The CEO Forum

Six Proven and Promising Approaches for Institutional Excellence from Your CEO Colleagues
May 1, 2019
Building an infrastructure to support innovation and student achievement. Willard Lewallen, Superintendent/President, Hartnell College.

Innovation that is long-term, effective, and mission-aligned requires a matching infrastructure. Achieving this goal can be a major innovation in itself.

The MiraCosta Story: Navigating complex internal and external forces to bring a college back from the brink. Sunita Cooke, Superintendent/President, MiraCosta College.

After weathering a “perfect storm” of challenges that could have put any college on the rocks, MiraCosta slipped through narrow passages to emerge as a powerful regional player. Here’s how to leverage the headwinds to one’s advantage.

Enlisting board and community resources to solve an accreditation crisis. Brent Calvin, President, College of the Sequoias.

Community colleges are, by definition, linked to their communities. This larger community can be a vital resource when the college that serves it hits an accreditation wall. Rallying those resources requires specific initiatives.

Aligning institutional goals and evaluation through a strategic map. Nick Gomez, President, San Joaquin Valley College.

Inspired in part by Balanced Scorecard methodologies, SJVC arrived at a remarkably clear verbal and graphic statement of its strategic goals with the power to align strategies and decisions across a complex organization.

Embedding CQI into the DNA of the College. Mary Okada, President, Guam Community College.

The goal of every CEO is to bring principles of quality improvement into the continuing operations of the college rather than mount an explosion of effort at the time of an accreditation review. Key strategies can avoid the “volcano effect” of an accreditation visit.

Innovation: Key to Compton College’s Re-Birth. Keith Curry, President, Compton College.

Compton’s emergence from a near-death status has actually been the occasion for extensive reinvention and innovation, bringing it to a level of performance greater than before the era of crippling crises. How can innovation create a new future for a college?
Building An Infrastructure To Support Innovation And Student Achievement

ACCJ C Conference
May 1, 2019

Will Lewallen
Superintendent/President
DEGREES AND CERTIFICATES AWARDED

127% increase in degrees awarded, 231% increase in certificates awarded, 1.6% increase in enrollment
STUDENT SUCCESS

DEGREES AND CERTIFICATES AWARDED

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees</th>
<th>Certificates</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1,314</td>
<td>851</td>
<td>2,165</td>
</tr>
<tr>
<td>2018-19 projected</td>
<td>1,634</td>
<td>1,080</td>
<td>2,714</td>
</tr>
</tbody>
</table>
STUDENT TRANSFERS TO CSU SYSTEM AND UC SYSTEM

63% increase in transfers to the CSU and UC, only 1.6% increase in enrollment

TOTAL TRANSFERS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>FTES</td>
<td>409</td>
<td>386</td>
<td>474</td>
<td>530</td>
<td>527</td>
<td>652</td>
<td>667</td>
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7,107 FTES 7,218 FTES
<table>
<thead>
<tr>
<th></th>
<th>Annual 2016-2017</th>
<th>Annual 2016-2017</th>
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<tbody>
<tr>
<td></td>
<td>Total FTES</td>
<td>Transfers to University of CA</td>
</tr>
<tr>
<td>Hartnell</td>
<td>7,345</td>
<td>84</td>
</tr>
<tr>
<td>HSI College 1</td>
<td>7,249</td>
<td>28</td>
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<tr>
<td>HSI College 2</td>
<td>10,358</td>
<td>74</td>
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<td>HSI College 3</td>
<td>10,906</td>
<td>85</td>
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<td>HSI College 4</td>
<td>15,526</td>
<td>64</td>
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<td>HSI College 5</td>
<td>7,852</td>
<td>74</td>
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<td>HSI College 6</td>
<td>9,103</td>
<td>56</td>
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<td>HSI College 7</td>
<td>17,705</td>
<td>58</td>
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<tr>
<td>HSI College 8</td>
<td>11,609</td>
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<td>HSI College 9</td>
<td>9,783</td>
<td>81</td>
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<td>HSI College 10</td>
<td>14,596</td>
<td>91</td>
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<td>HSI College 11</td>
<td>12,794</td>
<td>79</td>
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<tr>
<td>HSI College 12</td>
<td>9,719</td>
<td>38</td>
</tr>
<tr>
<td>HSI College 13</td>
<td>9,417</td>
<td>47</td>
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<tr>
<td>HSI College 14</td>
<td>7,896</td>
<td>54</td>
</tr>
</tbody>
</table>
54% INCREASE IN LOCAL HS GRADUATES ATTENDING HARTNELL, A 14% INCREASE IN TOTAL HS GRADUATES
• **Students First**
  We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, leadership, and success?”

• Questions about resources, positions, workload, assignments, methods, strategies, etc. are important, but only after the first question is answered. If the answer to the first question is “it will improve access, learning, development, achievement, leadership, and success,” then there is a commitment to finding a way to make it happen.

• This “Students First” value set in motion the development and implementation of numerous alliances, partnerships, initiatives, programs, services, activities, and strategies that together have produced unprecedented student and institutional outcomes.
WHAT INFRASTRUCTURE DID HARTNELL IMPLEMENT TO ACHIEVE THESE POWERFUL OUTCOMES?

- Strong leadership and support from the Governing Board; focused on student success with a strategic plan backed by vision, mission, and values
- Strong communication with employees, community, partners, stakeholders
- Innovation and creativity
- Courage and leadership
- Laser focus on student success outcomes
- Effective utilization of resources (ended 2017-18 with 24% general fund reserve)
- Investment in human resources necessary to support student success and institutional effectiveness
- Strategic plan (active, not on the shelf) and other plans linked to the strategic plan
- Continuous improvement model
- New governance model
- Strong public/private partnerships and external funding through public and private grants, donations, and gifts
- Numerous new academic and student support programs too numerous to list
Academic and student support positions created since 2012:

- 38 additional, full-time faculty positions
- 10 additional full-time counselors (8 in 2012-13)
- Coordinator, Academic Follow-up Services (Full-time faculty)
- Program Assistant to provide learning support, early alert services (3, one at each campus location)
- Academic Support Specialist (3 – math, English, ESL)
- College Pathways Coordinator (2)
  - One to focus on high school outreach, dual enrollment, and partnerships
  - One to focus on students no longer in high school (no high school diploma, re-training, returning, English language learners, other populations not being served, etc.)
New administrative positions created since 2012:

- Director of Student Affairs (Special Programs)
- Director of Science and Math Institute
- Dean of Student Affairs (Student Success)
- Director of Student Affairs (Student Life)
- Dean of Academic Affairs (Learning Support and Resources)
- Director of Academic Affairs (Student Academic Support)
- Dean of Academic Affairs (Math, Science, and Engineering)
- Dean of Institutional Planning, Research, and Effectiveness
- Director of Communications, Marketing, and Public Relations
- Director of Information Technology
- Director of Ag Business and Technology Institute
- Director of Hispanic Serving Institutions Initiatives
RESOURCES OTHER THAN GENERAL FUND BUDGET

Grants and restricted funds, does not include private donations.
## President’s Task Force Funding Plan 2013-2017

<table>
<thead>
<tr>
<th>Funding Priorities</th>
<th>Total Funding Plan Goal</th>
<th>Public Funding (Competitive Grants)</th>
<th>Private Funding</th>
<th>Total Private &amp; Public Raised To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund for Major Facilities and Innovative Programming</td>
<td>$9,774,500</td>
<td>$5,972,859</td>
<td>$6,538,519</td>
<td>$12,511,378</td>
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<tr>
<td>Fund for Student Success</td>
<td>$900,000</td>
<td>$5,175,000</td>
<td>$4,366,704</td>
<td>$9,541,704</td>
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<tr>
<td>Fund for Salinas Valley STEM Harvest</td>
<td>$1,035,000</td>
<td>$1,150,599</td>
<td>$2,550,475</td>
<td>$3,701,074</td>
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<tr>
<td>Fund for Excellence in Athletics</td>
<td>$1,300,000</td>
<td>$0</td>
<td>$236,570</td>
<td>$236,570</td>
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<tr>
<td>Fund for the Arts</td>
<td>$900,000</td>
<td>$0</td>
<td>$2,331,465</td>
<td>$2,331,465</td>
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<tr>
<td>Fund for South County</td>
<td>$250,000</td>
<td>$15,000</td>
<td>$48,535</td>
<td>$63,535</td>
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<tr>
<td>Projects for Special Interests</td>
<td>$7,525,000</td>
<td>$1,601,836</td>
<td>$2,774,010</td>
<td>$4,375,846</td>
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<tr>
<td>Hartnell College Foundation Operations</td>
<td></td>
<td>$1,461,915</td>
<td>$1,461,915</td>
<td>$1,461,915</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>$10,754,773</td>
<td>$48,598</td>
<td>$10,803,371</td>
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<tr>
<td><strong>FUNDING PLAN FUNDRAISING TO DATE</strong></td>
<td>$14,159,500</td>
<td>$24,670,067</td>
<td>$20,356,791</td>
<td>$45,026,858</td>
</tr>
</tbody>
</table>
RECENT MAJOR GIFT

Andy and Mary Matsui- Orchid Growers
• Donated 215 acres of land
• Appraised at $20 million
• Not included in $45 million figure (previously shown)
• Also seed funder of CSin3
• Buy orchids
EMERGING FROM THE BRINK

Superintendent/President Dr. Sunny Cooke, MiraCosta College
Issues.....

- Processes
- Personnel
- Trust
- SLOs
- Board dysfunction
- Community support

Which all led to.....

✓ 2008 accreditation warning
✓ Contested board elections
✓ Inability to focus on the mission
✓ Public relations nightmare
✓ 2012 failed effort to pass facilities bond
The Painful Story 2007 through 2017
MOVING FORWARD

- 2009 permanent s/p hired after series of interims
- Board and administration look forward, not back
  › Board development
  › Focus on students
  › Fiscal responsibility
- 2015 new s/p hired
**Board Development**

- Multiple facilitators help identify guidelines for behavior, expectations, and processes.
- It is a given that each board member and the S/P are dedicated to MiraCosta College.
  - How the board and S/P interact and reach decisions impacts their effectiveness, the effectiveness of others in the college community, the college's work and educational environments, and, potentially, accreditation.
- Continually work through issues as a group
  - Decisions based on relevant data and reliable sources of information available to all members.
- Set expectations between CEO and board
  - Onboarding process + continual follow up
  - Establish communications protocol
**FOCUS ON STUDENTS**

- Never waste a good crisis – Great Recession and Loss of Public Confidence
FOCUS ON STUDENT SUCCESS

- Efforts gain traction through Achieving the Dream and implementation of Guided Pathways
- Board and Institution Commit to Student Success and Equity

ISSUE: Students of color are more likely to be placed into Pre-Transfer coursework.

Transfer Level Placement by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Before MMAP</th>
<th>After MMAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>49</td>
<td>30</td>
</tr>
<tr>
<td>Asian</td>
<td>66</td>
<td>76</td>
</tr>
<tr>
<td>Black/African American</td>
<td>44</td>
<td>58</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>42</td>
<td>62</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>Unknown</td>
<td>58</td>
<td>72</td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>83</td>
</tr>
</tbody>
</table>
FOCUS ON FISCAL RESPONSIBILITY

- Bring compensation in line with the market while maintaining employee morale
- Plan for future liabilities
  - Facilities
  - Post-employment benefits
- Balance budgets
- Build reserve
- Plan for facilities needs
OUTCOMES

- Passed facilities bond in 2016
- 2017 AAA Rating for Bond (Moody’s/ S&P)
- Distinguished Budget Presentation Award from the Government Finance Officers Association
- 2017 Accreditation Commendation
  - “The team commends the college for excellent Board/CEO relations that have promoted collegiality among all college constituents.”
- Improvements in student success
MULTIPLE MEASURES PLACEMENT - ENGLISH

- Placement Into English 100:
  - Old Model: 57%
  - New Model: 84%

- Success in English 100:
  - Old Model: 73%
  - New Model: 72%
MULTIPLE MEASURES PLACEMENT - MATH

<table>
<thead>
<tr>
<th></th>
<th>Old Model</th>
<th>New Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Into Transfer Math</td>
<td>34%</td>
<td>57%</td>
</tr>
<tr>
<td>Success in Transfer Math</td>
<td>68%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Old Model vs New Model comparison for Placement Into Transfer Math and Success in Transfer Math.
CSU transfer up **22%** overall.
Latinx student transfer to CSU up **47%**.
RELENTLESS FOCUS

- Learning from the past
- Board development
- Board/CEO relations and stability
- Financial responsibility
- Accountability
- STUDENT SUCCESS & EQUITY
THANK YOU!
Mr. Brent Calvin
Superintendent / President
College of the Sequoias
Issues leading up to 2012 Show Cause Sanction

Lack of Clear Decision-Making Processes
Lack of Integrated Planning Model
Lack of Research Capacity

Which all led to...
Confusion
Low Morale
Frustration
Governance and Decision-Making Manual

Resource Allocation Manual

Integrated Planning Manual
Steps to Garner Board and Community Support

Develop a plan and share throughout District and Community (District summits, Speakers bureau, school boards, service clubs, editorials, etc)

Appoint a District Task Force and a Community Advisory Committee
Steps to Garner Board and Community Support

Develop a plan and share throughout District and Community (District summits, Speakers bureau, school boards, service clubs, editorials, etc)

Appoint a District Task Force and a Community Advisory Committee

Marketing / Branding /Awareness Campaign
It's here.

COS 2.0

- Data-driven
- Effective Planning
- Clear Decisions
Steps to Garner Board and Community Support

Develop a plan and share throughout District and Community (District summits, Speakers bureau, school boards, service clubs, editorials, etc)

Appoint a District Task Force and a Community Advisory Committee

Marketing / Branding /Awareness Campaign
Questions?
Strategy Focused Organization (SFO)

Institutional alignment and evaluation through a strategy map and BSC
Serving students for 42 years
Second generation, family owned
WASC – ACCJC accredited since 1995
Approximately 4,500 students and 900 employees
22 programs of study within the medical, technical, and business fields
San Joaquin Valley College prepares graduates for professional success by offering Baccalaureate and Associate of Science Degrees and Certificates of Completion in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academics instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.
SJVC will be a recognized community leader in transforming lives, achieving exceptional graduation and placement rates for a growing and diverse student population.

Securing our vision by 12.2019 will see SJVC achieving:

- 70% graduation rate
- 75% graduate placement

**Quality Education**

- Increase SJVC Presence
- Ensure Financial Stability

**Student Success**

- Achieve Academic Success
- Achieve Professional Success

**Employee Success**

- Attract High Performing People
- Enhance Employee Capabilities
- Cultivate a High Performance Culture

**Strategic Perspectives**

- To excel with the strategic processes
- To ensure success and financial strength

**Strategic Objectives**

- Attract High Performing People
- Enhance Employee Capabilities
- Cultivate a High Performance Culture

- Increase SJVC Presence
- Ensure Financial Stability

- Increase Campus & Program Offerings
- Enroll Capable Applicants
- Achieve Course Success
- Ensure Career Readiness

- Achieve Academic Success
- Achieve Professional Success
Balanced Scorecard (BSC)

**Our Success**
- **Increase SJVC Presence**
  - Update: Module 4,597
  - YTD: 4,790
  - Target: 6,000
  - Detail
- **Ensure Financial Stability**
  - Update: Quarterly 100%
  - YTD: 100%
  - Target: 100%
  - Detail

**Student Success**
- Achieve Academic Success
  - Update: Module 67%
  - YTD: 70%
  - Target: 70%
  - Detail
- Achieve Professional Success
  - Update: Quarterly 56%
  - YTD: 50%
  - Target: 50%
  - Detail

**Quality Education**
- Increase Campus & Program Offerings
  - Update: Quarterly 9
  - YTD: 4
  - Target: 4
  - Detail
- Enroll Capable Applicants
  - Update: Module 105%
  - YTD: 100%
  - Target: 100%
  - Detail
- Achieve Course Success
  - Update: Module 91%
  - YTD: 85%
  - Target: 85%
  - Detail
- Achieve Instructor Readiness
  - Update: Module 90%
  - YTD: 85%
  - Target: 85%
  - Detail

**Employee Success**
- Attract High Performing People
  - Update: Month 67
  - YTD: 46
  - Target: 45
  - Detail
- Achieve Employee Capabilities
  - Update: Month 2.1
  - YTD: 2.0
  - Target: 2.0
  - Detail
- Cultivate High Performance Culture
  - Employees Achieving Quarterly Goals
    - Update: Quarter 72%
    - YTD: 80%
    - Target: 80%
    - Detail
  - Retention of Employees Achieving Quarterly Goals
    - Update: Month 100%
    - YTD: 90%
    - Target: 90%
    - Detail
April 06, 2011 – May 05, 2012

• 4 CD / SMM
• 4 CAO Directors
• 5 Academic Affairs
• 2 ECM
• 2 BOG

04.06.11 CD/SM
05.11.11 ECM
06.06.11 Corp Directors
06.15.11 CD/SM & Corp Directors
07.11.11 Corp Directors
08.15.11 Corp Directors
08.24.11 CD/SM
10.18.11 BOG Vision Statement Approval
10.31.11 Academic Affairs
12.05.11 Academic Affairs
12.07.11 ECM
01.09.12 Academic Affairs
01.30.12 Academic Affairs
02.09.12 BOG Strategy Map Approval
02.27.12 Academic Affairs
05.05.12 CD/SM
Iterative Progression of SJVC’s Strategy Map

Student outcome focused

Recognition from WASC Junior and Senior

Applied for BSC Hall of Fame review
Q&A
Embedding Continuous Quality Improvement

Dr. Mary A.Y. Okada, President | CEO
Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality student-centered education and job training for Micronesia.
Institutional Strategic Master Plan

Key Initiatives

Retention & Completion

Conducive Learning Environment

Improvement & Accountability

Visibility & Engagement
Faculty Evaluations
INSTITUTIONAL STRATEGIC MASTER PLAN (ISMP)

President’s Evaluation
MISSION FOCUSED

Board Of Trustees
Foundation Board of Governors

MISSION FOCUSED
Annual Institutional Self-Evaluation Reports
Students FIRST, Mission ALWAYS!
Si Yu’os Ma’ åse
Innovation: Key to Compton College’s Re-Birth.

Presented by Dr. Keith Curry, President/CEO, Compton College
Accreditation

For more information about the Process to Accreditation, go online to: [www.compton.edu/campusinformation/accreditation/](http://www.compton.edu/campusinformation/accreditation/).

- **ACCJC Action Letter**: Approval of Substantive Change Application - changing local control from El Camino Community College District to the Compton Community College District (August 27, 2018).
- **Executive Order 2018-01**: Letter from Chancellor Eloy Oakley recognizing Compton College as the 114th California Community College under the authority of the CCCD (August 20, 2018).
- **ACCJC Action Letter**: Compton College’s Quality Focus Essay Report is accepted by the ACCJC (January 26, 2018).
- **ACCJC Action Letter**: ACCJC grants initial accreditation to Compton College (June 7, 2017).
Compton College 2024

- Implement Oliver W. Conner College Promise Programs with Compton, Lynwood, and Paramount Unified School Districts by fall 2019
- Implement the Tartar Focused & Directed Pathways to Completion (Guided Pathways) by 2019
- Enroll 6,400 Full-Time Equivalent Students (FTES)
- Improve overall student completion rates by 2022-2023
- Compton College wins an [Aspen Prize for Community College Excellence](https://www.aspeninstitute.org/aspen-prize/) by 2024
CEOS Forum at the ACCJC Conference: May 1, 2019

CCCD & COMPTON COLLEGE DEMOGRAPHICS
CCCD Demographics

Service Area Population

- Under 5 years: 18%
- 5-14 years: 37%
- 15-19 years: 32%
- 20-24 years: 13%

- 25-34 years: 18%
- 35-44 years: 37%
- 45-54 years: 32%
- 55-64 years: 13%
- 65-74 years: 18%
- 75 years and older: 37%

Compton College Demographics

Race/Ethnicity

- Latino: 60%
- African American: 25%
- Asian: 7%
- Two or more races: 3%
- Unknown: 0%
- Pacific Islander: 1%
- White: 4%
- [CATEGORY NAME]: [PERCENTAGE]
Compton College Demographics

Age:
- 19 or Less: 25%
- 20 to 24: 37%
- 25 to 34: 26%
- 35 to 44: 7%
- 45 to 54: 3%
- 55 or older: 2%

Gender:
- Female: 63%
- Male: 37%

Enrollment Level:
- Part-Time: 78%
- Full-Time: 22%
Compton College Annual Enrollment
2008-09 through 2017-18
STUDENT SUCCESS
Degrees and Certificates Awarded at Compton College

Degrees and Certificates

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate of Arts</th>
<th>Associate of Science</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>202</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2014-15</td>
<td>230</td>
<td>86</td>
<td>104</td>
</tr>
<tr>
<td>2015-16</td>
<td>259</td>
<td>127</td>
<td>179</td>
</tr>
<tr>
<td>2016-17</td>
<td>310</td>
<td>183</td>
<td>178</td>
</tr>
<tr>
<td>2017-18</td>
<td>438</td>
<td>197</td>
<td>101</td>
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</tbody>
</table>

Legend:
- Red: Associate of Arts
- Purple: Associate of Science
- Orange: Certificates
## Compton College Student Success

<table>
<thead>
<tr>
<th>History Major</th>
<th>Biochemistry Major</th>
<th>Sociology Major</th>
<th>Administration of Justice Major</th>
<th>Political Science Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferred to UCLA</td>
<td>Transfer to UC Berkeley</td>
<td>Transferred to UCLA</td>
<td>Transferred to CSUDH</td>
<td>Transferred to UCLA</td>
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California Community College Initiatives

- **Senate Bill -1440** California Community Colleges: Student Transfer
- **Senate Bill -1456** Community colleges: Seymour-Campbell Student Success Act of 2012
- **2014-2015 Budget Trailer Bill** - Student Success and Support Program: Student Equity
- **Assembly Bill-288** Public schools: College and Career Access Pathways partnerships
California Community College Initiatives

- 2016-2017 Budget Trailer Bill - Strong Workforce
- Assembly Bill - 705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment
- Guided Pathways at California Community Colleges
- Vision for Success
- 2018-2019 Budget Trailer Bill - Student Centered Funding Formula
- Assembly Bill - 19 California College Promise
TARTAR COMPLETION
BY DESIGN
Tartar Completion by Design

- **CONNECTION**
  - Initial Interest through Submission of Application

- **ENTRY**
  - Enrollment through Completion of “Gatekeeper” Courses

- **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
CONNECTION
Initial Interest through Submission of Application

ENTRY
Enrollment through Completion of “Gatekeeper” Courses

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

FTES (Overall, CDCP (enhanced non-credit), Dual Enrollment)

College Promise Grant (BOG), AB540, and PELL recipients

Transfer-level math & English Completion

Associate for Transfers
Associate Degrees
Certificates (18+ Units)

9+ CTE Units Completion

Transfer
Regional Living Wage

FTES (Overall, CDCP (enhanced non-credit), Dual Enrollment)

College Promise Grant (BOG), AB540, and PELL recipients

Transfer-level math & English Completion

Associate for Transfers
Associate Degrees
Certificates (18+ Units)

9+ CTE Units Completion

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Regional Living Wage
For more information about the Compton College Promise, visit: [www.compton.edu/student/comptonpromise/](http://www.compton.edu/student/comptonpromise/).
Degrees and Certificates offered at Compton College

**Associate Degrees:**
- A.A. Degrees: 12
- AA-T Degrees: 10
- A.S. Degrees: 14
- AS-T Degrees: 5
**TOTAL: 41**

**Certificates:**
- Certificates of Accomplishment: 9
- Certificates of Achievement: 27
**TOTAL: 36**

- Approved by the Academic Senate on September 6, 2018, effective fall 2019.
- Curriculum approved by the CCCD Board of Trustees on September 11, 2018.
- Programs approved by the CCCD Board of Trustees on September 25, 2018.
Degrees and Certificates offered at Compton College

Administration of Justice
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
Child Development
  Early Childhood Education
  Early Intervention Assistant
  Special Education Assistant
Communications Studies
Computer Information Systems
  Computer Systems Applications
Cosmetology
  Cosmetology Level II
  Cosmetology Level I
English
Ethnic Studies
  African American Studies Option
  American Cultures Option
  Chicano Studies Option
Degrees and Certificates offered at Compton College

General Sciences

General Studies
- Arts and Humanities Emphasis
- Biological and Physical Sciences Emphasis
- Culture and Communications Emphasis
- Fine and Applied Arts Emphasis
- Kinesiology and Wellness Emphasis
- Social and Behavior Sciences Emphasis

History

Liberal Studies
- Teacher Preparation Option
- Elementary Teacher Education

Machine Tool Technology
- Machinist Option
- Numerical Control Programmer Option
- CNC Machine Operator

Mathematics

Music
- Commercial Music

Nursing
- Upward Mobility Option

Physical Education
- Kinesiology
- Fitness Trainer

Physical Sciences

Physics

Political Sciences

Psychology

Sociology

Studio Arts

Spanish
- Transfer Studies
- CSU General Education – Breadth
- Intersegmental General Education Transfer Curriculum (IGETC)

Welding
Guided Pathway Divisions

- Science, Technology, Engineering, and Math (STEM)
- Health & Public Services
- Business and Industrial Studies
- Fine Arts, Communication, and Humanities
- Social Sciences
Guided Pathway Divisions

TARTAR SUCCESS TEAMS

Dean
Division Chair
Faculty (by discipline within a meta-major)
Guided Pathway Counselor
Academic Counselor
Instructional Coordinator
Student Services Advisor
Student Support Services (EOPS/CARE, CalWORKs, SRC, Health Center, Financial Aid, and Admissions & Records)
Student Success Center
Strong Workforce/Adult Education
Research & Planning
Professional Development
Guided Pathway Divisions

- Programs that are fully mapped out and aligned
- Redesigning and integrating basic skills
- Structured onboarding process
- Instructional support
- Early alert
- Proactive academic/career counseling

CONNECTION
Initial Interest through Submission of Application

ENTRY
Enrollment through Completion of “Gatekeeper” Courses

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
Thank You!

QUESTIONS?

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Compton College
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