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Time Taken:	1410 seconds
Back Button Usage:	Not used
Score:	0.0
Survey Language:	English
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Region:	CA
Latitude:	0.0
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 Integration Tags	
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California Black-Serving Institutions Application

College/University

Compton College

Website

compton.edu

Address

1111 E. Artesia Blvd. Compton, CA 90221

College/University President

Dr. Keith Curry

College/University President Email Address

kcurry@compton.edu

College/University President Phone Number

(310) 900-1600 x2007

Application Lead Contact Information

First Name

Antonio

Last Name

Banks

Phone

213-910-1580

Email Address

abanks1@compton.edu

Position

Director, Black and Males of Color Success Initiative

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

The success of underserved students, including Black and African American students, has been prioritized in all facets of institutional functions. From supporting basic needs, easing the pathway of entry into the institution, and upskilling Student Services Division offerings to contextualize better methods of effectively serving underserved students, including Black and African American students, to providing numerous professional development opportunities to inform all employees on improving their ability to serve these students and developing an initiative designed to be a hub of this transformative work, our President/CEO has provided ample resources and bandwidth to improve the outcomes for these students on a holistic front. A primary ingredient in this transformation has been the empowerment the President/CEO, Dr. Keith Curry, has instilled in employees, equipping them with the confidence, authority, and responsibility to see themselves as active advocates for the success of Black and African American students. Dr. Curry has established a reputation as an advocate for student equity and access, as well as for addressing students' basic needs, enabling them to focus on achieving success in higher education. In addition, our Compton College actively scrutinizes data collected from various campus entities, often disaggregating the data to examine how Black and African American students fare with respective services and courses and actively discussing how to improve outcomes for Black and African American students participating in these services and classes. Lastly, Compton College has sought to intentionally and actively build out the community through budget-related decisions that have increased spaces, places, and opportunities to enhance the experience of underserved students, including Black and African American students, on and off campus. The institution's commitment is consistent with its mission statement as we seek to neutralize equity gaps through our efforts while unapologetically naming the fact that underserved students, including but not limited to Black and African American students, are historically the most institutionally disproportionately impacted groups, including in higher education. Through various institutional efforts, including the Black and Males of Color Success Initiative, our institution works tirelessly to provide a sense of community, a network of dedicated professionals, and cultivated peer leaders who are dedicated to ensuring students feel like they belong and can be academically successful Compton College with the appropriate guidance and resources. Our commitment to the Completion by Design model for student success, in conjunction with the Guided Pathways framework, serves as a primary catalyst for improving the experiences of underserved students, including, but not limited to, Black and African American students at Compton College.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

According to our 2024 Institutional Report Card, our campus's current enrolled student population identifying as Black/African American is 24%

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

The number of students identifying as Black/African American according to our most recent verified data is 1,770 students.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

The Compton College 'Completion by Design' student success framework consists of three areas where work can positively impact underserved students, including but not limited to Black and African American student success: a) Education (Guided Pathways and Programs of Study), b) Student Equity and Achievement, and c) Strategic Enrollment. The Compton College 2035 Comprehensive Master Plan includes several strategies aimed at improving the success rates of Black and African American students in achieving their educational objectives. Regarding Education (Guided Pathways and Programs of Study), objective 1 aims to enhance on-ramps to Compton College, with a particular focus on dual enrollment, GED, justice-involved and justice-impacted students, foster youth, students with disabilities, English language learners, veterans, students with dependents, working adults, and low-income students. Specific work that can be enhanced through the BSI designation is outlined in Strategy 1.B., which aims to increase successful enrollment among the student populations identified in Objective 1 by implementing and refining CRM Recruit, as well as providing customized support for application, registration, and financial aid processes. Objective 2 encourages the institution to adopt holistic and systemic practices for student retention. This objective will be pursued through several strategies aimed at enhancing Black student success, including Strategy 2.A., which seeks to increase awareness and participation in Guided Pathways for both traditional and nontraditional students through strategic outreach and messaging to prospective students, particularly those identified in Objective 1. Additionally, the institution plans to engage in Strategy 2.B., which aims to enhance the collection, analysis, and sharing of data across the College to understand better and develop strategies that address the needs of the student populations identified in Objective 1. Furthermore, Strategy 2.C. asks Academic Affairs to consider decolonizing the curriculum, course and program structures, learning objectives and outcomes, learning and teaching resources, assessment, and grading, as well as legal and administrative information, policies, and practices. Meanwhile, Strategy 2.D. intends to increase support for transfer-level math and English students through the Success Team framework and Just-in-Time tutoring. Moreover, Strategy 2.E. requires the institution to provide students with timely, equitable access to the computing technologies, training, skills, and technical support necessary for successful engagement in instructional activities and connection with essential support services. Lastly, Strategy 2.F. asserts that the institution should enhance on-campus, online, and community-based (e.g., volunteer) student engagement opportunities (e.g., clubs, athletics, recreational activities) to foster student belonging, connection, and support. Regarding Student Equity, a component of Compton College 2035, several objectives and strategies aim to enhance the trajectory of Black and African American student success at Compton College. The primary tenets of the plan assert that the institution should: 1. Remain student experience-centered: Institutional consideration of the breadth and depth of learning experiences, instructional approaches, and support strategies to address the diverse needs of students. 2. Stay classroom-focused: enhancing regular classroom strategies to enable learning for all students and facilitating access to the services and support necessary for student success. 3. Be race-specific when necessary: Incorporate metrics and activities into student equity plans that focus on one or more specific racial or ethnic groups. 4. Utilize equity-minded inquiry: using equity-based assessment practices and strategies, which are grounded in quantitative and qualitative data, to examine and improve the institution's effectiveness at promoting student learning and improving equity in student outcomes. The institution aims to achieve this through Strategy 1.A. by fully implementing the Black and Males of Color Success Initiative, which includes increased outreach and engagement activities for potential students, as well as providing information on academic success, cultural awareness, and personal development. Additionally, Strategy 1.B. advises the institution to refine our outreach and recruitment materials and strategies to attract males of color, including images and messaging within those materials. Moreover, Strategy 1.C. seeks to implement CRM Recruit further and include potential Black and Males of Color students in the Black and Males of Color Success Initiative. Additional focused efforts can be examined in Strategy 2.C., which will implement student academic support in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty, or the use of CRM Advise alerts focusing on Black or African American students and Latino/a/x students. Lastly, Strategy 3.B. urges the institution to fully implement the Black and

Males of Color Success Initiative with an emphasis on academic success, cultural awareness, and personal development for current students.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

In alignment with our institution's upcoming 2025-2028 Student Equity and Achievement plan and key performance indicators outlined in the Black Serving Institution Application, Compton College seeks to address the following equity gaps for Black students over the next five years. Transfer by Black or African American Students • Increase the number of Black or African American students transferring by a minimum of 2.5 percentage points per year, resulting in an aggregate increase of 12.5% over five years. • Increase the number of Black or African American students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term. • Increase the number of Black or African American students in Associate Degree for Transfer (60 units) programs of study, and explore why students are earning 30+ units beyond the ADT of 60 units; decrease the number of units accumulated. Completion of Transfer-level Math and English by Black or African American Students • Increase the number of Black or African American students by a minimum of 13 percentage points, aggregately over the five-year span, of those who enroll in and complete transfer-level English courses. • Increase the number of Black or African American students by a minimum of 13 percentage points, aggregately over the five years, of those who enroll in and complete transfer-level math. • Guide and counsel students to enroll in English or math in the first or second term, and ensure that Student Educational Plans and the College course schedule align with students' needs and demand for English and math courses in the first primary academic year. • Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term. Completion by Black or African American Students • Increase the completion rate by a minimum of 7 percentage points, aggregately over the five years, for Black or African American students. • Ensure that Black or African American students have access to academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term. Equity Imperative Transfer Equity • Increase by 35% the number of Compton College students transferring annually to a UC or CSU campus. Attainment Equity • Increase by at least 20% the number of students annually who earn associate degrees, credentials, and certificates. Mitigate Outcomes Equity Gaps • Reduce outcome gaps by 40% within five years and fully close those gaps within 10 years. Additional Professional Development Around Equity Compton College conducted a Professional Development Need Assessment, which also helped inform the activities of this revitalized Student Equity Plan. Notably, this survey revealed common interests with implications for equity planning across all three employee groups. Survey respondents indicated a strong interest in additional professional learning opportunities related to: • Resources to help students with career exploration • Course maps and pathway maps • Retaining underrepresented students • Cultural awareness and competency • Best practices for helping angry and/or distressed students • Understanding and supporting students with disabilities • Effective communication and approaches to engaging in challenging conversations

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Our institution has demonstrated a substantial commitment to engaging in various aspects of overall Black and/or African American student success efforts across California. Since the inception of the Black and Males of Color Success Initiative in 2021, our institution has maintained a documented and sustained presence at the Umoja annual conference. This conference focuses on empowering and upskilling students and professional staff through educational workshops and networking opportunities rooted in Afrocentric and culturally relevant education. Our institution has also contributed to the scholarship and advocacy of Black student success by presenting at this conference. Additionally, we have sustained participation in the African American Males and Education Network and Development (A2MEND) organization's annual education summit. This summit focuses on empowerment and upskilling, specifically addressing disparities in higher education for Black and African American males. The overall content uplifts the entire Black and African American community, providing context for why intentional and targeted strategies must be employed to address this disproportionately impacted group. As with the Umoja conference, our institution has presented at this conference in an effort to advocate for Black student success on a statewide platform. Our institution has also consistently participated in the Men of Color Action Network (MOCAN) Leadership Conference, which emphasizes the lived experiences of males of color in higher education, including Black and African American men. Many workshops focus on coalition

building and the challenges faced by both Black and Brown men in higher education, who are often more alike than different. Our institution also contributed intentionally to this conference by way of presenting on proven strategies for improving the outcomes for men of color (including Black men). Similarly, our institution participated in the California State University Young Men of Color conference for the 2023-24 and 2024-25 academic years. Sponsored by the California State University Young Males of Color Consortium, this conference explores pathways for increased student success for men of color, including Black and African American men. This conference is particularly beneficial for our students interested in the CSU transfer pathway, as it provides insight into male student success-based initiatives across numerous California State University institutions. This insight indicates that they will encounter similar levels of support during their higher education journey upon transfer, which may inspire greater confidence in the transfer process. Finally, Compton College has made a significant commitment to identify key faculty and staff members to participate in the All-African Diaspora Education Summit for its 2022 and 2024 iterations. Here, the importance of community-based educational strategies and liberation through unity and education is emphasized. The representatives selected must present to various campus entities throughout the academic year. The selected congregations have also been responsible for engaging the campus in intentional discussions about how community-based education pedagogies can improve outcomes for underserved students, including, but not limited to, Black and African American students. At each of the conferences and summits, our institution curates a gathering of dedicated professional staff and student leaders who are committed to sharing the insights gained from their experiences to disseminate across the campus; consequently, informing the campus community while also inspiring others to engage in such opportunities. In addition, our institution has had a significant role in the ongoing development and execution of the statewide (and increasingly nationwide) Black Student Success Week. This week-long effort is designed to highlight and inform the future direction of Black Student Success in the higher education pipeline. Recently completing its fourth annual iteration, many of our institution's employees, including our President and CEO, have served actively on the planning committee, further demonstrating our commitment to Black student success at our institution and statewide.

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

1. [400394-143404975-Compton-College-BSI-Strategic-Plan-.pdf](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

1. [400394-143405137-Compton-College-BSI-Data-Request.pdf](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

1. [400394-146850640-CEO-Letter-of-Certification-BSI-Application.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

Regarding cultural centers, the Black and Males of Color Success Initiative has been allocated space in a newly opened (spring 2023) Student Services Building. This building serves as the epicenter of campus for meeting students' proximal needs outside of their academic affairs – centralizing key resources such as the Welcome Center, Financial Aid, Admissions and Records, Basic Needs, EOPS, CalWORKs, DSPS/Student Resource Center, and our Counseling Department. Making the executive decision to establish our cultural center amid these mission-critical student services communicates a commitment to centering the Black student experience on our campus. Our students have found a sense of a 'home away from home' through our cultural center and know they can always start their journey from our center or seek our assistance at any point in their student experience. As it pertains to mentorship opportunities, our campus has committed to four mentorship opportunities designed to foster increased confidence in student leadership skills, cultivate peer and professional networks, and develop peer leaders/ambassadors. These mentorships have been offered under the guise of our 'Leadership Academies.' Through our Black and Males of Color Success Initiative, we have held upward of four leadership academies per academic year. These leadership academies have covered several aspects of the student experience through a culturally relevant lens, including but not limited to: 1. Community Cultural Wealth 2. Principles of Student Leadership 3. Conflict Resolution 4. Team Dynamics and Decision Making 5. Building Self-Efficacy and Personal Accountability 6. Promoting Social Responsibility and Community/Civic Engagement 7. Curating team mission, vision, and S.M.A.R.T. goals 8. Culturally Responsive Leadership When examining the composition of student organizations, our campus has committed to increasing Black student representation in all facets of student life. This can be evidenced through the increased representation of Black students in our Associated Student Government, our two most recent student trustee appointees, the development of our Black Student Union, as well as our campus Dance Team and Film and Production Club (both of which were initially created by and still have large contingencies of Black students). With respect to financial aid initiatives, the assistance of external grants and funding from our Student Equity Program has enabled the College to grant additional incentivized opportunities for Black students to explore various facets of student engagement. Since the inception of our Black and Males of Color Success Initiative, we have distributed over \$50,000 in direct student aid support to students who have demonstrated a commitment to their academic and holistic growth through programmatic engagement. In addition, a third-party nonprofit organization, Operation HOPE, Inc., Operation HOPE's organizational mission is to partner with community organizations that aim to neutralize institutional and systemic inequities through financial literacy (among other services). Operation HOPE has consistently and intentionally partnered with our institution. At Compton College, they have worked tirelessly to inform students about critical financial literacy concepts, including how to effectively use any financial aid they may receive, budgeting, improving credit, and financial planning. The representatives from the organization have worked to culturally contextualize their offerings, which have been well received by students who engage with their programming, workshops, and seminars.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

Our campus has been in an incubation phase of transformation into a Black Serving Institution for the past four years. With the establishment of our Black and Males of Color Success Initiative, our executive leadership took action to create tangible momentum toward fostering a space of academic and student life-based inclusion for some of the most disproportionately impacted student demographics on campus. This initiative signaled the institution's priorities by focusing on supporting, enriching, and elevating the higher education experience of Black students. By introducing this initiative, our institution has intentionally and deeply examined the lived academic experiences of Black students, conducting significant research on how the institution supports them and identifying areas for improvement. The targeted climate studies have sparked extensive discussion among executive leadership, which led to the creation of the initiative. This initiative has been tasked with fostering an increased sense of student belonging and community, while simultaneously bringing together several arms of the institution to ask the primary question: what are we doing to adequately serve Black students in a culturally relevant and quality way to neutralize equity gaps in enrollment, course completion, course success, and educational objective completion.

An applicant is eligible for designation if the applicant meets all the following requirements:

(1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.

(2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

[Privacy](#)

Compton College Strategic Plan

Addressing Black Serving Institution Application Items

A mission statement that addresses the applicant's commitment to serve Black and/or African American students.

As established, the Compton College mission statement is as follows:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with the knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Our mission statement is currently driven by our comprehensive "Compton College 2035" master plan. This plan reaffirms that by integrating clear objectives and strategies in each focus area and making facility recommendations for the future. Compton College 2035 provides a comprehensive framework for concentrating intensely on addressing the most persistent challenges the College has faced: students' successful completion of their educational goals, transitioning to four-year colleges and universities and securing living-wage employment.

Compton College is dedicated to the holistic development and success of our underserved students, including but not limited to the Black and African American student population. Through our rich institutional history, we have always served Black students; however, considering the increasing and overwhelming evidence that our Black and African American students are disproportionately impacted on our campus, we are rededicating our team to be intentional, strategic, and equity-minded in our efforts to neutralize these equity gaps for our students. Beginning with the Black and Males of Color Success Initiative, we have begun to reimagine what Black student success looks like, both in and

outside of the classroom. With the designation as a Black Serving Institution, we will further amplify our efforts on the path to making Compton College a preferred destination for Black students, where they will feel assured that they are cared for, understood, and supported with culturally relevant practices in their higher education endeavors.

Outreach services to potential Black and or African American students

In collaboration with our Educational Partnerships Department, our institution has transformed the community's understanding of our commitment to intentionally serving Black and African American students. Through this partnership, we have expanded our outreach to several local high schools, offering in-person presentations for potential Compton College students, and have hosted numerous on-campus opportunities for high school students to connect with the initiative. Furthermore, representatives from the Black and Males of Color Success Initiative are present at our Community Day and Open House to inform the community about the campus's dedication to effectively serving Black students. With designation as a Black Serving Institution, the campus and the Black and Males of Color Success Initiative will enhance and broaden our outreach efforts, informing a wider segment of the community about our ongoing initiatives to support their success.

Existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities, or events

Initial Context: To sustain and elevate engagement and participation in the initiative, it is essential to incentivize student involvement in the Black and Males of Color Success Initiative through all possible means. Research indicates that basic needs, including food security, housing security, transportation security, and access to school supplies, are often unmet for the targeted student population. By ensuring that these foundational items are easier to acquire, students' mental, physical, and emotional bandwidth can be freed up to engage more effectively with the other programmatic components that support a successful educational journey.

Compton College has prioritized addressing the basic needs of its students through a range of initiatives. Our institution provides many basic needs to support all students, including our one meal per day program at our on-campus cafeteria, gas cards, bus passes, free laptops for academic year rental (first-come, first-served basis), free calculators for math courses, housing referrals and assistance, \$20 weekly per student to purchase items at our weekly Farmers' Market, access to our food pantry, and a monthly partnership with the Los Angeles County Food Bank to distribute upwards of 50 pounds of free groceries to all students and community members who show up.

Progress to Date: To support the basic needs of students, Compton College has adopted an engagement-based incentivization approach. Essentially, students who have historically committed to participate in a month-long series focused on enhancing student leadership skills either by way of the Brotherhood of Student Success, #LevelUP, and Building Resiliency through Understanding and Humanization (B.R.U.H.), or the Leaders in Training (L.I.T.) leadership academies. Students who applied for and were successfully admitted to these cohorts have been eligible for cash-based stipends if they had any unmet need in their current financial aid awards package. Sustained and consistent participation yielded greater incentives for students.

At many of the initiative's workshops and programming, gift cards to general merchandise retailers (e.g., Target, Walmart) were randomly raffled off to attendees to help offset the cost of buying necessities.

Lastly, the initiative attempted to provide direct student support by distributing gift cards simply by requesting students' information; however, this proved to be an uneven effort, as some students utilized this opportunity more than their counterparts involved in the program.

Looking Ahead: This summer, the Black and Males of Color Success Initiative will consult with our Basic Needs and Success Department to determine methods for a more equitable distribution of basic needs support that utilizes state-funded Student Equity and Achievement funding while potentially exploring different variations of what this may look like for students (e.g., fewer retailer gift cards and more support for transportation needs). Additionally, supplying stipends to students participating in the Black and Males

of Color Success Initiative events may be restructured to foster more organic engagement rather than incentivized engagement. The stipends would be available to underserved students, including but not limited to Black and African American students. With the Black Serving Institution Designation, our campus can further solidify its commitment to meeting the basic needs of all underserved students, including but not limited to Black and African American students, through targeted efforts and incentives.

An outline of the planned allocation of resources during the five-year period in which the initial designation was awarded

Below is the current 2024-2025 and 2025-2026 allocation of funding resources provided to the primary engine of services at Compton College through the Black and Males of Color Success Initiative for underserved students, including but not limited to Black and African American students:

Department	Object Description	Current Budget
BMCS	Directors	\$144,238.96
BMCS	Part-Time Counselors	\$14,726.00
BMCS	Student Worker	\$31,500.00
BMCS	Medicare, Other Noninstructional	\$2,091.47
BMCS	Supplies	\$15,500.00
BMCS	Contract Services	\$17,450.00
BMCS	Travel and Conferences	\$37,520.00
BMCS	Food	\$12,500.00
Total		\$275,526.43

This allocation was established through institutional program review and annual planning processes, which identified programmatic priorities for each campus department or division.

An outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

Initial Context: At Compton College, the Black and Males of Color Success Initiative has not operated in a silo; it has partnered with the faculty and staff on campus. The Black and Males of Color Success Initiative has significantly enhanced opportunities for cross-

campus engagement, supporting underserved students, including but not limited to the Black and African American student population, more effectively in their academic, personal, and professional endeavors. These professional development opportunities have also served as a hub for dialogue about faculty and staff's messages about how students can more effectively engage with them and/or their services. Professional development addressed sentiments shared by underserved students, including but not limited to the Black and African American student population in previous focus groups, such as combatting stereotypes, intentional engagement in the classroom, improving culturally relevant pedagogy, and highlighting strategies, experiences, and practices from in-house champions/agents for Black and African American student success.

Progress to Date: So far, the initiative has established an efficient and effective partnership with the Professional Development Department to host a range of well-informed professional development sessions for the entire professional community at Compton College. This includes at least one campuswide professional development opportunity per semester. These opportunities were supported by subject matter experts who have addressed success gaps in Black student achievement and the success of male students of color in various ways.

Looking Ahead: The Director of the Black and Males of Color Success Initiative will consult with executive leadership and the Professional Development Department to explore the possibility of offering additional professional development opportunities based on the needs identified in the Professional Development assessment administered in June 2025.

Our institution has consistently demonstrated a strong commitment to professional development. During the 2024-2025 year, Compton College dedicated over \$135,000 to Professional Development Department programming, in addition to hiring subject matter experts to upskill our campus in various facets of institutional success. As part of our 2025–2026 planning, the Professional Development Department is aligning its efforts with the Compton College 2035 Comprehensive Master Plan and will be prioritizing the following strategic focus areas:

- Teaching and learning (Accelerated Student Completion, Instructional Innovation, Instructional Technology, Artificial Intelligence in teaching and learning, Culturally Relevant Pedagogy, Teaching, and learning strategies that are inclusive, practical, and impactful)
- Integration of Artificial Intelligence in academic and student support services and operational areas
- Improved customer service and de-escalation strategies for frontline employees
- Targeted support for the success and retention of Black and male-of-color students
- Building community and connection among faculty, classified professionals, and managers
- Offering Professional Development that is inclusive, practical, flexible, and impactful

Our Professional Development Department has been instrumental in the development and execution of several faculty-led Teaching and Learning projects over the past few years. Below, you will find an example of the efforts completed during the 2024-2025 academic year. Completed projects include:

- Apple Scholars
- Faculty Development Committee PD Workshops (Classroom Design in Teaching and Library Guides)
- Math Community of Practice (MCOP)
- Math Deconstruction in Precalculus and Statistics Courses
- Motivate Lab

Similar projects have been funded since the 2022-2023 academic year.

Additionally, the opportunity to advance professional development, sponsored by the Black and Males of Color Success Initiative, will be prioritized in the 2025-2026 year. Historically, these sessions have occurred later in the semester, when engagement, time, and interest in professional development efforts have typically declined for various reasons (constraints, compacted schedules, meeting required faculty flex credits, timing, etc.). If promoting and advancing two of the campus's most disproportionately impacted groups is a focus, then prioritizing professional development opportunities should be examined.

Lastly, the concept of involving subject matter experts who have a proven track record of enhancing success outcomes for Black and African American students in completing college-level English and math has been considered, primarily to increase cultural competency for tutors. However, Compton College is exploring how this opportunity can be expanded to include interested faculty members from Compton College. The Director of the Black and Males of Color Success Initiative meets with academic administrators, deans, and department chairs in these respective disciplines during the summers of 2025 to identify the best strategies for implementation. With increased resources and Black Serving Institution Designation, we can further amplify these efforts by expanding the capacity of attending professionals and offering enhanced professional development opportunities.

1. **Community College applicants submit the following for the previous three academic years:**

- The number of degree and certificate programs completed by all students and by Black and or African American students.

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	847	1,002	954	1,287
Black/African American Students	210	276	249	368

- The number of all students, and of Black and/or African American students, who completed degree and certificate programs within normal time and up to 300% of normal time to degree completion.

Within Normal Time

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	18	17	23	16
Black/African American Students	0	0	0	0

Within 300% of Normal Time

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	251	267	285	326
Black/African American Students	14	10	6	15

- The student transfer rates for all students, and for Black and/or African American students, to four-year colleges and universities.

	2020-2021	2021-2022	2022-2023	2023-2024
All Students	9%	8%%	7%%	6%
Black/African American Students	7%	7%	7%	6%



Serving the Communities of

Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate

1111 East Artesia Boulevard
Compton, CA 90221-5393
Phone: (310) 900-1600
Fax: (310) 605-1458
www.compton.edu

ANDRES RAMOS
President

SONIA LOPEZ
Vice-President

DR. SHARONI LITTLE
Clerk

BARBARA J. CALHOUN
Member

JUANITA DOPEMORE
Member

SHONIQUEA THOMAS
Student Trustee

KEITH CURRY, Ed.D.
President/CEO

May 16, 2025

To the Black Serving Institution Selection Committee:

Please let this serve as a letter of certification for Compton Colleges's Black Serving Institution Designation Application, for underserved students including but not limited to Black and African American students at Compton College.

Although the development and momentum to address this pressing issue for the Black and African student population were momentarily disrupted by the global shift in education due to the Covid-19 pandemic, Compton College was able to refocus on establishing an initiative aimed at improving the holistic experience of Black and African American students on our campus. The first step in this process was completed in November 2021 with the hiring of the Director of Black and Males of Color Success Initiative. Through this initiative, foundational work was undertaken to increase the sense of belonging felt by Black and African American students, enhance their navigational capital, and improve their comfort accessing campus resources. We also aimed to curate spaces where students could engage with campus professionals in a low-anxiety, highly humanized manner, while partnering with our already thriving Basic Needs and Equity department that works tirelessly to address the needs of our students.

We are currently an institution that will continue with our comprehensive transformation through the implementation of Compton College 2035 Comprehensive Master Plan. Our initiatives, programming, and professional development have contributed to student success, and we are confident that with the Black Serving Institution Designation, our efforts will be amplified and will impact a broader segment of the population.

Thank you for considering the Compton College Black Serving Institution Designation Application. If you need any additional information, please do not hesitate to contact me at kcurry@compton.edu or by calling 310-900-1600, ext. 2000.

Sincerely,

A handwritten signature in blue ink, appearing to read "K Curry", is written over a light blue rectangular background.

Keith Curry
President/CEO
Compton College