



Planning Summit Report

December 2018

In 2018, the California Community College Chancellor's Office (CO) released its new [Vision for Success](#) initiative to realize student success in the community college system. This new Vision and the corresponding [Student Centered Funding Formula](#) has created incentive in California Community Colleges to work differently to ensure student completion. The Vision for Success goals are:

1. **Decrease** the average number of units accumulated by students earning degrees, from 87 units (the most recent system-wide average) to 79 total units
2. **Increase** by 20 % the number of students annually who acquire degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
3. **Increase** by 35 % the number of students transferring annually to a UC or CSU.
4. **Increase** the % of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improve rate of 69%
5. **Reduce** equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. **Reduce** regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In November 2018, the CO released a memo that outlined how districts are to align their major guiding documents and plans to the new Vision for Success plan. The guidelines stated:

In July 2018, the Governor and the Legislature established a new funding formula for the CCCs [AB 1809, Chapter 33, Statutes of 2018]. That legislation also sought to more strongly link financial planning with broader educational planning. Specifically, it established that districts must take certain actions, including the adoption of college level performance goals that:

- 1) Are aligned with the systemwide goals in the Vision for Success,
- 2) Are measurable numerically, and
- 3) Specify the timeline for improvement.

Additionally, the law specified that local community college boards of trustees must:

- 1) Adopt the goals at a board meeting,
- 2) Include in that meeting's agenda an explanation of how the goals are consistent and aligned with the systemwide goals, and
- 3) Provide the written agenda item and summary of action to the Chancellor's Office.

Finally, the law requires that each local board:

- 1) Align its comprehensive plan to its local goals and
- 2) Align its budget with the comprehensive plan.

To align its goals with those of the state, Compton College held a Planning Summit on Friday November 2, 2018. This Planning Summit included participation by all constituent groups at the college- faculty, classified staff, administrators, and students. This report provides an overview of the work that was completed during this summit and recommendations defined by participants to complete the CO's requirements to align ourselves with the Vision for Success by May 2019.

This report presents a description of the pre-work that was conducted to prepare for the Summit, Summit findings and recommendations, and a summary of next steps to align sub-plans and create "ambitious" goals that are aligned with the CO.

How did the College prepare for the Summit?

The Core Planning Team reviewed the plan to align our 2017 Comprehensive Master Plan to the state's Vision for Success. The Core Planning Team is:

- Stephanie Atkinson-Alston, Vice President Academic Affairs
- Roza Ekimyan, Strategic Planning co-chair, Human Development faculty
- Amber Gillis, Academic Senate President, English faculty
- Steven Haigler, Vice President Administrative Services
- Joshua Meadors, Research Analyst (Classified staff)
- Jesse Mills, Academic Senate, Political Science faculty
- Abiodun Osanyinpeju, Strategic Planning co-chair, Dean Division 1
- Jasmine Phillips, Distance Education Coordinator, Human Development faculty
- Lauren Sosenko, Director Research and Planning

Lauren Sosenko created the Summit outline and agenda that the Core Planning Team reviewed and provided feedback. Roza Ekimyan commented on the work and time that was invested to create the 2017 Comprehensive Master Plan and recommended the alignment focus on creating a crosswalk instead of re-creating content in the existing Master Plan. Members agreed that this method would also be feasible during the 4-hour Planning Summit format. The Team reviewed the nine CO Vision for Success commitments and mapped them to the existing 2017 Master Plan goals and objectives. Lauren collated that feedback, mapped the Vision for Success goals to Compton's local goals, and integrated Compton College's [Tartar Completion by Design](#) framework to organize the materials, which resulted in the draft that was presented to Team 2 at the Summit.

Lauren Sosenko invited participants from the main constituency groups. She sent requests to Amber Gillis and Holly Shumacher to invite up to 10 faculty to the Planning Summit. The day before the event only five faculty had responded, so Sosenko sent another email invitation to all faculty using the “COMfaculty” email group. Several additional faculty joined the next day. Amankwa McKinzie invited members from the Classified Union. Further, Lauren Sosenko invited members of the Planning and Budget Committee (PBC), Strategic Planning Committee, and Division Deans and Faculty Leads. Finally, Elizabeth Martinez helped recruit three student participants.

What work was completed at the Summit?

The Summit event was designed to meet these goals:

- Increase participant awareness of Vision for Success content and requirements
- Align Vision for Success metrics with Compton’s Institutional Set Standards and Goals
- Review mapped Strategic Initiatives to the Vision for Success goals and commitments and provide feedback for additions.
- Update the 2017 Comprehensive Master Plan document to capture this alignment
- Set forth a plan to update key sub-plans in spring 2019

Team 1: Metrics

The Metrics Team was charged with aligning current Compton College Institutional Set Standards and Goals with the Vision for Success goals and Student Success metrics. The resulting findings and recommendations are:

1. College should add/refine measures of success (Compton College will assess baseline data in Spring 2019 and develop goals once baseline data is released from the Chancellor’s Office to its Institutional Set Standards and Goals):
 - a. Add applicant yield to Institutional Set Standards and Goals (Entry)
 - b. Refine Transfer-level English/math completion to within 1 year (Entry)
 - c. Adult Ed or ESL level completion (Entry)
 - d. Add fall-spring persistence rate (Progress)
 - e. Add Units completed in first year (Progress)
 - f. Add 9+ CTE units completed
 - g. Add average # of units for completers
 - h. Add # of students gainfully employed
 - i. Add rate of students earning a living wage

Note: These data are now publically available on the [Chancellor’s Office website](#).

2. All future college reports need to integrate a drill down option on all reporting that includes populations that experience disproportionate impact
3. In review of CO Student Success Metrics, Compton College will integrate a College comparison to other state average and regional/peer colleges to look at performance compared to others
4. Compton College will review the Simplified Metrics annually within 2 months of when the Chancellor’s Office releases the annual update (in 2019 they will be reviewed in March 2019 and again when updated in the fall 2019).
5. Add “Connection” metrics to the Institutional Set Standards and Goals. Such as:

- a. Number of high school graduates who did not enroll in college in the fall after graduation
 - b. Number of dual enrollment students enrolled at Compton College by high school district
 - c. Measure students' availability to take classes and take part in various academic support services (i.e., workshops, tutoring).
6. Consider additional "Entry" metrics (additions a-e to the box below)
- a. Number of applicants who enroll
 - b. Transfer-level math/English completion rate*
 - c. Number of students who complete Adult Ed or ESL level completion
 - d. Number of students who transition from non-credit to credit
 - e. Study what attracts students to Compton College and what incentives attract students to the campus.

Existing Institutional Set Standards or equity measures for Entry include:

Increase enrollment by 5% by 2020 for male students (from 3,986 to 4,185) and students with veteran status (from 158 to 166)

Readiness 55% (goal of 57%)

Transfer-level English completion 36% (38%)

- African American English completion 24% (26%)
- Pacific Islander English completion 8% (15%)
- Students with disabilities English completion 20% (22%)

Transfer-level math completion 24% (25%)

- African American math completion 17% (18%)
- Pacific Islander math completion 15% (23%)
- Students with disabilities math completion 18% (20%)

Persistence 57% (59%)

7. Consider additional "Progress" metrics
- a. **Decrease** the average number of units accumulated by CCC students earning associate's degrees
 - b. Mandate that students declare a specific major or meta-major upon entry by adopting a case management approach to students connecting with their counselors.
 - c. Measure students who are participating in career-oriented/awareness events on campus

- d. Measure the students that are already in their CTE field. Further, we need to determine whether or not students are involved in career internships before, during, or after their entry.
- e. Class size may affect student success rate. The team recommends a study that analyzes the relationship of class size and support services (i.e. tutoring) to all success measures (i.e., course success, completion, retention, persistence).

Existing Institutional Set Standards or equity measures for Progress include:

Increase 30 Unit completion from 60% to 63%

Increase course success from 68% to 72% *(not to dip below 63%)*

African American course completion 59% to 62%

Pacific Islander course completion 44% to 47%

Students with disabilities course completion 63% to 66%

Foster youth students course completion 48% to 50%

- 8. Consider additional “Completion” metrics
 - a. **Increase** by at least 20 percent the number of CCC students annually who acquire associate’s degrees, credentials, certificates, or specific skills sets that prepare them for in-demand job
 - b. Mandate that students declare a specific major or meta-major upon entry by adopting a case management approach to students connecting with their counselors through the progression stage.

Existing Institutional Set Standards or equity measures for Completion include:

Overall Completion — Baseline: 35.9% → Target: 37.7%

CTE Completion — Baseline: 58.0% → Target: 60.9%

- 9. Consider additional “Transition” metrics
 - a. **Increase** by 35% the number of students annually who acquire degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
 - b. **Increase** the % of exiting CTE students who report being employed in the field of study, from the most recent statewide average of 60 percent to an improve rate of 69%
 - c. Transfer readiness: (completion of the “golden four”: 4 gatekeeper classes that students must take in order to transfer to a 4- year institution?)
 - d. Measure student placement within the CTE fields

Existing Institutional Set Standards or equity measures for Transition include:

Transfer Rate— Baseline: 24.6% → Target: 25.8%

Team 2: Alignment with Vision for Success

Team 2 participants aligned the current Compton College Comprehensive Master Plan Initiatives with the Vision for Success commitments and goals. The Commitments and Goals are presented for reference, and then Team 2's edits to the Strategic Initiative Crosswalk, which was originally created by the Core Planning Team, are presented in in the table below using Track Changes.

The Vision for Success Commitments are:

- a. Focus relentlessly on students' end goals
- b. Always design and decide with the student in mind
- c. Pair high expectations with high support
- d. Foster the use of data, inquiry, and evidence
- e. Take ownership of goals and performance
- f. Enable action and thoughtful innovation
- g. Lead the work of partnering across systems

The Vision for Success Goals are:

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Compton College Strategic Initiative from the Comprehensive Master Plan	Vision for Success Commitment Alignment	Vision for Success Goal Alignment
<p>GOAL 1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS.</p> <p>Objective 1. Tailor degree and certificate programs to meet the needs of our students.</p> <p>Key Action Steps: Move basic skills classes from credit to non-credit; Increase efforts to attract students from the community; Provide orientation and customer service training for all campus personnel.</p>	A, B, C, F	1, 2, 3 Note: Added 3 for transfer degrees
<p>Goal 1, Objective 2. Educate students about pathways to graduation and transfer.</p> <p>Key Action Steps: Fully and successfully implement Student Equity and Achievement (SEA) plan; Align degree and certificate programs to meet local labor market needs; Provide professional development in student education planning, increase involvement and engagement in the planning process; Make mandatory/highly encourage participation in Human Development 10 (or similar classes) for all first time students.</p>	D, C, F, B, G Note: Added G for workforce development	3, 4, 5
<p>Goal 1, Objective 3. Provide a student-centered environment that leads to student success.</p> <p>Key Action Steps: Research current student needs and programs; Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.</p>	D, C, A, B, E	2, 3, 4, 5
<p>GOAL 2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</p> <p>Objective 1. Attract and retain traditional students while increasing focusing on retaining non-traditional students through a combination of innovation and partnerships.</p> <p>Key Action Steps: Create and provide additional resources for Dream Act students with their needs in mind; Strengthen curriculum design with a focus on students' needs, expectations, and end goals for transfer and awards.</p>	A, B, C, F, G	2,3, 4
<p>Goal 2, Objective 2. Minimize the equity gap for access, retention, graduation rates, and employment.</p> <p>Key Action Steps: Provide more supportive and innovative services like Brother-to-Brother and First Year Experience; Hire more personnel that are men of color and culturally competent to reflect our community demographics.</p>	A, B, D, F, C	5, 6
<p>Goal 2, Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their end goals.</p> <p>Key Action Steps: Offer more courses that meet the demands of the current job market; Use existing data to ensure that courses required for transfer are offered consistently and are available at a variety of times that reflect student need; Improve and expand upon existing successful programs to increase student access to both academically rigorous courses and a variety of support services on campus.</p>	A, B, C, D, F, G	1,2,3, 4
<p>GOAL 3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.</p> <p>Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.</p> <p>Key Action Step: Acquire Early Alert system, implement, and provide training.</p>	A, C, F, B	1-5
<p>Goal 3, Objective 2. Provide robust distance education course and service offerings.</p> <p>Key Action Steps: Improve the online counselor to student ratio; Improve technical support for faculty and staff; Provide regular distance education training workshops for faculty.</p>	A, B, C, D, F	2,3

<p>Goal 3, Objective 3. Enhance technology for teaching and learning through professional development.</p> <p>Key Action Steps: Upgrade/recycle computer and other technology; equipment on a scheduled basis; Adopt a course management system (Canvas); Upgrade classrooms to smart classrooms; Improve the reliability of Wi-Fi access across the camp</p>	B, C, E, F, G	2, 3
<p>GOAL 4. OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH, AND TECHNICAL FIELDS.</p> <p>Objective 1. Increase the number of degrees and certificates awarded in the health and technical fields.</p> <p>Key Action Steps: Increase Career and Technical Education (CTE) two-year degree options for evening students; Create a pipeline for students entering, and exiting with a CTE certificate or degree while retaining students in cohorts; Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).</p>	A, B, C, E, D	2, 4, 1
<p>Goal 4, Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.</p> <p>Key Action Step: Increase outreach for health and technical field programs, including engaging community professionals.</p>	A, B, E, G, D	4, 2, 6
<p>Goal 4, Objective 3. Create collaborative partnerships with industry leaders in the allied health and technical fields.</p> <p>Key Action Steps: Collaborate with the regional Workforce Investment Boards; Create a Collaborative Partnership Planning Team to develop and help implement a plan.</p>	A, E, F, G	4, 2
<p>GOAL 5. ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS.</p> <p>Objective 1. Establish faculty to faculty partnerships with K-12 Adult feeder schools to better align curriculum between the two segments, and to improve student preparation.</p> <p>Key Action Step: Provide professional development workshops for faculty on Common Core, basic skills and underprepared students</p>	B, F, G	1, 2, 3, 6
<p>Goal 5, Objective 2. Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.</p> <p>Key Action Step: Analyze workforce trends to identify two new CTE program areas.</p>	A, B, D, E, F, G	4
<p>Objective 3. Respond to the broader needs of the community served by Compton Community College District.</p> <p>Key Action Steps: Fully implement a college ambassador program Improve transportation options for our campus. Offer high school classes on campus. Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs. Offer Center classes at high schools, peer mentors, bike friendliness, public relations, re-establish Kollege for Kids</p>	A, B, C, G, D	1, 2, 3, 6

Team 3: Sub-plan Alignment

Team 3 identified the sub-plans that should be reviewed and updated in early 2019. The team recommended that all plans be updated due to all of the changes that the campus is currently experiencing (conscious uncoupling with ECC, implementing Banner, PeopleSoft, Guided Pathways program, personnel, bookstore vendor). These plans include:

Plan	Committee Responsible
2017 Comprehensive Master Plan (Chapters 1-4)	Core Planning Team (Lauren Sosenko)
2017 Comprehensive Master Plan (Chapters 5-7)	Facilities (Linda Owens and Mandeda Uch)
2017 Human Resources Staffing Plan	
2017 Technology Master Plan	Technology Committee (Andrei Yermakov and David Maruyama)
2019-2022 Enrollment Management	Enrollment Management Plan Workgroup (Elizabeth Martinez and Juan Tavaréz)
Program Review and Planning Handbook	Institutional Effectiveness Committee (IEC; Steve Haigler and Paul Flor)

Team 3 also considered who should participate in these updates. The team recommended that key Committees be responsible for the updates, but that everyone (i.e., Administration, Faculty, Staff, Students) get a chance to participate. Team 3 liked the current Planning Summit because as one respondent noted, “the changes affect us all in different ways that needs to be taken into account BEFORE the final decisions are made and we end up at an impasse because of something that wasn’t considered by the decision makers.”

Team 3 went on to report that shared governance overall could be strengthened at Compton College by better communication and “closing the loop” so that people who give suggestions know how those suggestions were considered. The team recommended a reporting template to standardize the way the information is presented. The template should cover the critical points in a summarized format that can be passed on to the P/R and Marketing department, other committees, and posted on the Compton website. Further the team talked about how information can be better communicated through Tartar Talks, Website updates, one on one conversations (those with info should publicize what they know – share with others casually), staff meetings, committee meetings, and social media. The Team recommended using different methods of communication to account for the different ways people learn and the different audiences that need to be reached.

The Team also considered recommended changes to the 2017 Comprehensive Master Plan (Chapters 1-4) were Comprehensive Master Plan Chapters, noted below:

Existing	Proposed Additions/Changes
Planning Context	<ul style="list-style-type: none"> -Update Compton Center to Compton College throughout -Vision for Success Alignment -Student Center Funding Formula -Tartar Completion by Design adoption -Description of new additions to existing plan and methods/participants to complete these additions and alignment

	-Rework Strategic Goals and Objectives 2017-2022 to align with Vision for Success Goals and Commitments (as noted in this document)
Compton Community College District & Background	Advances with ACCJC and CO declarations of independence
Profile of the campus, community and students	No change
Programs and services	Map to Completion by Design

What was the response to the Summit?

Participants submitted comments about what was most meaningful to them about the Planning Summit. Many respondents reported that they appreciated the opportunity to talk to others and noted the civil and productive tenor of the Summit. One respondent stated, “It feels good to be asked form my opinion and ideas.”

Respondents also noted ways to improve the Summit. One respondent suggested that, “College goals need to be SMART, as they are otherwise vague.” SMART stands for specific, measurable, achievable, relevant, and time-bound. Another participant noted that the Planning Summit was too structured and wished for more dialog about where the college is headed.

One lesson learned about this Summit was related to invitations. If the future, coordinating administrators will send open invitations to the entire campus community, in addition to working with key faculty and staff leadership (e.g., Senate and unions). Further, participants asked if the Summit effort could be a quarterly event to engage college stakeholders.

Recommended Alignment Process and Timeline:

- Commitment statement due to the California Community College Chancellor’s Office by December 15, 2018.
- Collect feedback from key constituents at the Planning Summit (described in this report) about the alignment process and content.
- Hire consultant to support document updates in spring 2019
- Conduct March 2019 Planning Summit to review baseline data and revise existing and set new Institutional Set Standards and Goals that include Vision for Success metrics.
- Request that existing committees update sub-plans in spring 2019 (List on page 9). Due to the Core Planning Team by April 16, 2019.
- Updated Plans due for Academic Senate reading and review, April 18 and May 2, 2019
- Updated Plans due for Consultive Council review, May 6, 2019
- Updated Plans due to Board of Trustees on May 21, 2019

Special Thanks to the Planning Summit Participants:

First Name	Last Name	Role
Nelly	Alvarado	Administrator
Ernest	Argel	Classified
Jose	Bernaudo	Faculty
Leonard	Clark	Faculty
Keith	Cobbs	Administrator
Keith	Curry	Administrator
Stephanie	Dewitt	Classified
Colleen	Edwards	Classified
Essie	French-Preston	Faculty
Steve	Haigler	Administrator
Vanessa	Haynes	Faculty
Parnock	Heather	administrator
Charles	Hobbs	Faculty
Gloria	Hughes	Classified
LaVetta	Johnson	Classified
Gwen	Johnson	Classified
Myishe	Laitz	Student
Joseph	Lewis	Classified
Travis	Martin	Classified
Elizabeth	Martinez	Administrator
Amankwa	McKinzie	Classified
Joshua	Meadors	Classified
Jesse	Mills	Faculty
Thomas	Norton	Faculty
Abiodun	Osanyinpeju	Administrator
Iris	Oviedo	Student
Barbara	Perez	Administrator
Hoa	Pham	Faculty
Syria	Purdom	Classified
Jessica	Sanchez	Classified
Cliff	Seymour	Classified
David	Simmons	Classified
Lauren	Sosenko	Administrator
Andree	Valdry	Faculty
Demetries	Walton	Student
Aura	Weber	Classified
Lynell	Wiggins	Administrator
Valerie	Woodward	faculty
Andrei	Yermakov	Administrator