Compton College Executive Summary 2019-2022

**Compton College: Mission Statement and Implications for Compton College’s Equity Imperative**

**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.

**Implications for Student Equity Planning**

As enshrined in its Mission Statement, Compton College is committed to supporting success for the diverse student population it serves and to implementing solutions to challenges that impede students’ completion of their academic and career goals. Thus, Compton College continually strives - through board policies, procedures, the Equal Employment Opportunity Plan, the Human Resources Staffing Plan, and this Student Equity Plan - to create a more diverse, equitable, and inclusive learning environment.

**Compton College’s Equity Statement**

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

**Collegial Consultation Process**

The 2019-2022 Student Equity Plan (SEP) is part of an ongoing institutional effort, underway at Compton College, to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. Compton College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all students across all educational programs.

The development and implementation of the Student Equity Plan continues to be a process in shared governance at the college. Faculty, staff, and administration all receive the opportunity to contribute and discuss the goals established in the planning process. Committees involved in the process are as follows: Student Success Committee, Academic Senate, Tartar Support Network, & Guided Pathways.

**Direct Expenditures and Focused Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  **SEA Funding** |  **2019-2020** |  **2020-2021** |  **2021-2022** |
| 1230 | Educational Adminl-Deans |  63,762.00  |  45,308.00  |  73,283.28  |
| 1250 | Counselors |  232,573.00  |  211,189.00  |  214,404.62  |
| 1252 | Release Time - Noninstructiona |  13,150.00  |  47,004.00  |  67,120.34  |
| 1275 | Directors |  126,733.00  |  53,510.00  |  94,535.59  |
| 1454 | Part-Time Counselors |  182,130.00  |  182,755.00  |  183,272.78  |
| 1480 | Special Project Non Instructio |  21,121.00  |  2,814.19  |  15,747.97  |
| 1480 | Special Project Non Instructio |   |  1,920.66  |  -  |
|   |   |   |   |   |
| 2105 | Management |  72,675.00  |  109,437.19  |  118,322.13  |
| 2140 | Class Sal Technical Related |  36,608.00  |  116,080.12  |  123,868.05  |
| 2140 | Class Sal Technical Related |  364,632.00  |  309,216.10  |  315,286.77  |
| 2145 | Instructional Support |  22,333.59  |  27,938.55  |  29,765.42  |
| 2146 | Program Coordinator |  12,607.23  |  47,776.92  |  52,519.51  |
| 2147 | Research Analyst |  61,296.96  |  57,188.02  |  60,389.70  |
| 2310 | Student Worker |  43,415.00  |  6,060.00  |  26,105.62  |
| 2313 | Student Workers - Tutors |  43,542.82  |  27,607.23  |  38,738.92  |
| 2340 | Part Time Casual Temporary |  1,675.80  |   |  14,368.26  |
| 2390 | Overtime |  68,013.00  |  1,419.00  |  170.08  |
| 2450 | Instructional Aide,Other,Direc |  82,021.00  |  94,122.00  |  116,467.68  |
| 2999 | Classified Error Account |  1,140.00  |   |  -  |
|   |   |   |   |   |
| 3130 | Benefits Instructional |  223,629.00  |  192,258.00  |  132,491.00  |
| 3130 | Benefits Non-Instructional |  292,080.00  |  312,590.00  |  170,311.00  |
|   |   |   |   |   |
| 4100 | Textbooks |  6,255.00  |   |  6,255.00  |
| 4550 | Supplies |  77,041.00  |  11,702.00  |  79,068.00  |
| 4710 | Food |  34,868.00  |   |  50,938.00  |
|   |   |   |   |   |
| 5130 | Contract Services |  38,555.00  |   |  111,000.00  |
| 5133 | PSA Contract Services |   |  17,000.00  |  -  |
| 5220 | Travel Mileage and Conferences |  15,441.00  |   |  5,273.00  |
| 5300 | Dues and Memberships |  4,000.00  |  4,000.00  |  4,400.00  |
| 5646 | Equipment Rental |   |   |  -  |
| 5810 | Printing |   |  120.00  |  542.80  |
| 5850 | Postage |   |   |  574.89  |
| 5890 | Other Services |  3,780.47  |  122,895.00  |  1,000.00  |
| 5892 | License Fee/Site Licenses |  5,314.00  |  5,000.00  |  10,260.00  |
| 5912 | Hospitality |   |   |  -  |
| 5860 | Multi Meda Advertising |   |  9,000.00  |  -  |
|   |   |   |   |   |
| 6400 | Equipment |  23,930.82  |   |  -  |
| 6421 | New Computer Equipment-Non-Ins |   |   |  -  |
|   |   |   |   |   |
| 7600 | Other Payments To/For Students |   |   |  9,469.08  |
| 7610 | Other Student Aide |   |  148,000.00  |  -  |
| 7639 | Student Survival Kits |   |   |  10,602.90  |
|  | **TOTALS** |  **2,174,323.69**  |  **2,163,910.98**  |  **2,408,690.91** |

**Focused Funding Allocations for 2019-2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement Measure** | **Identified Groups (2019-2022 SEP)** | **Activity** | **SEA Funding** |
| Successful Enrollment | American Indian or Alaskan NativeBlack or African AmericanPacific Islander or Hawaiian NativeUnknown or Non-RespondentWhiteDisabledFoster YouthLesbian, Gay, Bisexual, Transgender (LGBT), Veteran | New Student Welcome, catalogs, student materials, office supplies | $10,000 |
| Mailers | $5000 |
| Flyers and brochures, student handbook. Does not include district wide mailing | $25000 |
| Banners, orientation, signage, workshops | $40000 |
| Student Ambassadors | $30000 |
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| Fall-to-Spring Persistence | Black or African AmericanFirst GenerationFoster Youth | Men of Color Institute  | $15000 |
| FYE mentors; SRC Notetakers/Instructional Assistants | $30000 |
| Just in Time Math/English workshops | $8400 |
|  |  | Food for Basic Needs | $100000 |
|  |  | Spring Student Leadership Conf | $12000 |
|  |  | Overload Summer/Winter General Counseling for Part-Time Counselors | $228710 |
| Completion of Transfer-Level Math and English | No DI groups identified in SEP 2019-2022 | Calculator Loan Program | $12000 |
|  |  | Tutor Trainings | $3000 |
| Attainment of a Degree or Certificate | Male, Ages 35 to 39Male, Disabled | Men of Color brotherhood and mentorship programs | $25000 |
| Cosmetology Kits | $6000 |
| Transfer to a Four-Year Institution | Black or African AmericanDisabledFoster YouthHispanic, MaleLGBT | In-class tutors, includes pilot tutoring programs | $90000 |
| STEM Internship support | $3000 |
|  |  |
|  |  |
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**Equity Plan Outcomes**

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| --- | --- | --- | --- |
| **Achievement Measure** | **Identified Groups (2019-2022 SEP)** | **2019-2020 SEP Target Goals** | **2019-2020 Outcomes** |
| Successful Enrollment | American Indian or Alaskan Native | 39% | Not Available/Not Reported |
| Black or African American | 44% | 41% (n. 1,093) |
| Pacific Islander or Hawaiian Native | 43% | 45% (n. 34) |
| Unknown or Non-Respondent | 38% | 38% (n. 375) |
| White | 42% | 10% (n. 88) |
| Disabled | 47% | Not Available/Not Reported |
| Foster Youth | 45% | Not Available/Not Reported |
| Lesbian, Gay, Bisexual, Transgender (LGBT) | 47% | Not Available/Not Reported |
| Veteran | 46% | Not Available/Not Reported |
| Fall-to-Spring Persistence | Black or African American | 60% | 59% (n. 543) |
| First Generation | 62% | 57% (n. 1,159) |
| Foster Youth | 58% | 65% (n. 64) |
| Completion of Transfer-Level Math and English | No DI groups identified in SEP 2019-2022 | NA | Not Available/Not Reported |
| Attainment of a Degree or Certificate | Male, Ages 35 to 39 | 5% | \*Note: CCCCO Launchboard only allows one level of disaggregation.Male:Assoc. Degree 21% (n. 98)ADT 26% (n. 48)Certificate 27% (n. 4) |
| Male, Disabled | 4% | \*Note: CCCCO Launchboard only allows one level of disaggregation. |
| Transfer to a Four-Year Institution | Black or African American | 11% | 22%(2018-2019 most recent and available data) |
| Disabled | 7% | 26%(2018-2019 most recent and available data) |
| Foster Youth | 9% | 16%(2018-2019 most recent and available data) |
| Hispanic, Male | 7% | \*Note: CCCCO Launchboard only allows one level of disaggregation.Latinx: 28%(2018-2019 most recent and available data)Male: 27%(2018-2019 most recent and available data) |
| LGBTQIA | 8% | 24%(2018-2019 most recent and available data) |

**Assessment**

**Successful Enrollment**

**Narrative:**

Data was not available for the following targeted groups: Alaskan Indian or Native American, Foster Youth, LBGTQ, & Disabled students therefore, the College was unable to measure that metric for those targeted groups. However, we see that other groups had slight percentage decreases which can be attributed to covid’s impact on campus. We see the biggest change in successful enrollment occurring in our white student population which could be due to our split from El Camino College and the makeup of the surrounding community. Increase in enrollment is a primary goal for the campus as a whole, and with initiatives focused on all students completing successful enrollment it is sure to positively impact our targeted DEI groups.

**Next Steps:**

Compton College has improved its student data tracking processes, and we will have data available for the populations that were omitted in the last plan. There are also specific taskforces that have been created to focus on foster youth and LGBTQ students that will assist in improving metrics.

**Course Completion/Persistence**

**Narrative:**

Compton College focused on 3 target populations for persistence and course completion. While there were slight decreases in percentage points in First Generation and African American students, we saw almost a 10% growth in our foster youth numbers from 58% - %65.

**Next Steps:**

With classes operating on campus once again we look to have higher numbers in course completion for targeted populations. There is a new First Year Experience program that supports our first-generation students while enrolled in Compton College. A new partnership was created with Los Angeles County of Education (LACOE) in recruiting foster youth into Compton College via Guardian Scholars programming.

**Completion of Transfer Level English & Math**

**Narrative:**

No groups were targeted for this measurement in the previous plan.

**Next Steps:**

Currently we are analyzing data to determine our targeted DEI groups for 2022-2025 and will report accordingly.

**Attainment of a Degree or Certificate**

**Narrative:**

Nationwide statistics have shown that male enrolment in higher education has been on the decline. Compton College is not immune to that statistic; therefore, focus was placed on supporting our male students on campus. Specifically, those that were older in age 35-39 and male students who were considered disabled and received services through the Special Resource Center (SRC).

**Next Steps:**

More research is needed for this population, we were able to gather baseline data to assist us in the next SEA plan to improve outcomes for this population. There also needs to be an established process for gathering data on SRC students, as stated in the data above we were not able to desegregate data for specific targeted populations.

**Transfer to a Four-Year Institution**

**Narrative:**

Compton College was able to meet all goals for targeted DEI groups in the transfer to four-year institution metric. Transfer and completion is the main goal for all Compton College students and focusing on targeted DEI groups will not only assist our most impacted students but hopefully all students as well. We will continue to focus on these targeted DEI groups going forward and improving outcomes for the overall student success.

**Next Steps:**

Compton College will continue to focus on transfer and completion for all students. This data gives us a great springboard for the upcoming years and with new programs supporting targeted students that are established in the 2022-2025 equity plan we are very confident about the improvement Compton College is headed towards in the very near future.

**Point of Contact**

**For questions and comments regarding the executive summary please contact:**

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