COMPTON COLLEGE
Quality Focus Essay Special Report

Congratulations Class of 2017

Submitted by:
El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

November 2017

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Compton College Quality Focus Essay Special Report Certification

To: The Accrediting Commission for Community and Junior Colleges (ACCJC),
                 Western Association of Schools and Colleges.

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This Quality Focus Essay Special Report is submitted to the ACCJC. I certify there was effective participation by the Compton College campus community, and I believe the Quality Focus Essay Special Report accurately reflects the nature and substance of Compton College.
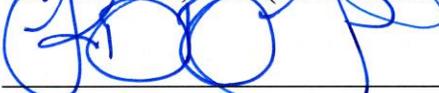
Signatures:

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Kenneth Brown (President, Board of Trustees, El Camino College)

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Keith Curry, Ed.D. (President/CEO, Compton College)

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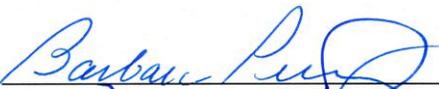
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Quality Focus Essay

Creating a New Compton College

Upon gaining accredited status in June of 2017, Compton College administrators, faculty, and staff immediately set out to build on their recent achievements with a renewed sense of purpose. Compton College has a number of goals over the next two years as it concludes its partnership with El Camino Community College District, and it is well prepared to meet these goals.

Compton College has several critical objectives to consider, but two keystones required to build the institution's next chapter are **Integrated Planning** and **Distance Education**. These areas encompass a number of standards from the Accrediting Commission for Community and Junior Colleges and are reflected in the recommendations and commendations received from the visiting evaluation team. As such, these keystone issues have a fundamental impact on the growth and vitality of the entire institution.

Action Plan One: Integrated Planning

Quality Focus Project One: Strengthen the Link Between Annual Plans and Resource Allocation.

Compton College's first area of focus in Integrated Planning is to determine how to develop a clear connection between planning and resource allocation. This Quality Focus Project is multifaceted in the sense that there are various areas in the current process that need to be strengthened to achieve success in this area and to "close the gap" between Annual Plans and resource allocation. Currently, Compton College has a system capable of integrating prioritized recommendations from Program Plans into the annual planning process that begins with Program Review, where faculty and staff make recommendations based on emerging needs. These recommendations then inform Unit Plans, followed by the Vice President's Area Plans, ultimately culminating in a final College budget that funds a prioritized set of recommendations. However, recent information suggests that Program Plan-derived suggestions are not consistently implemented across divisions and service areas. Furthermore, the College realizes that it will also need to make significant organizational changes that will involve adjustments to current committee responsibilities as well as the development of a workgroup connected to the College's Institutional Effectiveness Committee (IEC). This workgroup would be responsible for ensuring that the recommendations of completed plans make their way through the pipeline to funding and resource allocation as further outlined in Quality Focus Project Two.

To facilitate this process, in 2016 Compton College created the Program Review Coordinator position. This faculty member is responsible for oversight, training, and assistance with Program Reviews. The Program Review Coordinator also works with faculty and staff to build a working schedule of Program Reviews to be completed accurately at regular intervals. Historically, Compton College has been inconsistent in Program Review completion. However, with the hiring of a Program Review Coordinator, consistent training has been offered, updated Program Review templates and rubrics have been developed, regular office hours are offered for faculty

and staff needing one-on-one assistance, and the webpage hosting completed Program Reviews is regularly updated.

Going forward, Compton College must rely more on its own faculty and staff to ensure that this process continues and is meaningful. To assist with this process, Compton College has established a Manager of Research and Planning position, which will have oversight of campuswide planning. We anticipate completing the hiring for this position sometime in spring 2018. Moreover, Compton College will create a "Core Planning Workgroup" by summer 2018. This Core Planning Workgroup will be comprised of the Manager of Research and Planning, an academic dean, the Program Review Coordinator, the SLO Faculty Coordinator, and Curriculum Chair. Their primary role will be to assist Compton College with integrated planning.

Another way to strengthen the link between Program Review and planning and resource allocation is to select and implement a Program Review and Planning (PRP) system at Compton College. At this time, Compton College uses TracDat; however, only a handful of Program Plans have been entered. Since yearly Program Plans are supposed to be based on Program Review recommendations, Compton College will need to utilize TracDat consistently. While there are several programs that enter their individual recommendations directly into TracDat, the College must indicate how larger plans are informed by smaller Program Plans. Also, without Program Review documents, there is not an "official" justification for any recommendations. This bypasses institutional planning processes and potentially suggests an *à la carte* style of funding.

By spring 2018, Compton College will have a PRP System in place—with an updated version of TracDat. Several presentations and examples were provided by various PRP system vendors during 2017, and the Strategic Planning Committee sought feedback from faculty and staff before selecting TracDat at our PRP system. Once this PRP system is in place, the Core Planning Workgroup will help develop and guide faculty and staff with training beginning summer 2018. SLO assessments and Program Reviews will be entered into the PRP system in fall 2018. Previous Program Reviews completed within the last two years will also be input into this PRP system during the 2018-2019 academic year to ensure that faculty and staff have their Program Reviews in place to inform future Program Reviews and reporting.

Quality Focus Project Two: Improve Campus Communication Regarding Planning Processes and Actions.

In fall 2016, Compton College requested advice from the Chancellor's Office Institutional Effectiveness Partnership Initiative regarding strategies to help the institution develop an improved plan for linking campuswide planning efforts to resource allocation and communicating such links. As Compton College becomes an independent institution, the campus community is aware of the need to establish a campus culture of transparency in its communication and processes. Through increased shared governance, including relying on the Academic Senate for decision-making related to academic and professional matters, Compton College will be successful in this Quality Focus Project.

As mentioned above, the annual planning process originates in Program Review, where faculty and staff make any necessary recommendations related to their programs. Recommendations are sent forward to join Unit Plans, Vice President's Area Plans, and then result in a comprehensive

College budget that funds prioritized recommendations. While the process has been in place for many years, there are fundamental concerns about Program Reviews not being completed in a timely manner. Additionally, faculty and staff feel uninformed about which recommendations were funded, and there seems to be a lack of understanding regarding how funded recommendations are prioritized. Planning process evaluations conducted in 2011 and 2015 revealed that communication and transparency were among the top concerns of Compton College's stakeholders. As mentioned in Quality Focus Project One, Compton College is working on the development of a Core Planning Workgroup that will work in conjunction with the Institutional Effectiveness Committee (IEC) to improve strategies related to the Program Review process. Compton College's Academic Senate will also work with this Core Planning Workgroup, the Institutional Effectiveness Committee, and with the President/CEO to help ensure the college relies on the Academic Senate for decision-making related to academic and professional matters, including processes for planning and budget concerns and timelines.

Compton College will utilize the following Planning and Budget calendar in its efforts to improve communication to the campus community:

COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON COLLEGE
PLANNING AND BUDGET CALENDAR

Month	Activities	Responsible Party
July	A. Tentative Budget is rolled into active status (purchasing can begin) on July 1. B. Final evaluation of current-year goals and objectives are entered into plans in TracDat. C. Final revenue and expenditure adjustments are made to budget and reviewed by Planning and Budget Committee (PBC).	1. Accounting 2. Program faculty, staff, and managers 3. President/CEO
August	A. Review and discussion of the final budget assumptions by President/CEO with the PBC. B. Presentation of comments made by El Camino College to the final budget. C. Final Budget line item review with PBC.	1. President/CEO 2. President/CEO 3. VP Administrative Services
September	A. Final Budget submitted to Board.	1. President/CEO

Month	Activity	Responsible Party
October	A. Review and discuss the status of the Accreditation Recommendations. B. PBC conducts annual self-evaluation.	1. PBC 2. PBC
November	A. Review and revise planning priorities. B. Assess Program Review cycle to make sure program reviews are being completed in a timely manner. C. Written communication/reminder to submit prioritized Program Plan recommendations to faculty and staff.	1. Program faculty, staff, and managers 2. PBC 3. PBC/Academic Senate
December	A. Submit prioritized Program Plans for the next fiscal year in TracDat. B. Review proposed midyear cuts/budget augmentation proposals and their linkage to budget and planning. C. Written communication to faculty and staff about proposed midyear cuts/budget augmentation proposals.	1. Program faculty, staff, and managers 2. President/CEO 3. President/CEO, Academic Senate
January	A. Determine preliminary revenue estimates. B. Begin assessment of key budget issues. C. Identify budget development assumptions. D. Written communication to faculty/staff on status of key budget issues. E. Evaluation of current fiscal year program plan goals and objectives by January 31.	1. VP Administrative Services 2. PBC 3. President/CEO and Cabinet 4. President/CEO 5. Program faculty, staff, and managers

February	A. Submit prioritized Unit plans for the next fiscal year by February 28.	1. Deans/Directors
	B. Review planning process to make sure that programs plans were submitted on time and that prioritization of goals and objectives took place.	2. PBC
	C. Review and discuss linkage between Program Plans and College mission statement, strategic initiatives, and program reviews.	3. PBC
March	A. Determine enrollment targets, sections to be taught; full- and part-time FTEF.	1. VP Academic Affairs

	B. President/CEO determine ongoing operational costs including:
	    i. Full-time salaries
	    ii. Benefits, utilities, GASB
	    iii. Legal and contract obligations
		2. President/CEO and Cabinet

	C. Develop line-item budgets for Operational Areas.	3. VP Administrative Services
	D. Prioritized Area Plan recommendations for the next fiscal year submitted to PBC by March 31.	4. President/CEO and Cabinet
	E. Review and discuss the status of the 2017 Accreditation Self-Study Future Plans items.	5. PBC
	F. Written communication reviewing status of Accreditation Self-Study Future Plans items to campus community.	6. PBC, Academic Senate
April	A. Tentative budget information completed for PBC review by April 15.	1. CBO
	B. Initial planning and budget assumptions are finalized.	2. President/CEO and Cabinet
	C. Presentation of comments made by El Camino College to the final budget.	3. President/CEO
	D. Proposed tentative budget is reviewed and discussed for recommendation.	4. PBC

May	A. PBC submits recommended funding to President/CEO.	1. PBC
June	A. Tentative Budget is presented to the Board by June 30.	1. President/CEO

Action Plan Two: Distance Education

Quality Focus Project Three: Create a Clear Organizational Management Structure for Distance Education.

As the institution moves toward fully independent status, one of its foremost goals is to improve the success of students engaging in distance education (DE). (See [Enrollment Growth and Academic Course Performance Report](#), pages 8-12.) Compton College has benefited from abundant distance education resources shared in its partnership with El Camino College, but the creation of an independent distance education infrastructure tailored to the specific needs of Compton College students and faculty is a central priority. This requires appointing student-centered personnel who have an established record of success in distance education administration, management, and/or teaching. It also requires creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support.

In preparation, Compton College created an ad hoc committee comprised of faculty and administrators closely involved with distance education, in order to investigate areas of potential improvement and growth. Although it began meeting during fall 2016, this group was formalized at the beginning of the spring 2017 semester as the Distance Education Advisory Committee in order to help create and maintain a systematic, centralized approach to online instruction as an independent institution. Comprised of Compton College faculty and staff, the Distance Education Advisory Committee will be fully operational by spring 2018.

Recognizing the need for robust instructional support, Compton College will hire a Distance Education Faculty Coordinator from the ranks of full-time instructors on reassigned time. The Faculty Coordinator will oversee the creation of a mentor program for new distance education faculty, implement a course shell evaluation process, and assist with the creation of discipline-specific "model" courses to ensure that all online classes meet or exceed legal requirements and robustly support student learning. This new position will help ensure that a vigorous DE support structure is in place when Compton College concludes its partnership with El Camino College.

The Compton College Distance Education Faculty Coordinator will be selected by winter 2018 with a start date in the subsequent spring term. The Coordinator will report directly to division dean overseeing distance education and the Vice President of Academic Affairs. Serving as a liaison between administrators and instructors, the DE Faculty Coordinator will be supported by the DE Instructional Coordinator, who currently oversees technical support for online students and faculty, reporting directly to the division dean overseeing distance education. The DE Faculty Coordinator and the division dean overseeing distance education will co-chair the Distance Education Advisory Committee to foster campuswide communication of objectives and resources.

Quality Focus Project Four: Implement Best Practices to Increase Online Student Success.

To address the disparity in success rates between online and face-to-face courses at Compton College, the Distance Education Advisory Committee has identified several methods to create and maintain high standards for online course design, implementation, and delivery. The Committee anticipates the development and adoption of the *Compton College DE Faculty Handbook* as its initial goal. This text will serve as a concrete guide and central resource for those teaching and evaluating online courses so that standards are clear, specific, and easily accessible.

Using state and federal parameters as a starting point, with particular emphasis on regular effective contact guidelines and accessibility, the *Compton College DE Faculty Handbook* will serve as a campuswide clearinghouse for authoring and maintaining a robust online course. The handbook will include sections on College standards for meaningful instructor-student contact; customization and personalization of publisher content; and diverse means of content delivery to stimulate student interest, including audio-supported lectures, webinars, video, and real-time conferences. In addition, sections on providing helpful feedback online, as well as the design and incorporation of discussion forums, will deliver additional resources to enhance learning. During spring 2018, the Advisory Committee will forward the handbook through the consultative process.

To further support DE student success, the Advisory Committee will create a mentor program to assist online faculty in meeting new instructional standards at Compton College. This pilot program is slated to begin at the start of summer 2018, with full implementation for new DE instructors starting in fall 2018.

To assist instructors with effective course design that takes full advantage of supplementary features available in the newly adopted Canvas Learning Management System, the Advisory Committee will recommend the implementation of a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric. In addition, the committee will propose the adoption of a campuswide student feedback survey to be built by default into every course shell. This will help ensure accountability and quality online instruction, in addition to providing data upon which to base future improvements. The DE Advisory Committee will incorporate the Online Education Initiative (OEI) Course Design Rubric and the student survey no later than spring 2018.

Finally, the Advisory Committee plans to make model course shells available to online faculty in a variety of disciplines. Based on existing course outlines of record, such models will serve as a template to assist distance education faculty in the design of cogent, well-organized course shells that are proven to enhance student success. With the support of the academic deans and DE faculty campuswide, the Advisory Committee will propose implementation of the model shell program by the end of spring 2018 for use in the subsequent fall semester.

Quality Focus Project Five: Promote Student Awareness of Distance Education Resources and Develop New Tools to Facilitate Success.

As noted in the External Evaluation Team Report submitted to the ACCJC in April 2017, student survey results from spring 2016 suggest that the majority of Compton College distance education students did not take advantage of online support services, indicating a need for increased awareness of these services to enhance success rates. Institutional Research further validates this finding in its most recent student survey, which demonstrates a clear need for proactive measures to improve awareness and usage of support services. (See Distance Education Survey Results, pages 8-9.) Approximately 30 percent of DE students appear to be unaware of the *DE Student Handbook* or simply do not access it. Approximately 20 percent of DE students indicated they were not aware of the DE webpage or simply did not access it. At most, only 33 percent of DE students are taking advantage of the various online support services, although there are potentially a number of "hybrid" students who may have chosen to access such resources on campus. Nonetheless, increased awareness and use of DE support services is a priority for increasing online retention and course completion rates.

The Ad Hoc Distance Education Advisory Committee proposed the production of an online student orientation video that will be required viewing for all DE students. This is particularly important with the full implementation of Canvas, which will be the sole campus learning management system by the beginning of spring 2018. To mitigate the learning curve and prevent the changeover to Canvas from becoming another barrier to student success, the online orientation video will introduce students to the DE webpage and the use of Canvas, with particular emphasis on support services. In conjunction with enhanced online course design, the orientation video will help provide a seamless academic experience for online students. Production of the online orientation video will begin in 2018.

As use of the Etudes LMS officially ends in December 2017, the Compton College Distance Education webpage will require significant redesign to reflect the campuswide implementation of Canvas. With assistance from the DE Advisory Committee and the Vice President of Academic Affairs, the Distance Education Faculty Coordinator and Distance Education Instructional Coordinator will oversee these changes, including links to instructional resources, professional development, and student guides.

By incorporating elements from the ACCJC-commended El Camino College Distance Education Program, as well as best practices in online course design and instructional support, Compton College will deliver a preeminent distance education program created to increase student success and address the achievement gap, establishing the institution as a leading community college ready to meet emerging needs.

COMPTON COLLEGE
DISTANCE EDUCATION CALENDAR

Term	Activities	Responsible Party
Winter 2018	A. Appoint the Distance Education Faculty Coordinator.	1. VP Academic Affairs
Spring 2018	A. Establish formal Distance Education Advisory Committee. B. Incorporate OEI Course Design Rubric and the student survey. C. Implement model course shell program. D. Update website to reflect full transition to Canvas LMS.	1. Advisory Committee, division deans 2. Advisory Committee 3. Advisory Committee 4. Instructional and Faculty Coordinators
Summer 2018	A. Pilot peer mentor program.	1. Advisory Committee
Fall 2018	A. Full implementation of peer mentor program.	1. Advisory Committee