Annual Planning at Compton College
Update on the 2020-2021 Annual Planning Cycle
July 2020

During the 2019-2020 academic year, the College planned for the 2020-2021 academic year. In this process, annual plans start at the "Program" level, and roll up into a "Unit," which then rolls-up into an "Area." The College's Area plans then roll-up into the final College Plan. This report is a summary of the planning cycle, including a description about how Compton College integrated lessons learned from the year before to produce a more systematic roll-up process and feedback loop. This report will describe the new process, the final recommendations for the 2020-2021 plan, and lessons learned from the 2020-2021 planning cycle.

Lessons Learned from the 2019-2020 Planning Cycle and New Process

During the 2019-2020 planning cycle, Compton College identified several ways to strengthen the process to be more fair and consistent with resource allocation that were recorded in the Annual Report. Specifically, the college identified ways to improve the process with:

- Establishing a stronger, directive "roll-up" process for unit plans that have underlying Program plans and Area plans that have underlying program and unit plans. Institutional Effectiveness created step-by-step instructions for the roll-up process to support consistent Unit/Area plan decision-making and prioritization. These instructions included a process for stakeholders to vote for prioritization at the next level, replicating the successful voting process implemented by Student Services in the 2019-2020 planning cycle.
- Creating a more transparent feedback report. Several participants commented that in past it was unclear why their recommendations were not prioritized or funded. Therefore, Institutional Effectiveness built a feedback process and report at all levels of review in the 2020-2021 planning cycle, that is available here.

Compton College's planning calendar is described in Academic Regulation 6200 Budget Calendar. The table below presents the list of the program plans and their completion status for the 2020-2021 planning cycle:

Program Plans	Status	Unit
Air Conditioning & Refrigeration	✓	BIST
Auto Collision Repair/Painting	✓	BIST
Automotive Technology	✓	BIST
Business (incl Administration, Management, Marketing, Accounting)	X	BIST
Computer Information Systems	✓	BIST

Cosmetology	✓	BIST
Machine Tool Technology	✓	BIST
Welding	✓	BIST
Music	✓	FACH
Communication Studies	✓	FACH
Creative & Performing Arts (Studio Art)	✓	FACH
General Studies/ Transfer Studies (including Dance, Film/Video, Theatre)	✓	FACH
Humanities & Philosophy	✓	FACH
English Lit/Rhetoric & Composition, & Academic Strategies	✓	FACH
Foreign Languages (Spanish, Japanese, Sign Language)	✓	FACH
English as a Second Language	✓	FACH
Library Science	✓	FACH
Social Media	✓	FACH
Choir	✓	FACH
Kinesiology/PE/General Studies (including Contemporary Health and First Aid)	✓	HPS
Nursing (including Medical Terminology)	✓	HPS
Administration of Justice	✓	HPS
Human Development	✓	HPS
Fire & Emergency Technology	✓	HPS
Biological Sciences (Biology, Microbiology, Anatomy, Physiology)	✓	STEM
Chemistry	✓	STEM
Earth Science (Geology, Geography)	✓	STEM
Astronomy/Physics (including Engineering)	✓	STEM
Mathematics	✓	STEM
Childhood Education (Early Childhood Education/ Child Development	✓	SOSC
History	✓	SOSC
Political Science	✓	SOSC
Psychology	X	SOSC
Sociology	✓	SOSC
General Studies (Includes Ethnic Studies/ Anthropology/ Women's Studies)	✓	SOSC
Elementary Teacher Education/ Liberal Studies (Elementary Teaching)	X	SOSC
Veterans Center	X	Financial Aid
Foster Kinship Programs (Foster & Kinship Care Education, FKCE; Guardian Scholars)	X	SEA
Orientation, Placement & Ed. Plans (formerly SSSP)	✓	SEA
Equity	✓	SEA

Note: BIST= Business & Industrial Studies; FACH= Fine Arts, Communications, & Humanities; HPS= Health & Public Services; STEM=Science, Technology, Engineering, and Math; SOSC= Social Sciences; and, SEA=Student Equity and Achievement. Transfer/Career Center, First Year Experience (FYE), Outreach & School Relations, and

Upward Bound Math/Science will be treated as individual Unit plans. Further, The General Studies plan for STEM was eliminated based upon feedback from the Dean of that Guided Pathway Division. ✔ = plan completed; **X** = plan not completed. Choir was added late in the planning process and added to the Academic Affairs Area plan; however, in the future it will be nested in FACH.

The Program plans rolled-up into a Unit plan, while other Unit plans did not include Program Plans, as indicated in the table below. All Unit plans rolled up into Area plans in Academic Affairs, Administrative Services, Human Resources, Student Services, and the President's Office.

Unit Plans	Status	Area
Academic Senate*	✔	Academic Affairs
Adult Education*	✔	Academic Affairs
Business & Industrial Studies	✔	Academic Affairs
Child Development Center*	✔	Academic Affairs
Distance Education*	✔	Academic Affairs
Fine Arts, Communication & Humanities	✔	Academic Affairs
Health & Public Services	✔	Academic Affairs
Library*	✔	Academic Affairs
Science, Technology, Engineering & Math (STEM)	✔	Academic Affairs
Social Sciences	✔	Academic Affairs
Strong Workforce Program*	✔	Academic Affairs
Student Success Center (including Basic Skills SEA)*	✔	Academic Affairs
Auxiliary Services*	✔	Administrative Services
Business Services (incl. Accounting, Purchasing, Contracts)*	✔	Administrative Services
Facilities, Planning & Operations*	✔	Administrative Services
Information Technology Services*	✔	Administrative Services
Equal Employment Opportunity*	✔	Human Resources
Professional Development*	✔	Human Resources
Title IX*	✔	Human Resources
Community Relations*	✔	President's Office
Institutional Effectiveness*	✔	President's Office
Admissions & Records*	✔	Student Services
Athletics*	✔	Student Services
CalWORKs*	✔	Student Services
Campus Police*	✔	Student Services
Counseling*	✔	Student Services
EOPS/CARE*	✔	Student Services
Financial Aid*	**X**	Student Services
Graduation*	✔	Student Services
Special Resource Center (SRC)*	✔	Student Services
Student Development*	✔	Student Services
Student Equity and Achievement (SEA)	✔	Student Services

Note: * denotes Unit plans that did not roll-up from Program plans. In addition, the Unit plan for Enrollment Services was eliminated because it included several program plans that were not supervised by the same Director. The Graduation Unit plan

was added per the request of the Director of Student Development and Athletics who oversees the graduation budget. Some Units participated when their plans went to the Area but were not reflected in Nuventive.

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

Voting Roll-up Process

In the previous year, different areas rolled-up their recommendations in different ways. To standardize this process, Compton College replicated a voting system previously employed by our Student Services department. In this system, respondents ranked 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 and staff in the voting process:

Unit/Area Plan	Voting Groups/Individuals
BIST	• one faculty member in each program (8 total); • up to 5 staff who work with the BIS Guided Pathway Division; • the Tartar Success Team members for BIS; and, • any managers who work in the BIS division.
FACH	• 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	• 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	• 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.
SOSCI	• one faculty member in each program (7 total); • up to 5 staff who work with the SOSCI Guided Pathway Division; • the Tartar Success Team members for SOSCI; and, • any managers who work in the SOSCI division.
Student Equity and Achievement	• SEA meeting group • Equity Committee members • Learning Center Task Force • 3 math faculty, 3 English faculty
Student Services	• All student services managers
Administrative Services	• All administrative services managers
Academic Affairs	• Faculty from each Guided Pathway Division • Managers who work with Academic Affairs
President's Office	• Managers who work in President's Office

Human Resources	Did not complete the voting process.
Academic Senate	Completed by the Academic Senate President and integrated into the Academic Affairs Area Plan. No voting for this plan until the results were integrated into the Area plan.

The Office of Institutional Effectiveness returned the voting results to the Dean, Director, or Vice President responsible for the Unit plan for consideration. This manager then considered the voting results and provided a final recommendation to move the plan forward. The manager also provided a reason if they did forward a specific recommendation, which was captured and published in the Feedback Report, detailed below.

Feedback Loop

Managers, Directors, Deans, and Vice Presidents that were responsible for prioritizing Unit and Area Plans created a 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 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.

Unit, Area, and College plan authors also were responsible for updating their plans in the Nuventive system, by copying the prioritized recommendations into their Unit or Area pages in Nuventive.

<p align="center">2020-2021 Planning Process Outcomes</p>

Through the planning process, the College identified 21 recommendations for funding. These items for funding include possible funding sources from across the college budget. Below is the breakdown of recommendations by funding source:

General Fund:

Recommendation	Expense Category	Rationale & Expected Outcome	Anticipated Cost	Primary SI Supporting Recommendation	Funding Type
Student Services (A&R): As a result of the transition from El Camino College, the Admissions and Records Office needs an increase in the supply budget to cover costs related to resources that were previously covered by or supplied by El Camino College.	Other	The Admissions and Records Office will need to order new transcript paper, diploma covers, diploma mailers, certificate mailers, honors seals, with the new Compton College logo. These supplies will need to be ordered either annually or every 2 -3 years. The current budget does not cover the costs related to all of these items.	$6,000.00	A - Enrollment/ Retention/ Completion	Ongoing Funds Needed

Academic Affairs-Fund renewal for Turnitin/ Proctorio. Line item exists to cover Turnitin, but additional funds needed to support Proctorio if not covered by OEI.	Software/ Hardware	Utilized by multiple disciplines to check for plagiarism in submitted works	$15,658.00	B - Student Success & Support - Education & Career Goals	Ongoing Funds Needed (Enhancement)
President's Office (IE): Increase of mandatory Student Right to Know Charge	Other	Student Right to Know is a mandatory charge from the Chancellor's Office to perform data reporting our required by Federal legislation	$1,900.00	A - Enrollment/Retention/ Completion	Ongoing Funds
Student Services (Athletics): New 3-Point Lines for Gym Floor to be in CCCAA Compliance	Facilities	The California Community College Athletics Association (CCCAA) is implementing the international 3-point line for men's basketball in 2020-21. Installing the new line will put the college in compliance with the CCCAA rules and allow the department to continue to host intercollegiate competition.	$8,500.00	A - Enrollment/ Retention/ Completion	One-Time Funds
President's Office (IE): Renew Nuventive Contract for support of planning, accreditation, and SLO data collection (Impact, Insights, Professional Services)	Software/ Hardware	Nuventive platform captures our SLO and annual planning information. We also have an accreditation site to collect evidence for our reports to ACCJC.	$70,000.00	A - Enrollment/ Retention/ Completion	Ongoing Funds
Human Resources (PD): Establish a standardized New-Hire Orientation	Other	Build an effective onboarding program to create a conducive workplace culture. This orientation will establish a collaborative work environment by concisely and accurately disseminating organizational information. New employees will be empowered to become more effective and productive, and	$5,000.00	A - Enrollment/ Retention/ Completion	Ongoing Funds

		new employees understand the District's vision, organizational culture, policies and expectations.			
Academic Affairs (Academic Senate)-Continue funding Academic Senate for California Community Colleges (ASCCC) Annual Fees	Other	These yearly dues are for Compton College's membership with the ASCCC. ($2,500 is already budgeted, increase $500)	$500.00	B - Student Success & Support - Education & Career Goals	Ongoing Funds
Academic Affairs (Academic Senate)-Continue funding ASCCC Conferences: Plenary Sessions and Curriculum Institute - Fall 2020 and Spring 2021.	Staffing	Increased knowledge on current and emerging 10+1 matters for Compton College faculty senators. Plenary funding is for three (3) people in fall 2020, which is held locally in Orange County, and two (2) people in spring 2020. In spring 2020, plenary is generally up north so travel expenses plus registration fees is included. Curriculum Institute funding is for four (4) representatives at approximately $500 each. They currently have a little less than $4,000 in the existing budget, augment by $2,500 for a total of $6,500.	$2,500.00	B - Student Success & Support - Education & Career Goals	Ongoing Funds
Human Resources (PD): Enhance the annual on-going professional development days (e.g., Classified PD Day, Flex Workshops, Brown-bags) Per Cabinet discussion, should also include AB 705 Professional Development ($35,000) Revised to $15,000	Other	Professional development activities will promote Compton College's commitment to the highest standards of academic excellence by deliberately cultivating an environment of innovation and responsibility. Through valuable and applicable training, Compton College faculty, staff, and administrators will work collaboratively towards ensuring they are reliable resources for students.	$15,000.00	A - Enrollment/ Retention/ Completion	Ongoing Funds
Academic Affairs (Student Success Center)-Instate web-	Software/ Hardware	The SSC will support student success and retention in transfer-level	$5,000.00	A - Enrollment/	Ongoing Funds

based academic support curriculum.		and one level below transfer level math and English courses (AB705).		Retention/ Completion	
Student Services (Athletics): Increase Stipend Pool for Part-Time Staffing, minimum wage increase (Assistant Coaches, Athletic Trainers, Game Management Staffing)	Staffing	Currently there is a large reliance on the stipend pool to pay for part time staffing to Assist the student-athletes in their recruitment, retention, and assistance. Currently each program is given a lump sum of monies for their stipend and each head coach splits the amount to various coaches and vary the stipend amounts. By increasing the amount that is available for assistant coaches, several areas can improve: more willing and time available for student-athlete contact on campus by the assistant coach, continuity of coaching staffs based on not searching for higher paying assistant positions, and ability to recruit and retain higher level coaches. Revised to $19,942.00	$19,942.00	A - Enrollment/ Retention/ Completion	Ongoing Funds

Restricted Fund - Lottery Fund:

Academic Affairs (STEM, Chemistry)- Buy Chem Draw Professional for the Chemistry faculty and staff.	Software/ Hardware	The software is necessary to improve the instructional effectiveness of the chemistry faculty. It will lead to higher course success rates and instructions will be better organized and presented.	$2,000.00	C - Student Success & Support - Technology	One-Time Funds

Restricted Fund - Guided Pathways:

President's Office: Achieving the Dream - Half of enrollment fee	Other	Half of cost to participate	$112,500.00	A - Enrollment/ Retention/ Completion	One-Time Funds

Measure CC Bond Fund:

Administrative Services (ITS): Palo Alto Firewall Upgrade ($250,000 one-time fee; $50,000 on-going)	Software /Hardwa re	Students, faculty, and staff will have access to technologies that will support students course success and retention.	$250,000.00	C - Student Success & Support - Technology	One-time cost; on-going
Administrative Services (ITS): Upgrade District Wi-Fi System ($150,000 one-time cost; $40,000 on-going)	Software /Hardwa re	Students, faculty, and staff will have access to technologies that will support students course success and retention. Needed when any new Instructional Buildings go online.	$150,000.00	C - Student Success & Support - Technology	One-time cost; on-going

Restricted Fund - Parking:

Student Services (Police): Replacement of Parking Citation Devices. Replacement of existing handheld parking citation machines	Non-Instructional Equipment	Replacement of the exiting parking citation machines that were originally installed in 2008. The machines are not able to run the newer software to issue parking tickets and upload the data. Requesting two handheld devices and two replacement printers.	$6,000.00	A - Enrollment/ Retention/ Completion	One-Time Funds

Compton CCD Recovery Fund:

Student Services (Student Development): ID Card System Maintenance	Non-Instructional Equipment	The new implementation of the OneCard (Student ID) system took place without the funds to keep it operating. Due to the frequent use the ID card system for students and staff to acquire their Compton College IDs, new funding is required for maintenance and supplies (ribbons, cards, etc.).	$9,000.00	A - Enrollment/ Retention/C ompletion	Ongoing Funds

Restricted Fund - Student Equity and Achievement:

Student Services (Counseling): Increase the	Staffing	There is a need for career counseling hours during the winter and summer terms.	$13,000.00	B - Student Success & Support -	Ongoing Funds

| counseling hourly budget that can be divided up as needed during the non-primary terms for career, transfer, or other counseling services. | | Currently access to counseling in the career center is limited to the regular semester. During the intersession (Winter and Summer), all students seeking career services including career counseling are referred to the General Counseling offices to see a counselor. In addition to assuring accessibility to a counselor who is knowledgeable of career exploration, a bilingual counselor is a priority as well. | | Education & Career Goals | |

Restricted Fund - Strong Workforce:

Academic Affairs (HEPS , FTEC) Hire a program director and a clinical coordinator	Staffing	The program director and clinical coordinator are required for program certification by Los Angeles County.	$30,000.00	B - Student Success & Support - Education & Career Goals	Ongoing Funds
Academic Affairs (Student Success Center)- Provide additional communal space for student group and solo study. Revised to include additional sites across campus.	Furniture	Revised to include multiple areas for students on campus. Students will experience a supportive atmosphere that promotes intellectual development for independent learning; Students will find the college's facilities conducive to community and study; Students will have comfortable and sufficient space to commune and "pass-time" instead of leaving campus immediately after class. Their extended presence on campus will allow them to seek a variety of services (enrollment, financial, academic, extracurricular).	$130,000.00	A - Enrollment/ Retention/ Completion	One-Time Funds
Academic Affairs (SOSC, Childhood Education): Hire a permit specialist to assist students with the	Staffing	In the previous semesters, when there was a specialist funded by student equity funds, the data indicated an increase in student acquisition	$20,000.00	B - Student Success & Support - Education &	Ongoing Funds

requirements to apply and obtain the six different levels of the Child Development Permits given by the state of California. This person should also have the expertise to guide students with the appropriate professional growth requirements for upgrades in their permits.		of certificates and degrees. With the early funding, students have come to recognize this as a service provided. This is a much needed service for student success. At some institutions, this position is institutionalized. However, until consistent data is compiled by the program to demonstrate the dire need, temporary funding is needed.		Career Goals	
Academic Affairs (HEPS, FTEC): Complete recertification process and start classes. We expect this to be spring 2021 start with COVID-19 delays.	Other	Los Angeles County will be conducting a site visit to evaluate program and facilities. An approval certificate will be issued to run the program.	$40,000.00	D - Degrees & Certificates in Allied Health & Technical Fields	Ongoing Funds

In addition to the 21 funded recommendations, the campus identified 41 recommendations that will not require additional funding. These recommendations include:

Recommendation	Expense Category	Rationale & Expected Outcome	Primary SI Supporting Recommendation
Facilities: Re-evaluate need for a Locksmith Carpenter position.	Staffing	Re-align position to meet existing needs. The need is directly linked to Goals and Strategic Initiatives because it links to Student Success. Currently using outside vendors and existing staff.	A - Enrollment/ Retention/ Completion
EEO: Implement web-based exit interviews	Software/ Hardware	In accordance with CCCCO's EEO and Diversity Best Practice's handbook, and echoing the recommendations of the EEO Advisory Committee, implementing exit interviews with employees who voluntary leave the district will lead to a clear analysis of patterns and trends for why employees separate with the district. We would be able to gather the impact of the work on monitored groups and develop	A - Enrollment/ Retention/ Completion

		concrete measures to retain employees. Using a web-based application, such as Qualtrics, is an excellent way to gather data while protecting the confidentiality of the person providing the input.	
UBMS: For the workshops in which all students will be in attendance, it is requested that the Staff Lounge be made available on Saturdays and additional classrooms for the summer component of the program would be reserved and provided.	Facilities	The UBMS students and staff will have the adequate space needed for the program.	E - Partnerships with Community & K-12 Schools
UBMS: The UBMS program would be able to collaborate with math and science faculty on campus.	Facilities	This would require that the UBMS program collaborates with campus faculty to provide classes for UBMS students.	E - Partnerships with Community & K-12 Schools
UBMS: The UBMS program would be able to utilize classrooms and laboratories on campus for Saturday Academy days and the Summer Program.	Facilities	This would require that the UBMS program the ability to use classrooms and laboratories.	E - Partnerships with Community & K-12 Schools
A&R: Increase student learning by requiring all offsite students to register themselves online.	Other	Currently the A&R office registers approximately 600 students from offsite programs ran by academic divisions or by the Outreach office.	E - Partnerships with Community & K-12 Schools
CalWORKs: Increase in-reach and outreach efforts. To increase our program presence, and student population, CalWORKs will expand in-reach and outreach efforts.	Other	CalWORKs will increase its visibility by creating two new campus partnerships each term and attending or hosting at least three outreach events during fall 2020 and spring term 2021. Such efforts will include weekly presence at GAIN Region V, strengthened relationships with GAIN representatives, classroom presentations, and partnership with CTE faculty and staff.	A - Enrollment/ Retention/ Completion

CalWORKs: CalWORKs Advisor will review files and meet with students to review progress toward their educational goal. Advisor will then connect them with the CalWORKs counselor to assure that all participants have a Comprehensive Education Plan on file by their second semester.	Other	Advisory and counselor will work collaboratively to ensure ninety percent of CalWORKs students will have a Comprehensive Ed. Plan on file by the end of their second semester with the program.	A - Enrollment/ Retention /Completion
CalWORKs: Strengthen partnership with the Transfer Center to create opportunities for our CalWORKs students to increase their involvement with and knowledge of transfer options.	Software/Hardware	Currently transfer is the smallest completion area for CalWORKs students. We want to ensure that students know their transfer options as they work on their educational contract with our office and the Department of Social Services.	B - Student Success & Support - Education & Career Goals
CalWORKs: Strengthen relationships with workforce development partners. These partnerships will result in job opportunities either through direct job placement or the completion of training opportunities that feature a job placement component.	Other	The CalWORKs Director will participate in the newly formed Workforce Career Clarity Committee in order to strengthen the partnership with Workforce Development and CTE campus departments. Additionally, CalWORKs staff will work more closely with County Social Services programs such as LACCO and South Bay WIB to expand major-tied work opportunities for students as they attend and prepare to exit Compton College.	B - Student Success & Support - Education & Career Goals
CalWORKs: Increase work study participation among CalWORKs students. Expand the number of students participating in the work-study program by actively promoting the benefits of having a flexible	Other	During the 2020-2021 academic year, the CalWORKs Program will increase CalWORKs Work study participation by 30%. Currently there are 14 participating in this component of our program. This year we will invite previous and current work-study participants to speak during workshops and share	B - Student Success & Support - Education & Career Goals

part-time job on campus and/or through community partners.		their success story with other CalWORKs students.	
CalWORKs: Create a work-group to initiate discussion and planning of a CalWORKs Gala to raise scholarship funds for CalWORKs students	Other	Creating and executing a CalWORKs Gala would allow us to fund raise scholarship that can directly support our program participants within CalWORKs. This population faces many financial barriers as they pursue their education while taking care of families.	A - Enrollment/ Retention/ Completion
EOPS: Increase eligible EOPS/CARE applications by 3% every semester	Other	Will increase outreach efforts and educate the campus about EOPS/CARE to increase the number of eligible EOPS/CARE applications by 3% every semester	B - Student Success & Support - Education & Career Goals
Counseling- Counseling Standard Operating Procedures	Other	Procedures for counseling services in the Counseling Department. This will help improve counseling services processes and provide detailed consistent standards of deliver to all students.	A - Enrollment/ Retention/ Completion
EOPS: Create an online EOPS/CARE application ($0)	Other	OPS/CARE students will be able to complete EOPS/CARE application online	C - Student Success & Support - Technology
EOPS: Continue to offer professional development (e.g., parenting, domestic violence) services and activities for CARE students.	Other	Continue to survey students to identify professional development activities for CARE students	A - Enrollment/ Retention/ Completion
EOPS: EOPS/CARE Coordinator will work on creating an on-line EOPS/CARE new student orientation using Qualtrics.	Other	Create an on-line EOPS/CARE new student orientation so students understand the EOPS/CARE program.	C - Student Success & Support - Technology
EOPS: Provide on-line chats and on-line counseling services to EOPS/CARE students	Other	Provide online -chats with a counselor to answer quick counseling questions, discuss general information about a certification and/or AA/AS program, discuss general information about transfer admissions requirements, EOPS/CARE contact information,	B - Student Success & Support - Education & Career Goals

		workshop information, EOPS/CARE application questions, and guidance on next steps.	
Special Resource Center: SRC Road to Transition Resource Fair will be held annually. The SRC office will hold a transition fair every fall semester for local HS SELPA students.	Other	Participation promotes college awareness and exposes students to Compton College DSPS support services prior to enrollment. It also aids in preparation for college. 10 % of the students who attend the resource fair will apply to Compton College and register for services in the SRC by May 31, 2021.	E - Partnerships with Community & K-12 Schools
Special Resource Center: Increase SRC student successful completion of degrees and certificates.	Other	SRC student progress will be tracked each semester and term by the Student Services Specialist who will make referrals to the SRC counselors, campus resources, and SRC tutors as needed. There will be a 5 % increase in SRC students completing a degree or certificate by June 30, 2021.	B - Student Success & Support - Education & Career Goals
Special Resource Center: SRC students will enroll in English RWA or 101 and Math 73, 120, or 150 in accordance with AB705. SRC students will also be strongly encouraged to enroll in Ed. Dev 37/38 to provide supplemental support of English/Math courses.	Staffing	Teacher Associates and tutors will support SRC students in class and in the ED Dev 37/38 courses. Ed. Dev instructor will include progress reports as part of the class metrics and the TA will provide supplemental tutoring to support student success. Outcomes include 15% of the students enrolled in Ed Dev. 37/38 will complete their English RWA/Math 120 with a grade of "C" or better by June 30, 2021.	A - Enrollment/ Retention/ Completion
Special Resource Center: Completion of comprehensive education plan. Comprehensive education plan (15 units progress in a year) will be facilitated by meeting with SSA to review unit completion and progress toward education goal. .	Other	Students will be referred to SRC counselors to finalize educational pathway. Contingent on filling counselor vacancies and new Program Assistant position. Outcomes include ten percent of SRC students will be eligible for a comprehensive education plan after one full academic year (completing a minimum of 15 units) by June 30, 2021.	A - Enrollment/ Retention/ Completion

Special Resource Center: Continue Provision of SRC Educational Development Classes.	Other	Offer sections of Educational Development 140, Assisted Computer Literacy to support specialized instruction with technology to address the needs of SRC students.	C - Student Success & Support - Technology
Special Resource Center: Establish SRC Advisory Committee and resume annual meeting for program development and community awareness of services available.	Other	Special Resource Advisory Committee annual meeting with community contacts will enhance awareness of SRC program and services. In addition, SRC will incorporate needs of transferring students and idea how to best serve our population.	E - Partnerships with Community & K-12 Schools
Transfer: Strengthen the Transfer Center Advisory Committee	Other	For the Guided Pathways initiative and to implement services that directly meet Compton College Completion by Design framework, a Transfer Center Advisory will take the lead in aligning services of the Transfer Center to assist the college meet institution set goals and standards. The advisory will discuss and evaluate the needs of students and implement services to meet those needs. The advisory will also maintain communication to the campus community and will keep transition goals a priority by meeting throughout the semester to increase participation and awareness of services. It is the goal of the Transfer Center to collaborate with various departments and the community for student success.	B - Student Success & Support - Education & Career Goals
Transfer: (Ongoing) Strengthen Collaborations and Campus Partnerships	Other	Continue to strengthen collaborations and/or campus partnerships through continued communication as efforts to institutionalize transfer and careers as a priority for Compton College.	B - Student Success & Support - Education & Career Goals
Academic Senate: Continue Funding Academic Senate of Compton College Release Time (Currently 120%)	Staffing	The current release time allows for members of the faculty senate to be elected into an Executive Board that assists the CCCD by making recommendations related to the 10+1.	B - Student Success & Support - Education & Career Goals

Student Success Center: Purchase online tutoring.	Software/Hardware	Online tutoring will support student success and retention in transfer-level and one level below transfer level math and English courses (AB705). SAO 2: Students will be able to identify the resources available to them and utilize these resources to meet their academic goals; Other Outcome 1: Online students will have the necessary academic support services to succeed in their courses.	A – Enrollment /Retention/ Completion
Adult Ed: Develop noncredit coursework in Health Careers and Child Development to assist in the transition of the English Language Learner (ELL) population to Compton College.	Other	The adult education program operates off of a three year plan developed by board members that focuses on strategies to improve gaps in services, seamless transitions, student acceleration, shared professional development, and leveraging resources. Each year an annual plan is developed from the three-year plan that highlights areas in the aforementioned categories that will be focused on. Recommendation #1 impacts the seamless transitions category and is designed to offer workforce and further education opportunities at Compton College.	A - Enrollment/ Retention/ Completion
BIST (Cosmetology) - Reinforce program certificate	Other	By February 6, 2020 program certificates may be reinforced in potential Fall and Spring student orientations. Progress: Support guided pathways and increase institutional funding through new funding formulas.	D - Degrees & Certificates in Allied Health & Technical Fields
BIST (Cosmetology) - Create student surveys for program review	Other	Progress: Foster improvement in the following shared areas: (a) student support, (b) curriculum, (c) facilities, (d) equipment, (e) technology, and (f) program objectives.	B - Student Success & Support - Education & Career Goals
BIST (Cosmetology) - Create Barber Curriculum	Other	Increase guided CTE pathways to potential students in our local area. Progress: Maintain program success by responding to labor market demands.	D - Degrees & Certificates in Allied Health & Technical Fields

BIST (Cosmetology) - Create new nail kit	Other	Progress: Provide students the opportunity to practice course curriculum designed for student program and workforce success.	B - Student Success & Support - Education & Career Goals
BIST (Cosmetology) - Offer student externship	Other	Provide students the opportunity to practice client services in an established business setting for the purpose of fostering workforce success.	B - Student Success & Support - Education & Career Goals
BIST (Cosmetology) - Max capacity of 32 students	Other	By February 6, 2020 the Compton College Business and Industrial Studies will applying a maximum capacity of 32 students on the day clinic floor. Progress: Foster quality learning environments.	B - Student Success & Support - Education & Career Goals
BIST (Cosmetology) - 3 new PLOs under review for 2020	Other	Before Fall 2020 begins the PLOs will be approved and implemented. Progress: Maintain program success through quality evaluation methods.	D - Degrees & Certificates in Allied Health & Technical Fields
FACH (Communications) - Create Honors level COMS 100 and COMS 120 courses.	Other	Students in these Honors courses will have multiple opportunities to expand their public speaking, debate, and critical thinking skills through rigorous and practical application of communication theories and concepts. The impact will be that the Communication Studies program will be strengthened and improved to better serve students. Now that we have an Articulation Officer, this goal can begin to progress.	A - Enrollment/Retention/Completion
FACH (English)- Link all FACH majors to MATH 120 or Math 110 depending on students' educational goals	Other	Per AB705 requirements, students need to complete transfer level Math within the first year attempted. Many FACH majors do not need Statistics for their AA or AA-T and putting them in Math decreases their chances of finishing transfer level math and eliminates an unnecessary course. Math 120 or 110 fulfills CSU and UC requirements, depending on major and degree goals.	A - Enrollment/ Retention/ Completion
HEPS (Admin of Justice) -Increase Certificates of Achievements for	Other	In an effort to begin compliance of the statewide funding formula, identify students who have completed 9 units in the	A - Enrollment/ Retention/ Completion

Administration of Justice Students		administration of justice eligible for awarding of the certificate achievement. This will increase the number of completions as a result will positively impact student success and funding formula.	
FACH (English)- Sustain literature offerings for the English major	Other	Increasing the number of English majors will improve graduation and transfer rates	A - Enrollment/ Retention/ Completion

Lessons Learned in 2019-2020 for the 2020-2021 Planning Process

Through the 2020-2021 Planning Process, Compton College Institutional Effectiveness staff continuously evaluated the process. This section identifies lessons learned from the current planning cycle that will be addressed in the 2021-2022 Planning Process that will begin in August 2021.

- The Planning Process "rolled up" too many recommendations. The volume of recommendations became overwhelming at the Unit and especially at the Area level. Individuals who were attempting to prioritize through the Qualtrics survey reported that it was difficult to prioritize the many recommendations in the survey platform. The managers, Deans, and Vice Presidents who were completing the rankings also reported that there were too many recommendations. While it is true there was a high volume of recommendations, the college leadership has been working to ensure that there is a closer link between budgeting, spending, and the planning process. Therefore, they have encouraged participants to be comprehensive in their planning. The Office of Institutional Effectiveness is going to re-work the roll-up process to encourage managers and Deans to consider alternate or existing funding to limit the number of recommendations that are forwarded for consideration.

- As noted above, the survey questions were too long at times, with too many recommendations in certain categories. Further, the survey had limited utility when the Dean, Director, or Vice President had to make a decision across funding categories. The survey process was time-consuming for the Office of Institutional Effectiveness, and clerical support would greatly enhance this process. The Office of Institutional Effectiveness staff will create a Qualtrics template and suggest that departments with administrative support, participate in Qualtrics training to create the unit or area plan surveys within the departments. Finally, the Vice Presidents voiced concern about who would be voting and wanted to ensure there was a balance between representativeness and respondents who understand the functions of the Areas.

- The program-unit-area-college roll-up structure is still a work in progress. While the Office of Institutional Effectiveness identified new plans and closed out plans that were not necessary in 2020-2021, there is still some room for improvement. For example, some plans are in both Academic Affairs and in Student Services, such as the Student Equity and Achievement plan. Confusion about prioritization and "ownership" over this grant in the current cycle, suggested that the SEA plan should be broken up by function and assigned to the relevant manager. Further, the Academic Senate was nested in Academic Affairs, but the incoming Academic Senate President requested that its

recommendations are reviewed as a part of the college plan. In the next cycle, the Academic Senate plan will be reviewed with Academic Affairs, Administrative Services, Human Resources, and Student Services Area Plans. Further, Community Relations and Institutional Effectiveness will be treated as Area Plans, not as Unit Plans.

- In the new cycle, the Office of Institutional Effectiveness staff will encourage participants to review their existing budget to fund recommendations, considering the economic downturn and the uncertain funding landscape of the community colleges. In addition, the Office of Institutional Effectiveness staff will evaluate instructions to more closely link recommendations to Tartar Completion by Design and consider updates to the Nuventive platform to more effectively capture planning information, the Feedback Report information, and roll-up rankings.
- The Human Resources department will be required to participate in the voting process in the next planning cycle, and Deans, Managers, or Vice Presidents will require full participation by all Program and Unit plans. The Cabinet and President/Chief Executive Officer will establish consequences for non-completion.
- Compton College is participating in the Achieving the Dream that has emphasized the use of data. Further consideration should be made about how data are managed and the need for specific data sources. Although the SENSE survey participation was not prioritized in this planning process, this resource should be considered for funding ($8,500). Further, as data access and use become more important with this partnership, a Data Warehouse may be necessary to meet the needs of the campus.
- Other general fund or categorical and grant funding should be prioritized by September 1, 2020 for the College's 2020-2021 academic/fiscal year, including: the Enrollment Management Plan fund, Student Equity and Achievement, Strong Workforce, and Guided Pathways. Below are the bodies who should submit recommendations to the President/CEO for consideration:
  - Enrollment Management Plan: Vice President of Student Services, and the Enrollment Management Committee
  - Student Equity and Achievement (SEA): Director of Enrollment Services, Vice President of Student Services, and the SEA Work Group
  - Strong Workforce: Director of Adult Education and Workforce Development, the Dean of Student Learning, and the Vice President of Academic Affairs
  - Guided Pathways: Dean of Guided Pathways and Counseling, and the Tartar Focused and Directed Guided Pathways Committee