Academic Senate
AGENDA

Facilitator: Amber Gillis, President   **Recorder:** Nikki Williams, Secretary
Date: September 19, 2019   **Time:** 12:30-2:00 p.m.   **Location:** Boardroom

Vision:
Compton College will be the leading institution of student learning and success in higher education.
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.

SENATORS:

__ Estrada, Harvey
__ Evans, Jerome
__ Gillis, Amber
__ Khan, Mahbub
__ Kooiman, Brent
__ Maruri, Carlos

__ Mills, Jesse
__ Moldoveanu, Minodora
__ Moore, Sean
__ Pham, Hoa
__ Richardson, Pamela
__ Roeun, Malinni
__ Schumacher, Holly

__ Schwitkis, Kent
__ Sidhu, Rajinder
__ Thomas, Shirley
__ Valdry, Andree
__ Villalobos, Jose
__ Williams, Nikki

AGENDA:

1) **Call to Order**

2) **Approval of Agenda**

3) **Review and Approval of Minutes from May 30, 2019 Meeting**

4) **Reports**
    a) President's Report
    b) Vice President's Report
    c) Faculty Board Representative Report
    d) Academic Affairs Report
    e) Accreditation Report
    f) Curriculum Report
    g) Distance Education Report
    h) Faculty Development Report

5) **Unfinished Business**
    a) Second Read and Vote: IEPI Report, Distance Education: Jasmine Phillips, Distance Education Faculty Coordinator
    b) Second Read and Vote: Needs Assessment Document: Lauren Sosenko, Manager of Institutional Research
    c) Second Read: 2019-2020 Academic Senate Goals

6) **Actionable and Discussion Items**
    a) ASB Commissioner of Classes and Curriculum and ASB Ambassador – Christopher Perez,
    b) First Read: Compton College Technology Plan – Lauren Sosenko, Manager of Institutional Research

7) **Informational Items**
    a) Curriculum Chair Appointment, Sean Moore

    b)   Upcoming Events: 3rd Annual Tenure Reception, ASCCC Fall Plenary, November 7-9, 2019
    c)   Dr. Cornel West Event at CSUDH: Friday, September 27th 2019 from 4-6pm
    d)   3rd Annual Tenure Reception: Wednesday, September 25, 2019 from 6-8pm, Student Lounge

8) Announcements

9) Future Agenda Items
    a)   Committees and Faculty Participation
    b)   Board Policies and Administrative Regulations – Fall 2019 Review Schedule
    c)   Curriculum Handbook Revisions

10) Adjournment

<u>Next Scheduled Meeting</u>: October 3, 2019 at 12:30pm
Boardroom

BP 2520 Academic Senate   **Issued: May 19, 2015**

Reference:
    Education Code Section 70902(b)(7);
    Title 5, Sections 53200 et seq
    Accreditation Standard IV.A
    Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1.   Curriculum, including establishing prerequisites and placing courses within disciplines;

2.   Degree and certificate requirements;

3.   Grading policies;

4.   Educational program development;

5.   Standards and policies regarding student preparation and success;

6.   District and College governance structures as related to faculty roles;

7.   Faculty roles and involvement in accreditation process, including self-study and annual reports;

8.   Policies for faculty professional development activities;

9.   Processes for program review;

10.   Processes for institutional planning and budget development, and

11.   Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions, and committee structure shall be developed by the Academic Senate.

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

FALL 2019	LOCATION	SPRING 2020	LOCATION
~~September 5~~	~~Board Room~~	February 20	Board Room
September 19	Board Room	March 5	Board Room
October 3	Board Room	March 19	Board Room
October 17	Board Room	April 2	Board Room
November 7	Board Room	April 16	Board Room
November 21	Board Room	May 7	Board Room
December 5	Board Room	May 21	Board Room
		June 4	Board Room

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster
2019-2020 (19 members)

Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)
Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)
Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)
Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary

Social Sciences and Fine Arts (2)
Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)
Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)
Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)
Andree Valdry (20-21)

Counseling (2)
Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)
Jerome Evans (19-21)
Amber Gillis (19-21)

Adjunct Representatives (2)
Mahbub Khan (19-21), Adjunct Representative
Vacant (19-21)

Academic Senate
Minutes

Facilitator: Amber Gillis, President **Recorder:** Nikki Williams, Secretary
Date: September 5, 2019 **Time:** 12:30-2:00 p.m. **Location:** Boardroom

Vision:
Compton College will be the leading institution of student learning and success in higher education.
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Senators Present:

_√_ Atkinson- Alston, Stephanie

_√_ Estrada, Harvey

_√_ Evans, Jerome

_X_ Ekimyan, Roza

_√_ Gillis, Amber

_X_ Khan, Mahbub

_X_ Kooiman, Brent

_√_ Maruri, Carlos

_X_ Mills, Jesse

_√_ Moldoveanu, Minodora

_√_ Pham, Hoa

_X_ Richardson, Pamela

_√_ Roeun, Malinni

_√_ Schumacher, Holly

_√_ Schwitkis, Kent

_√_ Sidhu, Rajinder

_X_ Thomas, Shirley

_√_ Valdry, Andree

_√_ Villalobos, Jose

_√_ Williams, Nikki

_X_ Alaimalo, Anthony

AGENDA:

1) **Call to Order**
   12:45pm Amber Gillis

2) **Approval of Agenda**

   Amend agenda to include Anthony Alaimalo's name as a senator and the At-Large Position is held by Amber Gillis not Valerie Woodward- Evans/Roeun

3) **Review and Approval of Minutes from May 30, 2019 Meeting**

   Amend the minutes to correct the spelling of M. Roeun's name- Schwitkis/Roeun

4) **Reports**
   a) President's Report- Amber Gillis
   Consultative Council- We discussed what happened at Flex Day. The overall reception was that it was well received. E. Martinez reported that there were a great number of faculty that attended the Student Grievances breakout session. This shows that there are many faculty that still have questions about this process. There are many faculty that have concerns about student's mental health. We are booked solid for all of the mental health slots that we have. There is a listing of the Friday flex days that we sent out to all the faculty. Please take a look at that.

   b) Vice President's Report- Jesse Mills
   No report

   c) Faculty Board Representative Report- Jerome Evans
   The ASB Committee will begin meeting for Latino Heritage Month. I will be coming around asking for donations and I appreciate your past support and hope you will continue to support us.

d) Academic Affairs Report
No report

e) Accreditation Report- Amber Gillis
We are beginning our Mid-term year so this means that we are beginning to write our Mid-term report. We will begin meeting regularly if you are one of the standards please look for emails that will be coming out soon. If anyone would like to join an accreditation team, please let me know.

f) Curriculum Report
No report

g) Distance Education Report- Jasmine Phillips
No report

h) Faculty Development Report
No report

5) **Actionable and Discussion Items**

a. First Read – Needs Assessment Document: Lauren Sosenko, Manager of Institutional Research
Motion to open the item for discussion- Moldoveanu/Schwitkis. A. Gillis- Please take this back to your constituent groups and get feedback. It is a lengthy survey. Discussion followed. Please send your feedback directly to L. Sosenko. K. Schwitkis- What is the timeline for this? A. Gillis- Whatever we need. If we need to take it to a 3rd read then that is ok. Motion to close discussion on the Needs Assessment Document first read- Valdry/Moldoveanu.

b. Spring 2019 Academic Senate President-Elect Election
Motion to open the item for discussion- Schwitkis/Pham. A. Gillis- In looking at the 2011 Constitution it states that the officers need to be part of the tenured faculty. Minodora Moldoveanu is in year 4 and is not tenured faculty. We have a small wrinkle in this. We can make a motion to suspend that language of the constitution but it must be taken to the faculty body and be ratified by 2/3 of the vote. Discussion followed. H. Pham- We had a first election and everyone said that we violated the constitution, so we held another election. In all fairness, because we have violations with the most recent election, we should hold another election. A. Gillis- I will tell you in that having conversations with John Sankas he suggested that we inform the faculty and host an open forum. This would be a way as a senate body for us to sit and answer questions from the faculty body directly. We need to be able to allow for public comment and discussion. We need to be public and transparent about what happened. K. Schwitkis- My feeling was that we keep things the way they are and re-write the constitution then have an election. Discussion followed. Motion to close the discussion on Spring 2019 Academic Senate President-Elect Election- Schumacher/Thomas. Ayes have it and the motion carries and discussion is closed. Motion to suspend the portion of the constitution that requires officers to have tenure- Schumacher/Villalobos. No- S. Thomas and M. Roeun, Abstentions- K. Schwitkis and H. Pham- Ayes have it and the motion carries. Motion that Minodora Moldoveanu keeps her position as president-elect based on the recent elections we held in Senate- Schumacher/Villalobos. Abstentions- S. Thomas and M. Roeun- Ayes have it and the motion carries.

c. 2019-2020 Academic Senate Goals
Motion to open the item for discussion- Schwitkis/Villalobos. A. Gillis- I want to open this up to any senators that were not at the retreat. Is there any discussion. H. Pham- I have heard a lot from faculty and students about Banner and I am wondering if we should include this in the goals. Is this something that we can help with? Discussion followed. A. Gillis- We can draft a resolution as a Senate to make a recommendation to the District. Motion to close discussion on the Academic Senate Goals first read- Villalobos/Evans. A. Gillis- Take this back to your constituent groups and send changes directly to me.

d. Minimum Qualifications – Campus-wide by discipline
Motion to open the item for discussion- Minodora/Evans. This is a campus wide task and this will be spearheaded by us. This is part of what we need to do as senators. This should come directly from faculty and it is something that we need to work on soon. Discussion followed. Motion to close discussion on Minimum Qualifications- Evans/Villalobos.

6) **Informational Items**
   a. 2019-2020 Academic Senate Meeting Dates
   A. Gillis- The dates can be found in your senate packet.

   b. 2019-2020 Academic Senate Agenda Request Calendar
   A. Gillis- At a later date we will discuss informational vs. actionable items.

   c. Help Wanted: Academic Senate Mace, Committee Memberships for Academic Senate Subcommittees: OER, Educational Policies Committee, Academic Senate Constitution Workgroup
   A. Gillis- There are sign-up sheets on the back table for anyone that is interested in joining one of the groups.

   d. Upcoming Events: 3rd Annual Tenure Reception, ASCCC Fall Plenary
   Tenure Reception is on Wednesday, September 25, 2019 from 6-8pm in the Student Lounge.
   ASCCC Fall Plenary is November 7-9 in Newport Beach.

7) **Announcements**

8) **Future Agenda Items**
   a. Committees and Faculty Participation
   b. Board Policies and Administrative Regulations – Fall 2019 Review Schedule
   c. Curriculum Committee Chair Appointment, 2020-2023 Election, and Curriculum Handbook Revisions

9) **Adjournment-** 2:05pm Amber Gillis

<u>**Next Scheduled Meeting**</u>**: September 19, 2019 at 12:30pm**
Boardroom

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: September 5, 2019

Name of Institution: Compton College

Area of Focus	Objective	Responsible Persons	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Communication	1. Updated website to reflect Online Services at Compton College 2. Develop Compton College Distance Education Communication Plan 3. Create spaces for Distance Education communication	Vice President Academic Affair; Vice President of Student Services; Dean of Counseling and Guided Pathways Director, Community Relations; Director of Institutional Research and Planning; Distance Education Faculty Coordinator;	June 30, 2020	a. Hire web designer to highlight online student support services b. Assemble Distance Education stakeholders to map out communication plan c. Invite Distance Education Advisory Committee to relevant committees across the college such as Deans and Directors' Council meetings d. Create Online Summit for faculty to clearly understand their role and the direction of Distance Education at Compton College	a. Website updated to reflect online student support services hub b. Scheduled dissemination of Distance Education information c. Host Online Summit.	a. In progress b. Weekly c. To be determined
B. Data needs	1. Distance Education success & retention data disaggregated 2. Student & Faculty Survey to include online education 3. Define & Measure Best Practices Online	Vice President of Academic Affairs; Dean of Counseling and Guided Pathways. Instructional Deans; Director of Research and Planning; Distance Education Faculty Coordinator;	June 30, 2020	a. Tableau report customized with Distance Education courses b. Create evaluation plan for Distance Education c. Establish Annual Evaluation timeline for Distance Education Program	a. Distance Education Success and Retention report access given to Vice President, Deans, Department Chairs, and Faculty Coordinators b. Distance Education survey sent out and data collected	a. Semester by semester b. Semester by semester

Area of Focus	Objective	Responsible Persons	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
C. Strategic Focus	1. Create clear organizational structure 2. Prioritization of Distance Education across campus 3. Building institutional capacity and infrastructure for Canvas use campus wide	President/CEO, Cabinet; Distance Education Faculty Coordinator; and Distance Education Advisory Committee	December 31, 2020	a. Hire Learning Management Systems (Canvas) Specialist b. Clearly define administrative & faculty leadership roles c. Fully Resourced Distance Education Coordination (Canvas administration, coordination, instructional design, accessibility, curriculum support) d. Establish Distance Education Advisory Committee e. Distance Education infused within college's strategic enrollment management plan f. Establish Distance Education annual plan g. Increase Information Technology capacity to support Distance Education h. Place Distance Education in the program review cycle	a. Learning Management Systems (Canvas) Specialist hired b. Distance Education Advisory Committee members established c. Distance Education's budget established d. Defined Distance Education leadership roles e. College stakeholders agree to prioritize Distance Education	a. Hiring by October 15, 2019 b. Ongoing c. Ongoing d. Ongoing e. Ongoing
D. Professional Development	1. Increase percentage of faculty trained in online teaching 2. Ongoing training for staff and administration to support online 3. Increase student success and course completion	Vice President of Academic Affairs; Dean of Counseling and Guided Pathways Instructional Deans; Professional Development Manager; Distance Education Faculty Coordinator; Distance Education Advisory Committee;	December 31, 2020	a. Send faculty through Local Peer Online Course Review course b. Establish Local Peer Online Course Review sub-senate committee to institutionalize Local Peer Online Course Review process and California Virtual College-Online Education Initiative Peer Online Course Review submission c. Train deans and department chairs on evaluation of online courses and best teaching practices d. Bring outside Professional Development presenters to address gaps e. Request Online Education Summit for faculty f. Hire a consultant to develop a Professional Development Plan for Compton College g. Hire a consultant to provide Professional Development activities for Compton faculty from 2019 – 2020 year	a. Number of faculty locally Peer Online Course Review trained b. Peer Online Course Review sub-senate committee established w/ course review procedure via Online Education Initiative Rubric c. Workshop opportunities for faculty determined by Distance Education Advisory Committee and Professional Development d. Host Online/Hybrid Digital Summit	a. In progress b. To be determined by Senate and through joining the consortium c. Semester by semester d. To be determined
E. Support Services	1. Join Online Education Initiative Consortium 2. Online Equipment (student/staff) 3. Online Student Readiness	President/CEO; Vice Presidents and entire campus implementation team; Dean of Counseling and Guided Pathways	June 30, 2020	a. Sign agreement to join Online Education Initiative b. Develop online student orientation c. Train faculty and staff on how to utilize California Virtual College-Online Education Initiative Student Support Services Hub d. Dean of Counseling will update Distance Education Advisory Committee on the implementation of Online Student Support Services Hub	a. Successful Online Education Initiative Support Services integrated into Canvas and campus website b. Online students have access to online readiness support	a. In progress for fall 2019 b. In progress for fall 2019

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus *(Copy from table above.)*	Applicable Objective(s) *(Copy from table above.)*	Description of Resource Needed *(Refer to Action Steps above as appropriate.)*	Cost of Resource
Distance Education Support Services	E.1-E.3	Sign agreement to join Online Education Initiative: Online Education Initiative Support Services integrated Develop online student orientation (funded by Compton Community College District) Develop Marketing Video (funded by Compton Community College District)	0
Strategic Focus	C.1, C.3	Hire Learning Management System (Canvas) Specialist Salary funded for a year and a half for Learning Management Specialist position	80,000
Professional Development	D.1-D.3	Bring outside Professional Development presenters to address gaps Establish a faculty mentor program	65,000
Communication, Data Needs, Strategic Focus, Distance Education Support Services, Professional Development	A.1-3, B.1-3, C.1-3, D.1-3, E.1-3	Faculty coordinator (40% release time 1st and 2nd years; 20% subsequent years), including intersession.	25,000
Data Needs	B.1-B.5	Conduct studies on Distance Education success and retention data, and student and faculty surveys.	15,000
Communication	A.1	Hire web developer to update and reflect the online student support services hub	15,000
Total IEPI Resource Request (not to exceed $200,000 per college)			200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President *(As applicable; duplicate if needed for district-level I&EP)*	
Name:	
Signature or E-signature:	Date:

Professional Development Needs Assessment for Compton College

July 2019

This Professional Development Needs Assessment survey for Compton College is designed to understand how faculty and staff view their needs to improve their performance and job fulfillment. The Assessment findings will be presented to relevant committees (e.g., Professional Development Institutional Standing Committee, Academic Senate Committee on Professional Development) and then to Consultative Council (the group that represents all constituency groups on campus). Finally, the findings from this Assessment will be provided to the new Director of Professional Development to inform professional development offerings in 2019-20 and beyond.

Your answers to this 20-30 minute survey are anonymous and will be used to ensure the college provides you the opportunity to continuously improve for student success.

	Question:	Answer choices:	Respondents:
1	Please choose your employee group:	Full-time faculty Adjunct faculty Classified staff Manager	All
2	What is your gender?	Female Male	All
3	How long have you worked at Compton College?	Less than 5 years 5-10 years 11-15 years 16-20 years 21-30 years More than 30 years	All
4	What is your area?	Administrative Services Academic Affairs Student Services Other	All
5	You have indicated that you have worked at the college for less than 5 years. What training/ content recommendations do you have to best on-board new employees? *Check all that apply.*	Orienting to the institution/culture Payroll Benefits Canvas developing professional networks MyCompton portal Banner PeopleSoft (purchasing) Planning (Annual Plan in Nuventive)	If respondent has worked at the college less than 5 years

		Program Review Navigating the tenure track Student Learning Outcomes Interdisciplinary collaboration Workplace safety Project management Setting priorities Promoting equity and diversity Other	
6	What is your Guided Pathway Division?	Business and Industrial Studies Fine Arts, Communications, and Humanities; Science, Technology, Engineering, and Math; Health and Public Services; or, Social Sciences I don't know Not applicable	All
7	What is your ethnicity?	Black/African American White Asian Pacific Islander/Native Hawaiian Native American/Alaska Native Latinx Two or more ethnicities Other Do not wish to answer	
8	In 2018-19, what kept you from participating in professional development activities?	Too busy Scheduling conflict Was not aware of training Not encouraged by supervisor Sessions are not relevant to my job I don't want to put additional burden on my coworkers There isn't desk coverage or a substitute for my position. I'm afraid to ask my supervisor for release time. I'm afraid to ask for release time because of my coworkers. Not interested Other	All

9	Have you attended any on-campus PD in the last year (2018-19)?	0 hours 1-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours >25 hours	All
10	Have you attended any off-campus conferences for professional development?	No Yes, local conferences Yes, regional conferences Yes, national conferences Yes, international conferences	All
11	On average, how many conferences do you attend per academic year?	1-2 3-4 5+ None	All
12	Please rate your level of interest in the professional development topics to **implement Guided Pathways**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All
		Guided Pathways basics: Understanding what Guided Pathways is and how it is implemented at Compton College	
		Student counseling/registration: Understanding how students apply, enter a program of study, and register for classes	
		Course maps for student completion: Understanding how to map out highly structured, educationally coherent program pathways for students to follow, starting with the end in mind.	
		Methods of career exploration in the classroom: Learning about classroom resources that are available to help your students explore career options.	
		Other:	

13	Please rate your level of interest in the professional development topics to **enhance your teaching**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	
		Developing your teaching portfolio	
		Incorporating field experiences into your course	
		Lessons learned from teaching award winners sharing best practices	
		Open Educational Resources (OER)	
		Designing learning experiences (i.e., aligning goals, methods, and assessments)	
		Designing activities, assignments, and projects	
		New approaches to syllabus design	
		Learner-centered teaching	
		Teaching first-year students	
		Cognitive development	
		Student learning styles and their implications in the classroom	
		Building rapport with your students	
		Motivating students	
		Teaching students how to learn	
		Teaching underprepared students	
		Identifying and maximizing your teaching style	
		Other:	
14	Please rate your level of interest in the professional development topics to **engage in curriculum development**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Faculty only
		Curriculum development process	
		Developing interdisciplinary courses	
		Identifying individual student needs	
		Dividing the course into instructional units	
		Identifying and integrating career exploration in curriculum	
		Other:	

15	Please rate your level of interest in the professional development topics to **enhance diversity and inclusion in your classroom**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Faculty only
		Incorporating multicultural content into your curriculum	
		Inclusive teaching practices	
		Use of inter-group dialogue	
		Teaching for social justice	
		Gender issues in the classroom	
		Integrating feminist perspectives in the classroom	
		Working with students with disabilities	
		Sexual orientation issues in the classroom	
		Understanding of the conditions and forces, cultural, social and economic, which influence student learning	
		Using data to identify equity concerns	
		Other:	
16	Please rate your level of interest in the professional development topics to **improve assessment**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Faculty only
		Developing rubrics for assessing assignments and projects	
		Nuventive (TracDat) training	
		Writing effective essay tests	
		Writing effective multiple-choice tests	
		Using data to improve your program	
		Course-level and program-level assessment	
		Performance assessments (service learning, projects, presentations)	
		Use and evaluation of portfolios	
		Use and evaluation of e-portfolios	
		Developing useful Student Learning Outcomes	

		Self-assessment of teaching skills	
		Designing and conducting classroom-based research	
		Self-assessment of teaching skills	
		Other:	
17	Please rate your level of interest in the professional development topics to **improve assessment**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Staff, administrators only
		Nuventive (TracDat) training	
		Using data to improve your program/ department	
		Use of Service Area Outcomes (SAOs)	
		Other:	
18	Please rate your level of interest in the professional development topics to **improve your use of technology**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Faculty only
		Integrating instructional technology into your course	
		Reviewing/enhancing your course to ensure adherence to ACCJC Distance Education Standards	
		Pedagogy for online/ hybrid instruction	
		Integration of Social Networking Tools (Facebook, Twitter)	
		Online Testing and Assessment	
		Use of Canvas	
		CCC Confer	
		Ensuring your course and materials are accessible	
		Using technology to enhance teaching effectiveness	
		Online assessment	
		Facilitating online discussion (asynchronous or synchronous)	
		How to implement a "flipped classroom"	

		Using mobile devices for learning in the classroom	
		Prezi, Vimeo, YouTube, audio/video clips	
19	Please rate your level of interest in the professional development topics to **improve your general use of technology**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All
		Microsoft 365	
		Use of Banner	
		Use of myCompton portal	
		Building websites	
		Use of specific applications:	
		Other:	
20	Please rate your level of interest in the professional development topics to improve your **classroom management**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	Faculty only
		Civility in the classroom and beyond	
		Managing difficult students: Learn ways to deal with inappropriate or disruptive student behavior.	
		Encouraging academic integrity: Knowing Compton College's policy and disciplinary procedures regarding academic integrity and the resources available to help students understand the importance of an education free of cheating and/or plagiarism.	
		Supporting students in crisis: Recognizing and responding to students who are experiencing a crisis. Knowing the on- and off-campus resources that will support you and the student.	
21	Please rate your level of interest in the professional development topics to increase your understanding of	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All

	Compton College policy or procedures:		
		Accreditation: Understanding the accreditation requirements and processes	
		Board Policies & Administrative Regulations	
		Business Services (Purchasing, PeopleSoft)	
		Admissions and Records Policies/ Procedures	
		Human Resources Policies/ Procedures	
		Retirement/Benefits	
		Collective Bargaining Agreements	
		Other:	
22	Please rate your level of interest in the professional development topics related to improving your **health and wellness**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All
		Stress management	
		Emergency preparedness	
		Self-defense	
		First aid/CPR	
		Leadership skills	
		Dealing with difficult people	
		Positive working relationships/ teamwork	
		Diversity training	
		Nutrition/fitness	
		Preventing professional burnout	
		Work/life balance	
		Other:	
23	Please rate your level of interest in the professional development topics to **enhance your work**?	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All
		Fostering student validation and engagement	
		Retaining underrepresented students	

		Understanding and supporting students with disabilities	
		Fostering inclusion in the workplace	
		Cultural awareness/competency	
		Working with students with limited English language skills	
		Best/effective practices for helping the distressed or angry student	
		Conducting effective meetings	
		Other:	
24	Please rate your level of interest in the professional development topics to enhance your **leadership skills**:	Great interest (5) Moderately high interest (4) Some interest (3) Little interest (2) No interest (1)	All
		Effective communication/ challenging conversations	
		Effective self-management and delegation	
		Managing change	
		Best/effective practices in conducting performance evaluations	
		Building trust and respect	
		Managing meetings	
		Increasing emotional intelligence to improve team effectiveness	
		Building motivation and morale in the workplace	
		Understanding your personal style (e.g., Myers-Briggs Type Indicator)	
		Other	
25	In which of the following types of activities would you be most likely to participate?	Very likely Somewhat likely Not likely	All
		Formal presentation followed by discussion	
		Classroom observations with feedback/individual consultation	
		Hands-on workshops (one meeting focused on a technique or strategy)	
		Discipline-specific workshops	
		Institutes/Retreats (2-3 days)	
		Web-based classes	

		Peer-to-peer informal discussion with colleagues about teaching problems, tips	
		Town hall presentations (Tartar Talks)	
		Student panels	
		Guest presenters	
		Other:	
26	Which types of trainings do you prefer?	1-2 hour segments Brown bag lunches Half day Full day Flex Day Evening Weekday Weekend Other	All
27	How would you like to learn about upcoming professional development?	Email CEO message Directly from your supervisor Posters on campus myCompton portal FLEX reporter Other:	All
28	Reflecting on the needs of your staff who you supervise, which areas of professional development would benefit them?	Not applicable, I don't supervise anyone Office machinery (e.g., phone system, scanners, copiers/printers) Office Software (e.g., Excel, Word, Outlook, PowerPoint) Common Software (e.g., Adobe PDF) Banner Problem Solving & Critical Thinking Workplace Safety Communication with Students Communication with Coworkers Personal Development (e.g., Strengths, Self-Confidence, Leadership) Microsoft 365 (shared drive) Teamwork Positive working relationships Other:	All

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Compton College Academic Senate
Goals 2019-2020

The senators of Compton College Academic Senate have designated the following nine goals as specific areas of concentration for the 2018-2019 academic year:

1. Establish a diverse representation on all campus committees.
2. ~~Support the implementation of *AB705: Seymour-Campbell Student Success Act of 2012* for math and English.~~(Complete)
3. ~~Support the implementation of Guided Pathways and Meta-Majors for Compton College students.~~(Complete)
4. Establish an orientation for Academic Senate senators.
5. Increase communication between Senators and their constituents through increased email contact and regular reporting out during Division meetings.
6. Increase faculty attendance and involvement at Academic Senate meetings.
7. Assist in the growth of faculty professional development activities on campus.
8. Support and assist in the structure and implementation of *AB288: Public schools: College and Career Access Pathways* Partnership Agreements with local high schools.
9. Support Strong Workforce efforts on campus.
10. Increase transparency and communication between faculty and administration.

Adopted November 1, 2018

Updated September 13, 2019

Table of Contents: [to be constructed upon completion of final Word doc draft to ensure correct pagination]

CHAPTER 1: Plan Background, Overview, and Purpose

In 2017 Compton College developed a Technology Master Plan for the expansion and support of future technologies to fulfill the College's mission as it prepared for its transition to an independent community college district. To that end, the *2017 Technology Master Plan* identified technology guidelines through 2022 and established "a set of visions and recommendations that determine technological improvements for the educational experience for all students at the College." A number of the *2017 Technology Master Plan* objectives were completed or initiated by 2019.

Subsequently, in the spring of 2019 the College updated its comprehensive master plan, *Compton College 2024,* establishing a student-centered focus to all College planning via the Tartar Completion by Design framework and Guided Pathway Divisions, which called for a revised technology plan. Thus, this *Compton College 2024 Technology Plan* will assess the outcomes of the *2017 Technology Master Plan*, evaluate current and anticipated conditions, identify the technology implications of the *Compton College 2024* plan, and ascertain the resources needed to support Tartar Completion by Design and Guided Pathway Divisions through 2024.

CHAPTER 2: College Mission and Vision, and Implications for Compton College 2024 Technology Plan

The Compton College mission statement, which serves as the cornerstone of all planning by representing the College's most fundamental purposes, is as follows:

Compton College is a welcoming and inclusive environment 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.

The vision statement, which articulates what the College wants to achieve through its mission, states: *Compton College will be the leading institution of student learning and success in higher education.*

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the following principles:

- *Student -centered focus in providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Supportive and nurturing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal integrity in the transparent and efficient use of financial resources to support student success.*

Compton College's mission, vision, and values carry important implications for the *Compton College 2024 Technology Plan*. Specifically, ensuring the success of all students by fostering a welcoming, inclusive, innovative, and student-centered approach to all institutional functions requires the strategic deployment of technology resources. Thus, the analysis of current and future technology needs, as well as the establishment of the goals and objectives in the *Compton College 2024 Technology Plan*, will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions.

CHAPTER 3: Compton College 2024 Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Implications for the Compton College 2024 Technology Plan

Section 1— Compton College 2024 Strategic Initiatives

As noted in the *Compton College 2024* plan, the College's five over-arching strategic initiatives, which align to the California Community Colleges Chancellor's Office Vision for Success goals, serve as the blueprint for all College planning. These strategies also guide the College's implementation of Tartar Completion by Design to focus on the student experience and organize strategies and measurable outcomes around students' connection, entry, progress, completion, and transition to employment or transfer to a four-year institution. Therefore, considering the central role of technology in the implementation of this framework, an evaluation of the implications of these initiatives for technology planning is essential to understanding current conditions as well as to the framing of the goals and objectives established in the *Compton College 2024 Technology Plan*. Accordingly, Table 1 correlates the *Compton College 2024* strategic initiatives' objectives and key actions with significant implications for technology planning, as well as for other related collegewide planning.

Table 1: Strategic Initiatives, Key Actions, and Implications for Technology Planning

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
1: Improve enrollment, retention, and completion rates for our students.	Obj. 1: Tailor degree and certificate programs to meet the needs of our students.	Refine existing Program Mapper guides for students. Provide orientation and customer service training for all campus personnel.	Faculty experts must vet and approve Program Mapper guides. Orientations and customer service trainings must be made available in-person and online; customer service programs and ongoing technology support require investments in ITS personnel and infrastructure.
	Obj. 2: Educate students about pathways to graduation.	Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process.	Requires an annual professional development plan, which includes technological trainings related to student education planning software (e.g., degree audit, career pathways web applications).
	Obj. 3: Enhance student preparation for academic success and completion.	Research current student needs and programs.	Given the notable percentage of households in service area cities without current access to computers or broadband, the College may assess students' technological needs and develop a plan to address those needs to support equity among students.

2: Support the success of all students to meet their education and career goals.	Obj. 3: Enhance student preparation for academic success and completion.	Offer more courses that are in demand. Improve and expand the most successful programs with highest enrollment to meet supply and demand.	Will require increasing online offerings for high demand courses and plans to ensure that students have access to the computer technology needed to enroll and succeed in these courses.
3: Support student success through the use of technology.	Obj. 1: Implement an Early Alert program to identify and notify students of support services and programs in a timely manner.	Acquire Early Alert system, implement, and provide training.	The College has initiated implementation of the Ellucian CRM (Constituent Relationship Management) Advise ERP (Enterprise Resource Planning) Module, but will need to continue CRM Advise training to support the full operation of this module by Spring 2020.
	Obj. 2: Provide robust distance education course and service offerings.	Improve technical support for faculty and staff.	Requires filling of critical position vacancies [e.g., Helpdesk Technicians for onsite support for staff and faculty computer and other technologies (e.g., A/V, printers), Business Application Support Analyst for onboarding new employees, conducting end-user training, and acting as a liaison between the technical and non-technical users]. Support from the California Virtual Campus-Online Education Initiative (CVC-OEI), the Distance Education Advisory Committee (DEAC), and the Distance Education Faculty Coordinator to fully-implement faculty training and student supports for distance education courses.
	Obj. 3: Enhance technology for teaching and learning through professional development.	Upgrade/recycle computer and other technology equipment on a scheduled basis. Upgrade classrooms to smart classrooms.	Smart classroom technology will have to be incorporated into future classrooms or presentation spaces, and provide regular upgrades to keep current with changing technologies – all of which requires planning for additional hardware, software, training, and the staffing needed for implementation.
		Improve the reliability of Wi-Fi access across the campus.	Requires planning for additional human resources (e.g., Network Support Specialist to maintain updates, monitor device status, network traffic performance, document all network changes, and perform configuration backup.)

Note: Compton College 2024 Strategic Initiatives and objectives that do not have technology implications are not highlighted in this table. Please see the Compton College 2024 plan for the comprehensive list of Strategic Initiatives.

Section 2 —Tartar Completion by Design, Guided Pathway Divisions, and Technology Plan Implications

Tartar Completion by Design focuses and organizes the College on the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and

beyond (i.e., connection, entry, progress, completion, and transition). Therefore, the College designs instructional and support services around the complete student experience—a departure from organizing programs around department silos.

Guided Pathways provide comprehensive and strategic approaches to piloting students from connection through completion via a structured approach to academic and career choices. Four pillars serve as the supporting objectives for Guided Pathways: 1) create clear curricular pathways to employment and further education; 2) help students choose and enter their pathway; 3) help students stay on their path; and, 4) ensure that learning is occurring with intentional outcomes.

Compton College has organized instructional units into Guided Pathway Divisions, which represent collections of academic majors with related courses, including:

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The full and effective implementation of Tartar Completion by Design and Guided Pathway Divisions will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas, including, but not limited to:

- enrollment services (e.g., Banner registration and advising modules), financial aid (e.g., automated processing and disbursements through Ellucian Banner Financial Aid module);
- universal design tools and techniques to ensure consistent and equitable access among all course offerings;
- counseling, advising, mentoring, tutoring, student equity, and special programs (e.g., First Year Experience, Promise Program); and
- information technology (e.g., technology to support the student experience and to enhance teaching and learning).

Compton College also is working to put technology in students' hands to improve their experience and success, which is supported by evidence that many students in the service area may have limited access to computers. There are several initiatives to improve student success with technology:

- Through the Oliver W. Conner College Promise Program students will receive a laptop computer if they meet requirements by their third primary term;

- The College has invested in class laptops for English courses to support implementation of Assembly Bill 705, the Seymour-Campbell Student Success Act of 2012;

- Math students now have access to scientific calculators through a library loan program; and,

- The College is currently assessing the current computer labs across campus to refresh the computers and environments (e.g., chairs) for direct student access.

In addition to these efforts to increase student access to computers, Table 2 illustrates how technology implementation will support students as they progress from connection with the College through transition.

Table 2: Technology Supports for Completion by Design

SOFTWARE/SYSTEMS CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
Connection	**Entry**	**Progress**	**Completion**	**Transition**
CRM Recruit Identifies and tracks students recruited to attend Compton College				
CCCApply Application to the college				
	Comevo Online orientation			
	NetTutor Online tutoring			
	MyCompton Sharepoint portal for all students and faculty to access account and college information			
	CRM Advise Early alert system for faculty and staff to identify and support students who may struggle. Allows for faculty and staff to communicate with those students and connect them to resources.			
	Canvas Distance education platform			

		Degree Works Degree audit program to track progress toward a degree/certificate	
	Banner Student Information System and mobile application		
	Campus Logic Financial aid eligibility verification system. Generates award letters to students.		
	High Tech Center Computer lab for students with referral for prescribed accommodations that includes assistive technology, test accommodations, equipment loan, and alternative media		
	Payment Gateway Online payment center for students		
	OneCard Generates Student ID cards and can be used to track the student experience (e.g., scanning cards at events, services).		
	Maxient Incident reporting (e.g., discipline, grievance, AIMS, Title IX reporting) for students, faculty, and staff.		
	Career Cruising/True Colors/Eureka Career assessments and programs to help students choose a career path and program of study		
	Cranium Café (offered through Canvas) Online counseling for students		
	Credentials System to buy parking permits and order transcripts online		
Compton College Website Key communication tool to new and existing students, staff, and faculty about campus information			
Program Mapper Provides specific information about what courses to take and when to take them by major/ degree. Currently available for Associate Degrees at Compton College. Planned to map to Bachelor Degrees with CSU Dominguez Hills.			
NexGen Web Solutions Scholarship management system			

In addition to these technology platforms and software that directly serve students, Compton College also is launching and supporting software that supports the campus community to be more efficient in their work. Some of these programs include:

- Argos—creates data reports from the Banner SIS;

- Asset Essentials (*School Dude*)—online facilities work order system;

- California Virtual Campus- Online Education Initiative—provides resources for faculty teaching online courses;

- Cornerstone—tracks faculty professional development opportunities and participation (fall 2020);
- Curricunet- system that tracks curriculum offering with the Chancellor's Office;
- Distance Education Resources—instructional media, web accessibility, and online communication tools for faculty teaching online courses; professional development and policy information;
- Nuventive—faculty and staff use it to track annual planning documentation and Student Learning Outcome data for the College;
- Office 365—provides a secure file sharing system in the cloud for faculty, staff, and students;
- Police emergent and business communications systems;
- Qualtrics—online survey system for students, faculty, and staff to collect evidence for continuous program improvement;
- SolarWinds—online MIS helpdesk;
- Transfer Evaluation System (*College Source*)—online system for counselors and deans to evaluate and articulate courses across colleges and universities; and,
- WebCRD—online copy center ordering for faculty and staff.

Compton College is continually assessing the functionality of these technology systems. While the systems or the system names may change, the College intends to maintain this type of technological functionality for students, faculty, and staff.

The Community Relations Department also will be redesigning the College website to improve the design, navigation, and responsiveness of the site. An outside vendor will support the redesign and data migration. Until that time, the Office of Community Relations will work with faculty and staff to update the content of the website, with particular focus on the Future Students webpage and the new Guided Pathway Division webpages. Training will be made available in the current content management system (OU Campus) to faculty and staff who maintain webpages for their program or department.

The MIS department in coordination with offices across the campus have been implementing the new Enterprise Resource Planning system, Banner. This system houses the College's student information and course information. It includes several modules for different users to enter data into the system, as well as use data from the system. This system has been supported by the Recovery Fund that will sunset by 2022. The College is considering how to institutionalize support for this integral system. The College also

is considering how to best house its historical data and may build a Data Warehouse to support research efforts.

DRAFT

CHAPTER 4: Accrediting Commission for Community and Junior College (ACCJC) Accreditation

Standard IIIC

The *Compton College 2024 Technology Plan* correlates to the following ACCJC Accreditation Standards:

Standard III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

C: Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

This technology plan supports ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.

CHAPTER 5: Assessment of Conditions

Section 1— External Environmental Conditions

Examining the technological environment in the local area is critical to developing a relevant, student-centered technology plan that will ensure that Compton College is meeting its mission and fulfilling its strategic initiatives. Thus, it is important to consider local data regarding residents' access to computers and broadband so that the College crafts goals, objectives, and strategies to service current and future students whose access to information technology may be significantly limited.

First, while a growing number of Americans use smartphones as the primary means of internet access, dependency on smartphones for this purpose is more common among younger adults who are also non-white and lower income.[1] Mobile devices enable students to access College information and services, and communicate with faculty and staff, but smartphones cannot support many learning-related functions (e.g., writing papers) that require using Microsoft Word or other similar software programs. Additionally, not all smart devices have features that allow students to access the instructional features in online courses. Moreover, as noted in a recent Georgia Tech study, while students with disabilities (who are also more likely to be low-income) have access to smart devices that offer many assistive technologies that meet their needs, limitations persist.[2] As this study notes, "[O]n average, only half, or in some cases less than half, of the accessibility features that are important for people with dexterity/mobility, hearing, vision, and cognitive disabilities were found when the data were parsed by accessibility features based on disability type."[3] Thus, to ensure equity and achievement for all students, Compton College must address, in its technology planning, students' access to computing technologies.

In addition to considering students' access to computing technologies, the College must consider the internet access needs of current and future students, which is also critical to their successful completion of courses and programs. Accordingly, it is important to reflect on the percentage of households in local cities with computers and broadband, which is presented in Table 3.

Table 3: Residents' Access to Computers and Broadband Subscription in Local Cities (2013-2017)

CITIES	% COMPUTER	% BROADBAND
Lakewood	92.4	87.6
Carson	90.1	82.5

Long Beach	89.7	79.9
Downey	90.1	79.2
Bellflower	86.3	75.9
Gardena	85.0	75.0
Norwalk	88.1	73.9
Artesia	85.7	73.6
Paramount	85.2	72.6
Lynwood	85.3	69.7
Compton	83.9	67.8
Bell	80.6	67.3
Bell Gardens	80.7	64.5

Source: U.S. Census Bureau Quick Facts

As the data in Table 3 indicates, most students coming to Compton College from local area cities do have household access to computers or broadband. Specifically, on average, approximately 86% of area residents have computer broadband in their homes and 75% have broadband. However, access in certain neighborhoods is still limited. For example, in Bell Gardens, about one out of five people do not have a computer in their home and two out of five do not have access to the internet. Thus, students coming from households without computers and broadband will likely rely on College technology (e.g., computer labs, campus Wi-Fi) to complete assignments and access course information.

Furthermore, as the Public Policy Institute of California (PPIC) has noted, a "digital divide persists," particularly for "low-income, less educated, rural, African American, and Latino households."[4] Additionally, while state and federal support for digital infrastructure and technology has helped roughly 90% of California schools to meet Federal Communication Commission minimum standards for digital learning, gaps continue to persist in the home. The PPIC notes, "22% of low-income households with school-aged children did not have any internet connection at home, and 48% reported no broadband subscription at home. Nearly half (44%) of these households said cost was the main barrier."[5] Thus, students from low-income households are disproportionately impacted by the lack of technological resources at home, which ultimately will impact both their access to and completion of college-level

courses and programs once they arrive at Compton College. Therefore, considering local data concerning household access to information technology, which echoes that for California as whole, the College must develop plans to meet the technology needs of current and future students.

Section 2 — Internal Conditions and the Status of 2017 Technology Master Plan Objectives

In its *2017 Technology Master Plan*, Compton College established objectives to maintain a 21st century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems. An assessment of the status of these objectives provides important context for the development of updated goals and objectives, which align to the College's strategic initiatives. Table 4 provides a summary assessment of the current status of the 2017 objectives as completed, in progress, or pending.

Table 4: Assessment of 2017 Technology Master Plan Objectives

OBJECTIVE	STATUS	COMMENTS
Objective 1: Improve systems management by implementing Microsoft System Center (a modular technology).	a) Completed: Microsoft System Center Configuration Manager (SCCM).	a) This system deploys computer images, install software and Microsoft updates, maintain asset inventory, and monitor anti-virus status of all workstations.
	b) In progress: Microsoft System Center Data Protection Manager.	b) This system backs up data and virtual machines.
	c) In progress: Microsoft System Center Operations Manager (SCOM).	c) This system monitors the performance of all servers and network devices, network traffic, and status of applications.
Objective 2: Implement business continuity and disaster recovery with cloud backup.	In progress	Compton College will utilize Data Protection Manager to back up data and then send backup data to the Azure cloud.
Objective 3: Create a responsive website and student portal aligning to mobile devices popularity trend.	Website: In progress	The Director of Community Relations oversees updates to the College website.
	Portal: Completed	MyCompton SharePoint portal, a mobile-friendly platform, stores all student, staff, and faculty applications and other internal resources.

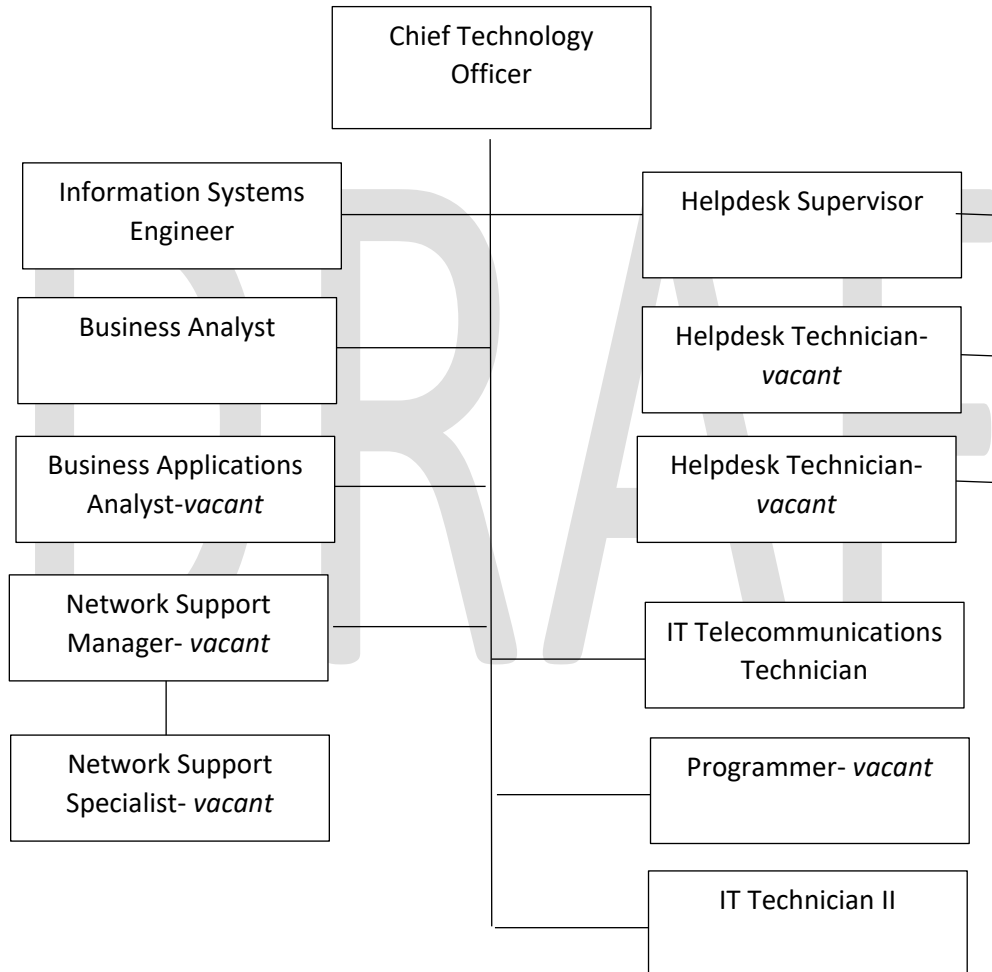|		
Objective 4: Implement a single sign-on, identity management services system.	Completed	The Azure Active Directory Single Sign-On platform authenticates all users.
Objective 5: Campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	In progress	Compton College is working with an IEPI team about Distance Education, and the faculty coordinator is coordinating faculty training. MIS staffing will be needed to complete this goal.
Objective 6: Continue enriching classrooms with interactive audio-visual systems.	Completed	College is completing the audio-visual upgrades of the last eleven classrooms on campus, which will be completed by August 2019.
Objective 7: Secure student and employees' confidential information with best methods in the industry.	In progress	The College has planned enhancements to existing security when additional staff are on board.
Objective 8: Optimize contract management and procurement processes.	Pending	The estimated start date for this objective will be mid-fall 2019.
Objective 9: Implement document management system.	In progress	Entering the final phase of the Banner Document Management system. Remaining tasks are configuring user security and scanner deployment.
Objective 10: Migrate all users to Office 365.	Completed	Office 365 provides cloud-based Microsoft tools for users.
Objective 11: Develop equipment life cycle program.	Pending	ITS is currently conducting and inventory of equipment and will identify a life cycle and replacement policy in 2019-2020.

Section 3 — Current Staffing that Supports Technology at Compton College

Human capital is the most important resource for any organization, which is why Compton College strives to recruit, hire, retain, and develop the talents of highly qualified professionals who are passionate about student success and dedicated to Compton College's mission and vision. Providing the information technology and support services, which are essential to successful implementation of the College's strategic initiatives will require additional human resources. Given that information technology skills are in extremely high demand and garner salaries in the private sector that far exceed salary ranges in the public sector, Compton College will need to consult salary studies and review educational requirements for new positions to be competitive in this complex, fast-growing informational age.

Furthermore, the College must also develop innovative approaches to attract and retain qualified technology personnel.

As the MIS organizational chart in Figure 1 illustrates, the College has filled some of the MIS department vacancies proposed in 2017 (i.e., Help Desk Supervisor and Business Analyst); however, several other specialized positions (e.g., database administrator, business applications support) remain unfilled.

Figure 1: Management Information Systems (MIS) Department Organizational Chart

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                        ┌─────────────────────┐
                        │  Chief Technology   │
                        │      Officer        │
                        └─────────────────────┘

┌─────────────────────┐                        ┌─────────────────────┐
│ Information Systems  │                        │ Helpdesk Supervisor │
│      Engineer        │                        └─────────────────────┘

┌─────────────────────┐                        ┌─────────────────────┐
│   Business Analyst   │                        │ Helpdesk Technician-│
└─────────────────────┘                        │       vacant        │

┌─────────────────────┐                        ┌─────────────────────┐
│ Business Applications│                        │ Helpdesk Technician-│
│  Analyst-vacant      │                        │       vacant        │

┌─────────────────────┐                        ┌─────────────────────┐
│  Network Support     │                        │ IT Telecommunications│
│  Manager- vacant     │                        │      Technician      │

┌─────────────────────┐                        ┌─────────────────────┐
│  Network Support     │                        │ Programmer- vacant   │
│  Specialist- vacant  │

                                               ┌─────────────────────┐
                                               │   IT Technician II   │
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While the College has filled key vacancies in the MIS department, other important positions will need to be addressed in the future (e.g., web developer, network support specialist, business applications support specialist). Persistent vacancies have impacted the College's ability to fully implement high-priority ITS projects, including limiting the scope of the new implementation of essential services (e.g., implementation of the new Banner system and the MyCompton portal). Furthermore, the College needs to identify permanent on-going funding for MIS positions, as several of them have been funded

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using Recovery Fund dollars that will sunset in 2022. Permanent funding is critical to maintain a robust MIS department that serves the college in 2022-23 and beyond.

As Compton College has transitioned to an independent institution, the MIS team has prioritized critical services while placing less critical priorities (e.g., creating College policies, implementing a computer replacement process) in an implementation pipeline as the College builds its ITS team. To fill gaps in service until a local team can be established, the ITS department has also considered consultant contract services when necessary; however, implementing technology plan goals and objectives will require the College to invest in permanent employees who are fully engaged members of the campus community.

In addition to the ITS staffing, the Community Relations department manages website updates and development with contract support and Academic Affairs includes staff who support Distance Education (e.g., Instruction Specialist, Learning Management System Specialist, Faculty Coordinator).

Section 4 — Technology Governance

Compton College has two Collaborative Governance Committees that inform and support technology use: the Technology Committee and the Distance Education Advisory Committee (DEAC). The Technology Committee is a standing institutional committee of the College charged with addressing priorities and changes in technology strategies. As the advisory group for technology-related planning, the Technology Committee's scope of responsibility includes:

- recommending new technology (equipment or systems) and potential purchases;
- reviewing on an annual basis technology needs, policies, and procedures; and,
- determining the best allocation of donated or granted technology equipment.

The Technology Committee volunteers meet monthly to evaluate and set technology practices and strategic priorities as part of the annual plan updates, and provides a report to the Planning and Budgeting Committee each spring semester.

The DEAC is a sub-committee to Compton College's Academic Senate. This committee coordinates distance learning and related instructional technology activities for faculty and students. DEAC meets monthly and provides reports and recommendations regularly to the Academic Senate. More information about DEAC and Distance Education at Compton College is described in the next Chapter.

Chapter 6 — Distance Education

Compton College is investing in and developing its Distance Education offerings for students. The College identified Distance Education in its November 2017 Quality Focus Essay Special Report that was submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) with three main goals: 1) create an organizational management structure for distance education, 2) implement best practices to increase student success , and 3) promoting student awareness and investing in success tools. To support the College's efforts to meet these goals, the College started participating in an Institutional Effectiveness Partnership Initiative (IEPI) in spring 2019 with support from the California Community College Chancellor's Office and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) Consortium. This section provides a description of the progress that the College has made toward the Quality Focus Essay goals for Distance Education and plans for distance education through 2024.

Section 1- Organizational Management Structure for Distance Education

Compton College has developed its own support and management structure for Distance Education with its independence from El Camino College. The College established a Distance Education Faculty Coordinator who facilitates the College's faculty training and certification processes and leads DEAC. The College also hired a Learning Management System Specialist who will help manage the Canvas system, support faculty using Canvas, and operate the Distance Education Technological Learning Center. Furthermore, the College has an Instructional Coordinator who supports distance education at Compton College. These three positions are housed in Academic Affairs. The Learning Management System Specialist is funded through the 2020-21 year with money that will expire, and the district needs to consider a permanent funding source for this position.

 In addition to the human resources deployed to support Distance Education, the College also has established DEAC in spring 2017. In support of the institution's Mission, Vision, Quality Focused Essay (QFE) and Compton College 2024 master plan, DEAC works with the Deans, the Distance Education Faculty Coordinator, Curriculum Committee, Academic Senate as instructional program leaders to facilitate and improve online teaching, learning, and technology.

With the understanding that faculty should have the primary responsibility for developing policies and promoting Distance Education practices, DEAC will support a learner-centered program designed to

further student success by making recommendations to Curriculum and reporting to Academic Senate. Each DEAC member will represent his/her division/department and act as a resource to all faculty and staff members within their division regarding exploration, development and implementation of robust pedagogical online strategies in the Distance Education environment. Also, departments such as the library and student services etc. will collaborate with DEAC to strategize ways to enhance the online experience for our students.

Section 2- Implement Best Practices to Increase Student Success

The Distance Education Faculty Coordinator and DEAC have developed a [Distance Education Handbook](#) for Compton College that outlines best practices and guidelines for Compton College faculty. In addition, Compton College has joined the CVC-OEI in spring 2019 to support the College as it builds its capacity to create strong Distance Education course offerings.

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC) which is responsible for determining the College's Peer Online Course Review (POCR) training process. This will ensure that all faculty who teach online have a standard level of expertise in distance education teaching practices. In addition to the POCR process, Compton College also will host professional development workshops and a Digital Summit about distance education in the coming year.

Section 2—Promote Student Awareness and Develop Tools for Student Success

Compton College is investing in providing faculty with ongoing technological professional development as well as resources to support our online student experience. These support services are provided through the partnership with the CVC-OEI as an online ecosystem of support including online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. Compton College plans to equitably expand the use of this platform to all students and student services areas.

CHAPTER 6: Compton College 2024 Technology Plan Goals and Objectives

The *Compton College 2024 Technology Plan* goals and objectives detailed in this chapter build upon those established in the *2017 Technology Master Plan*, which align with and support the College's strategic initiatives, Tartar Completion by Design, and Guided Pathway Divisions. To implement these goals and objectives, the College will develop key action steps and regularly monitor and report progress toward goal completion.

Goal 1: Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.

- Objective 2: Conduct a full assessment of the existing campus ITS environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.

- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.

- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and Early Alert).

Goal 2: Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit and Program Mapper modules.

- Objective 2: Implement program maps of all Compton College degrees and certificates, and link to CSU Dominguez Hills Bachelor degrees.

Goal 3: Provide students and employers with digital resources which connect students with opportunities and information related to students' academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

Goal 4: Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design.

- Objective 1: Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.

- Objective 2: Assess students' access to personal computer technology and internet, and implement strategies to increase student access to computers and the internet.

- Objective 3: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.

- Objective 4: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.

- Objective 5: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement Distance Education professional development and student supports, including online tutoring and counseling for all Compton College students.

- Objective 6: Ensure the implementation of regular technological trainings related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.

- Objective 7: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.

CHAPTER 7: Implementation and Assessment of the Compton College 2024 Technology Plan

To implement and assess the *Compton College 2024 Technology Plan*, College leadership and the Technology Committee will engage in annual technology planning and evaluation using established planning protocols: annual planning and program review.

The annual planning process, which includes:

- defining annual goals for the ITS department, Distance Education, and Community Relations based upon *Compton College 2024 Technology Plan* goals and objectives;
- defining recommendation(s) to meet each goal;
- defining which Completion by Design area(s) each goal and recommendation will impact (e.g., Connection, Entry, Progress, Completion, Transition);
- defining a measurable outcome for each goal;
- defining responsibilities for the recommendation, implementation and assessment; and,
- archiving the elements of the annual program planning document depository.

In addition to annual program planning, the ITS department is scheduled to complete program review in spring 2020, which will provide an opportunity to assess the outcomes of the *Compton College 2024 Technology Plan* and the ITS program via:

- surveys and other quantifiable data concerning student/client outcomes;
- assessment of the collaborative efforts with the campus and external community;
- appraisal of the current state of the ITS program's facilities and equipment;
- evaluation of the adequacy/inadequacy of the program's current staffing level and training needs; and,
- recommendations appropriate to the current and future resources needed to fulfill the ITS program's goals and objectives.

CHAPTER 8: Conclusions

- The *2017 Technology Master Plan* established objectives to maintain a 21st century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems. These objectives have been completed or were in progress by 2019.

- The goals and objectives established in the *Compton College 2024 Technology Plan* will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions. However, the full implementation of Tartar Completion by Design will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas (e.g., enrollment services, universal design tools, counseling, online tutoring).

- Compton College continues to improve students' experiences in distance education by establishing the Distance Education Advisory Committee, a Distance Education faculty coordinator to facilitate the College's faculty training and certification processes and lead DEAC, and a Learning Management System Specialist to help manage the Canvas system and support faculty access and use. Notably, the College is also participating in the California Virtual Campus – Online Education Initiative (CVC-OEI) partnership, which will help support effective practices and technology and improve students' access to and completion of online courses and programs. However, to provide all Compton College students with access to programs and the support needed to complete them the College must develop and implement plans to address students' access to critical computing technologies.

- This technology plan supports ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes. Furthermore, the *Compton College 2024 Technology Plan* furthers the College's commitment to continuous quality improvement by incorporating the means to implement and regularly assess its progress toward meeting the established goals and objectives.

- Future funding for foundational MIS and technology platforms that are supported by Recovery fund or grant dollars must be considered in budget planning in the coming years. Of importance, the Recovery Fund will be exhausted by June 2022, which supports the Banner ERP system

implementation. The district anticipates future costs over $5 million through 2027-28 for Banner. Currently, the district has set aside $2.5 million in the final 2019-2020 district end balance to support this need. Several positions across the campus (e.g., MIS staffing and the LMS specialist) are supported by the Recovery fund or grant dollars that will end, and the College should consider permanent funding sources for these positions.

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[1] https://www.pewinternet.org/fact-sheet/internet-broadband/

[2] http://www.wirelessrerc.gatech.edu/wireless-rerc-publishes-mobile-phone-accessibility-review

[3] http://www.wirelessrerc.gatech.edu/

[4] https://www.ppic.org/wp-content/uploads/jtf-californias-digital-divide.pdf

[5] https://www.ppic.org/publication/californias-digital-divide/

September 16, 2019

Dr. Stephanie Atkinson-Alston
Vice President, Academic Affairs
Compton College
1111 East Artesia Blvd.
Compton, CA 90221

Dear Dr. Atkinson-Alston:

This letter is to notify you that the Compton College Academic Senate has appointed Sean Moore as the Curriculum Chair, effective immediately. His term will continue through June 30, 2020, and the Senate has allotted 30% release time for his service to the College.

Sean Moore has been part of Academic Senate's Curriculum Committee for over a year, and he is dedicated to ensuring that all curriculum matters continue to be handled with professionalism and accuracy on behalf of the Academic Senate.

Warm regards,

Amber Gillis
Assistant Professor of English and Humanities
Academic Senate President
Accreditation Faculty Chair
Compton College

cc: Sean Moore, Dr. Keith Curry

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DR. CORNEL WEST

Cornel West is a prominent and provocative democratic intellectual. He is Professor of the Practice of Public Philosophy at Harvard University and holds the title of Professor Emeritus at Princeton University. He has also taught at Union Theological Seminary, Yale, Harvard, and the University of Paris.

Author of 20 books, spoken word, numerous film and telelvision appearances, he is best known for his classics, Race Matters and Democracy Matters, and for his memoir, Brother West: Living and Loving Out Loud. His most recent book, Black Prophetic Fire, offers an unflinching look at nineteenth and twentieth-century African American leaders and their visionary legacies.

In short, Cornel West has a passion to communicate to a vast variety of publics in order to keep alive the legacy of Martin Luther King, Jr. – a legacy of telling the truth and bearing witness to love and justice.

Friday, September 27, 2(
4 PM – 6 PM

CSUDH GYMNASIUM
1000 E. Victoria St, Carson, CA 90747

The event is FREE. Dr. West's books will be availa

Mervyn M. Dymally African American Political & Economic Institute at CSUDH is a non-partisan public engagement think-tank founded to study and research African American leadership, public policy impacting African American communities and prepare future generations for public service.

For more information contact Dymally Institute
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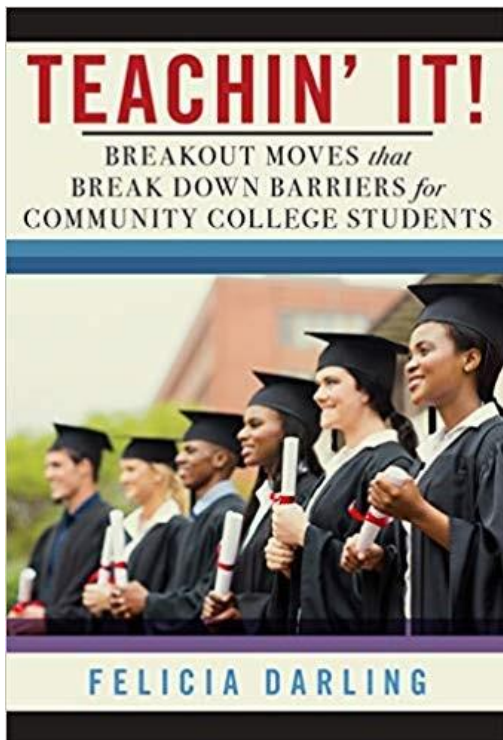
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Faculty Development Committee Presents:

Compton College Book Club
Fall 2019

TEACHIN' IT! Breakout Moves that Break Down Barriers for Community College Students by **Felicia Darling**

Flex Credit Opportuntiy-FACULTY, Bring your lunch and join us for the conversation.

Teachin' It! is a hands-on guide to cutting-edge research and classroom strategies that redress the graduation gap in community and open-access colleges. Readers will discover new strategies to create equitable, engaging, interactive classroom environments where students from all backgrounds are motivated to take risks, make mistakes, share their unique approaches and perspectives, and develop their own identities as powerful life-long learners.

Sign-up through Flex Reporter First 20 faculty receive the book FREE!

Friday, September 27, 2019
Friday, October 25, 2019
Friday, November 15, 2019
Question– contact Nikki Williams ext 2562 or Kent Schwitkis ext 2428

Location: Staff Lounge
Book Discussion: 12-2pm
Zoom w/ Felicia Darling: 2-2:30pm
Flex Credit: 2.5 hours per session