

Annual Planning at Compton College

2023-2024 Annual Planning Cycle Final Report

October 2023



During the 2022-2023 academic year, the College planned for the 2023-2024 academic and fiscal year presenting recommendations to meet the college goals (presented in the appendix). In this process, annual plans start at the program level, roll up into a unit level, and then roll up into an area-level plan. The college's area plans then roll up into this final college plan.

This report is a summary of the planning cycle process and outcomes. This report describes how lessons learned from the previous year were integrated to refine the planning process; the 2023-2024 planning cycle; faculty professional development proposals; evaluation findings from the 2022-2023 planning recommendations; and lessons learned from the 2023-2024 cycle.

Closing the Loop on Lessons Learned from the 2021-2022 Planning Cycle

During the 2022-2023 planning cycle, Compton College continued to implement recommendations for improvement identified during the 2021-2022 cycle. These included:

- Integrating major grants into the planning process;
- Continuing to utilize the functionality within eLumen to support existing processes for program review and service area outcomes assessment and explore methods to adapt the eLumen platform to support our annual planning process, which currently utilizes Excel and Word documents;
- Developing a strategy to encourage completion of overdue program reviews, annual plans, and evaluations such as requiring completion as a condition of being considered for funding through the annual planning process;
- The training of the business office processes should be offered regularly to support the capacity of employees to submit requisitions and process payments quickly and efficiently, especially as the campus transitions from PeopleSoft to the BEST purchasing system;
- The planning cycle does not evaluate recommendations that use existing funds. As the college planning process develops it will be essential that departments continue to “pivot” and use existing resources for new ideas. This will require a strong evaluation of current practices so that faculty, staff, and managers can determine which practices are effective and which can be stopped or repurposed for new, emerging ideas. This recommendation will be integrated into the training for the 2023-2024 annual planning cycle.

Implementation of the 2023-2024 Planning Cycle

Compton College’s planning calendar is described in [Compton Community College District Academic Regulation 6200 - Budget Calendar](#). The annual plan for program and unit-level plans consisted of two items:

- 1) the logic model (word document) and
- 2) the recommendation Excel file.

The logic model maps recommendations to activities to outcomes and supports the author’s understanding of how a recommendation is linked to activities, outcomes, and higher-level institutional set goals. The recommendation Excel file requires authors to define the recommendation, its expense category, its link to the college strategic initiatives and Tartar Completion by Design, the amount required, and whether it is an ongoing or one-time request. If a recommendation did not require new funds (i.e., existing budgets would be allocated or there was no expected cost for the recommendation), authors did not have to submit a recommendation Excel file. The table below presents the list of the 2023-2024 program plans and their completion status:

Program Plans	Status	Unit
Air Conditioning & Refrigeration	X	BIST
Auto Collision Repair/Painting	✓	BIST
Automotive Technology	✓	BIST
Business (including Administration, Management, Marketing, Accounting)	X	BIST
Computer Information Systems	✓	BIST
Cosmetology	✓	BIST
Machine Tool Technology	✓	BIST
Welding	✓	BIST
Engineering Technology (CAMS)	X	BIST
Music (includes Choir and Commercial Music)	X	FACH
Communication Studies	X	FACH
Art	✓	FACH
General Studies	X	FACH
English Lit/Rhetoric & Composition, & Academic Strategies	✓	FACH
Foreign Languages (Spanish, Japanese, Sign Language)	X	FACH
English as a Second Language	✓	FACH
Library Science	X	FACH
Social Media & Film/Video (includes Journalism)	X	FACH
Dance & Theatre	X	FACH
Kinesiology/PE/General Studies (including Contemporary Health and First Aid)	✓	HEPS
Nursing (including Medical Terminology)	X	HEPS

Administration of Justice	X	HEPS
Fire & Emergency Technology	X	HEPS
Human Development	✓	HEPS
Child Development	✓	SSCI
Liberal Studies	X	SSCI
Ethnic Studies	✓	SSCI
History	✓	SSCI
Political Science	✓	SSCI
Psychology	X	SSCI
Sociology	✓	SSCI
General Studies (includes Anthropology, Women's Studies, Economics)	X	SSCI
Astronomy/Physics	✓	STEM
Biological Sciences	✓	STEM
Chemistry	✓	STEM
Earth Science	✓	STEM
Mathematics	✓	STEM
General Sciences/General Studies/Biological and Physical Sciences	X	STEM

Unit Plan Name	Status	Area Plan
Child Development Center	X	Academic Affairs
Distance Education	✓	Academic Affairs
Workforce Development	✓	Academic Affairs
Adult Education	X	Academic Affairs
Student Success Center	✓	Academic Affairs
Library	✓	Academic Affairs
Honors Transfer Program	X	Academic Affairs
Auxiliary Services (incl., Purchasing, Contracts, Events)	✓	Administrative Services
Business Services (incl. Accounting, Accounts Payable, Payroll)	X	Administrative Services
Facilities, Planning & Operations	✓	Administrative Services
Information Technology Services (ITS)	✓	Administrative Services
Business and Industrial Studies (BIST)	✓	Academic Affairs
Fine Arts, Communication, and Humanities (FACH)	✓	Academic Affairs
FACH Tartar Success Teams (TST)	✓	Guided Pathways
HEPS Tartar Success Teams (TST)	✓	Guided Pathways

SSCI Tartar Success Teams (TST)	✓	Guided Pathways
STEM Tartar Success Teams (TST)	✓	Guided Pathways
BIST Tartar Success Teams (TST)	✓	Guided Pathways
Health and Public Service Guided Pathway Division (HEPS)	✓	Academic Affairs
EEO & Title IX	✓	Human Resources
Professional Development	✓	Human Resources
Community Relations	✓	President's Office
Institutional Effectiveness	✓	President's Office
Social Science Guided Pathway Division (SSCI)	✓	Academic Affairs
Science, Technology, Engineering, and Math (STEM)	✓	Academic Affairs
Black and Male of Color Student Success	✓	Student Services
Educational Partnerships	✓	Student Services
First Year Experience (FYE)	✓	Student Services
Foster & Kinship Programs	✓	Student Services
Transfer/Career Center	✓	Student Services
Upward Bound Math/Science	✓	Student Services
Veteran's Resource Center	✓	Student Services
Financial Aid	✓	Student Services
Admissions & Records	✓	Student Services
Athletics	✓	Student Services
CalWORKs	✓	Student Services
Campus Police	✓	Student Services
Counseling (incl. Call Center and Welcome Center)	✓	Student Services
EOPS/CARE	✓	Student Services
Special Resource Center (SRC)	✓	Student Services
Student Development	✓	Student Services
Equity	✓	Student Services
STEM Center	✓	Student Services

Area Plan Name	Status	College Plan
Academic Affairs	✓	College
Guided Pathways	✓	College
Human Resources	✓	College
Academic Senate	✓	College
President's Office	✓	College
Student Services	✓	College
Administrative Services	✓	College

All recommendations were collated and captured in a Qualtrics online survey for the voting process described below.

Voting Roll Up Process

Compton College implements a voting system where respondents rank the recommendations by expense category (e.g., furniture, facilities, instructional equipment, non-instructional

equipment, software/hardware, staffing, and other). For each unit that has program annual plans rolling up into it, the Office of Institutional Effectiveness recommended that respondents include at least the following make-up to ensure representation of faculty, staff, or managers knowledgeable about the unit/area functions in the voting process:

Unit/Area Plan	Status	Voting Groups/Individuals
College	<input type="checkbox"/>	<ul style="list-style-type: none"> • Cabinet
Academic Affairs	<input type="checkbox"/>	<ul style="list-style-type: none"> • Faculty from each Guided Pathway Division • Managers who work with Academic Affairs • Staff who work with Academic Affairs
Administrative Services	<input type="checkbox"/>	<ul style="list-style-type: none"> • All administrative services managers
Student Services	<input type="checkbox"/>	<ul style="list-style-type: none"> • All student services managers
Human Resources	<input type="checkbox"/>	<ul style="list-style-type: none"> • Managers who work in Human Resources
President’s Office	<input type="checkbox"/>	<ul style="list-style-type: none"> • Cabinet members
Guided Pathways	<input type="checkbox"/>	<ul style="list-style-type: none"> • Guided Pathways Committee members
BIST	<input type="checkbox"/>	<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 Tartar Success Team members for BIST; and, • any managers who work in the BIST division.
FACH	<input type="checkbox"/>	<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 Tartar Success Team members for FACH; and, • any managers who work in the FACH division.
HPS	<input type="checkbox"/>	<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 Tartar Success Team members for HPS; and, • any managers who work in the HPS division.
STEM	<input type="checkbox"/>	<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 Tartar Success Team members for STEM; and, • any managers who work in the STEM division.
SSCI	<input type="checkbox"/>	<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.

Note: The Academic Senate President completed the prioritization of the Academic Senate plan.

The Office of Institutional Effectiveness returned the voting results to the deani, director, or vice president responsible for the unit or area plan for consideration. This manager then considered the voting results and provided a final recommendation to move the plan forward. The manager was also instructed to provide a reason if they did forward a specific recommendation,

which was captured and published in the feedback report.

Managers, directors, deans, and vice presidents who were responsible for prioritizing unit and area plans created the feedback report that is posted publicly on the Institutional Effectiveness Planning webpage for stakeholders to review. The report authors show all recommendations considered and provide a justification narrative for the recommendations that were elevated into the unit/area plan, as well as for those recommendations that were eliminated from consideration, revamped, or funded in a different way.

The 2023-2024 planning process included 184 recommendations from across the campus. Eighty recommendations were not identified for funding. These recommendations may need additional information about the request, may use existing resources, or may not be prioritized at this time or approved. Users should reference the 2023-2024 College Plan Feedback Report for more information. These recommendations will not be a part of the annual planning evaluation, rather the areas, units, and programs should follow up and address them with existing resources, more information, or consider new ideas next year.

Eighty-nine (89) recommendations were approved outside of the General Fund, totaling \$1,537,738

2023-2024 Recommendation

**Amount
Funded President/CEO
 Recommendation**

AB 1705

1	AA62: SSC5 - Provide students with incentives to utilize on-campus L-SSC tutoring and resource services- \$10,000- Ongoing	\$10,000	Approved
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AB 1705 Fund Total \$10,000

American Rescue Fund

2	AA5: DE: Canvas support contract - 3 years - \$7,000 - Ongoing	\$7,000	Approved
3	AA3: DE3 - [Respondus 4.0] Software that allows the use of text files to upload exams to Canvas.- \$2,100- Ongoing	\$2,100	Approved
4	AA4: DE7 - [Atomic Search] Software that allows users to search for specific content or key phrases contained in Canvas courses. - \$2,350- Ongoing	\$2,350	Approved
5	AA26: SSC3 - Purchase calculators for students to use in-center as an equity resource, potential for Semester/Day/Finals Week loan outs- \$3,000- Ongoing	\$3,000	Approved
6	AA2: DE2: [Honorlock] Software that will perform Automated test proctoring in the Canvas Learning Management System.- \$9,000- Ongoing	\$9,000	Approved

American Rescue Fund Total \$23,450

Balmer Grant

7	PRES-IE7: Summer Scholars Transfer Institute- \$100,000- Ongoing	\$100,000	Approved
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Balmer Fund Total \$100,000

COVID Block Grant or Carryover

8	SS1: BMCS1: Hire a provisional Student Services Advisor-	\$70,000	Approved
9	SS1: BMCS3: Funding and incentivizing student engagement and participation	\$35,000	Approved
10	SS1: BMCS2: Fund programmatic components	\$20,000	Approved
11	SS1: BMCS4: Identifying presenters for enhanced student/ professional development and engagement series	\$20,000	Approved
1 2	SS2: CEPCCWC-11: Fund transportation for students to local campus tours	\$5,000	Approved
13	PRES1: ComRel1: Hire Full-Time Web Developer - \$110,000 - Ongoing	\$110,000	Approved
14	PRES14-IE4: Strategic planning events and community survey	\$30,000	Approved

COVID Block Grant or Carryover Total \$290,000

Chico CHC Subgrant

1	PRES6-IE6: CalFresh Events	\$3,000	Approved
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Chico CHC Subgrant Total \$3,000

Enrollment and Retention Fund

16	SS7: A&R9: Purchase student tracking software for dual enrollment partner high school districts	\$20,000	Approved
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Enrollment and Retention Fund Total \$20,000

Equal Employment Opportunity Fund

17	HR10: HR3- Major and reoccurring projects and partnerships (job fair, scanning, rideshare, EASE) are completed timely manner	\$30,000	Approved
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Equal Employment Opportunity Fund Total \$30,000

Hourly Fund

18	HR2: HR2-Hire a provisional senior administrative assistant to support the Vice President, Human Resources	\$29,000	Approved
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Hourly Fund Total \$29,000**Instructional Equipment Fund**

19	AA29: STEM12: LifeSci10: Purchase Isotemp™ Value Lab Freezer, small manual-defrost freezer- \$1,814- One-time	\$1,814	Approved
20	AA16: STEM4: PHYS16: Get 20 laptops- \$12,000- One-time	\$12,000	Approved
21	AA21: STEM7: Bio #36. Transverse section of the head-nervous Something is mission system #56685-	\$11,998	Approved
22	AA31: STEM15: LifeSci14: Purchase histology slides to replace missing or damaged ones, 3 sets- \$2,809- One-	\$2,809	Approved
23	AA34: STEM17: LifeSci15: Purchase skeletal system storage boxes, 20 needed- \$5,304- Ongoing	\$5,304	Approved
24	AA37: STEM19: Bio #13. Purchase 2 sagittal skull models- \$3,400- One-time	\$3,400	Approved
25	AA38: STEM20: Bio #16. Skeletal system - 2 Human skeleton - Carolina- \$1,735- Ongoing	\$1,735	Approved
26	AA40: STEM 21: Bio #17. Disarticulated skull-skeletal system 4 Carolina - \$5000 - Ongoing	\$1,075	Approved
27	AA25: FACH26: LIB8 - JoVE- Expand offerings in Biochemistry discipline - \$33,580 - Ongoing	\$33,580	Approved
28	AA60: STEM41: LifeSci11: Purchase mini fridge to store media and other reagents for biotech- \$300- One-time	\$300	Approved
29	AA41: STEM 22: Bio #18. Colored skull skeletal system asked 8-Carolina- \$506- One-time	\$506	Approved
30	AA42: STEM23: Bio #20. Bone issue-skeletal system 2 each \$215 - Carolina- \$430- One-time	\$406	Approved
31	AA43: STEM24: Bio #29. Low limb muscles 4 - Carolina Item # 566717- \$11,400- One-time	\$11,400	Approved
32	AA44: STEM25: Bio #30. Upper limb muscles 4 - Carolina # 566716- \$10,500- One-time	\$10,500	Approved
33	AA45: STEM26: Bio #31. Torso muscles 4- Carolina #566637- \$22,300- One-time	\$22,300	Approved
34	AA46: STEM27: Bio #32. Whole body muscles 4 - Carolina #566643A- \$19,140- One-time	\$19,140	Approved

35	AA47: STEM28: Bio #33. Head & neck -muscles /blood vessels 2 - Carolina- \$2,350- One-time	\$2,350	Approved
36	AA48: STEM29: Bio #34. Hand muscles 2 - Carolina- \$282- One-time	\$282	Approved
37	AA49: STEM30: Bio #37. 15 parts human brain-nervous system 4 - Carolina 566780- \$5,300- One-time	\$5,300	Approved
38	AA50: STEM31: Bio #38. Human brain & arteries-nervous system 4	\$4,060	Approved
39	AA51: STEM32: Bio #39. Dura -mater-nervous system 2 Carolina	\$3,080	Approved
40	AA52: STEM33: Bio #41. Brain system - nervous system 2-\$840- One-time	\$840	Approved
41	AA53: STEM34: Bio #42. Sympathetic nervous system 2	\$5,560	Approved
42	AA54: STEM35: Bio #43, Lymphatic system 2	\$4,600	Approved
43	AA55: STEM36: Bio #44. Heart/cardiovascular system 8	\$713	Approved
44	AA56: STEM37: Bio #45. Lung-respiratory systems 2	\$2,450	Approved
45	AA57: STEM38: Bio #35. Foot 4 - Carolina	\$700	Approved
46	AA58: STEM39: Bio #46. Male reproductive system 2	\$1,780	Approved
47	AA59: STEM40: Bio #40. Midsagittal section of the head & neck -nervous system - Carolina	\$405	Approved
48	AA61: STEM: LifeSci13: Install pointers on all anatomy microscope eyepieces	\$3,000	Approved
49	AA10: STEM1: Bio #11. Purchase YSI 2500 biochemistry analyser	\$21,850	Approved
50	AA13: STEM2: Bio #10. Purchase 4 fisher Science education Precision balance with Draftshield-	\$5,760	Approved
51	AA22: STEM9: LifeSci22: Purchase Adjustable Volume Micropipettes, classroom set for 8, 2 needed	\$10,230	Approved
52	AA20: STEM6: PHYS15: Demonstration equipment (Cavendish, e/m, Millikan)	\$10,000	Approved
53	AA18: STEM5: LifeSci9: Purchase aspiration system required in order to do Cell Culture, 2 needed	\$6,912	Approved

Instructional Equipment Fund Total \$195,926

Lottery

54	AA14: SSC2-Build student language learning and fluency through the Rosetta Stone software program	\$8,000	Approved
55	AA19: STEM6: PHYS14: Get a ladder	\$250	Approved

Lottery Total \$8,250**MESA**

56	GP6: STEMTST2: Make It Happen Spring 2024	\$6,000	Approved
57	GP8: STEMTST1: Make It Happen Fall 2023	\$6,000	Approved
58	AA30: STEM14: PHYS3: Obtain hardware to launch 1 weather balloon per year	\$1,000	Approved

MESA Total \$13,000**Professional Development Funds**

59	SSPD Funds: CEPCCWC-14: Fund all Career Assessments/Inventories and Programs/Databases	\$15,000	Approved
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Professional Development Fund Total \$15,000**Scheduled Maintenance**

60	AS8: Aux 4: Three new Marquees', two for Artesia & one for Greenleaf entrances	\$200,000	Approved
61	AS17: Aux 2: Vending Machines Metal Roll-Up Doors	\$40,000	Approved

Scheduled Maintenance Total \$240,000**Strong Workforce**

62	ELD1: Purchase 6 FCAW Welding machines Suitcases and power sources- \$40,000-	\$40,000	Approved
63	AA32: STEM16: LifeSci20: Purchase Countertop Ice Maker Machine to preserve DNA, RNA, and protein	\$650	Approved
64	GP10: HEPSTST4: Started Kits for Nursing Students: Nursing students to have access to their uniform and supplies needed for the program	\$20,000	Approved
65	AA11: STEM4: LifeSci24: Purchase Important Biotech Equipment	\$43,758	Approved
66	AA24: BIST11: WELD2: Purchase 6 SMAW CC	\$30,000	Approved

67	AA15: STEM3: LifeSci18: Purchase of anatomy models currently in scarce supply to increase quantities to enhance students hands-on learning	\$38,250	Approved
68	AA23: BIST10: WELD3: Teach sheet metal fabrication alongside structural fabrication	\$20,000	Approved
69	AA28: BIST12: WELD1: Purchase 6 FCAW Welding machines Suitcases and power sources	\$40,000	Approved

Strong Workforce Total \$232,658

Guided Pathways Success Teams

70	GP9: HEPSTST1: Conference Scholarship- This activity will allow students to attend conferences.	\$8,000	Approved
71	GP4: FACHTST2: FACH Spring Talent Showcase - Provide snacks, student incentives, and purchase event supplies	\$1,400	Approved
72	GP11: FACHTST6: Social Mixers for Students/Faculty/Staff - Provide snacks/drinks	\$1,000	Approved
73	GP15: HEPSTST7: The HPS Guided Pathway, in collaboration with the STEM TST, plans to create a panel of Medical and Health professional speakers The purpose of the HPS virtual transfer and career conference is to support students in clarifying their path and declared major. The HPS Guided Pathway, in collaboration with the STEM TST, plans to create a panel of Medical and Health professional speakers	\$1,000	Approved
74	GP18: HEPSTST8: "Spring" or "Fall" into Health Event: The HPS Guided Pathway plans to hold an on-campus event to include demonstrations and booths such as nursing doing blood pressure checks, kinesiology and health providing sports and nutrition samples. The purpose of the HEPS event is to bring awareness to our programs, courses and degrees, and encourage students to enjoy better health and wellness by taking HEPS courses	\$1,500	Approved
75	GP1: FACHTST1: Purchase FACH swag to distribute to students on New Student Welcome Day to entice students to enroll in FACH majors/courses.	\$800	Approved
76	GP2: FACHTST4: Student incentives to participate in academic/career workshops, events, and tutoring. Provide \$25 Compton College bookstore vouchers-	\$1,500	Approved
77	GP3: FACHTST3: Social events/activities for Students - Pay for guest speakers, workshop facilitators, performances, field trips, etc	\$3,300	Approved

78	GP7: FACH-ST5: Off Campus Social Events (Provide Transportation + ticket + meals) 1 per year	\$2,000	Approved
79	GP16: HEPSTST 6: Transfer Career Conference: The recommendation is to create an on-campus or virtual HPS Transfer and Career Conference that will provide workshops and career panels in each HPS major regarding transfer and career pathways and requirements. In order to support students towards completion the conference will provide transfer and career information for students to make informed decisions about their goals. The purpose of the HPS virtual transfer and career conference is to support students in clarifying their path and declaring their major.	\$4,500	Approved
80	GP14: HEPSTST5: Student Success HEPS Study Jams: The HPS Guided Pathway plans to implement virtual study jams focusing on support for gate-keeper courses, and success workshops which can potentially include (how to study, growth mindset, note taking, etc	\$2,000	Approved
81	GP: SSCI: Expose students to different career options with a degree in the social sciences	\$1,000	Approved
82	GP: SSCI: Promote the completion of transfer-level math and English by encouraging students to attend tutoring for those subjects	\$3,000	Approved
83	GP: SSCI: Take students on museums and historical site visits to learn more about their own culture, and of others	\$1,000	Approved
84	GP: SSCI: Speakers will introduce students to social issues and movements	\$2,000	Approved
85	GP: SSCI: College-University tour to increase awareness of transfer options	\$1,000	Approved
86	GP: SSCI: Social mixers with students, faculty and staff	\$1,000	Approved
87	GP: SSCI: Workshops and speakers to support mental and physical wellness and destigmatize mental health challenges	\$1,000	Approved

Guided Pathways Success Teams Total \$37,000

Teaching and Learning Fund

88	AA33: DE8-The Distance Education Department will fund providing training for faculty to achieve DE Certification.	\$25,000	Approved
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Teaching and Learning Fund Total \$25,000

Veterans Outreach Fund

89	SS4: Vet1: Established a book voucher and book loan program. Purchase VRC marketing items to advertise the Compton College Veteran Resource Center	\$5,000	Approved
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Veterans Outreach Fund Total \$5,000

Fifteen (15) recommendations were approved for the general fund, totaling \$230,445.

General Fund

1	HR3: HR4-Office space and or equipment for all department managers \$25000	\$25,000	Approved
2	SS1: A&R2: Get funding to hire a provisional Evaluation Specialist- \$50,000-	\$60,000	Approved
3	PRES2: ComRel4: Combine Mailroom/Switchboard and Copy Center - \$1,000 - One-time	\$1,000	Approved
4	AA9: STEM13: PHYS7: Maintain, repair, and upgrade equipment (include DIY equipment studies)- \$5,000- Ongoing	\$5,000	Approved
5	AA6: STEM2: LifeSci8: Repair and annual certification of fume hood (MS 109)- \$1,500- One-time	\$1,500	Approved
6	AA27: SSC4- Create visible indoor/outdoor signs for the L-SSC to promote student engagement and visibility. - \$10,000- Ongoing	\$10,000	Approved
7	AS11: Facilities 1: Purchase one mower-\$60,000- One-time	\$60,000	Approved
8	SS6: SRC1: Funding for SRC Summer Bridge and Road to Transition- \$6,000- Ongoing	\$6,000	Approved
9	HR6: PD1-Design, plan, and implement ongoing programs that promote professional development of faculty, staff, and administrators-\$50,000	\$25,000	Approved
10	SS2: Transfer-Career9: Fund all Career Assessments/Inventories and Career Development Databases and online tools- \$10,000- Unknown	\$5,000	Approved
11	AA35: STEM18: LifeSci16: Purchase two carts to store large-sized anatomy models- \$1,445- Ongoing	\$1,445	Approved
12	SS2: EdPart3: Secure 10 tablets to conduct outreach activities off campus- \$10,000- One-time	\$10,000	Approved
13	SS4: A&R4: Transition department forms into a more student-friendly online submission process using Microsoft Forms- \$2,500- Unknown	\$2,500	Approved

14	GP5: STEMTST3: STEM Week Spring 2024- Provide Scholarships to meet basic needs- \$3,000- Unknown	\$3,000	Approved
15	SS3: CEPCCWC-10: Fund Northern California university tour.- \$15,000- Ongoing	\$15,000	Approved

General Fund Total \$233,44

Teaching and Learning Professional Development Proposals

Cabinet reviewed 14 teaching and learning proposals totaling \$212,250. The project description and cabinet recommendations are presented in the table below.

	Project	Submitted by	Cabinet Recommendation
1.	Trauma Informed Care Series for Teaching and Non-Teaching Faculty, Staff and Administrators. Request: \$9,000	Jasmine Phillips	Approved for \$9000
2.	Continuation and strengthening of the community of practice for Hyflex instruction. Request: \$4,200	Susan Johnson, Valerie Woodward	Approved for \$4,200
3.	Continuing education in teaching and learning strategies to support results-oriented classroom management. Request: \$8,400	Lynda Wilkerson	Not Approved
4.	Barber Boot camp for practical skill development. Request: \$15,100	Lynda Wilkerson	Not Approved
5.	Math Community of Practice. Request: Max \$23,150	Gayathri Manikandan	Approved for 10 faculty (\$72.27/ hr)
6.	CA Association of Realtors and CCC Real Estate Education Center annual training for faculty and students. Request: up to \$10,000	John Yeressian	Not Approved
7.	Faculty training on OER adoption. Request: \$12,600	Susan Johnson, Gayathri Manikandan	Approved
8.	Hands-on Workshop Series on MyOpenMath (MOM). Request: \$31,800	Gayathri Manikandan	Hold- pending evaluation for 22-23
9.	Develop programming for AANHPI cultural awareness, outreach, professional development and academic success. Request: \$4,000	Juan Tavarez, Valerie Woodward	Approved
10.	Counseling faculty training in suicide prevention and holistic counseling techniques to support mental health. Request: \$40,000	Cesar Jimenez	Not Approved

11.	Forum for faculty to share teaching strategies. Request: \$0	Don Roach	Approved
12.	Myers-Briggs training and certification for adjunct counselors. Request: \$47,000	Cesar Jimenez	Not Approved
13.	Counseling faculty training in Motivational Interviewing. Request: \$5,500	Cesar Jimenez	Not Approved
14.	Community of Practice to develop strategies to increase student retention and course success. Request: \$15,000	Minodora Moldoveanu, Susan Johnson	Approved (\$15,000 for 15-18 faculty)

Teaching and Learning Professional Development Evaluations for 2022-2023

The President/CEO approved nine proposals totaling \$81,920. This table presents the teaching and learning projects and the status of the project was completed, not implemented, or unknown status.

	Teaching and Learning Professional Development Proposals	Amount Funded	Status
1.	Asian American Faculty Training	\$1,000	Did not implement
2.	English Faculty Community of Practice	\$6,720	Complete
3.	Holistic Counseling	\$600	Complete
4.	MBTI Certification for Adjunct Counselors	\$47,000	Complete
5.	Motivational Interviewing Training for Counselors	\$5,500	Complete
6.	Milady Training for Cosmetology Faculty	\$6,300	Complete
7.	LGBTQ+ Awareness for Faculty and Staff	\$9,800	Complete
8.	Teaching Strategies Community of Practice	\$0	Complete
9.	My Open Math Training for Faculty	\$5,000	Complete

Evaluation information was solicited in a template form (see Appendix) The college is continuing to develop a process to ensure that all Teaching & Learning proposals include a comprehensive evaluation plan developed in coordination with the Institutional Effectiveness Office. In 2022-2023, projects requesting ongoing funding were required to present evaluation data.

Lessons Learned in 2022-2023 for the 2023-2024 Planning Process

Compton College Institutional Effectiveness staff continuously evaluated the 2022-2023 Planning Process. This section identifies lessons learned from the current planning cycle that will be addressed in the 2023-2024 planning cycle.

- Expanding training on utilizing the BEST system to initiate the purchasing and requisition process for budget managers
- Continuing to strengthen the evaluation process for the Teaching & Learning proposal process, including ensuring all proposals for renewal or continuation of active projects complete their evaluation plans prior to the beginning of the fall semester. This will require the inclusion of the IE Office into the workflow to advise on evaluation planning once proposals are submitted and prior to approval
- Assessing the master planning reporting process to better support college-wide understanding of accomplishments or barriers to progress identified in the Action Plan

2023-2024 COMPTON COLLEGE GOALS

1. Implement the Completion by Design framework to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study^[1].

a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data used to inform equity-minded practices campuswide.

b. Increase capacity and skill level among all faculty for online/remote instruction.

c. Enhance online student support services for Compton College students.

d. Monitor 504/508 concerns and implement Universal Design across all institutional services campuswide.

e. Support the AB-705 and AB-1705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College. Continue innovation in supporting student success in English and math while evaluating and refining current programs.

f. Strengthen and evaluate Guided Pathways structure.

g. Coordinate and evaluate student success activities as they relate to the Student-Centered Funding Formula.

h. Sustain basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Support Network.

i. Implement a Work Experience Plan for Compton College.

j. Support eLumen as the learning outcome and planning repository for the college. Disaggregate learning outcomes.

k. Expand the use of Open Educational Resources (OER)/Zero Textbook Cost (ZTC) to reach 85% by 2035.

Outcomes: Implement a plan for accessibility for technology and/or physical facilities; More faculty certified to teach Distance Education (currently 101); More course reports show that SLO findings result in changes in teaching practice (currently 9); Employees report reduced silos (climate survey); Increase in count of students who complete math and English in one year, earn Associate Degrees for Transfer (ADTs), associate degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study; Increase the OER/ZTC adoption (currently at 23%)

2. Grow enrollment to 3,750 Full-Time Equivalent Students (FTES) for the 2023-2024

year. a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.

b. Implement the 2023-2024 Outreach and Recruitment Plan.

Teaching and Learning Evaluation Template – Example from Katherine Marsh
Teaching and Learning Evaluation Plan/Report Template
 STEM 3: Implement an Evidence-based Teaching Workshop Series

Evaluation Question:	What have faculty participants learned from the workshops and how has it changed their teaching?		
What data answers this question? How do you operationalize it?	We will include an anonymous survey at the end of each workshop asking participants to supply the three most important things they're taking away. We will also ask participants to type some thoughts into an anonymous survey at the beginning of each workshop, starting at Workshop 2, to discuss some of what they've tried since the last workshop and how that went.		
How will you measure this data?	The responses can provide rich data that will be analyzed for themes.		
	Method	Who is responsible?	When?
Data collection:	Anonymous survey	Katherine Marsh	2021-2022
Data analysis:	Thematic data/qualitative	Katherine Marsh	2021-2022
Findings:	<i>TBD</i>		
Recommendations:	<i>TBD</i>		
Who participated in interpreting the data:	<i>TBD</i>		