help disaggregate and evaluate data.

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

See response above.

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

Not applicable.

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

A customer service survey was not administered.

2. What were the major findings of the customer service survey?

There are no findings given the fact that a customer service survey was not administered.

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

OASR is distinct from other student services programs on campus given the fact that services to the students are in the connection phase of the district's Tartar Completion by Design. Therefore, only facilitation of services such as the creation of the CCCApply Account, Admissions Application, New Student Orientation, and Educational Planning can be evaluated to determine expansion with other programs.

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

Cannot address this question given that a customer services survey was not administered.

Conclusions and Recommendations
Include only information previously referenced in the program review

1. Summarize the program's strengths.
   - Steady increase in the number of Outreach services provided from 2014-2018.
   - Documenting Welcome Center visitor by month 2014-2018.
   - Welcome Center Visitors by Type of Service and Semester.
   - Steady increase in the number of Afternoon College and Early College course offerings and facilitation of Dual Enrollment student registration.
   - Increased AB 288 CCAP partnerships.

- Expansion of the Oliver W. Conner College Promise Program with CUSD, LUSD, and PUSD.

2. Summarize the program's areas that need improvement.

- OASR needs to implement a customer service survey to adequately evaluate services provided to prospective and continuing students.
- Develop and implement a plan to outreach to disproportionately impacted groups outlined in the district's Student Equity Plan

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.
    1. ***Budget augmentation to offset the cost of the 25% Federal Work Study costs for Student Ambassador salaries***
    2. ***Docking Stations***
    3. ***College Promise Summer Bridge Funding***
    4. ***Supplies***
    5. ***Recruitment Videos***
    6. ***Text Messaging Software***
    7. ***Projectors***
    8. ***Vertical File Cabinets***
    9. ***T-shirts and jackets (Uniforms)***

4. Please indicate whether the program should continue or be discontinued.

   X   Continue Program

   __   Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student & Community Advancement Program Review Committee

Ratings

❑ Excellent
The program review was extremely well written. The document is concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

❑ Meets Expectations
The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

❑ Needs Improvement
The program review was poorly written or incomplete. The document was too lengthy, too vague, or had too many spelling or grammatical errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised

Appendix A

Number of Admissions Applications Submitted for Fall Enrollment

High School	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Jordan PLUS	54	41	0	0
Jordan	0	10	0	0
Cabrillo	1	0	0	0
Centennial	108	52	124	16
Compton	76	67	44	36
Dominguez	206	49	42	38
Chavez	22	16	77	31
Firebaugh	58	50	26	15
Lynwood	54	72	45	15
Pathways	15	21	9	20
Vista	20	17	0	0
Paramount	10	7	6	13
Buena Vista	0	23	11	1
Rancho Dominguez	52	33	11	4
Carson	5	18	4	0
TOTALS	681	476	399	189
Goal		715	499	418
% of Goal		67%	80%	45%
% of previous year		70%	84%	47%