



Core Planning Team Notes

Facilitator: Lauren Sosenko

Recorder: Sean Whaley

Date: May 26, 2021

Time: 1pm-2pm

Location: Zoom

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.

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| <input type="checkbox"/> Richette Bell | <input type="checkbox"/> Katherine Marsh | <input checked="" type="checkbox"/> Stephanie Schlatter |
| <input checked="" type="checkbox"/> Sheri Berger | <input type="checkbox"/> Gayathri Manikandan | <input checked="" type="checkbox"/> Lauren Sosenko |
| <input checked="" type="checkbox"/> Rebekah Blonshine | <input type="checkbox"/> Jesse Mills | <input type="checkbox"/> Juan Tavarez |
| <input checked="" type="checkbox"/> Carol DeLilly | <input checked="" type="checkbox"/> Minodora Moldoveanu | <input checked="" type="checkbox"/> Shirley Thomas |
| <input type="checkbox"/> Roza Ekimyan | <input type="checkbox"/> Sean Moore | <input checked="" type="checkbox"/> Sean Whaley |
| <input checked="" type="checkbox"/> Paul Flor | <input checked="" type="checkbox"/> Abiodun Osanyinpeju | <input checked="" type="checkbox"/> Valerie Woodward |
| <input checked="" type="checkbox"/> Mahmut Gundogdu | <input type="checkbox"/> Miguel Ornelas | <input checked="" type="checkbox"/> Kendahl Radcliffe |
| <input type="checkbox"/> Susan Johnson | <input type="checkbox"/> Hoa Pham | <input checked="" type="checkbox"/> Abdirashid Yahye |
| | <input checked="" type="checkbox"/> Don Roach | |

AGENDA:

- Notes from April 2021
- eLumen-update
- 2021-2020 Annual College Plan update
- Planning Summit Update
- Transfer Institutional Set Standard

	2016-2017	2017-2018	2018-2019	2019-2020	Goal
Number of Transfers (Institution-Set Standard = 478 Transfer Students)	615	642	388	344	867 ^{vs}

- Methodology – %s less than the average of last two years?
- Considerations: Declined enrollment means there are fewer students to earn awards

The transfer data is very different from before 2018-2019 because of the methodology. We do not believe it is really a change in student behavior/success, and therefore, we do not believe we should be reactive to the reduction. It would be nice to have a third data point before we reset the standard.

Future Agenda Items

- eLumen launch update



2020-2021 COMPTON COLLEGE GOALS

1. Implement Tartar Completion by Design to ensure all students complete more quickly with fewer units, transfer, and are employed in their field of study¹.

- a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data use to inform equity-minded practices, across the campus.
- b. Increase capacity and skill level among all faculty for online/remote instruction; strengthen and evaluate the Distance Education program at Compton College.
- c. Enhance online student support services for Compton College students.
- d. Implement a 504/508 Institutional Standing Committee to ensure Universal Design implementation in all institutional services campuswide.
- e. Implement and evaluate Directed and Focused Pathways to Completion (Guided Pathways).
- f. Implement and support the AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College.
- g. Coordinate and evaluate student success activities as they relate to the Student-Centered Funding Formula.
- h. Enhance basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Tartar Support Network.
- i. Implement a Cooperative Work Experience Plan for Compton College.

Outcomes: Implement a plan for accessibility; More faculty certified to teach Distance Education; More faculty report that SLO findings result in changes in teaching practice; Employees report reduced silos; Increase in count of students who complete math and English in one year, earn ADTs, associate degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study.

2. Grow enrollment to 5,980 Full-Time Equivalent Students (FTES) for the 2020-2021 year.

- a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.
- b. Offer 1,414 course sections during the 2020-2021 year.

Outcome: 5,980 FTES

3. Complete all Compton College Accreditation efforts.

- a. Complete the 2021 Accreditation Mid-term Report for submission to the Accrediting Commission for Community and Junior Colleges (ACCJC) by March 15, 2021.
- b. Fully implement Compton College Quality Focus Essay recommendations.

¹ Outcomes are aligned with the Vision for Success goals from the California Community College Chancellor's Office.

- c. Implement the items cited in the plans section of the 2017 ECC Compton Center Self-Evaluation Report and implement the recommendations for improvement cited in the 2017 External Evaluation Report.
- d. Establish a process to collect and house Compton College Accreditation evidence.

Outcome: Compton College maintains accreditation.

4. Continue to improve facilities to support student learning and success.

- a. Complete construction of the Instructional Building 1 capital outlay project.
- b. Monitor capital outlay construction projects: Instructional Building 2 and the Student Services Building.
- c. Monitor the planning for the Vocational Technology Building Renovation, the Math/Science Building Renovation, the new Physical Education Complex, and the new Performing Arts Complex.
- d. Continue to explore potential student residential housing options on the Compton College campus.
- e. Prioritize scheduled maintenance/site improvements for Compton College.
- f. Responsiveness to day-to-day facility needs.

Outcome: Completion of Instructional Building 1; Construction continues on Instructional Building 2 and the Student Services Building projects; Employees and students report satisfaction with the learning environment.

5. Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.

- a. Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.
- b. Monitor implementation of the College Futures Foundation funding that supports guided pathways, dual enrollment, opt-out scheduling, block scheduling, and aligned associate degree for transfer pathways at Compton College.
- c. Have a fully operational Foundation for Compton Community College District that meets the needs of Compton College and Compton College students.
- d. Monitor implementation of College Promise programs with Lynwood, Paramount, and Compton unified school districts.
- e. Monitor the implementation of dual enrollment with our high school partners.
- f. Develop employment opportunities, paid internships, and apprenticeships for Compton College students through business partnerships.
- g. Establish and/or enhance partnerships with the four-year colleges/universities, including University of California, California State Universities, HBCUs, HSIs, and private colleges/universities.
- h. Establish and fortify relationships with the adult schools in Lynwood, Paramount, and Compton unified school districts.

Outcome: Maintain dual enrollment student count; Increase in count of students transferring to university partners (e.g., UCI, CSUDH, CSULB)

6. Create a stronger sense of connection among employees, students, college, and the community.

- a. Implement the *Collaborative Governance* document and recommendations to ensure multi-stakeholder participation in shared governance.

- b. Support and champion equity-minded practices designed to engage traditionally marginalized groups included but not limited to men of color, LGBTQ+, and foster youth.
- c. Increase student engagement in campus events among all students.
- d. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.
- e. Focus Professional Development Days on activities designed to increase community engagement and comradery, inclusive of staff, faculty, and administration.
- f. Conduct annual needs assessment about faculty and staff professional development, including technology needs.
- g. Continue to develop and be responsive to the Compton College employees' Professional Development needs in alignment with the Achieving the Dream, Inc. partnership.

Outcome: Increase response rate on school climate survey; Increase in positive responses by employees and students who report being connected to the college; Increase in student use of college services.