Compton College Workgroup/Task Force Action Plan (2026–2027)

Submit completed action plan to research@compton.edu for review by Cabinet and the President/CEO

Section 1: Workgroup/Task Force Information

Workgroup/Task Force Name	
Workgroup/Task Force Lead(s)	
Assigned Administrator	
Submitted By	
Date of Submission	
Workgroup/Task Force/Dept Budget Code	

Workgroup/Task Force Members:

Name	Title	Department

Section 2: 2026–2027 Available Funds

Enter the allocated amount from the 2026–2027 Compendium of Allocation Resources plus any carryover from the prior fiscal year (2025–2026).

Carryover from 2025–2026	2026–2027 Compendium Allocation	Total 2026–2027 Available Funds
$	$	$

Funding type (check one):

☐ One-time allocation ☐ On-going allocation ☐ Carryover only

Section 3: Prior Year (2025–2026) Summary

Briefly summarize what the workgroup/task force accomplished with its 2025–2026 funds. If carryover funds remain, explain why funds were not fully expended.

Section 4: Planned Activities for 2026–2027

List the key activities your workgroup/task force will complete during the 2026–2027 academic year. For each activity, identify the Compton 2035 strategies it supports (see Appendix: Compton 2035 Strategies), describe the expected outcome or measure of success, and provide an estimated timeline.

#	Activity Description	Compton 2035 Strategies	Expected Outcome / Measure of Success	Timeline
Ex.	*Host two professional development workshops on data-informed program review for faculty and staff*	*HR, Strategy 2.B*	*80% of attendees report increased confidence using data in program review (post-workshop survey)*	*Fall 2026 & Spring 2027*
1				
2				
3				
4				
5				

Section 5: Estimated Expenditures

Link each expense to a planned activity by carrying over the activity row number from Section 4 into the Activity # column below. Include a description of the expenditure, estimated cost, and the workgroup/task force/department budget code. An activity may have multiple expenditure lines.

Activity #	Description of Expenditure(s)	Estimated Amount	Workgroup/Task Force/Dept Budget Code
Ex. (1)	*Facilitator stipends, workshop materials, and refreshments for two workshops*	*$4,500*	*01-XXXX-XXXXXX*
Total 2026–2027 Planned Activity Expenses		$	
Total 2026–2027 Available Funds (from Section 2)		$	
Difference (Available Funds – Planned Expenses)		$	

Note: Estimated expenditures greater than your 2026–2027 available funds must be requested through other funding sources, e.g., Auxiliary Funds, Enrollment Management, or the 2026–2028 Biennial Plan of the workgroup/task force's assigned administrator. **If the 2027–2028 allocations include one-time or on-going funding for the workgroup/task force, that allocation will be prioritized before other District sources.**

Section 6: Revisions to Planned Activities

If the total estimated expenses exceed the 2026–2027 available funds, describe how activities will be modified or prioritized for continuation into the next academic year (2027–2028).

Notes or Additional Comments:

Appendix: Compton 2035 Strategies (Abridged)

Source: Compton College 2035 — Areas of Focus, Objectives, and Strategies (Abridged).
Goal: Accelerate completion while advancing equity and success. Reference strategies in Section 4 by area abbreviation and strategy code, e.g., "HR, Strategy 2.B."

Education/Guided Pathways (EGP)

Objective 1: Strengthen onramps

- **1.A** Partner with organizations to create pipeline.
- **1.B** Increase successful enrollment through customized support.

Objective 2: Adopt holistic, systemic practices to retain students

- **2.A** Increase awareness, participation in Guided Pathways.
- **2.B** Increase data analysis and sharing to address students' needs.
- **2.C** Create definition of "decolonize;" decolonize curriculum.
- **2.D** Increase support for transfer-level Math and English.
- **2.E** Provide equitable access to computing technologies, skills, and support.
- **2.F** Increase student engagement opportunities.

Objective 3: Increase partnerships to provide clear pathways

- **3.A** Increase partnerships with non-profits and agencies to address basic needs.
- **3.B** Increase outreach and partnerships with local industries to connect students with occupational and career opportunities.

Student Equity and Achievement (SEA)

Objective 1: Increase successful enrollment of males of color students

- **1.A** Fully implement Black and Males of Color Success (BMCS) program through increased outreach and engagement.
- **1.B** Refine outreach, recruitment materials, strategies, messaging.
- **1.C** Implement CRM Recruit; include males of color student lists to BMCS program.

Objective 2: Increase # of Black/African American and Latino/a/x students in transfer-level English and Math

- **2.A** Guide students to transfer-level English and math in the first year; offer targeted strategies for course completion and persistence to next term.
- **2.B** Implement retention and completion metric reviews in FACH, STEM, and Counseling with focus on enrollment and success of Black/African American students.
- **2.C** Implement academic support in math and English with focus on Black/African American and Latino/a/x students.
- **2.D** Increase professional development re antiracism, informed by OFAR participants.

Objective 3: Increase proportion of males of color students who enroll fall and spring

- **3.A** Increase access for males of color students to academic, personal support.
- **3.B** Fully implement BMCS program for current students.
- **3.C** Increase faculty participation in antiracism professional development.
- **3.D** Implement Guided Pathways activities related to persistence for males of color.

Objective 4: Increase # of males of color students in Guided Pathways with support for course completion, persistence and successful transfer

- **4.A** Establish partnership between the BMCS program and the Transfer Center.
- **4.B** Build partnerships with universities with local coordination and programming.
- **4.C** Investigate students' educational goals and outcomes; identify promising practices to help clarify students' intentions for transfer or workforce preparation.
- **4.D** Investigate students' transfer goals and promising practices.

Objective 5: Increase completion rate for Black/African American and Latino/a/x students

- **5.A** Implement program maps and Degree Works to support completion, auto-awarding certificates.
- **5.B** Increase outreach to Black/African American and Latino/a/x students across disciplines to build awareness of careers in programs of study.
- **5.C** Pair cultural events with counseling outreach; inform students of math and English completion, careers, and programs of study.

Strategic Enrollment Management (SEM)

Objective 1: Increase outreach to first-time students (i.e., dual enrollment, adult learners, CR and NC)

- **1.A** Develop culturally competent outreach materials utilizing a variety of methods and clear information.
- **1.B** Implement coordinated outreach to promote NC and CR career education opportunities—and related resources (e.g., financial aid, basic needs, enrollment steps).
- **1.C** Increase participation in GEAR UP Program (Gaining Early Awareness and Readiness for Undergraduate).

Appendix: Compton 2035 Strategies (Abridged), continued

1.D Fully utilize CRM Recruit for multi-touch engagement strategy with potential students.
1.E Provide prospective students with customized support to complete FAFSA and CA Dream Act applications.

Objective 2: Expand partnerships to increase first-time students

2.A Increase participation in Compton College Promise program.
2.B Integrate Career Education and ESL into adult education and highlight pathways to credit courses, living-wage careers, and support resources.
2.C Expand outreach to working professionals re opportunities to earn degrees, certificates, and transfer for living-wage careers.

Objective 3: Expand student-friendly, equity-minded practices, policies, procedures

3.A Enhance data collection and sharing to better understand and support adult learners and dual enrollment students.
3.B Establish consistent course sequences and 1–2-year schedules tailored to diverse student needs.
3.C Expand flexible options like late-start and accelerated courses to support faster completion.
3.D Monitor use of CCC MyPath to guide students from application through enrollment with clear resources and support.
3.E Increase cross-functional meetings with faculty, counselors, and industry partners to align curriculum and support college readiness.
3.F Provide targeted support to ensure students can easily access academic and basic needs services.
3.G Promote Degree Works through student-friendly tools to support academic planning and program completion.
3.H Achieve 85–100% adoption of OER and Zero-Textbook-Cost materials by 2035.

Objective 4: Set enrollment management goals that support VFS and maximize SCFF allocation

4.A Use equity-based course data to improve scheduling, instruction, and student support for better outcomes.
4.B Analyze and monitor two-year scheduling patterns to remove barriers to timely program completion.
4.C Reduce course withdrawals through surveys, early alerts, and prompt faculty notifications.

Technology (TECH)

Objective 1: Close digital equity gaps

1.A Expand student access to laptop loans and hotspots.
1.B Provide students with easily accessible, culturally competent technology training and support (in-person and online).
1.C Collaborate with adult education partners and community-based organizations to provide digital literacy support.
1.D Audit technology systems, tools, and spaces to implement Universal Design Principles to support individual learning differences, enhance assistive technology, and adaptive tutoring systems and tools.
1.E Assess technology based upon version 2.2 of the Web Content Accessibility Guidelines (WCAG) for measuring digital accessibility.
1.F Increase information to current students and the community regarding the availability and access to technology resources and support.

Objective 2: Update technology infrastructure and equipment to support equity-minded, collaborative, and innovative learning, boost student engagement and outcomes, and improve institutional efficiency

2.A Develop classroom technology standards that support diverse learning modalities and instructional methods.
2.B Establish standards for reviewing, purchasing, and maintaining instructional software, including grant-funded tools.
2.C Prioritize and maintain technologies that enhance efficiency, automate processes, support collaboration, and improve student communication and support.
2.D Provide community engagement technologies to foster student connection, communication, and collaboration.
2.E Leverage AI to automate tasks, optimize resources, and improve communication through tools like virtual assistants and predictive maintenance.

Objective 3: Regularly update technology policies and practices to protect data, enhance cybersecurity, ensure privacy and safety, and manage risk using industry standards like those from NIST

3.A Establish policies and practices on privacy, security, user rights, and AI use.
3.B Implement security training and regular communications on data privacy, policies, and best practices.
3.C Continuously update technical strategies to ensure business continuity during emergencies or disruptions.
3.D Develop and apply a Total Cost of Ownership model to guide annual technology planning and budgeting.

Human Resources Staffing (HR)

Objective 1: Recruit diverse candidates using digital technologies, social media, and direct personal contacts with candidates

1.A Annually assess recruitment team effectiveness and revise outreach strategies to expand candidate reach through diverse community and professional networks.
1.B Evaluate and refine recruitment and retention incentives annually to grow and diversify applicant pools and retain diverse employees.
1.C Update and use a contact database of alumni and community leaders for personalized outreach on job opportunities.

Appendix: Compton 2035 Strategies (Abridged), continued

1.D Pursue funding and assess a USC Race and Equity Center partnership to prepare former students for teaching roles through the Faculty Preparation Academy.

1.E Expand and assess social media and targeted advertising campaigns to attract diverse applicants; adjust strategies based on results.

1.F Evaluate and revise mock session protocols annually to better assess candidates' teaching, mentoring, and service skills.

Objective 2: Prioritize professional development to support Completion by Design, Compton College 2035, and in alignment with Achieving the Dream, Inc. partnership

2.A Conduct annual needs assessments for faculty and staff professional development focused on teaching excellence, emerging technologies, customer service, and equity-minded support for marginalized groups.

2.B Expand and annually evaluate ongoing faculty development on data analysis, decolonizing curriculum, noncredit-to-credit pathways, and equity-minded, culturally affirming practices.

Objective 3: Prioritize stronger inclusion, belonging, and connection among employees, students, College, and community

3.A Annually assess DEIA activities, including the Chancellor's Call to Action response, and adjust strategies accordingly.

3.B Evaluate and refine the communications plan aligned with the Achieving the Dream Partnership each year.

3.C Annually review cultural events and professional development promoting diverse representation and adjusting strategies based on impact.

3.D Assess and update the succession plan focused on building equity-minded leadership skills and key position traits annually.