



Compton College Compton College Annual Plan

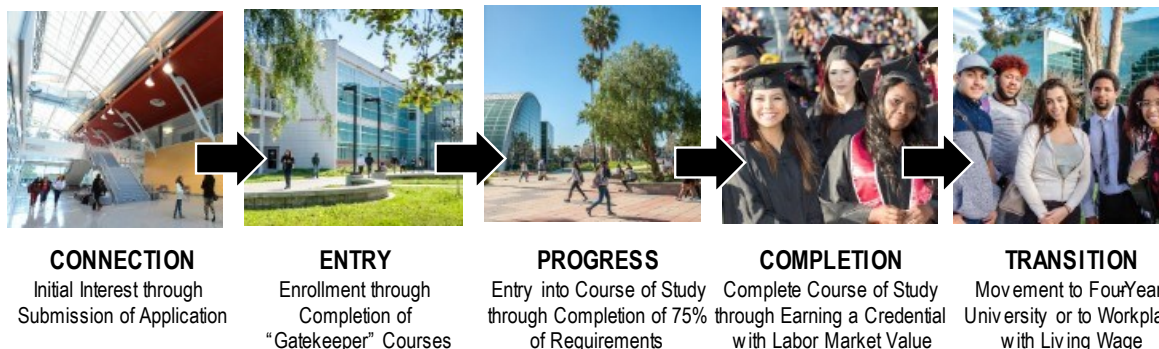
Instructions to Complete the Program, Unit, or Area Annual Plan for 2023-2024

Instructions

The Office of Institutional Effectiveness (IE) is coordinating the completion of the Compton College Annual Plans for 2023-2024. This document will provide step-by-step instructions to complete your plan. Like last year, Annual Plan authors will use Word and Excel templates to complete their annual plan and submit the annual plan via a Sharepoint site accessed via mycompton.

This annual plan is a guiding document that strives to link a department/discipline’s goals and needs for a distinct one-year timeframe (July 1, 2023-June 30, 2024) to a department/discipline’s long-term program review and the institution’s overarching goals. Compton College use the Completion by Design framework to ground all plans in the student experience.

Completionby Design



Where do you start?

Step 1: Gather and reflect on your materials.

- Data
- Your last annual plan
- Your last program review
- Student Learning Outcome, Service Area Outcome data (*All requests should be linked to outcomes*)
- Your current budget, if applicable
- Changes in industry, advisory input
- Submit a research request for specific data to support plan:
<http://www.compton.edu/academics/ir/researchrequest.aspx>
- [Institutional Set Goals \(Fall 2022 link forthcoming\)](#)

Step 2: Map your goals for 2023-2024

- Complete the logic model ([download from the IE Planning website](#))
 - What do you want to accomplish as a department in the next annual year?
 - How does this goal lead to goals established in your last program review?
 - Map your activities and recommendations to hoped for outcomes (i.e., a logic model). Include how your goal is linked to an Institutional Set Goal or other high level department goal.
 - Resources: These can be any resources you need to reach your outcomes or goals. These can be human resources (e.g., staff) or money to buy new supplies.
 - Activities: This is a description of what you will do. Examples include: hosting an event, changing pedagogy or curriculum, implementing a plan, cleaning a building, completing all business operations.
 - Outputs: This is what will result from your activity. Examples include: Trainings, materials, cleaned buildings (maintenance and operations), patrolling the campus (police); Please quantify your output, as appropriate
 - Short-term Outcomes: This is the impact that you want your activities and outputs to produce. Short-term examples include: Students feel safe on campus, students improve performance on a major test, faculty and staff feel a sense of connection to the college. These short-term outcomes measure your 2023-2024 goals and may be student learning outcomes or service area outcomes.
 - Long-term Outcomes: These are longer-term measures of our colleges success and are usually higher-level than the short-term outcomes. They may be Institutional Set Goals or goals that you set in your 2- or 4- year program review.
- Discuss goals and recommendations with fellow staff, faculty, and your Dean/Vice President. You are advocating for your plan and this is an important step in clearly articulating its importance to improving outcomes for students or the campus.
- Identify resource needs to meet your goal
 - Can you repurpose existing resources from your budget? If yes, you do not need to fill out the Excel Template. However, you will report on this goal in the logic model and your monthly report.

- Do you need to request additional funds? If yes, add this recommendation to the Excel Template.
- *Note: These goals will be how you organize your monthly reports moving forward (if applicable).*

Example Logic Models

HVACR Logic Model				
Goal(s) for 2023-2024: Increase classroom infrastructure, provide quality student and faculty support, offer up-to-date equipment, enhance laboratory facility, increase student retention rates, increase student success rates, increase enrollment, expand departmental programs, prepare students for successful careers in the HVACR industry, ensure the safety of our students.				
Process			Outcomes	
Resources <i>Also called "inputs;" these are your Recommendations for your annual plan to enter into the Excel Template</i>	Activities <i>What do you want to do?</i>	Outputs <i>What will result from your activity?</i>	Short-Term Outcomes <i>Measures your 2023-24 goals and may be SLO or SAOs; sometimes called "Leading" outcomes</i>	Long-Term Outcomes <i>May be Institutional Set Goals, or Program Review Goals, sometimes called "Lagging" outcomes</i>
Money to purchase an Icemaker Training Unit	Acquire an Icemaker Training Unit (TU-ICE) and integrate into ACR123	Train 25 students with equipment that satisfies the CORs, SLOs and PLOs as published and the opportunity to practice course curriculum designed for student program and workforce success.	100% of students met the SLO #1: Students completing this course will pally their knowledge to the application, service and testing of special refrigeration system components.	100% of students will complete the....

FACH Success Team Logic Model				
Goal(s) for 2023-2024: Improve student sense of belonging and increase the number/percentage of students who make career-informed major decisions				
Process			Outcomes	
Resources <i>Also called "inputs;" these are your Recommendations for your annual plan to enter into the Excel Template</i>	Activities <i>What do you want to do?</i>	Outputs <i>What will result from your activity?</i>	Short-Term Outcomes <i>Measures your 2023-24 goals and may be SLO or SAOs; sometimes called "Leading" outcomes</i>	Long-Term Outcomes <i>May be Institutional Set Goals, or Program Review Goals, sometimes called "Lagging" outcomes</i>
Funding for FACH GPD events	Implement career advising into FACH GPD events. Host two events at the beginning of primary terms that focuses on career exploration	Engaged 100 FACH students in career advising during the year	100% of participating students report that they learned about career options during the career exploration events (related to SAO)	Increase in FACH program completion among students who say they know what career they are going to pursue

Step 3: Enter the resource needs (recommendations) into Excel Template (download from the [IE planning website](#))

- **Recommendation Name:**
 - Naming convention should include: Department Name or Abbreviation
 - Number of Recommendation
 - Example: FACH-Art1

- **Recommendation:**
 - Name the recommendation with detail
 - Example: Hire a Research/Planning Technician who will help with Nuventive support and department administrative needs

- **Recommendation Status:**
 - Select the appropriate status:
 - In progress/funded
 - Not started
 - Partially completed
 - Example: Not started

- **Implementation Timeline:**
 - For this plan it should always be 2022-2023
 - Example: 2022-2023

- **Origin of Recommendation:**
 - Program review, Emerging Need, Other
 - Example: Program review

- **Expense Category:**
 - **Choose an expense category that most closely relates to your Recommendation. Select Other for Recommendations that need no funding.**
 - Staffing
 - Software, hardware
 - Instructional equipment
 - Non-instructional equipment
 - Furniture
 - Facilities
 - Other
 - Example: Staffing

- **Rationale & Expected Outcome:**
 - Must describe why this is an important investment for the College. Must also list how this recommendation is linked to a student learning outcome, a service area outcome, or

Institutional Set metric/outcome. Describe the department goal for the next year that this recommendation will help you achieve Include how this goal is related to Compton College 2024.

- Example: The goal that this position is going to help meet is creating a stronger planning process that is linked to budgeting across the campus. All departments and disciplines will be ready to create informed plans that can be evaluated. This position will support meeting the College Strategic Initiative of increasing enrollment, retention, and completion rates for our students. Specifically, we believe stronger planning will produce improved course success rates and increase the number degree completions. This position will support annual plan completion across the district.

- **Link to Tartar Completion by Design:**

- Note which Tartar Completion by Design phase this recommendation is most related to: Connection, Entry, Progress, Completion, Transition, More than one
- Example: Progress

- **Anticipated Cost:**

- Estimate what the cost will be for this recommendation.
- Example: \$80,000 with benefits

- **Primary Strategic Initiative Supporting Recommendation:**

- You must connect to one of the five Strategic Initiatives in the Compton College 2024 comprehensive master plan.
 - Improve enrollment, retention, and completion rates for our students.
 - Support the success of all students to meet their education and career goals.
 - Support students through the use of technology
 - Offer excellent programs that lead to degrees and certificates in Allied Health and technical fields.
 - Establish partnerships in the community, and with our K-21 schools.
- Example: Improve enrollment, retention, and completion rates for our students.

- **Any impact On Other Programs, Areas, or Units? List impacted areas and describe potential impact:**

- You enter any other department that would be impacted by this investment.
- Example: Human resources support would be needed to approve the job description and facilitate the job hiring process.

- **Code Requirement or External Mandate Explanation:**

- If your Recommendation is made as a result of a legal requirement or external mandate, briefly explain here.
- Example: The state Chancellor's Office has required all districts to align their planning process with the Vision for Success. This position will help the district document the alignment of the entire planning process.

- **Health and Safety Issue Explanation:**
 - If your Recommendation is made as a result of a health and safety issue, briefly explain here.
 - Example: Not applicable.

- **Technology Need Explanation:**
 - If your Recommendation has any technology aspects (e.g., classroom technology), briefly explain here.
 - Example: Not applicable.

- **Funding Type:**
 - Select the funding type:
 - Existing Resources will be used
 - Ongoing or Permanent funds needed (Enhancement)
 - One-time funds needed (Augmentation)
 - N/A

 - Example: Ongoing or Permanent funds needed (Enhancement)

Step 4: Submit your Logic Model (word doc) and Recommendations (Excel file) to the Annual Planning Sharepoint site. If you have any trouble accessing the [2023-2024 Folder in the Annual Plan Sharepoint site](#), please contact, Lauren Sosenko at lsosenko@compton.edu.

Appendix

Program Plan Assignments

Name- Due December 16, 2022	PERSON RESPONSIBLE	Unit Plan
BIST-Air Conditioning & Refrigeration	Paul Flor	Business & Industrial Studies
BIST-Auto Collision Repair/Painting	Brent Kooiman	Business & Industrial Studies
BIST-Automotive Technology	Gary Narusawa	Business & Industrial Studies
BIST-Business (incl Administration, Management, Marketing, Accounting, Real Estate, Law)	Manzoor Ahmad	Business & Industrial Studies
BIST-Computer Information Systems	Mohsen Sahebame	Business & Industrial Studies
BIST-Cosmetology	Sean Moore	Business & Industrial Studies
BIST-Machine Tool Technology & Manufacturing Technology	Michael Van Overbeck	Business & Industrial Studies
BIST-Welding	Pamela Richardson	Business & Industrial Studies
BIST-Engineering Technology (CAMS)	TBD	Business & Industrial Studies
FACH-Communication Studies	Liza Rios	Fine Arts, Communications, and Humanities
FACH-Art	Vanessa Madrid	Fine Arts, Communications, and Humanities
FACH-English as a Second Language	Brittany Olayele	Fine Arts, Communications, and Humanities
FACH-English Lit/Rhetoric & Composition (including Academic Strategies and Humanities)	Amber Gillis	Fine Arts, Communications, and Humanities
FACH-Languages (Spanish, Japanese, Sign Language)	Juan Tavarez	Fine Arts, Communications, and Humanities
FACH-Library and Library Science	Andree Valdry	Fine Arts, Communications, and Humanities
FACH-Music (includes Choir and Commercial Music)	Harvey Estrada	Fine Arts, Communications, and Humanities
FACH-Dance & Theatre	Marjeritta Phillips	Fine Arts, Communications, and Humanities
FACH-General Studies (FACH)	Rebekah Blonshine and Noemi Monterroso	Fine Arts, Communications, and Humanities
HEPS-Administration of Justice	Don Mason	Health & Public Service
HEPS-Fire & Emergency Technology	Alex Rodrigeus; Abiodun Osanyinpeju	Health & Public Service
HEPS-Human Development	Roza Ekimyan	Health & Public Service
HEPS-Kinesiology and PE (including Contemporary Health, First Aid, Nutrition and Foods)	Shannon Williams	Health & Public Service
HEPS-Nursing (including Medical Terminology)	Dr. Carol DeLilly	Health & Public Service
SSCI-Childhood Education (Early Childhood Education/ Child Development)	Hoa Pham	Social Science
SSCI-Liberal Studies	TBD (Paul Flor)	Social Science
SSCI-Ethnic Studies	Fanon Wilkins	Social Science

SSCI-History	Kendahl Radcliffe	Social Science
SSCI-Political Science	Jesse Mills	Social Science
SSCI-Psychology	Brad Conn	Social Science
SSCI-Sociology	Corina Diaz	Social Science
SSCI-General Studies (includes Anthropology, Women's Studies, Economics)	Brad Conn, Kendahl Radcliffe, Hoa Pham, and Paul Flor	Social Science
STEM-Astronomy/Physics (including Engineering)	Kent Schwitkis	Science, Technology, Engineering, and Math
STEM-Biological Sciences (Biology, Microbiology, Anatomy, Physiology, and Biotechnology)	Eyob Wallano	Science, Technology, Engineering, and Math
STEM-Chemistry	Karla Coti	Science, Technology, Engineering, and Math
STEM-Earth Science (Geology, Geography)	Leonard Clark	Science, Technology, Engineering, and Math
STEM-Mathematics (including Computer Science)	Don Roach	Science, Technology, Engineering, and Math
STEM-General Sciences/ General Studies/ Biological and Physical Sciences	Kent Schwitkis, Karla Coti, and Eyob Wallano	Science, Technology, Engineering, and Math

Unit Plan Roll-Up Process

Unit Plan (with more than 1 program plan rolling up into it)	Voting Groups/Individual Recommendations
BIST	<ul style="list-style-type: none"> • one faculty member in each program (8 total); • up to 5 staff who work with the BIST Guided Pathway Division; • the Success Team members for BIST; and, • any managers who work in the BIST division.
FACH	<ul style="list-style-type: none"> • one faculty member in each program (10 total); • up to 5 staff who work with the FACH Guided Pathway Division; • the Success Team members for FACH; and, • any managers who work in the FACH division.
HPS	<ul style="list-style-type: none"> • one faculty member in each program (5 total); • up to 5 staff who work with the HPS Guided Pathway Division; • the Success Team members for HPS; and, • any managers who work in the HPS division.
STEM	<ul style="list-style-type: none"> • one faculty member in each program (6 total); • up to 5 staff who work with the STEM Guided Pathway Division; • the Success Team members for STEM; and, • any managers who work in the STEM division.
SSCI	<ul style="list-style-type: none"> • one faculty member in each program (7 total); • up to 5 staff who work with the SSCI Guided Pathway Division; • the Tartar Success Team members for SSCI; and, • any managers who work in the SSCI division.
Student Equity and Achievement	<ul style="list-style-type: none"> • SEA meeting group • Equity Committee members

	<ul style="list-style-type: none"> • Student Success Committee • 3 math faculty, 3 English faculty
Guided Pathways	Guided Pathway Committee members

Unit Plan Assignments

Name- Due January 31, 2023	PERSON RESPONSIBLE	Area Plan
ACDA-Child Development Center	Melita Ferguson	Academic Affairs
ACDA-Distance Education	Airek Mathews	Academic Affairs
ACDA-Workforce Development	Lynell Wiggins	Academic Affairs
ACDA-Adult Education	Lynell Wiggins	Academic Affairs
ACDA-Student Success Center (including Basic Skills and tutoring)	Rebekah Blonshine	Academic Affairs
ACDA-Honors Transfer Program	Rebekah Blonshine	Academic Affairs
ADSV-Auxiliary Services (including, Purchasing, Contracts, Events)	Reuben James	Administrative Services
ADSV-Business Services (incl. Accounting, Accounts Payable, Payroll)	Dorrett Lambley	Administrative Services
ADSV-Facilities, Planning & Operations	Linda Owens	Administrative Services
ADSV-Information Technology Services (ITS)	TBD	Administrative Services
ACDA-Business & Industrial Studies (BIST)	Paul Flor	Academic Affairs
ACDA- Fine Arts, Communication, and Humanities (FACH)	Rebekah Blonshine	Academic Affairs
ACDA-Health and Public Service (HEPS)	Abiodun Osanyinpeju	Academic Affairs
HUMR-EEO & Title IX	Kemisha Roston	Human Resources
HUMR-Professional Development	Pilar Huffman	Human Resources
HUMR-Hiring, Benefits, and Evaluation	Barb Perez	Human Resources
PRES-Community Relations	Heather Parnock	President's Office
PRES-Institutional Effectiveness	Lauren Sosenko	President's Office
ACDA- Social Science (SSCI)	Paul Flor	Academic Affairs
STDS-Educational Partnerships (Promise Program, Dual Enrollment, and Orientation)	Nelly Alvarado	Student Services
STDS-First Year Experience (FYE)	Jasmine Phillips/Nicole Jones	Student Services
STDS-Transfer/Career Center	Theresa Barragan-Echeverria	Student Services
STDS-Upward Bound Math/Science	Nelly Alvarado	Student Services
STDS-Financial Aid	Keith Cobb	Student Services
STDS-Admissions & Records	Richette Bell	Student Services
STDS-Athletics	Mercedes Luna	Student Services
STDS-CalWORKs	Michelle Garcia	Student Services
STDS-Campus Police	Marcus Thompson	Student Services
STDS-Counseling (including Education Plans, Call Center, Welcome Center)	Cesar Jimenez	Student Services
STDS-EOPS/CARE	Christine Aldrich	Student Services
STDS-Special Resource Center (SRC)	Stephanie Schlatter	Student Services
STDS-Student Development	Mercedes Luna	Student Services
STDS-Equity/Basic Needs	Lydell Willis	Student Services

STDS-Foster & Kinship Programs (Foster & Kinship Care Education, FKCE; Guardian Scholars)	Pamela Godfrey	Student Services
STDS-Veteran's Resource Center	Keith Cobb	Student Services
STDS-Black and Males of Color	Antonio Banks	Student Services
STDS-STEM Center	Lorena Fonseca	Student Services
GDPY-FACH Success Team	Noemi Monterroso and Beatriz Sapiens Nunez	Guided Pathways
GDPY-HEPS Success Team	Shay Brown and Rosa Portillo	Guided Pathways
GDPY-SSCI Success Team	TBD and Beatriz Sapiens Nunez	Guided Pathways
GDPY-STEM Success Team	Desiree Corona Ramirez and TBD	Guided Pathways
GDPY-BIST Success Team	TBD and Marlene Rivera	Guided Pathways

Area Plan Roll Up Process

Area Plan (with more than 1 unit plan rolling up into it)	Voting Groups/Individual Recommendations
Academic Affairs	<ul style="list-style-type: none"> • Representative group of faculty from across the five Guided Pathway Divisions • Deans • Division Chairs
Student Services	<ul style="list-style-type: none"> • All Student Services Managers • Additional TBD
Administrative Services	<ul style="list-style-type: none"> • All Administrative Services Managers • Additional TBD
President's Office	<ul style="list-style-type: none"> • Cabinet members • Additional TBD
Human Resources	<ul style="list-style-type: none"> • Human Resources Managers • Additional TBD

Area Plans – Due March 15, 2023	Responsible Party
PRP (AA) - Academic Affairs	Sheri Berger
PRP (AS) – Administrative Services	Abdul Nasser
PRP (Academic Senate) - Academic Senate	Minodora Moldoveanu
PRP (HR) – Human Resources	Barb Perez
PRP (PO)- President's Office	Lauren Sosenko/Heather Parnock
PRP (SS) – Student Services	Nicole Jones
PRP (GP)- Guided Pathways	Sherri Berger, Nicole Jones, Desiree Corona-Ramirez