COMPTON COLLEGE 2024
TECHNOLOGY PLAN

Compton Community College District

NOVEMBER 2019

COMPTON COLLEGE 2024 TECHNOLOGY PLAN

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CHAPTER 1

PLAN BACKGROUND, OVERVIEW, AND PURPOSE

In 2017, Compton College developed a Technology Master Plan for the expansion and support of future technologies to fulfill the College's mission as it prepared for its transition to an independent community college. To that end, the 2017 Technology Master Plan identified technology guidelines through 2022 and established "a set of visions and recommendations that determine technological improvements for the educational experience for all students at the College." Notably, a number of the 2017 Technology Master Plan objectives were successfully completed or initiated by 2019.

Subsequently, in the spring of 2019 the Compton College updated its comprehensive master plan, Compton College 2024[1], establishing a student-centered focus to all College planning via the Tartar Completion by Design framework and Guided Pathway Divisions, which called for a revised technology plan. Thus, this Compton College 2024 Technology Plan will assess the outcomes of the 2017 Technology Master Plan, evaluate current and anticipated conditions, identify the technology implications of the Compton College 2024 plan, and ascertain the resources needed to support Tartar Completion by Design and Guided Pathway Divisions through 2024.

1 http://www.compton.edu/adminandoperations/masterplan/Compton-College-2024.pdf

CHAPTER 2

COLLEGE MISSION AND VISION, AND IMPLICATIONS FOR COMPTON COLLEGE 2024 TECHNOLOGY PLAN

The The Compton College mission statement, which serves as the cornerstone of all planning by representing the College's most fundamental purposes, is as follows:

Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

The vision statement, which articulates what the College wants to achieve through its mission, states:

Compton College will be the leading institution of student learning and success in higher education.

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the following principles:

- Student-centered focus in providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Supportive and nurturing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.
- Innovation in adopting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal integrity in the transparent and efficient use of financial resources to support student success.

Compton College's mission, vision, and values carry important implications for the Compton College 2024 Technology Plan. Specifically, ensuring the success of all students by fostering a welcoming, inclusive, innovative, and student-centered approach to all institutional functions requires the strategic deployment of technology resources. Thus, the analysis of current and future technology needs, as well as the establishment of the goals and objectives in the Compton College 2024 Technology Plan, will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions.

CHAPTER 3

STRATEGIC INITIATIVES, TARTAR COMPLETION BY DESIGN, GUIDED PATHWAY DIVISIONS, AND IMPLICATIONS FOR THE COMPTON COLLEGE 2024 TECHNOLOGY PLAN

Section 1:
Compton College 2024 Strategic Initiatives

As noted in the Compton College 2024 plan, the College's five overarching strategic initiatives, which align to the California Community Colleges Chancellor's Office Vision for Success goals, serve as the blueprint for all College planning. These strategies also guide the College's implementation of Tartar Completion by Design to focus on the student experience and organize strategies and measurable outcomes around students' connection, entry, progress, completion, and transition to employment or transfer to a four-year institution.

Therefore, considering the central role of technology in the implementation of this framework, an evaluation of the implications of these initiatives for technology planning is essential to understand current conditions as well as to frame the goals and objectives established in the Compton College 2024 Technology Plan. Accordingly, Table 1 correlates the Compton College 2024 strategic initiatives' objectives and key actions with significant implications for technology planning, as well as for other related collegewide planning.

TABLE 1: Strategic Initiatives, Key Actions, and Implications for Technology Planning

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
1 Improve enrollment, retention, and completion rates for our students.	Obj. 1: Tailor degree and certificate programs to meet the needs of our students	Refine existing Academic Program Maps for students.	Faculty experts must vet and approve Academic Program Maps.
		Provide orientation and customer service training for all campus personnel.	Orientations and customer service training must be made available in-person and online; customer service programs and ongoing technology support require investments in Information Technology Services personnel and infrastructure.
	Obj. 2: Educate students about pathways to graduation.	Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process.	Requires an annual professional development plan, which includes technological training related to student education planning software (e.g., degree audit, career pathways web applications).
	Obj. 3: Enhance student preparation for academic success and completion.	Research current student needs and programs.	Given the notable percentage of households in service area cities without current access to computers or broadband, the College's Institutional Research staff may assess students' technological needs and develop a plan to address those needs to support equity among students.
2 Support the success of all students to meet their education and career goals.	Obj. 1: Enhance student preparation for academic success and completion.	Offer more courses that are in demand.	Will require increasing online offerings for high demand courses and plans to ensure that students have access to the technology needed to enroll and succeed in these courses.
		Improve and expand the most successful programs with the highest enrollment to meet supply and demand.	Ensure students can access support when they need it, during the school day and afterhours.

TABLE 1: Cont.

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
3 Support student success through the use of technology.	Obj. 1: Implement an Early Alert program to identify and notify students of support services and programs in a timely manner.	Acquire Early Alert system, implement, and provide training.	The College has initiated implementation of the Ellucian CRM (Constituent Relationship Management) Advise ERP (Enterprise Resource Planning) Module, but will need to continue CRM Advise training to support the full operation of this module by Spring 2020.
	Obj. 2: Provide robust distance education course and service offerings.	Improve technical support for faculty and staff.	Requires filling of critical position vacancies [e.g., Helpdesk Technicians for onsite support for staff and faculty computer and other technologies (e.g., A/V, printers), Business Application Support Analyst for onboarding new employees, conducting end-user training, and acting as a liaison between the technical and non-technical users]. Support from the California Virtual Campus- Online Education Initiative (CVC-OEI), the Distance Education Advisory Committee (DEAC), and the Distance Education Faculty Coordinator to fully-implement faculty training and student support for distance education courses.
	Obj. 3: Enhance technology for teaching and learning through professional development.	Upgrade/recycle computers and other technology equipment on a scheduled basis.	Smart classroom technology will have to be incorporated into future classrooms or presentation spaces, and regular upgrades will be scheduled to keep current with changing technologies – all of which requires planning for additional hardware, software, training, and the staffing needed for implementation.
		Upgrade classrooms to smart classrooms.	The Manager of Professional Development in coordination with the Information Technology Services department and the Professional Development committees, will provide needed professional development to faculty and staff.
		Improve the reliability of Wi-Fi access across the campus.	Requires planning for additional human resources (e.g., Network Support Specialist to maintain updates, monitor device status, network traffic performance, document all network changes, and perform configuration backup.)

Note: Compton College 2024 strategic initiatives and objectives that do not have technology implications are not included in this table. Please see the Compton College 2024 plan for the comprehensive list of strategic initiatives.

Section 2:
Tartar Completion by Design, Guided Pathway Divisions, and Technology Plan Implications

Tartar Completion by Design focuses and organizes the College on the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition). Therefore, the College designs instructional and support services around the complete student experience—a departure from organizing programs around department silos.

Guided Pathways guide students from connection through completion via a structured approach to academic and career choices. Four pillars serve as the supporting objectives for Guided Pathways: 1) create clear curricular pathways to employment and further education; 2) help students choose and enter their pathway; 3) help students stay on their path; and, 4) ensure that learning is occurring with intentional outcomes.

Compton College has organized instructional units into Guided Pathway Divisions, which represent collections of academic majors with related courses, including:

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Services;
- Sience, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The full and effective implementation of Tartar Completion by Design and Guided Pathway Divisions will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas, including, but not limited to:

- enrollment services (e.g., Banner registration and advising modules), financial aid (e.g., automated processing and disbursements through Ellucian Banner Financial Aid module);
- universal design tools and techniques (Universal Design for Learning framework[2]) to ensure consistent and equitable access among all course offerings;
- counseling, advising, mentoring, tutoring, student equity, and special programs (e.g., First Year Experience, Promise Program);
- information technology (e.g., technology to support the student experience and to enhance teaching and learning); and,
- categorical programs (CalWORKs, Special Resource Center, EOPS, Foster Youth, Veterans).

[2] http://www.cast.org/our-work/about-udl.html?utm_source=udlguidelines&utm_medium=web&utm_campaign=none&utm_content=homepage#.XYVFfShKiUk

Additionally, Compton College is working to put technology in students' hands to improve their experience and success, which is supported by evidence that many students in the service area may have limited access to computers. Accordingly, the College has undertaken the initiatives described below to improve student success with technology.

- Through the Oliver W. Conner College Promise Program students will receive a laptop computer if they meet requirements by their third primary term.
- The College has invested in class laptops for English courses to support the implementation of Assembly Bill 705, the Seymour-Campbell Student Success Act of 2012.
- Math students now have access to scientific calculators through a library loan program.
- The College is currently assessing the current computer labs across campus to refresh the computers and environments (e.g., chairs) for direct student access.

Each of these investments should include an implementation plan to ensure the College can successfully launch and manage these technology projects now and, in the future.

In addition to the College's efforts to increase student access to computers, Table 2 illustrates how technology implementation will support students as they progress from connection with the College through transition. Further, in the coming years the College may consider additional resources not currently being implemented that will support student success, such as BlackBeltHelp for afterhours student supports.

TABLE 2: Technology Supports for Completion by Design

SOFTWARE / SYSTEMS CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
CRM Recruit Identifies and tracks students recruited to attend Compton College				
CCCApply Application to the college				
	Comevo Online orientation			
	NetTutor Online tutoring			
	MyCompton Sharepoint portal for all students and faculty to access account and college information			
	CRM Advise Early alert system for faculty and staff to identify and support students who may struggle. Allows faculty and staff to communicate with students and connect them to resources.			
	Alma and Primo Library services platform			
	Canvas Distance education platform			
		Degree Works Degree audit program to track progress toward a degree/certificate		
	Banner Student Information System and mobile application			
	Campus Logic Financial aid eligibility verification system. Generates award letters to students.			

TABLE 2: Cont.

SOFTWARE / SYSTEMS CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
	High Tech Center Computer lab for students with referral for prescribed accommodations that includes assistive technology, test accommodations, equipment loan, and alternative media			
	Payment Gateway Online payment center for students			
	OneCard Generates Student ID cards and can be used to track the student experience (e.g., scanning cards at events, services).			
	Maxient Incident reporting (e.g., discipline, grievance, AIMS, Title IX reporting) for students, faculty, and staff.			
	Career Cruising/True Colors/Eureka Career assessments and programs to help students choose a career path and program of study			
	Cranium Café (offered through Canvas) Online counseling for students			
	Credentials System to buy parking permits and order transcripts online			
Compton College Website Key communication tool to new and existing students, staff, and faculty about campus information.				
Academic Program Maps Provides specific information about what courses to take and when to take them to complete Compton College degrees and certificates. Will also be linked to California State University campuses, including CSU Dominguez Hills Bachelor degrees.				
NexGen Web Solutions Scholarship management system				

In addition to these technology platforms and software that directly serve students, Compton College is also launching and supporting software that empowers the campus community to be more efficient in their work. Some of these programs include:

- Argos—creates data reports from the Banner SIS;
- Asset Essentials (School Dude)—online facilities work order system;
- California Virtual Campus- Online Education Initiative—provides resources for faculty teaching online courses;
- Cornerstone—tracks faculty professional development opportunities and participation (fall 2020);
- Curricunet- system that tracks curriculum offering with the Chancellor's Office;
- Distance Education Resources—instructional media, web accessibility, and online communication tools for faculty teaching online courses; professional development and policy information;
- Nuventive—faculty and staff use it to track annual planning documentation, Student Learning Outcomes, and Service Area Outcomes data for the College;
- Office 365—provides a secure file sharing system in the cloud for faculty, staff, and students;
- Police emergent and business communications systems;
- Qualtrics—online survey system for students, faculty, and staff to collect evidence for continuous program improvement;
- SolarWinds—online Information Technology Services helpdesk;
- Transfer Evaluation System (College Source)—online system for counselors and deans to evaluate and articulate courses across colleges and universities; and,
- WebCRD—online copy center ordering for faculty and staff.

Compton College is continually assessing the functionality of these technology systems. While the systems or the system names may change, the College intends to maintain these types of technological functionality for students, faculty, and staff.

Moreover, the Community Relations Department will redesign the College's website to improve the design, navigation, and responsiveness of the site and utilize the support of an outside vendor for the redesign and data migration. Until that time, the Office of Community Relations will work with faculty and staff to update the content of the website, with particular focus on the Future Students webpage and the new Guided Pathway Division webpages. In addition, training will be made available in the current content management system (OU Campus) to faculty and staff who maintain webpages for their program or department.

The Information Techology Services department, in coordination with offices across the campus, has begun the implementation of the new Enterprise Resource Planning system, Banner. This system, which houses the College's student information and course information, includes several modules for different users to enter data into the system, as well as use data from the system, and has been supported by the Recovery Fund that will sunset by 2022.

The College is currently considering ways to institutionalize support for this integral system and best house its historical data, which may include the development of a data warehouse to support research efforts.

CHAPTER 4

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGE (ACCJC) ACCREDITATION STANDARDS

The Compton College 2024 Technology Plan correlates to the following ACCJC Accreditation Standards:

Standard III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

C: Technology Resources

- Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
- The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
- The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
- The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
- The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

This technology plan provides for ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.


El Camino College - Compton College

CHAPTER 5

ASSESSMENT OF CONDITIONS

Section 1:
External Environmental Conditions

Examining the technological environment in the local area is critical to developing a relevant, student-centered technology plan that will ensure that Compton College is meeting its mission and fulfilling its strategic initiatives. Thus, it is important to consider local data regarding residents' access to computers and broadband so that the College crafts goals, objectives, and strategies to service current and future students whose access to information technology may be significantly limited.

First, while a growing number of Americans use smartphones as the primary means of internet access, dependency on smartphones for this purpose is more common among younger adults who are also non-white and lower-income.[3] Mobile devices enable students to access College information and services and communicate with faculty and staff, but smartphones cannot support many learning-related functions (e.g., writing papers) that require using Microsoft Word or other similar software programs. A recent study in Los Angeles confirmed that lower-income households in South Los Angeles are more likely than higher-income households to rely only on smartphones for connectivity.[4] Thus, to ensure equity and achievement for all students, Compton College must address, in its technology planning, students' access to computing technologies beyond smartphones.

3 https://www.pewinternet.org/fact-sheet/internet-broadband/

4 https://arnicusc.org/publications/mapping-digital-exclusion-in-los-angeles-county/

In addition to considering students' access to computing technologies, the College must consider the internet access needs of current and future students, which is also critical to their successful completion of courses and programs. Accordingly, it is important to reflect on the percentage of households in local cities with computers and broadband, which is presented in Table 3.

TABLE 3:
Residents' Access to Computers and Broadband Subscription in Local Cities (2013-2017)

CITIES	% COMPUTER	% BROADBAND
Lakewood	92.4	87.6
Carson	90.1	82.5
Long Beach	89.7	79.9
Downey	90.1	79.2
Bellflower	86.3	75.9
Gardena	85.0	75.0
Norwalk	88.1	73.9
Artesia	85.7	73.6
Paramount	85.2	72.6
Lynwood	85.3	69.7
Compton	83.9	67.8
Bell	80.6	67.3
Bell Gardens	80.7	64.5

Source: U.S. Census Bureau Quick Facts

As the data in Table 3 indicates, most students coming to Compton College from local area cities do have household access to computers or broadband. Specifically, on average, approximately 86% of area residents have computer broadband in their homes and 75% have broadband. However, access in certain neighborhoods is still limited. For example, in Bell Gardens, about one out of five people do not have a computer in their home and two out of five do not have access to the internet. Thus, students coming from households without computers and broadband will likely rely on College technology (e.g., computer labs, campus Wi-Fi) to complete assignments and access course information.

Furthermore, as the Public Policy Institute of California (PPIC) has noted, a "digital divide persists," particularly for "low-income, less educated, rural, African American, and Latino households."[5] Additionally, while state and federal support for digital infrastructure and technology has helped roughly 90% of California schools to meet Federal Communication Commission minimum standards for digital learning, gaps continue to persist in the home. The PPIC notes, "22% of low-income households with school-aged children did not have any internet connection at home, and 48% reported no broadband subscription at home. Nearly half (44%) of these households said cost was the main barrier."[6] Thus, students from low-income households are disproportionately impacted by the lack of technological resources at home, which ultimately will impact both their access to and completion of college-level courses and programs once they arrive at Compton College. Therefore, considering local data concerning household access to information technology, which echoes that for California as a whole, the College must develop plans to meet the technology needs of current and future students.

5 https://www.ppic.org/wp-content/uploads/jtf-californias-digital-divide.pdf

6 https://www.ppic.org/publication/californias-digital-divide/

Section 2:
Internal Conditions and the Status of 2017 Technology Master Plan Objectives

In its 2017 Technology Master Plan, Compton College established objectives to maintain a 21st-century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems.

An assessment of the status of these objectives provides important context for the development of updated goals and objectives, which align with the College's strategic initiatives. Table 4 provides a summary assessment of the 2017 objectives as completed, in progress, or pending.

TABLE 4: Assessment of 2017 Technology Master Plan Objectives

OBJECTIVE	STATUS	COMMENTS
Objective 1: Improve systems management by implementing Microsoft System Center (a modular technology).	a) Completed: Microsoft System Center Configuration Manager (SCCM).	a) This system deploys computer images, install software and Microsoft updates, maintain asset inventory, and monitor anti-virus status of all workstations.
	b) In progress: Microsoft System Center Data Protection Manager.	b) This system backs up data and virtual machines.
	c) In progress: Microsoft System Center Operations Manager (SCOM).	c) This system monitors the performance of all servers and network devices, network traffic, and status of applications.
Objective 2: Implement business continuity and disaster recovery with cloud backup.	In Progress	Compton College will utilize Data Protection Manager to back up data & then send backup data to the Azure cloud.
Objective 3: Create a responsive website and student portal aligning to mobile devices' popularity trend.	Website: In progress	The Director of Community Relations oversees updates to the College website.
	Portal: Completed	MyCompton SharePoint portal, a mobile-friendly platform, stores all student, staff, and faculty applications and other internal resources.
Objective 4: Implement a single sign-on, identity management services system.	Completed	The Azure Active Directory Single Sign-On platform authenticates all users.
Objective 5: Campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	In progress	The Special Resource Center is working with ITS to deploy Assistive technology. Installs are pending for several classrooms.
Objective 6: Continue enriching classrooms with interactive audio-visual systems.	Completed	College is completing the audio-visual upgrades of the last eleven classrooms on campus, which will be completed by August 2019.
Objective 7: Secure student and employees' confidential information with best methods in the industry.	In progress	The College has planned enhancements to existing security when additional staff are on board.
Objective 8: Optimize contract management and procurement processes.	Pending	The estimated start date for this objective will be mid-fall 2019.
Objective 9: Implement document management system.	In progress	Entering the final phase of the Banner Document Management system. Remaining tasks are configuring user security and scanner deployment.
Objective 10: Migrate all users to Office 365.	Completed	Office 365 provides cloud-based Microsoft tools for users.
Objective 11: Develop equipment life cycle program.	Pending	Information Technology Services is currently conducting an inventory of equipment and will identify a life cycle and replacement policy in 2019-20.

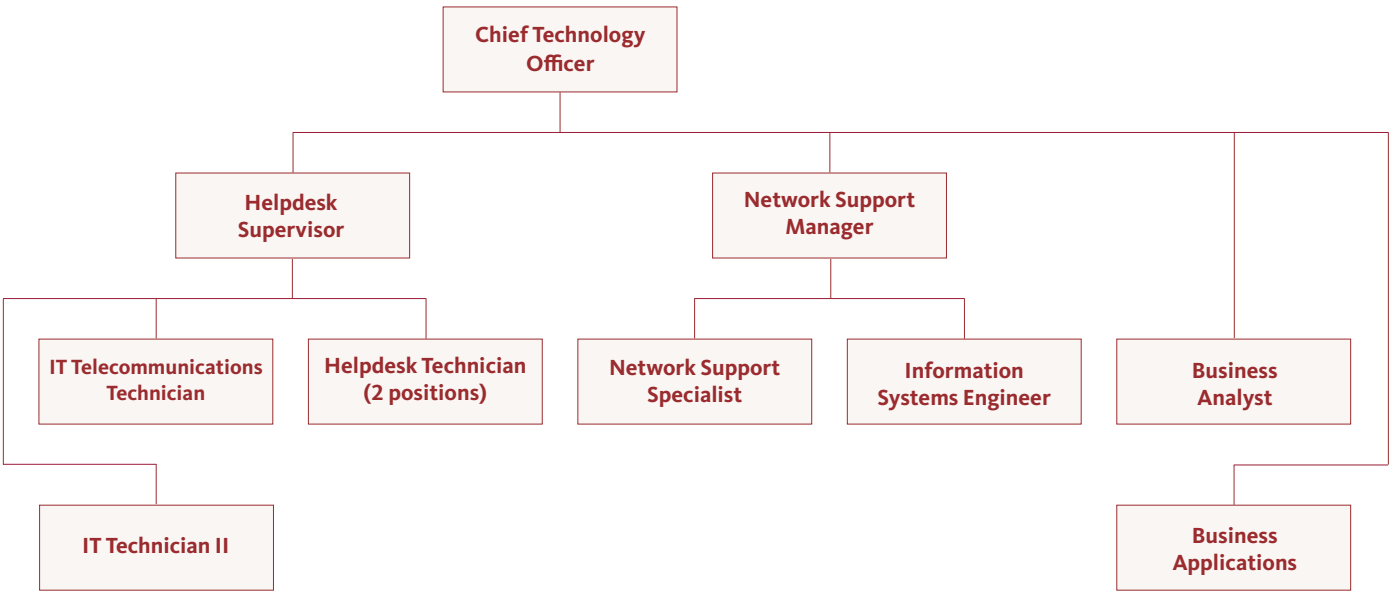
Section 3:
Current Staffing that Supports Technology at Compton College

Human capital is the most important resource for any organization, which is why Compton College strives to recruit, hire, retain, and develop the talents of highly qualified professionals who are passionate about student success and dedicated to Compton College's mission and vision. Providing information technology and support services, which are essential to the successful implementation of the College's strategic initiatives will require additional human resources.

Given that information technology skills are in extremely high demand and garner salaries in the private sector that far exceed salary ranges in the public sector, Compton College will need to consult salary studies and review educational requirements for new positions to be competitive in this complex, fast-growing informational age. Furthermore, the College must also develop innovative approaches to attract and retain qualified technology personnel.

As the Information Technology Services organizational chart in Figure 1 illustrates, the College has filled some of the department vacancies proposed in 2017 (i.e., Help Desk Supervisor and Business Analyst); however, several other specialized positions (e.g., database administrator, business applications support) remain unfilled.

Figure 1: Information Technology Services (ITS) Department Organizational Chart



Section 4: Technology Governance

While the College has filled key vacancies in the Information Technology Services department, other important positions will need to be addressed in the future (e.g., web developer, network support specialist, business applications support specialist). Persistent vacancies have impacted the College's ability to fully implement high-priority Information Technology Services projects, including limiting the scope of the new implementation of essential services (e.g., implementation of the new Banner system and the MyCompton portal). Furthermore, as several of Information Technology Services positions have been funded using Recovery Fund dollars, which will sunset in 2022, the College must identify permanent, on-going funding for Information Technology Services positions in order to maintain a robust department that serves the college in 2022-23, and beyond.

As Compton College has transitioned to an independent institution, the Information Technology Services team has prioritized critical services while placing less critical priorities (e.g., creating College policies, implementing a computer replacement process) in an implementation pipeline as the College builds its Information Technology Services team. To fill gaps in service until a local team can be established, the Information Technology Services department has also considered consultant contract services when necessary; however, implementing technology plan goals and objectives will require the College to invest in permanent employees who are fully engaged members of the campus community. In addition to the Information Technology Services staffing, the Community Relations department manages website updates and development with contract support and Academic Affairs includes staff who support distance education (e.g., Instruction Specialist, Learning Management System Specialist, Faculty Coordinator).

Compton College has two Collaborative Governance Committees that inform and support technology use: the Technology Committee and the Distance Education Advisory Committee. The Technology Committee is a standing institutional committee of the College charged with addressing priorities and changes in technology strategies. As the advisory group for technology-related planning, the Technology Committee's scope of responsibility includes:

- recommending new technology (equipment or systems) and potential purchases;
- reviewing on an annual basis technology needs, policies, and procedures; and,
- determining the best allocation of donated or granted technology equipment.

The Technology Committee participants meet monthly to evaluate and set technology practices and strategic priorities as part of the annual plan updates, and provides a report to the Planning and Budgeting Committee each spring semester.

The Distance Education Advisory Committee, a subcommittee to Compton College's Academic Senate, coordinates distance learning and related instructional technology activities for faculty and students. Distance Education Advisory Committee meets monthly and provides regular reports and recommendations to the Academic Senate. Additional information about Distance Education Advisory Committee and distance education at Compton College is addressed in Chapter 6.

CHAPTER 6

DISTANCE EDUCATION

Compton College is investing in and developing its Distance Education offerings for students. In its November 2017 Quality Focus Essay Special Report,[7] which it submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC), the College identified three main goals for Distance Education: 1) create an organizational management structure for Distance Education; 2) implement best practices to increase student success; and, 3) promote student awareness and investing in success tools.

To support the effort to meet these goals, the College participated in an Institutional Effectiveness Partnership Initiative (IEPI) in spring 2019, with support from the California Community College Chancellor's Office, and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) Consortium. The sections below describe the progress that the College has made toward each of the Quality Focus Essay goals for Distance Education and additional plans for Distance Education through 2024.

7 http://www.compton.edu/campusinformation/accreditation/docs/Compton-College-QFE-Special-Report-FINAL.pdf

Section 1:
Organizational Management Structure for Distance Education

Compton College has developed its own support and management structure for Distance Education independent from El Camino College. Specifically, the College established three positions, which are housed in Academic Affairs, to support Distance Education: 1) a Distance Education Faculty Coordinator who facilitates the College's faculty training and certification processes and leads the Distance Education Advisory Committee; 2) a Learning Management System Specialist to help manage the Canvas system, support faculty using Canvas, and operate the Distance Education Technological Learning Center; and, 3) an Instructional Coordinator who coordinates and oversees the day-to-day operations of the Distance Education program and provides supports to the Distance Education Faculty Coordinator. The Learning Management System Specialist is funded through the 2020-21 year with money that will expire; thus, the College will need to consider a permanent funding source for this position.

In addition to the human resources deployed to support Distance Education, the College has established the Distance Education Advisory Committee in spring 2017. In support of the institution's Quality Focused Essay Special Report (QFE) and Compton College 2024, the Distance Education Advisory Committee works collaboratively with the deans, the Distance Education Faculty Coordinator, the Curriculum Committee, and the Academic Senate to facilitate and improve online teaching, learning, and technology.

Because faculty should have the primary responsibility for developing policies and promoting Distance Education practices, the Distance Education Advisory Committee supports a learner-centered program and makes recommendations to the Curriculum Committee and the Academic Senate that are designed to further student success. Moreover, each Distance Education Advisory Committee member not only represents his/her division/department, but also acts as a resource to all faculty and staff members within their division regarding the exploration, development and implementation of robust pedagogical online strategies in the Distance Education environment. In addition, departments such as the library and student services, collaborate with Distance Education Advisory Committee to develop strategies to enhance the students' online experience and success.

Section 2: Implement Best Practices to Increase Student Success

The Distance Education Faculty Coordinator and the Distance Education Advisory Committee have developed a Distance Education Handbook for Compton College that outlines best practices and guidelines for Compton College faculty. Compton College has also joined the California Virtual Campus – Online Education Initiative (CVC-OEI) in spring 2019 to support the College as it builds its capacity to create strong Distance Education course offerings.

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC), which is responsible for determining the College's Peer Online Course Review (POCR) training process. This review process not only ensures that all online courses meet Title 5 requirements and adhere to the course outline of record, but also that the faculty who teach online have a standard level of expertise in Distance Education teaching practices. In addition to the POCR process, Compton College also will host professional development workshops and a Digital Summit about Distance Education in the coming year.

Section 3: Promote Student Awareness and Develop Tools for Student Success

Compton College is investing ongoing technological professional development for faculty, as well as resources to support the online student experience. These services are provided through the partnership with the CVC-OEI as an online ecosystem of support, which include online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. In sum, to foster greater accessibility and equitable outcomes for all students, Compton College plans to expand its Distance Education courses, programs, and services.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CHAPTER 7

COMPTON COLLEGE 2024 TECHNOLOGY PLAN GOALS & OBJECTIVES

The Compton College 2024 Technology Plan goals and objectives detailed in this chapter build upon those established in the 2017 Technology Master Plan, which align with and support the College's strategic initiatives, Tartar Completion by Design, and Guided Pathway Divisions. To implement these goals and objectives, the College will develop key action steps and regularly monitor and report progress toward goal completion.

GOAL

1

Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.
- Objective 2: Conduct a full assessment of the existing campus Information Technology Services environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.
- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.
- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and Early Alert).

GOAL

2

Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit.
- Objective 2: Implement Academic Program Maps of all Compton College degrees and certificates, and link to California State University campuses, including CSU Dominguez Hills Bachelor degrees.

GOAL

3

Provide students and employers with digital resources that connect students with opportunities and information related to students' academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

GOAL

4

Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design.
- Objective 2: Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.
- Objective 3: Assess students' access to personal computer technology and the internet, and implement strategies to increase student access to computers and the internet.
- Objective 4: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.
- Objective 5: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.
- Objective 6: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement distance education professional development and student supports, including online tutoring and counseling for all Compton College students.
- Objective 7: Ensure the implementation of regular technological training related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.
- Objective 8: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.


GOT E-MAIL?
PINK
PINK
PINK

CHAPTER 8

IMPLEMENTATION AND ASSESSMENT OF THE COMPTON COLLEGE 2024 TECHNOLOGY PLAN

To implement and assess the Compton College 2024 Technology Plan, College leadership and the Technology Committee will engage in annual technology planning and evaluation using established planning protocols: annual planning and program review.

The annual planning process, which includes:

- defining annual goals for the Information Technology Services department, distance education, and Community Relations based upon Compton College 2024 Technology Plan goals and objectives;
- defining recommendation(s) to meet each goal;
- defining which Completion by Design area(s) each goal and recommendation will impact (e.g., Connection, Entry, Progress, Completion, Transition);
- defining a measurable outcome for each goal;
- defining responsibilities for the recommendation, implementation and assessment; and,
- archiving the elements of the annual program planning document depository.

In addition to annual program planning, the Information Technology Services department is scheduled to complete program review in spring 2020, which will provide an opportunity to assess the outcomes of the Compton College 2024 Technology Plan and the Information Technology Services program via:

- surveys and other quantifiable data concerning student/client outcomes;
- assessment of the collaborative efforts with the campus and external community;
- appraisal of the current state of the Information Technology Services program's facilities and equipment;
- evaluation of the adequacy/inadequacy of the program's current staffing level and training needs; and,
- recommendations appropriate to the current and future resources needed to fulfill the Information Technology Services program's goals and objectives.


El Camino College - Compton College

CHAPTER 9

CONCLUSIONS

- The 2017 Technology Master Plan established objectives to maintain a 21st-century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems. These objectives have been completed or were in progress by 2019.
- The goals and objectives established in the Compton College 2024 Technology Plan will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions. However, the full implementation of Tartar Completion by Design will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas (e.g., enrollment services, universal design tools, counseling, online tutoring).
- Compton College continues to improve students' experiences in distance education by establishing the Distance Education Advisory Committee, a Distance Education faculty coordinator to facilitate the College's faculty training and certification processes and lead Distance Education Advisory Committee, and a Learning Management System Specialist to help manage the Canvas system and support faculty access and use. Notably, the College is also participating in the California Virtual Campus – Online Education Initiative (CVC-OEI) partnership, which will help support effective practices and technology and improve students' access to and completion of online courses and programs. However, to provide all Compton College students with access to programs and the support needed to complete them the College must develop and implement plans to address students' access to critical computing technologies.
- This technology plan supports ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes. Furthermore, the Compton College 2024 Technology Plan furthers the College's commitment to continuous quality improvement by incorporating the means to implement and regularly assess its progress toward meeting the established goals and objectives.
- Future funding for foundational Information Technology Services and technology platforms that are supported by Recovery fund or grant dollars must be considered in budget planning in the coming years. Of importance, the Recovery Fund will be exhausted by June 2022, which supports the Banner ERP system implementation. The district anticipates future costs over $5 million through 2027-28 for Banner. Currently, the district has set aside $2.5 million in the final 2019-2020 district end balance to support this need. Several positions across the campus (e.g., Information Technology Services staffing and the LMS specialist) are supported by the Recovery fund or grant dollars that will end, and the College should consider permanent funding sources for these positions.


NGRATULATIONS
Compton College
CLASS OF 2018
2018
2018
2018
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END NOTES

1 http://www.compton.edu/adminandoperations/masterplan/Compton-College-2024.pdf

2 http://www.cast.org/our-work/about-udl.html?utm_source=udlguidelines&utm_medium=web&utm_campaign=none&utm_content=homepage#.XYVFfShKiUk

3 https://www.pewinternet.org/fact-sheet/internet-broadband/

4 https://arnicusc.org/publications/mapping-digital-exclusion-in-los-angeles-county/

5 https://www.ppic.org/wp-content/uploads/jtf-californias-digital-divide.pdf

6 https://www.ppic.org/publication/californias-digital-divide/

7 http://www.compton.edu/campusinformation/accreditation/docs/Compton-College-QFE-Special-Report-FINAL.pdf