



# COMPTON COLLEGE 2024 Action Plan

December 2020 Update to the Compton Community College District Board of Trustees



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## Introduction

Compton College created this master Compton College 2024 Action Plan inclusive of all of its major planning documents: the [Compton College 2024 Comprehensive Master Plan](#), the [Human Resources Staffing Plan](#), and the [Technology Plan](#), [the Accreditation Action Plans](#), the [Distance Education IEPI plan](#), the [Integrated Planning IEPI plan](#), and the [Equity Plan](#). This comprehensive Action Plan will provide a common framework for college leaders and institutional standing committees to track progress toward the action items of the college planning process. The Action Plan has been divided by function and in relation to the Tartar Completion by Design Framework that focuses all stakeholders on the student experience. The Compton College 2024 Action Plan sections are: Connection, Entry, Progress/Completion, Professional Development, Staffing, Technology, Research, and General/Facilities.

Leaders from across the campus will update this Action Plan quarterly, and institutional standing committees will review the progress and provide feedback about the Action Plan updates each quarter. This is the second submission of the Action Plan to the Board of Trustees and subsequent submissions will be in March and June for the 2020-2021 academic year.

Thirty-three (33) faculty, staff, and administrator leaders from across the campus were identified as the responsible parties for the action items in the Compton College 2024 Action Plan, and they drafted this December 2020 update. These Action Plan documents will be shared with Institutional Standing Committees in spring 2021, and it will be refined for the next submission in March 2021. Leads responded to several prompts in the update, including a status categorization of completed, in-progress, or not started. Leads also provided a short summary that includes a description of accomplishments, key participants, timeline, anticipated challenges, how the college is measuring success of the item, and any opportunities for improvement ("closing the loop"). Further, if the action item was updated from the last submission, the author left an "updated" note at the bottom of the item with their name and the date. If a lead did not update an action item, the item includes a "no update" notation.

As users review and use this document, please send any feedback to Lauren Sosenko, Director of Institutional Effectiveness at [lsosenko@compton.edu](mailto:lsosenko@compton.edu).

Connection

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<b>Objective: Tailor degree and certificate programs to meet the needs of our students</b>		
<p>1. Increase efforts to attract students from the community and beyond through better advertisement of course offerings and programs and enhance College branding opportunities, public relations. Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study, including recently unemployed students. DI groups include American Indian, Black or African American, Pacific Islander, White, Disabled, Foster Youth, LGBT, and Veterans. Develop culture-specific information strategies, which include multilingual translations of key college information, including Oliver W. Conner Compton College Promise Program Increase the number of inquiries for each targeted audience.</p>	<p>Compton College 2024 Comprehensive Master Plan (CC 2024), Human Resources Staffing Plan (HR), Enrollment Management Plan (EMP), Equity</p>	<p><b>Lead: Director of Community Relations</b></p> <p>Status: <i>In Progress.</i></p> <ul style="list-style-type: none"> <li>• Winter/Spring 2021 Marketing: Instead of printing the winter 2021 or spring 2021 class schedules, a postcard is being mailed to all District-residents. Paid social media ads are scheduled on social media and radio ads have been booked.</li> <li>• A letter will be mailed to all eligible high school seniors outlining the Oliver W. Conner College Promise steps to enrollment. The information has also been translated into Spanish for non-English speaking parents. (mailing lists were provided by high school districts)</li> <li>• Use of CCLA prospective student system to direct leads to Career Pathways Coordinator.</li> <li>• The Outreach &amp; Marketing EM Sub-Committee has discussed the redesign of the “Future Students” webpage. The goal is to provide enrollment information based on the type of new student.</li> <li>• A proposal has been developed for a comprehensive marketing and communications plan. EM Committee has approved \$30,000 to complete this goal.</li> </ul> <p>Who else is contributing: Outreach and Marketing Sub-Committee, Institutional Effectiveness, Faculty, Counselors, Educational Partnerships, Articulation Officer, Strong Workforce</p> <p>Who else needs to know: Guided Pathway Divisions, Tartar Success Teams, high school counselors</p>

Key Action Step	Plan	Status
		<p>Timeline: 6-8 weeks to develop the plan with Interact Communications (perform a review of enrollment data and past marketing and outreach strategies, develop a comprehensive media buying plan). Start date to be determined. Goal: complete plan prior to summer/fall 2021 registration.</p> <p>Anticipated challenges: lack of resources (time and staff); CRM Recruit has not yet been fully implemented.</p> <p>Measuring success: Increase in enrollment of new students based on target audience. Compare new applicants to successful registration.</p> <p>Closing the loop: Fall 2020 Mid-Term campaign proved difficult – addresses included in students’ records were invalid; many of the letters were returned. Contact information needs to be accurate.</p> <p>Update: Heather Parnock, December 2020</p>
<p><b>Objective: Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates</b></p>		
<p>2. Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants</p>	<p>HR</p>	<p><b>Lead: President/CEO and Director of Community Relations</b></p> <p>Status: <i>In-progress</i>. However, the Foundation for Compton Community College District held its second meeting of the year on Thursday, November 4, 2020, and one of their goals will be a campaign to engage faculty, staff, and alumni in spring 2021.</p> <p>Who else is contributing: Foundation for the CCCD, Workforce Development, faculty, staff, students, and industry partners.</p> <p>Who else needs to know: Community members, alumni and graduates</p> <p>Timeline: Winter 2021- Fall 2021</p> <p>Anticipated challenges: Staffing support for the Foundation for Compton Community College District</p> <p>Measuring success: Functioning Foundation</p>

Key Action Step	Plan	Status
		<p>Closing the loop: None at this time</p> <p>Update: Keith Curry, December 1, 2020</p>
<p>3. Implement CRM Recruit and obtain additional training and technology/equipment to track disproportionately impacted prospective student groups through the onboarding process. Expand CRM features to include: Streamline digital processes to reduce manual data entry; Wireless access for off-campus outreach activities via a secure network; Provide access to technology for data management and adhere to Family Educational Rights and Privacy Act regulations. Expand and coordinate CRM Recruit messages.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways and Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Currently developing the CRM Recruit and Advise processes.</p> <p>Who else is contributing: Educational Partnerships, Strong Workforce, CTE Career Pathways Coordinator, Admissions &amp; Records</p> <p>Who else needs to know: None</p> <p>Timeline: Annual Process</p> <p>Anticipated challenges: Disaggregating data to share with departments for prospective student follow-up</p> <p>Measuring success: Number of prospective students in CRM Recruit moving from opportunities to applicants</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p><b>Objective: Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations</b></p>		

Key Action Step	Plan	Status
<p>4. Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn). Increase targeted marketing efforts and improve communication with prospective students, including advertising, website features, social media, digital and print publication, email and text notifications, and direct mail.</p>	<p>HR, EMP</p>	<p><b>Lead: Director of Community Relations</b></p> <p>Status: <i>In progress.</i></p> <ul style="list-style-type: none"> <li>• A proposal has been developed for an annual content plan/editorial calendar to build awareness, drive engagement, and inspire support. EM Committee has approved \$15,000 to complete this goal.</li> <li>• Also see item 1 re: proposed marketing and media buying proposal and redesign of 'Future Students' webpage</li> </ul> <p>Who else is contributing: faculty, staff, counselors, students, Educational Partnerships, Tartar Success Teams, Career and Technical Education (CTE)/Strong Workforce</p> <p>Who else needs to know: community, parents, high school counselors, Outreach &amp; Marketing EM Sub-Committee</p> <p>Timeline: 3 months after contract signed with Interact Communications. Goal: to implement plan prior to summer/fall 2021 registration.</p> <p>Anticipated challenges: Lack of resources (time and staffing); minimal contribution from programs and departments for inclusion in weekly social media schedule; emails are time-consuming (writing/editing, sending via CRM Advise); too many/duplicate requests to send emails.</p> <p>Measuring success: Increase in followers on social media; diverse social media content; increase in new applicants who register for classes.</p> <p>Closing the loop: Develop communications plan for prospective students.</p> <p>Updated: Heather Parnock, December 2020</p>



Key Action Step	Plan	Status
<p>5. Collaborate with campus partners (Integrating Outreach into First Year Experience, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education, financial aid, and Guided Pathway activities) on Compton College Promise Program outreach efforts to improve student success.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Compton College Promise Program Steps to Enrollment include application to First Year Experience Program (FYE), EOPS/CARE, and Financial Aid. Outreach has provided workshops to assist students complete the steps to enrollment and provide information about other support programs on campus. The Compton College Promise Program currently collaborates with FYE to provide initial counseling services to all incoming Promise students and assist with referrals to other services on campus like EOPS/CARE, Financial Aid, and Special Resource Center. Through the Guided Pathways Design Teams we have begun to plan an open house that will engage all our campus partners.</p> <p>Who else is contributing: CTE/Strong Workforce, First Year Experience program, Career &amp; Technical Education, Student Equity, Financial Aid, EOPS/CARE, Educational Partnerships, and Academic Affairs</p> <p>Who else needs to know: Students, K-12 Districts, Community, Special Resource Center</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Collaborating remotely with district partners. Low enrollment in Compton College Promise and FYE programs</p> <p>Measuring success: Participation of in outreach efforts and successful enrollment in the Promise program and student services programs</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p>6. Implement recruitment for English as a second language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive master plan.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships and ESL Department Faculty</b></p> <p>Status: <i>In Progress</i>. There have been flyers created in both English and Spanish, an ESL webpage for prospective students, a self- placement tool for students to accurately place themselves in the proper ESL course and self-identified Spanish-speaking counselors on the Counseling webpage. The</p>



Key Action Step	Plan	Status
		<p>outreach tools have not been implemented as of yet despite being completed in June. Educational Partnerships will partner with ESL program to facilitate a bilingual Application Workshop at the feeder high schools.</p> <p>Who else is contributing: Director of Adult Education and Workforce Development, Admissions and Records, Outreach &amp; School Relations, Counseling, Strong Workforce, Adult School Counselor, Director of Educational Partnerships, Vice President of Student Services, Director of Community Relations and ESL faculty and staff</p> <p>Who else needs to know: Current students, local adult schools and residents, all outreach partners. Adult Education Counselor</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: A process for faculty to request and conduct outreach activities has not been established. Academic Affairs and Student Services need to outline the process.</p> <p>Measuring success: 40% increase student registration and retention.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p>7. Implement the Veterans Center</p>	<p>Equity</p>	<p><b>Lead: Director of Financial Aid and Scholarships</b></p> <p>Status: <i>Completed</i>. Opened in Spring 2020.</p> <p>Who else is contributing Ms. Giselle Gamino</p> <p>Who else needs to know:</p> <p>Timeline: Completed</p> <p>Anticipated challenges: Awareness of the location and resources available.</p> <p>Measuring success: Increase in numbers of veterans served.</p>

Key Action Step	Plan	Status
		<p>Closing the loop: Update campus Veteran Services webpage. Make Veteran Intake forms available online. Partner with St. Johns to offer mental health services for Veteran students.</p> <p>No update.</p>
<b>STRATEGIC INITIATIVE 3: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b>		
<p>8. Develop and sustain the capacity of feeder middle and high schools to prepare all students for higher education through participation in the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP).</p>	<p>EMP</p>	<p><b>Lead: Vice President of Student Services, and Director of Educational Partnerships</b></p> <p>Status: <i>Not Started</i>. Educational Partnerships has requested a list of middle schools in the partner K-12 Districts. The goal is to present to middle school students and their families the various educational opportunities offered by Compton College during their K-12 journey to promote Dual Enrollment and after high school graduation to promote the Oliver W. Conner College Promise Program and Guided Pathways pipelines.</p> <p>Who else is contributing: CSUDH GEAR UP, UCI GEAR UP, K-12 Districts: Compton, Lynwood, and Paramount, Director of Community Relations</p> <p>Who else needs to know: None</p> <p>Timeline: Annually</p> <p>Anticipated challenges: None</p> <p>Measuring success: Increased participation in Dual Enrollment and first-time freshmen</p> <p>Closing the loop: None at this time.</p> <p>Updated: Nelly Alvarado, November 17, 2020</p>
<b>STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.</b>		
<b>Objective: Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.</b>		
<p>9. Increase outreach for health and technical field programs, including engaging community professionals.</p>	<p>CC 2024</p>	<p><b>Lead: Director of Adult Education and Workforce Development, and Associate Dean of Nursing</b></p>

Key Action Step	Plan	Status
		<p>Status: <i>In-Progress</i>. Utilization of <a href="http://www.ccla.com">www.ccla.com</a> has created access through social media through health care ads that direct potential students to the college. Directing students towards new Certified Nursing Assistant (CNA) program to begin in Spring 2021. Information sessions scheduled and being conducted for the new Apple Swift Coding program and the Apple Consulting Network entrepreneurship program.</p> <p>Who else is contributing: Outreach, Health and Public Services GPD, and Job Placement Specialist, Guided Pathway Division counselors, Adult Ed, program advisories (esp. for Career and Technical Education programs), America’s Job Center of CA-Rancho Dominguez, and the Department of Rehabilitation Services.</p> <p>Who else needs to know: Industry partners, Career centers, Local unions, Transfer institutions, community colleges and universities, health care facilities, counselors, faculty, community-at-large,</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Regular and robust participation in program, involvement from the persons/company/industry involved. Limited number of health science entry points. Advisory Committees. No centralization of CTE pathways under one Dean of Student Learning.</p> <p>Measuring success: Completion rate, employment; Increase in enrollment from lead generation.</p> <p>Closing the loop: There is a need to offer additional health science career workshops to off-set the large numbers of students with interest in registered nursing. Spring 2021 CNA program seeks to be an entry point for nursing path. Additional health areas that need access to trained individuals needs to be identified. Technology entry points need to be expanded and more resources should be shifted towards marketing technology programs.</p> <p>Updated: Lynell Wiggins, December 1, 2020</p>
<p><b>Objective: Create collaborative partnerships with industry leaders in the allied health and technical fields.</b></p>		

Key Action Step	Plan	Status
<p>10. Create a Collaborative Partnership Planning Team to develop and help implement a plan.</p>	<p>CC 2024</p>	<p><b>Lead: Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In-Progress</i>. Working with the Regional Director for the Health Workforce Initiative. During the September 21<sup>st</sup> Advisory Meeting, we will have a conversation between Community College ADN, VN and CNA nursing programs and their industry partners on the current status of the workforce and education programs. Currently developing a new CNA program in Health &amp; Public Services Guided Pathway Division.</p> <p>Who else is contributing: industry partners; Guided Pathway Divisions, Associate Dean of Nursing</p> <p>Who else needs to know: Human Resources, transfer &amp; career center, students; faculty; budget/planning;</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Soft skills training for our students (prof dev); apprenticeships/internships (need to apply for grants); need for a career and workforce center at Compton College.</p> <p>Measuring success: Implementation of the new CNA program being developed by Health Sciences. Coming approval of new regionally approved Registered Nursing curriculum to train for bachelor’s degree level skills.</p> <p>Closing the loop: Employers appreciate a regional approach to advisory committees and collaborative coordination regarding regional curriculum adopted by all colleges, which has created a more seamless integration and acceptance. Work closer with community partners to generate more transition pipelines for unemployed and upskill workers.</p> <p>Updated: Lynell Wiggins, December 1, 2020</p>

Key Action Step	Plan	Status
<p>11. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.</p>	<p>EMP</p>	<p><b>Lead: Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In-Progress</i>, project is currently serving Compton College through lead transfer to the college in phone warm hand-offs and email contact reporting. Followed up on by Career Pathways Coordinator.</p> <p>Who else is contributing: Career Pathways Coordinator, Director of Educational Partnerships</p> <p>Who else needs to know: Outreach, EOPS, CalWORKs, Special Resource Services</p> <p>Timeline: Project structure established, project on-going assessment through 2020-2021.</p> <p>Anticipated challenges: Availability for warm hand-offs. Ensuring timely follow-up of prospective students; getting prospective connected with Welcome Center for application support and entry into CRM-Recruit (or by Career Pathways Coordinator); CRM-Recruit currently down. Lack of staff training on CRM-Recruit.</p> <p>Measuring success: Enrollment based on direct lead generation. Number of actual application completers that enroll in CTE classes when comparing list of inquiries to actual enrollees.</p> <p>Closing the loop: Further alignment needed with Outreach to communicate recruitment plan of CTE and establish CRM-Recruit system to manage prospective students into enrollment path.</p> <p>Updated: Lynell Wiggins, December 1, 2020</p>
<p><b>STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b></p>		
<p><b>Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.</b></p>		

Key Action Step	Plan	Status
<p>12. Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Upward Bound is currently in the 4<sup>th</sup> year of a 5-year grant. Next grant cycle is 2021-2022. This provides an opportunity for the district to apply for additional grants.</p> <p>Who else is contributing: K-12 Districts: Compton, Lynwood, and Paramount,</p> <p>Who else needs to know: Guardian Scholars</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Will need grant writing support in 2021-2022</p> <p>Measuring success: Number of federal grants awarded</p> <p>Closing the loop: Begin grant writing preparation a year before. Implement a Needs Assessment at the K-12 Districts in Fall 2021. Secure grant writer before Fall 2021.</p> <p>Updated: Nelly Alvarado, November 17, 2020</p>
<p>13. Offer college classes at high schools and summer enrichment classes for K-12 (i.e., Kollege 4 Kids).</p>	<p>CC 2024, HR</p>	<p><b>Lead: Vice President Academic Affairs</b></p> <p>Status: <i>In Progress</i>. Classes are currently offered at high schools through AB288, Instructional Service Agreements, Afternoon College, and Early College and is ongoing.</p> <p>Who else is contributing: Vice President of Student Services, Director of Education Partnerships, Deans of Student Learning and Student Success, Department Chairs, Director of Adult Education and Workforce Development, Dean of Counseling and Guided Pathways, Admissions and Records.</p> <p>Who else needs to know: High School Partners, Counseling</p>

Key Action Step	Plan	Status
		<p>Timeline: During 2021-2022, the Vice President of Academic Affairs will explore options for K-12 summer programs on campus in consultation with the Director of Adult Education and Workforce Development and Vice President of Administrative Services.</p> <p>Anticipated challenges: Establishing a summer program for K-12 during the summer or partnering with an outside entity to provide programs</p> <p>Measuring success: 1) Classes continue to be offered at high school, 2) A K-12 summer enrichment program is established for summer 2022.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, October 31, 2020</p>
14. Offer bike friendliness	CC2024, HR	<p><b>Lead: Chief Facilities Officer</b></p> <p>Status: <i>In progress.</i> Bike racks and bike paths are located throughout campus. Additional racks will be installed as new buildings are completed and bike paths repainted.</p> <p>Who else is contributing: Human Resources</p> <p>Who else needs to know: Campus Police</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Bikes are not allowed on campus access paths.</p> <p>Measuring success: Racks should be installed within 6 months of closing project, if funds are in place.</p> <p>Closing the loop: Normal part of project completion.</p> <p>Updated: Linda Owens, December 1, 2020</p>
15. Offer peer mentors	CC2024, HR	<p><b>Lead: Vice President Student Services, Dean of Counseling and Guided Pathways</b></p>



Key Action Step	Plan	Status
		<p>Status: <i>Not started</i>. We received funding from the College Futures Foundation to operationalize the peer mentor program at Compton College.</p> <p>Who else is contributing: Student Services and members of Tartar Success Teams.</p> <p>Who else needs to know: The campus and campus community.</p> <p>Timeline: Not complete</p> <p>Anticipated challenges: Time can be considered a challenge. We have a student ambassador program at Compton College that is a great starting point to help build the peer mentoring program and lay the foundation for the work.</p> <p>Measuring success: Not complete.</p> <p>Closing the loop: None at this time as the work has not occurred.</p> <p>Updated: Cesar Jiménez, December 3, 2020</p>

Entry

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<b>Objective: Tailor degree and certificate programs to meet the needs of our students</b>		
<p>1. Move basic skills classes from credit to noncredit, thereby eliminating these classes from the unit limit requirement, and mitigating potential for loss of revenue.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>Not Started</i>. Starting spring 2021.</p> <p>Who else is contributing: English and math Faculty, Director of Workforce Development and Adult Education, Faculty, Division Chairs of STEM and FACH, Deans of Academic Affairs</p> <p>Who else needs to know: Community Relations, Extended Opportunity Programs &amp; Services, Associated Student Body (ASB) &amp; Student Life, Library/Student Success Center, Admissions, Counseling, Outreach, Welcome Center</p> <p>Timeline: 2020-2021 begin conversations with faculty, department chairs, and deans. Spring 2021 develop noncredit curriculum for possible implementation fall 2022.</p> <p>Anticipated challenges: Faculty developing new curriculum</p> <p>Measuring success: Curriculum developed and implemented.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, October 31, 2020</p>
<b>Objective: Educate students about pathways to graduation</b>		
<p>2. Highly encourage participation in Human Development 110 (or similar classes) for all first-time students during their first semester or within the first year as a continuation of orientation.</p>	<p>CC 2024</p>	<p><b>Lead: Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In Progress</i>. Most program maps have HDEV 110 written in the program pathways as of summer 2020.</p>

Key Action Step	Plan	Status
		<p>Who else is contributing: Extended Opportunity Programs &amp; Services (EOPS), CalWORKs, Guardian Scholars, Financial Aid, Dean of Health &amp; Public Services, Chair of Health &amp; Public Services, and HDEV Faculty, Office of Institutional Effectiveness</p> <p>Who else needs to know: Youth Empowerment Strategies for Success (YES) program, Career and Technical Education/Workforce Development, Promise, Athletics, First-Year Experience (FYE), Counseling, Academic Affairs, campus community, and students.</p> <p>Timeline: On-going</p> <p>Anticipated challenges: None</p> <p>Measuring success: Increased enrollment in HDEV 110. Looking at data to determine if students who take HDEV 110 success and persist at higher rates than those who do not. Disaggregate the data by race, ethnicity, and gender.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, October 31, 2020. Cesar Jimenez, December 3, 2020</p>
<p>3. Implement accurate academic program maps to support recruitment strategies. Finalize, assess, and refine Guided Pathway academic program maps to provide students with a semester by-semester path from program entry to completion.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In progress</i>. Map content was finalized by June 30, 2020. All program maps are uploaded into Program Mapper. We are waiting for local curriculum, information from Academic Affairs and then we can publish. Additionally, adding program maps into Degree Works.</p> <p>Who else is contributing: Faculty, Counselors, Chairs, Academic Deans, Vice President of Academic Affairs, and Vice President of Student Services</p> <p>Who else needs to know: campus, students, high school partners, and community</p> <p>Timeline: Waiting for local curriculum, information from Academic Affairs to publish. Upload program maps into Degree Works by winter 2021.</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Maintenance of program maps. Maximizing Degree Works reporting to help with course enrollment / course scheduling.</p> <p>Measuring success: Degree completion and program map utilization.</p> <p>Closing the loop: Looking at how many students use program mapper and student educational plans in Degree Works. However, since we are SaaS, reporting feature has been a challenge.</p> <p>Updated: Cesar Jimenez, December 3, 2020</p>
<p>4. Structure communities around Guided Pathways. Expand Welcome Center services by Guided Pathway Divisions.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In progress</i>. We have five student services advisors assigned to the Welcome Center. They work with prospective students and current students. They co-lead Tartar Success Teams and have submitted and continue to submit proposals to help build communities around Guided Pathways for students.</p> <p>Who else is contributing: Welcome Center – Student Services Advisors</p> <p>Who else needs to know: Academic Affairs, Student Services, and students</p> <p>Timeline: Ongoing, Student Services Advisors continue to work on building a sense of community for students via virtual steps to enrollment, TST proposals, and CCCMyPath.</p> <p>Anticipated challenges: Capacity to build community/case management for five GPDs while maintaining welcome center duties/responsibilities, i.e. early alert, virtual steps to enrollment, etc.</p> <p>Measuring success: Increase student sense of belonging and having higher applicant/enrollee yield rates.</p> <p>Closing the loop: Review of applicant/enrollee yield at Compton College.</p> <p>Updated: Cesar Jimenez, December 3, 2020</p>

Key Action Step	Plan	Status
<p>5. Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).</p>	<p>EMP</p>	<p><b>Lead: Director of Financial Aid and Scholarships</b></p> <p>Status: <i>In Progress</i></p> <p>Who else is contributing: FA Staff with Collaboration other Student Services Departments.</p> <p>Who else needs to know: Other Student Services Departments.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: COVID-19, Technology needs, connectivity issues (wifi/internet)</p> <p>Measuring success: Increased numbers of Financial Aid applications.</p> <p>Closing the loop: Improve Financial Aid Office customer service, tailor customer e-services and in person service to meet student needs. -Educate students on verification process, this will help the student be more independent and complete their verification process quicker, thus gaining access to their Financial Aid funds quicker.</p> <p>No update.</p>
<p>6. Develop a Guided Pathways onboarding process for dual enrolled students and their parents/guardians that includes outreach, application, special programs, career and pathway planning, orientation, registration, summer bridge, and continuous technological support for all processes.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Educational Partnerships has implemented Compton College Application and Next Steps workshops for Early College, CAMS, AB 288 and Afternoon College. Orientation was facilitated for all AB 288 programs in Compton, Lynwood, and Paramount unified school districts. Additionally, we have continued to facilitate workgroup meetings with CUSD and we are in the process of establishing recurring workgroup meetings with LUSD and PUSD.</p> <p>Who else is contributing: Educational Partnerships, Admissions &amp; Records, Counseling, Learning Management System Specialist, Academic Affairs, Admissions &amp; Records, K-12 District Partners</p>

Key Action Step	Plan	Status
		<p>Who else needs to know: Students, community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Collaborating remotely. Sticking to deadlines.</p> <p>Measuring success: Successful student enrollment in dual enrollment in courses, retention and completion</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p><b>STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</b></p>		
<p><b>Objective: Attract and retain traditional students and focus on retaining nontraditional students.</b></p>		
<p>7. Provide additional resources for Dream Act students.</p>	<p>CC 2024, HR</p>	<p><b><i>Director of Financial Aid and Scholarships, Director of Basic Needs and Success</i></b></p> <p>Status: <i>In-progress</i>, the UndocuAlly Taskforce received \$5,000 from the district to support Dream Act students and students who are undocumented with emergency grants. Additionally, the district will receive \$37,000 from the state chancellor’s office per the Dream Resource Liaison Support Allocation.</p> <p>Who else is contributing: IE, Student Equity, Adult Education Admissions, Financial Aid, Welcome Center, Outreach, Educational Partnerships, and Counseling</p> <p>Who else needs to know: The Compton, Paramount, and Lynwood communities</p> <p>Timeline: Ongoing, continue to assist Dream Act and students who are undocumented via free workshops but also with emergency grants.</p> <p>Anticipated challenges: We don’t have a Dream Center yet and students don’t know the resources that are available or what they qualify for. There is a need for more community outreach and Spanish mailers with this specific</p>

Key Action Step	Plan	Status
		<p>information. Who is responsible for assessing or surveying the students that are coded as Dream Act students? Continued funding can be a challenge, as the COVID-19 pandemic has impacted the chancellor’s office and the district.</p> <p>Measuring success: Provide survey to this student population to inquire about any unmet needs they have at Compton College. Look at course completion of Dream Act students and students who are undocumented.</p> <p>Closing the loop: Offer personalized appointments to complete Dream Act application and completion of Dream Act verification documents. Personalized assistance will also help the student learn about the process and gain knowledge they can then share with other peers. Review Dream Act and students who are undocumented involvement in Undocumented Student Week of Action, other workshops, and student appointments.</p> <p>Update: Cesar Jimenez, December 4, 2020.</p>
<p>8. Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways, and Director of Community Relations</b></p> <p>Status: <i>In-Progress</i>, we continue to leverage CRM Advise for communication. We have sent push notifications via CRM Advise, including text messages and emails. There is a Communication Matrix that has created a timeline on communication and different modalities of communication.</p> <p>Who else is contributing: Vice President of Academic Affairs, Vice President of Student Services, and Coordinator of Student Services in Equity; workforce development, veterans resources</p> <p>Who else needs to know: Campus, community, and students; industry partners</p> <p>Timeline: Ongoing, messages continue to be sent to students and some of the messaging is targeted. The Communication Matrix helps drives messaging but we also have one-offs.</p>



Key Action Step	Plan	Status
		<p>Anticipated challenges: multiple communication methods available - which is best suited to target audience(s); encouraging students to check their @compton.edu email; consistent messaging. Building capacity to help with communication.</p> <p>Measuring success: Increase in student utilization of @compton.edu, mobile app, attendance of events, and completion of emailed applications</p> <p>Closing the loop: Finalize communications matrix to establish baseline for the timing and responsibilities</p> <p>Updated: Cesar Jimenez, December 3, 2020</p>
<b>Minimize the equity gap for access, retention, and graduation rates.</b>		
<p>9. Increase student awareness of Compton College Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Compton College Promise Program Steps to Enrollment include application to First Year Experience Program (FYE), EOPS/CARE, and Financial Aid. Outreach has provided workshops to assist students complete the steps to enrollment and provide information about other support programs on campus. The Compton College Promise Program currently collaborates with FYE to provide initial counseling services to all incoming Promise students and assist with referrals to other services on campus like EOPS/CARE, Financial Aid, and Special Resource Center. The Oliver W. Conner College Promise Steering Committee membership currently includes representatives from Outreach, FYE, EOPS/CARE, Financial Aid, Counseling, SRC, A&amp;R, Transfer Center, Student Success Center, Student Equity, Academic Affairs, Community Relations, and CTE/Strong Workforce.</p> <p>Who else is contributing: Counseling, Financial Aid, Extended Opportunity Programs &amp; Services (EOPS), Outreach, Guided Pathways, K-12 partners</p> <p>Who else needs to know: Students, community</p> <p>Timeline: On-going</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Enhancing the summer bridge program for any first-year students. Encouraging all first-time students to enter through the Oliver W. Conner Promise Program or First-Year Experience (FYE).</p> <p>Measuring success: Successful enrollment in Promise program and support services</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p>10. Expand and evaluate Assembly Bill 705, the Seymour-Campbell Student Act of 2012 interventions, to increase the number of students who pass transfer-level English and math in their first year at the college.</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. English and math faculty began meeting in their respective Communities of Practice in summer 2020. Four sections of English 101 and four sections of Math 150 are scheduled in fall under this model. Also, four sections of English 101 are offered with reduced seat limits.</p> <p>Who else is contributing: Deans of Student Success and Student Learning, Division Chairs of STEM and FACH, Director of Institutional Effectiveness, Math and English Faculty, Student Success Coordinator, Division Tartar Success Teams</p> <p>Who else needs to know: Guided Pathways Committee, Counseling, Student Success Committee</p> <p>Timeline: Started summer 2020 with implementation in fall 2020.</p> <p>Anticipated challenges: If results show success, find a way to implement the model at scale. Providing support to the Communities of Practice to assist them in their work.</p> <p>Measuring success: Compare success and retention in these classes with sections not in the Community of Practice.</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
		Updated: Sheri Berger, October 31, 2020.
<p>11. Expand the First-Year Experience (FYE) Program: Financial Aid Application Campaign, FYE New Student Orientation, deploy CRM Advise interventions, increase communications with students, and team building and cultural social trips.</p>	EMP, Equity	<p><b>Lead: Vice President of Academic Affairs and Vice President of Student Services</b></p> <p>Status: <i>In Progress</i>. There is an FYE taskforce to re-tool the program and ensure a streamlined process and have it integrated with Guided Pathways.</p> <p>Who else is contributing: Counseling, Financial Aid, Extended Opportunity Programs &amp; Services (EOPS), Dean of Student Success, members of Tartar Success Teams.</p> <p>Who else needs to know: Career Education/Workforce Development for the purpose of integrating a CTE pathway, prospective students who can participate in FYE.</p> <p>Timeline: On-going, the co-chairs have met since summer 2020. The goal is to operationalize and reinvent FYE and implement by fall 2020.</p> <p>Anticipated challenges: Enhancing the summer bridge program for any first-year students. Encouraging all first-time students to enter through the Oliver W. Conner Promise Program or First-Year Experience (FYE). Lack of a CTE focused cohort in First-Year Experience.</p> <p>Measuring success: Increase enrollment in the FYE</p> <p>Closing the loop: Adding a CTE cohort with a defined specialization/theme might increase FYE interest and success, as compared to prior success outcomes.</p> <p>Updated: Sheri Berger, October 31, 2020. Cesar Jimenez, December 3, 2020.</p>
<p>12. Implement the equity plan activities for persistence, with key target groups of African American or Black, First</p>	Equity	<p><b>Lead: Director of Basic Needs and Success</b></p>

Key Action Step	Plan	Status
<p>Generation, and Foster Youth- tutoring, Men of Color Initiative, Formerly Incarcerated Students (FIST), and Tartar Support Network</p>		<p>Status: <i>In progress</i>. Compton College staff, faculty, and administrators are working on key Task Force groups to identify needs of disproportionate groups such as Men of Color. Compton College is currently hiring a Director of Basic Needs and Success to fully implement the equity plan.</p> <p>Who else is contributing: Student Services Coordinators.</p> <p>Who else needs to know: Campus community, students.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Need to hire the Director of Basic Needs and Success</p> <p>Measuring success: Persistence among disproportionately impacted student groups.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>13. Implement childcare services to potential students on campus as identified at the Tartar Success Institute.</p>	<p>EMP</p>	<p><b>Lead: Director of Child Development Center</b></p> <p>Status: <i>On Hold</i>. No updates currently.</p> <p>Who else is contributing:</p> <p>Who else needs to know:</p> <p>Timeline: Not complete.</p> <p>Anticipated challenges: Pandemic concerns negatively impact the ability to provide a healthy and safe environment for staff, young children, and families.</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
<p>14. Develop partnerships with community-based organizations, Los Angeles County departments, and K-12 partner districts, particularly middle schools, to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, college, and career readiness.</p>	<p>EMP</p>	<p>Updated: Melita E. Ferguson, November 20, 2020</p> <p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. During the Fall of 2020, identified and compiled a list of community-based organizations. In Spring 2021, Compton Informational Nights in Spanish and English will cover the systems of higher education, opportunities available at Compton College, the Promise program, and Dual Enrollment programs available to their students.</p> <p>Who else is contributing: K-12 districts</p> <p>Who else needs to know: Department of Children and Family Services, K-12 districts, community members</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: low participation in virtual workshops due to lack of technology such as computers and internet</p> <p>Measuring success: Increased participation in Dual Enrollment programs and campus enrollment</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p>15. Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.</p>	<p>EMP</p>	<p><b>Lead: Director of Basic Needs and Success</b></p> <p>Status: <i>In Progress</i>. Need to hire the Director of Basic Needs and Success</p> <p>Who else is contributing: Student Services Managers</p> <p>Who else needs to know: Campus-wide</p> <p>Timeline: Ongoing</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: How do we sustain what we have on campus? Is there a role for the foundation, long-term, to sustain these resources for our students? What non-profits do we already have partnerships with to provide food, etc.?</p> <p>Measuring success: Increased basic needs services to students.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p><b>Objective: Enhance student preparation for academic success and completion</b></p>		
<p>16. Offer more courses that are in demand. Ensure that courses required for transfer are offered and available at all times of the day/evening.</p> <p>Expanding schedule offerings and sections may necessitate recruiting, hiring, training, and retaining additional faculty.</p>	<p>CC 2024, HR, Technology Plan (Tech)</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <b>In Progress.</b> Deans work with chairs in reviewing fill rates in preparation for scheduling future terms. Deans have been working together to schedule general education classes at times to give students more options. Beginning with fall 2021, time blocks for scheduling will be implemented to afford students opportunity to register into more classes.</p> <p>Who else is contributing: Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness</p> <p>Who else needs to know: None.</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Getting certain faculty/adjuncts for specific disciplines. Part-time hourly pay scale for adjunct faculty at Compton College. Classroom space availability. Creating a set time grid for when classes begin and end. Using data to make informed scheduling decisions.</p> <p>Measuring success: Fills rates at census increase by 5-10% by 2022-2023.</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
		Updated: Sheri Berger, November 19, 2020.
17. Fully implement Compton College Welcome Week activities in the fall and spring semesters.	EMP	<p><b>Lead: Director of Student Development and Athletics</b></p> <p>Status: <i>Completed/In-progress</i>: Fall Semester Completed. Spring Semester in progress.</p> <p>Who else is contributing: Office of Student Development, Associated Student Body (ASB), Dean of Counseling and Guided Pathways.</p> <p>Who else needs to know: Student Services Division, Guided Pathways Counselors and Advisors, Distance Education, and Bookstore.</p> <p>Timeline: August 2020 - Fall Semester Completed. Spring Semester to be completed by February 2021.</p> <p>Anticipated challenges: Student Participation and marketing to students.</p> <p>Measuring success: Increase in student attendance and student success on activities which reflect material learned. Follow up surveys to continue to improve marketing, events, and engagement.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<b>STRATEGIC INITIATIVE 3: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b>		
<b>Strengthen our focus on the broader needs of the community served by Compton Community College District.</b>		
18. Fully implement a College ambassador program.	CC 2024	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In progress</i>. Hired two Student Ambassadors through CalWORKs. Collaborating with the Financial Aid office to hire additional Federal Work Study (FWS) Students.</p> <p>Who else is contributing: Financial Aid, Student Equity and Achievement, and CalWORKs</p>



Key Action Step	Plan	Status
		<p>Who else needs to know: ASB/Student Life, Student Services, departments that can refer candidates to serve as Student Ambassadors</p> <p>Timeline: Annually, currently recruiting Student Ambassadors.</p> <p>Anticipated challenges: Student ability to work during peak hours, technology and WiFi access.</p> <p>Measuring success: Number of Student Ambassadors hired. Goal is to have 15-20</p> <p>Closing the loop: None at this time.</p> <p>Updated: Nelly Alvarado, November 17, 2020</p>
<p>19. Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>In Progress</i>. Memorandums of agreement are updated annually.</p> <p>Who else is contributing Compton College President/CEO, K-12 District Superintendents</p> <p>Who else needs to know: Director of Community Relations</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: None at this time.</p> <p>Measuring success: Number of signed agreements, currently 3.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>

Key Action Step	Plan	Status
<p>20. Offer dual enrollment program, including the following: Afternoon college (i.e., College courses offered at the high school site after the regular school day), College and Career Access Pathways (CCAP) partnerships (i.e., series of College courses that lead to an identified guided pathway during the regular high school day), and Early College (i.e., College courses and curriculum designed to provide the opportunity for a high school student to obtain a college degree built throughout the school day.)</p>	<p>CC 2024, EMP</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>Completed</i>. We have established AB288 Agreements with Compton, Lynwood, and Paramount Unified School Districts, an Instructional Service Agreement with CAMS, an Early College Program, and Afternoon College. Classes are scheduled based on those agreements.</p> <p>Who else is contributing: Deans of Student Learning, Dean of Student Success, Dean of Counseling and Guided Pathways, Vice President of Student Services, Director of Educational Partnerships, Director of Admissions and Records</p> <p>Who else needs to know: High School Partners, Counseling</p> <p>Timeline: Complete</p> <p>Anticipated challenges: The ongoing challenge is timely enrollment of high school students.</p> <p>Measuring success: Classes are scheduled.</p> <p>Closing the loop: Ongoing AB288 pathways with USDs.</p> <p>Updated: Sheri Berger, October 31, 2020.</p>
<p>21. Establish partnerships with K-12 districts to financially support dual enrollment specialists.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Complete</i>.</p> <p>Who else is contributing: Vice President of Student Services and Vice President of Administrative Services</p> <p>Who else needs to know: Not applicable</p> <p>Timeline: 2020-2023</p> <p>Anticipated challenges: Grant monies expire</p>

Key Action Step	Plan	Status
		<p>Measuring success: Hired 3 Dual Enrollment Specialists June 2020</p> <p>Closing the loop: continuous communication with the business office and funding sources to provide status updates</p> <p>Updated; Nelly Alvarado &amp; Cesar Jimenez, November 17, 2020</p>
<p>22. Assign dual enrollment specialists to serve as liaisons between the College and Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships</b></p> <p>Status: <i>Complete</i>. High School assignments are complete.</p> <p>Who else is contributing: Vice President of Student Services</p> <p>Who else needs to know: Compton Unified, Lynwood Unified, and Paramount Unified School Districts</p> <p>Timeline: September 1, 2020</p> <p>Anticipated challenges: assignments by funding source and case load balance is difficult.</p> <p>Measuring success: Number of students served by workshops lead by Dual Enrollment Specialists and number of Dual Enrollment students passing courses and progressing into the next semester</p> <p>Closing the loop: Too early to determine. Dual Enrollment Specialists were hired June 2020.</p> <p>Updated: Nelly Alvarado, November 17, 2020</p>
<p>23. Develop dual enrollment policies and procedures, which are published in a manual that serves as a practical guide to key components, characteristics, practices, and processes associated with dual enrollment.</p>	<p>EMP</p>	<p><b>Lead: Director of Educational Partnerships, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In Progress</i>. Dual Enrollment Important Dates &amp; Deadlines is complete. Policies and Procedures Manual for Students/Parents is in draft form and needs to be finalized.</p>

Key Action Step	Plan	Status
		<p>Who else is contributing: Dual Enrollment Specialists, VP of Student Services, and the Career Ladders Project</p> <p>Who else needs to know: Admissions and Records, Academic Affairs, and partner school districts- Compton, Lynwood, and Paramount unified school districts</p> <p>Timeline: Spring 2021 for Summer 2021 and Fall 2021 cohorts</p> <p>Anticipated challenges: Ensuring all responsible areas abide by the Dual Enrollment Important Dates &amp; Deadlines. Ensuring the Student &amp; Parent Handbook includes useful and digestible (student friendly) information for users</p> <p>Measuring success: Completion</p> <p>Closing the loop: None at this time.</p> <p>Updated: Nelly Alvarado, November 17, 2020</p>
<p>24. Expand the reach and functions of transfer and employment transition services (e.g., University of California and California State University application workshops, collaborations between discipline faculty and the Transfer and Career Center, visiting tours to four-year institutions and prospective employers, internship program, Transfer Center coordinator and support staff).</p>	<p>EMP, Equity</p>	<p><b>Lead: Director of Adult Education and Workforce Development, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In-Progress</i>. On-going virtual transfer workshops and transfer day events with representatives conducting virtual meet-ups with students. Most recently, we had the first ever, online University Transfer Fair via Zoom. Employment transition at the certificate and associate degree level involve sector partnerships connected to pathways. Regional director introductions to each pathway planned for 2020-2021 year. Student access to LinkedIn Learning through MyCompton helps learners hone transferable skills and establish occupational clarity. New employment posting site unveiled on 11/18/20, CollegeCentral.com will help students begin to create a career persona upon entry that can be developed throughout their educational journey. We had our Transfer &amp; Career Center Counselor and Articulation Office led a Student Services Division wide transfer training.</p>

Key Action Step	Plan	Status
		<p>Who else is contributing: Student Advisors, Career Clarity Committee, Transfer &amp; Career Ctr, Student Advisors, Job Placement Specialist, and Career Pathways Coordinator.</p> <p>Who else needs to know: Academic Senate, Associated Student Body, Financial Aid – Work Study, EOPS, CalWORKs, Special Resource Services</p> <p>Timeline: Semester by semester implementation; On-going based on Guided Pathway Division career focus. The College Futures Foundation provided funding to scale career training and will explore MBTI/Strong training for Counselors.</p> <p>Anticipated challenges: Accessing students in an online environment; work with faculty to gain access to classes and cast a wide net; clear guidance and strengthened partnership between Transfer &amp; Career Center and Strong Workforce</p> <p>Measuring success: Students will have utilized a phased approach to achieving their employment goals by engaging in work-based learning or service-learning options (connected to educational objectives) that help prepare students for transition to a university or the workforce through their selected Guided Pathways Division. Look at appointments for students and Transfer and Career Center.</p> <p>Closing the loop: Students interested in transfer should engage in work preparation activities aligned with their career interest prior to transfer. There is a difference between preparing someone to connect with employment services at a university and helping students prepare for workforce entry through a CTE pathway or associate degree. There are more opportunities for industry to help prepare with the skills needed to enter their sector. Therefore, we should leverage this reality and get more companies involved with presenting to our students regularly. Closing the loop – look at transfer rates and job placement post-graduation.</p> <p>Update: Cesar Jimenez, December 3, 2020</p>

Key Action Step	Plan	Status
<p>25. Implement STEM Internships</p>	<p>Equity</p>	<p><b>Lead: Director of Basic Needs and Success, and Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In progress</i>. The College has a MOU relationship with Base 11, an internship organization that seeks to help underserved students gain access to internships at Cal Tech, USC, and UC Irvine. The STEM Center and STEM faculty are involved in cultivating this population for success. More CTE students need to consider these opportunities through connecting the Technology and Engineering components. Applications are currently being completed for the Fall 2020 cohort. Consideration for restarting the Girls &amp; Women in Technology Conference through a Virtual format are currently being considered for early November 2020.</p> <p>Who else is contributing: STEM Center, STEM GPD, Base 11, CTE Faculty, High School faculty (CUSD, LUSD, PUSD)</p> <p>Who else needs to know: Business and Industry partners, Regional Directors Timeline: 2020-2021 academic year</p> <p>Anticipated challenges: Collaboration between STEM Center and CTE.</p> <p>Measuring success: Get students placed with known internship organizations to establish a baseline for the College. Help students to see their learning outside of school as complementary to their overall development and that it needs to be reported as part of their process.</p> <p>Closing the loop: The primary oversight of the STEM Center comes through the Director of Basic Needs and Success, but some of the Technology and engineering interested students are in CTE. Need to create opportunities for a wider net to be cast for STEM internship opportunities. Plan to work closer with STEM faculty to identify students who may be a good choice for internships and apprenticeships.</p> <p>Update: Lynell Wiggins, December 1, 2020</p>

## Progress and Completion

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<b>Objective: Educate students about pathways to graduation</b>		
<p>1. Implement Degree Works degree audit. Maximize the utilization of Degree Works to further student completion and transition through student driven videos explaining Degree Works and how to use it, and student utilization of “what if” scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.</p>	<p>Tech, EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Complete</i>. We have implemented Degree Works. We piloted in fall 2019 and scaled in spring 2020.</p> <p>Who else is contributing: Faculty, counseling, categorical programs, classified staff, ITS, Academic Affairs, Admissions &amp; Records, Ellucian.</p> <p>Who else needs to know: students, financial aid, admissions and records, student equity, institutional effectiveness, academic affairs, community members</p> <p>Timeline: Degree Works was piloted in fall 2019 and scaled in spring 2020. We hope to upload program maps into Degree Works.</p> <p>Anticipated challenges: Continued training for the Articulation Officer to lead this project. Continue to market with campus and continued commitment from students. Continued reviewing of certificates and degrees in DW. Reporting feature in Degree Works has been challenging.</p> <p>Measuring success: Degree completion, student progress monitoring.</p> <p>Closing the loop: Look at the number of SEPs created, use SEPs to help course enrollment – so look at classes in SEP and pull query.</p> <p>Update: Cesar Jimenez, December 3, 2020</p>
<p>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.</p>	<p>Tech, EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In progress</i>,</p>



Key Action Step	Plan	Status
		<p>Who else is contributing: Deans, Chairs, Counselors, Vice President of Academic Affairs, IE, and Vice President of Student Services.</p> <p>Who else needs to know: Student Services Advisors; Students; Academic Senate; California State University, Dominguez Hills (CSUDH), students, campus and community.</p> <p>Timeline: June 30<sup>th</sup> / by fall 2020 we will have 10 ADT program maps to CSUDH</p> <p>Anticipated challenges: As curriculum changes, program maps should change. We also need to develop program maps for part time students, course offerings.</p> <p>Measuring success: Increase degree completion and transfer rates.</p> <p>Closing the loop: None at this time</p> <p>No update.</p>
<p>3. Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.</p>	<p>Tech</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: In Progress, we have implemented CCCMyPath, Eureka, and other career inventories that help with exploration of career pathways. We have uploaded program maps into Program Mapper and this provides career growth, outlook, and salary information. College purchased Career Central Network which offers job information and job placement specialist is located in Transfer &amp; Career Center webpage.</p> <p>Who else is contributing: Strong workforce, Career Clarity Committee, Information Technology Services (ITS), Instructional Faculty, Communications Committee, Director of Community Relations, counseling, chairs, and deans.</p> <p>Who else needs to know: All counselors, Student Services Advisors, Categorical programs, rest of campus and community.</p> <p>Timeline: on-going</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Strengthen communication and collaboration but great progress with Career Clarity Committee.</p> <p>Measuring success: Reviewing data and looking at how many students are in the right programs of study, change of majors, and usage of career inventories.</p> <p>Closing the loop: Review the number of students who use career inventories and program mapper.</p> <p>Update: Cesar Jimenez, December 4, 2020</p>
<p>4. Support for student clubs and activities, and advising will require additional staff (e.g., marketing personnel, peer mentors, student ambassadors, and Student Services Advisors) to improve retention and, increase the number of degrees and certificates awarded, will require staff to serve as peer mentors, tutors, and Student Services Advisors for programs and initiatives, including First Year Experience, tutoring, and the Men of Color Initiative.</p>	<p>CC 2024, HR, Equity</p>	<p><b>Lead: Vice President of Student Services, and Director of Student Development and Athletics</b></p> <p>Status: <i>In Progress.</i></p> <p>Who else is contributing: Student Services Division, Academic Affairs, Instructional Faculty, Academic Deans</p> <p>Who else needs to know: Director of Community Relations</p> <p>Timeline: on-going</p> <p>Anticipated challenges: Funding, Staffing, Student availability</p> <p>Measuring success: Increase number of clubs and students regularly participating. Identify goals and objectives of each club and follow up for progress.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>5. Align degree and certificate programs to meet local labor market needs.</p>	<p>CC 2024</p>	<p><b>Lead: Vice President of Academic Affairs</b></p>

Key Action Step	Plan	Status
		<p>Status: <i>In Progress</i>. This is an ongoing effort as industry standards change. Recommendations from the advisory committees are taken into consideration to ensure programs teach the skills students need.</p> <p>Who else is contributing: Strong workforce, Director of Adult Education and Workforce Development, Dean of Student Learning (CTE)</p> <p>Who else needs to know: Career and Technical Education programs, CTE Advisory Committees, Counselors</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Labor market changes (demand), Covid-19, Course offerings, Staffing, Getting licensure passage rates</p> <p>Measuring success: Increase in job placement numbers and median income. Utilization of the CTEO (outcomes survey) in Calpassplus.org.</p> <p>Closing the loop: We need a process for gathering placement data that connects to employers and creates alumni relationships. We need to hire an outside firm to provide support/assistance.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>6. Implement the CCCMyPath portal to provide structured guidance to help keep students on the path to completion, provide them with information and resources, and bridge the gap between application, enrollment, and registration. CCCMyPath will provide Career exploration, setting goals and finding programs; Individually customized pathways; Prescriptive task-based advising; Intelligent resource recommendations, visual progress dashboard, and nudges and reminders; and analytics and data warehouse.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Complete</i>, worked on project in summer 2020 and implemented CCCMyPath.</p> <p>Who else is contributing: Special Resource Center Student Services Advisor, Tartar Focused and Directed Pathways Committee Tri-Chair, student support programs, career clarity committee, and GP taskforce.</p> <p>Who else needs to know: Strong Workforce, campus and students</p> <p>Timeline: CCCMyPath has launched and been deployed as of fall 2020.</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: The role of CCCMyPath and whenever CRM Recruit is actively used for onboarding. Clear delineation of both systems and ownership/accountability of maintenance. Access to CCCMyPath reporting.</p> <p>Measuring success: Increase in applicant yield rate (enrollment)</p> <p>Closing the loop: Career Clarity Co-Chair Wiggins reviewed CCCMyPath database content and updated all categories from ECC to current Compton College academic and occupational program data. Site information being updated by EMSI, complete by 8/28/20. Update: Cesar Jimenez, December 4, 2020</p>
<p>7. Continue to expand flexible schedule options including: accelerated terms (e.g., seven and eight weeks) of condensed courses to allow students to complete two “mini” terms (or “mini-mesters”) within the same timeframe; intensive three-week January term and moving back the regular start of the after-the-holiday classes to late January, and intensive three-week summer term prior to the start of regular summer term.</p> <ul style="list-style-type: none"> <li>• Maximize block scheduling - courses that are scheduled two times per week – which are most consistently linked with positive student outcomes; Develop Weekend College consisting of courses offered only on Friday evenings, Saturdays, and/ or Sundays, or a combination of weekend + online hybrid courses which are offered in a compressed term, and in which, students can earn most or all of the credits needed for a degree or certificate by attending class on weekends only.</li> </ul>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. In fall 2020, the College is offering 31 classes in the 12-week session and 51 classes in the second 8-week session. In spring 2021, the College is offering thirteen 12-week classes, nineteen 14-week classes, and 80 classes that are 8 weeks.</p> <p>Who else is contributing: Division Chairs, Academic Affairs Deans</p> <p>Who else needs to know: Counseling, Students</p> <p>Timeline: Discussion to begin during 2021-2022 for fall 2023 implementation of a true weekend college experience (possibly a PACE program)</p> <p>Anticipated challenges: COVID-19, Partnership with CSU Dominguez Hills for a PACE program, creating a possible Saturday Academy</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
		Updated: Sheri Berger, November 19, 2020.
<p>8. Expand late-start (e.g., 14-week and 12-week terms) course offerings, particularly for gateway courses, which begin several weeks into the term as an option for students to find the right fit without starting at a disadvantage or for students who are waiting for financial aid.</p>	EMP	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. Afternoon College is now a 12-week session that all students, including high school students, can take advantage of in fall and a 14-week session in spring. In fall 2020, the College is offering 31 classes in the 12-week session and 51 classes in the second 8-week session. In spring 2021, the College is offering thirteen 12-week classes, nineteen 14-week classes, and 80 classes that are 8 weeks.</p> <p>Who else is contributing: Division Chairs, Academic Affairs Deans</p> <p>Who else needs to know: Counseling, Students</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Staffing and enrollment</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>9. Identify, explore, and evaluate a platform that will help with room optimization, uncover space bottlenecks, improve college scheduling, and strengthen faculty potential within the College’s scheduling needs.</p>	EMP	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>Not started</i>.</p> <p>Who else is contributing: Chief Technology Officer, Academic Affairs Deans</p> <p>Who else needs to know: Division Chairs</p> <p>Timeline: Investigate platforms during 2021-2022.</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Integration with Banner</p> <p>Measuring success: Not complete.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>10. Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b> Status: <i>Completed.</i></p> <p>Who else is contributing: Counselors</p> <p>Who else needs to know: faculty, chairs, deans, students and campus</p> <p>Timeline: ongoing, I say its ongoing because we have to continue to review and monitor as new catalog and curriculum changes are made.</p> <p>Anticipated challenges: The current major prep worksheets are PDFs. We have Program Mapper. The next step is to have them uploaded into DegreeWorks.</p> <p>Measuring success: Increased retention, persistence, and completion rates.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>11. Implement an opt-out (i.e., default) course schedule policy and procedure for students under each intended major; develop opt-out schedules that include mornings, afternoons, evenings, and/or a combination thereof with scheduled blocks of 12-15 units offerings; align optout curriculum and create learning community cohort experiences for students with opt-out/default schedules.</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Not started.</i></p> <p>Who else is contributing: FYE Task Force</p> <p>Who else needs to know: GP Division Chairs and Deans</p>

Key Action Step	Plan	Status
		<p>Timeline: Fall 2021 begin conversation on logistics and how this works</p> <p>Anticipated challenges: How does this integrate with FYE?</p> <p>Measuring success: Not complete.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>12. Create student milestones and checkpoints for students in their Guided Pathway Divisions.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In-progress</i>, the TSTs have a TST manual with student milestones and checkpoints. They have discussed student milestones and checkpoints in their TST meetings.</p> <p>Who else is contributing: Tartar Success Teams</p> <p>Who else needs to know: Campus and students</p> <p>Timeline: Ongoing, continue to meet with appropriate TST and determine appropriate student milestones and checkpoints for each GPD student.</p> <p>Anticipated challenges: Clear guidance, continued training from Guided Pathways coach. Additional training with leveraging technology, CRM Advise and Degree Works.</p> <p>Measuring success: increase in retention, persistence, and degree completion</p> <p>Closing the loop: None at this time.</p> <p>Update: Cesar Jimenez, December 4, 2020</p>

Key Action Step	Plan	Status
<p>13. Better integrate/align planning, program review, SLO assessment and budget, including: Increase SLO discussions on “why, what is the significance”; increase training and discussion on making SLOs more meaningful; increase discussion on importance of documentation; and, provide incentives and support for the timely completion of SLO tasks, and recognize progress on the SLO completion rate as it occurs.</p>	<p>Integrated Planning IEPI</p>	<p><b>Lead: Director of Institutional Effectiveness, and Faculty SLO Coordinator</b></p> <p>Status: <i>In Progress</i>. During Fall Flex 2020, Susan Johnson presented on SLO collection and how to use SLOs to improve student success and retention. Additionally, Susan Johnson is writing an SLO handbook that will set procedures for SLO submission, dissemination, and value. The Office of Institutional Effectiveness is leading the transition to eLumen so we may systematically enter student-level SLO data. This will make the data more meaningful once analyzed.</p> <p>Who else is contributing: SLO Facilitators</p> <p>Who else needs to know: Faculty and IE</p> <p>Timeline: Spring 2021 launch of eLumen</p> <p>Anticipated challenges: Faculty buy in to the process and in the value of SLO collection. Lack of people power to engage/train faculty Measuring success: increase timely in SLO submission</p> <p>Closing the loop: SLO reports need to be pulled and made available to Division Chairs at the start of the semester (with instructions to share the data and recommendations in Nuventive with the appropriate faculty). The SLO webpage needs to be updated and maintained so collection timelines are available. Full-time faculty need to be assigned “lead” roles for classes within their departments to facilitate entering SLO data for adjuncts</p> <p>Update: Lauren Sosenko, December 4, 2020</p>
<p>14. Enter all SLO, PLO, and ILO assessments into the Nuventive system. Make SLO assessment and tracking processes more efficient by integrating entry of SLO results for individual students into instructors’ existing grading procedures and tools (e.g., gradebook software)</p>	<p>QFE Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>In Progress</i>. The college has defined SLO, PLO, and ILOs for the College and entered them into the Nuventive system. However, participation in entering assessment results has been a continuing struggle, as the College has experienced turnover in faculty coordinators and facilitators. The College named a new faculty SLO facilitator/</p>



Key Action Step	Plan	Status
		<p>coordinator in winter 2020. Under the new SLO coordinator leadership, the College emphasized the importance of SLO collection, implemented a PLO disaggregation project, and worked to create more meaningful continuous improvement based upon SLO/PLO findings across the college. The Coordinator also is working on an SLO Handbook and has been investigating options to the Nuventive system that the college may explore. We are migrating to eLumen to improve data collection and use related to student outcomes.</p> <p>Who else is contributing: SLO Coordinator, Facilitators, Faculty</p> <p>Who else needs to know: Academic Affairs</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: The Nuventive system does not easily capture student-level data.</p> <p>Measuring success: Increased SLO and PLO assessment.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 4, 2020</p>
<p>15. Enter all Program Reviews into Nuventive system.</p>	<p>QFE Action Plan</p>	<p><b>Lead: Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator</b></p> <p>Status: <i>In Progress</i>. Program Reviews are currently posted publicly online. The Office of Institutional Effectiveness will work with the Faculty Program Review Coordinator to create a plan to integrate program reviews by spring 2021. Program review will transition to eLumen beginning spring 2021.</p> <p>Who else is contributing: All divisions, departments, and units.</p>

Key Action Step	Plan	Status
		<p>Who else needs to know: All staff and faculty who are completing program reviews.</p> <p>Timeline: Integrating program reviews by spring 2021.</p> <p>Anticipated challenges: Staying within the established timeline.</p> <p>Measuring success: All program reviews in fall 2021 are submitted online.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>16. Improve strategies related to the Program Review process: complete Program Reviews in a timely manner.</p>	<p>QFE Action Plan</p>	<p><b>Lead: Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator</b></p> <p>Status: <i>In Progress</i>. A Program Review schedule has been created and posted online. The Institutional Effectiveness Committee (IEC) continuously monitors this schedule, keeping the President/CEO up-to-date regarding any and all Program Reviews that are past due. The President/CEO shall continue to follow up on any Program Reviews and Area Plans that are past due.</p> <p>Who else is contributing: All divisions, departments, and units.</p> <p>Who else needs to know: Campus community.</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Transition to eLumen from Nuventive.</p> <p>Measuring success: 100% of program reviews are submitted on time</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>

Key Action Step	Plan	Status
<p>17. Disaggregate learning outcome data for SLOs, PLOs, and SAOs (I.B.6)</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness, and SLO Faculty Coordinator</b></p> <p>Status: <i>In-Progress</i>. The Director of Institutional Effectiveness and other representatives from the Office of Institutional Effectiveness met with members of the Core Planning Workgroup, the VP of Academic Affairs, academic deans, the Academic Senate President, and SLO faculty facilitators in December 2019 and in January 2020 to develop a plan to pilot PLO disaggregation in spring 2020. A new SLO Facilitator/Coordinator was named in January 2020, and the Office of Institutional Effectiveness is working with this faculty member to develop an implementation and communication plan about the PLO disaggregation to all Compton College faculty for spring 2020. The Office of Institutional Effectiveness created Qualtrics surveys for the identified PLO classes and send them out to the academic Deans to disseminate to faculty in May 2020. Furthermore, the SLO Coordinator met with key Service Area Outcome (SAO) Lead in February 7, 2020 to begin SAO development and assessment plans across Student Services, Institutional Effectiveness, Human Resources, and Administrative Services. The plan was shared with faculty during the spring 2020 Flex Day presentation on Thursday February 13, 2020. The SLO Coordinator, Director of Institutional Effectiveness, and the Vice President of Academic Affairs are considering how to best support faculty student-level data collection in fall 2020 and beyond. The college is not migrating to eLumen.</p> <p>Who else is contributing: SLO Coordinator, Facilitators</p> <p>Who else needs to know: Faculty, staff</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: SAOs are different from SLOs and staff need more training to understand the purpose of setting SAOs and how to measure SAOs. Additionally, more training needs to be available for staff tasked with SAO entry into Nuventive.</p> <p>Measuring success: Completed PLO reports with disaggregated data</p>

Key Action Step	Plan	Status
		<p>Closing the loop: Increase campus conversations about SAOs, SLOs, and PLOs. Report out to campus community regarding the results.</p> <p>Updated: Lauren Sosenko, December 4, 2020</p>
<p>18. Delineate Program Learning Outcomes among the general program, degrees, and certificates</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Vice President of Academic Affairs, Academic Deans, and SLO Faculty Coordinator</b></p> <p>Status: <i>In progress</i>. Compton College has defined PLOs that were created during the partnership with El Camino. While the college is working on disaggregating PLOs, we also will review the PLOs by program, degree, and certificates. The SLO Faculty Coordinator and the Director of Institutional Effectiveness will take the lead on this project. The Director of Institutional Effectiveness gave a presentation on PLOs at the Professional Development Day 2 in 2020.</p> <p>Who else is contributing: Director of Institutional Effectives, GP Division Chairs and Faculty</p> <p>Who else needs to know: All Faculty</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Lack of faculty buy in. Training in Nuventive. Faculty understanding of the PLO process. Process for assessing PLOs for General Studies programs. Transitioning from Nuventive to eLumen.</p> <p>Measuring success: Increased assessment of PLOs across the college.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>19. Disaggregate learning outcomes data between Distance Education and traditional courses</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness, SLO Faculty Coordinator, and Distance Education Faculty Coordinator</b></p> <p>Status: <i>In-Progress</i>. Discuss with the Institutional Effectiveness Committee. The SLO Faculty Coordinator/Facilitator, the Distance Education Faculty</p>

Key Action Step	Plan	Status
		<p>Coordinator, and the Director of Institutional Effectiveness will be the Lead on this project. This project will begin in spring 2021. The college is migrating to eLumen to make this an easier data collection and analysis.</p> <p>Who else is contributing: SLO Coordinator, Facilitators, and all faculty</p> <p>Who else needs to know: Academic Affairs.</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: The transition the eLumen may have unexpected difficulties or problems with installation. Faculty will have to learn the new system.</p> <p>Measuring success: Increased student-level SLO and PLO data collection.</p> <p>Closing the loop: None at this time.</p> <p>Update: Lauren Sosenko, December 4, 2020</p>
<p>20. Develop a course articulation process at the Compton College</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Dean of Counseling and Guided Pathways, and Counselor/Articulation Officer</b></p> <p>Status: <i>In-Progress</i>. As the transition from El Camino College began, the College created a job description for and subsequently hired a Counselor/Articulation Officer in fall 2019. This Counselors/Articulation Officer is working with both the UCs and CSU system offices on articulation agreements for Compton College.</p> <p>On Sept 14, 2020, the ASSIST Team copied ECC Articulation (Courses/Subjects/Dept only ex: ECC ENGL PSYCH 5 is CC PSYC 101) to Compton College's ASSIST database. The UCs (7/9) and CSUs (13/23) Articulation Officers (AOs) who opted for the copy must now choose to accept and publish Articulation Agreements for Compton College based on their timeline. The remaining UC/CSUs must manually build and publish Compton College's ASSIST Agreements. Some UCs are requesting Course Outline of Records (CORs) for verification (UC Davis, UC Merced [Courses</p>

Key Action Step	Plan	Status
		<p>TBD]], rather than accepting and publishing the automatic copy. While the ASSIST copy was finalized during the 2020-2021 Academic Year, Compton College requested the UC/CSU AOs begin publishing with the 2019-2020 academic year to match Compton College’s ASSIST Start Date. However, due to technical challenges, CSU Northridge is unable to publish 2019-2020 Agreements. Private universities are still in the process of building Compton articulations using ECC’s information; this process has slowed down due to COVID and budget cuts.</p> <p>To streamline the articulation process, in October 2020, Compton College began updating the Articulation/General Education option in the curriculum development system (CurriQunet) to accurately reflect course articulation requests, approvals and denials for new courses and agreements.</p> <p>Who else is contributing: Academic Affairs</p> <p>Who else needs to know: Faculty, Curriculum Committee</p> <p>Timeline: Update process by Dec 31, 2020</p> <p>Anticipated challenges: Not complete.</p> <p>Measuring success: Unknown.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Melain McIntosh, November 30, 2020</p>
<p>21. Complete another cycle of evaluations of institutional standing committees</p>		<p><b>Lead: President/CEO, Academic Senate President, and Director of Institutional Effectiveness</b></p> <p>Status: <i>In-Progress</i>. Beginning in 2016, Compton College has evaluated its governance structure and its 15 Institutional Standing Committees through a Governance Survey. The survey consists of 10 questions that seek to measure the College’s employees’ understanding of governance structure and committee participation and is sent to all constituent groups on</p>

Key Action Step	Plan	Status
		<p>campus. Responses are anonymous, and once the survey response window has closed, the Office of Institutional Effectiveness collects, evaluates, and disseminates the results to the campus. The latest evaluation of the standing committees was conducted in spring 2020. In June 2020, the Office of Institutional Effectiveness sent evaluations to all Institutional Standing Committee co-chairs to disseminate to their committee members. The Office of Institutional Effectiveness still needs to synthesize the data and identify trends as well as areas for improvement that committee co-chairs can use to inform best practices for the 2020-2021 academic year.</p> <p>Who else is contributing: All college stakeholders who answer the survey.</p> <p>Who else needs to know: Academic Senate body, Institutional Standing Committee chairs.</p> <p>Timeline: 1. Review data by February 2021 and identify areas of improvement. 2. Involve committee chairs in identifying clear steps to address the areas of improvement by April 2021. 3. Implement changes into committee work starting with 2021-2022 year.</p> <p>Anticipated challenges: N/A</p> <p>Measuring success: Improved scores during the following Institutional Committee evaluation cycle.</p> <p>Closing the loop: Once the changes are implemented, Institutional Standing Committee chairs will report on the effectiveness of the changes, and/or discuss any necessary adjustments. Establish a timeline for conducting cycles of evaluations.</p> <p>Updated: Lauren Sosenko, December 4, 2020</p>
<p><b>STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</b></p>		
<p><b>Objective: Attract and retain traditional students and focus on retaining nontraditional students.</b></p>		

Key Action Step	Plan	Status
<p>22. Strengthen curriculum to match students' needs and expectations for transfer and awards.</p>	<p>CC 2024</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. The College has established 15 Associate Degrees for Transfer (ADT). We will continue to review the list of ADTs to see what we can add that aligns with the current curriculum. Discussion to adopt two new ADTs in Ethnic Studies.</p> <p>Who else is contributing: Academic Senate, Curriculum Committee chair, Instructional faculty</p> <p>Who else needs to know: student services advisors, Guided Pathway Divisions, Tartar Success Teams, Counselors</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Course offerings, Staffing, Faculty re-examining existing AA degrees</p> <p>Measuring success: Not complete.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p><b>Objective: Enhance student preparation for academic success and completion.</b></p>		
<p>23. Improve and expand the most successful programs with highest enrollment to meet supply and demand.</p>	<p>CC 2024</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. Deans work with chairs in reviewing fill rates in preparation for scheduling future terms. Deans have been working together to schedule general education classes at times to give students more options.</p> <p>Who else is contributing: Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness, Dean of Counseling and Guided Pathways</p> <p>Who else needs to know: Dean of Counseling, Counseling faculty</p>



Key Action Step	Plan	Status
		<p>Timeline: On-going</p> <p>Anticipated challenges: Getting certain faculty/adjuncts for specific disciplines. Lower pay-scale at Compton College. Classroom space availability. Creating a set time grid for when classes begin and end. Using data to make informed scheduling decisions.</p> <p>Measuring success: Fills rates at census increase by 5-10% by 2022-2023.</p> <p>Closing the loop: None at this time.</p> <p>Update: Sheri Berger, November 19, 2020.</p>
<p>24. Expand mental health services for both students and staff.</p>	<p>EMP</p>	<p><b>Lead: Vice President for Student Services, and Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. Mental Health Services for Students- November 2019 thru April 2020 students received mental health services via St. John’s Well Child and Family Center on campus. The Center was well used by our students. The Center received a total of 4678 visits, with 1156 visits related to behavioral health conditions and 1722 visits due to medical conditions. Sixty-two of our students were diagnosed with depression while 60 of our students were diagnosed with anxiety. The Center offers various counseling services for our students which include; risk management, individual counseling and therapy in addition to substance abuse/recovery counseling. Due to the coronavirus pandemic services offered on campus were suspended. It is the goal to resume student health services on campus.</p> <p>Mental Health Services for Employees- The District contracts with Los Angeles County Office of Education to provide services of the Employee Assistance Service for Education (EASE) program. Since the coronavirus pandemic EASE has provided monthly articles addressing mental health issues. These articles are forwarded to employees. EASE also has the following counseling services available to employees: 24/7 hotline; and telehealth options. The telehealth options are video counseling and</p>

Key Action Step	Plan	Status
		<p>telephonic counseling. EASE will be part of our Professional Day Calendar. December 4, 2020 EASE will provide a workshop on Mental Health and Crisis Intervention. EASE representatives have also provided grief counseling on campus to Administrative Services and EOP&amp;S employees for the recent loss of two of our missed employees. Further, via Professional Development Days activities, guided meditation sessions will be offered to employees.</p> <p>Who else is contributing: Professional Development Manager</p> <p>Who else needs to know: Students and employees</p> <p>Timeline: ongoing</p> <p>Anticipated challenges: coronavirus pandemic, impact of pandemic inhibiting students on campus</p> <p>Measuring success: How many people utilize the services; Student data is collected by St. John’s, but employee data is not available because it is confidential information.</p> <p>Closing the loop: Make services available to students and employees (add the information/resources to HR webpage). We have learned about the necessity of mental health intervention; and now, more than ever, they are much more stressed due to isolation and the pandemic effects.</p> <p>Update: Rachelle Sasser, December 4, 2020</p>
<p>25. Expand resources and services for students in need of housing, food, clothes, child care, transportation, technology and other essentials.</p>	<p>EMP</p>	<p><b>Lead: Director of Basic Need and Success</b></p> <p>Status: <i>In Progress</i>. Currently have consolidated services onto one student resource application that offers food, technology (Laptops, wi-fi hotspots), Housing assistance, and financial grants. Additionally, through our partnership with Sunrise Produce, we have given over 100,000 lbs. Of produce, over 50 tons.</p>

Key Action Step	Plan	Status
		<p>Who else is contributing: Student Services Managers, students, and campus community</p> <p>Who else needs to know: Collegewide community</p> <p>Timeline: Ongoing, we will continue to provide produce to students as long as the partnership with Sunrise Produce continues</p> <p>Anticipated challenges: Need support to sustain basic needs support. How can the Foundation take a lead in this work? Funding will be critical as the COVID-19 pandemic continues and the challenges rise.</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p> <p>Update: Cesar Jimenez, December 4, 2020</p>
<p>26. Improve campus signage at Compton College as identified at the Tartar Success Institute.</p>	<p>EMP</p>	<p><b>Lead: Chief Facilities Officer</b></p> <p>Status: <i>In Progress</i>. Major construction underway, so updating signage as we go.</p> <p>Who else is contributing: Community Relations Director</p> <p>Who else needs to know: President/CEO, Vice President of Administrative Services</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: ongoing construction creates a need to upgrade signage almost monthly. Braille signage.</p> <p>Measuring success: access maps of the campus easily located and clear</p> <p>Closing the loop: better signage should include easily changeable holders.</p>

Key Action Step	Plan	Status
<p>27. Establish student commons across campus as identified at the Tartar Success Institute.</p>	<p>EMP</p>	<p><i>Updated: Linda Owens, December 1, 2020</i></p> <p><b>Lead: Chief Facilities Officer, and Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In progress.</i> Areas considered Vocational Technical Building Atrium, Staff Lounge, Student Success Center, Math and Science Building 2<sup>nd</sup> Floor. Working toward establishing common gathering spaces; Strong Workforce emphasized emphasis on College and Career Preparation spaces that supported professional skill development and transition.</p> <p>Who else is contributing: Facilities Committee, Career Clarity Committee</p> <p>Who else needs to know: EOPS, Student Equity, Outreach Timeline: By the end of August 2021</p> <p>Anticipated challenges: No collective vision for commons space; furniture or construction of meaningful space. Lack of consistent participation in facilities meetings.</p> <p>Measuring success: Identification of the type of furniture and purpose for each space across campus; quotes established for each space by 5/31/21.</p> <p>Closing the loop: The requirement for common space continues to change as technology changes.</p> <p><i>Updated: Linda Owens, December 1, 2020</i></p>
<p>28. Increase student engagement activities across campus for all students.</p>	<p>EMP</p>	<p><b>Lead: Director of Student Development and Athletics</b></p> <p>Status: <i>In Progress.</i></p> <p>Who else is contributing: Student Services Division, Academic Affairs, Instructional Faculty, Academic Deans, and Associated Student Body</p> <p>Who else needs to know: Director of Community Relations</p> <p>Timeline: On-going</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Staffing, Student availability, Marketing to students</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>29. Implement a career services education plan for Compton College students by Guided Pathway Divisions.</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs, and Vice President of Student Services</b></p> <p>Status: <i>Not started.</i> Starting fall 2020</p> <p>Who else is contributing: Transfer and Career Center Counselor, Director of Adult Education and Workforce Development</p> <p>Who else needs to know: Dean of Counseling and Guided Pathways, Counselors, Career Clarity Committee</p> <p>Timeline: Career Clarity Committee to begin discussion on implementation in fall 2020.</p> <p>Anticipated challenges: N/A</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p><b>STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.</b></p>		
<p><b>Objective: Implement an early alert program to identify and notify students of support services and programs in a timely manner.</b></p>		
<p>30. Acquire Early Alert system, implement, and provide training.</p>	<p>CC 2024, Tech</p>	<p><b>Lead: Dean of Counseling and Guided Pathways, and Dean of Student Success</b></p>

Key Action Step	Plan	Status
		<p>Status: <i>In progress</i>. CRM advise has been implemented and is available for all full-time and part-time faculty use through their MyCompton portal. In the fall of the 2019, the CRM advise Early Alert system was piloted with 12 faculty members who volunteered to use the system and provide feedback. In the spring of 2020, a full launch of CRM Advise Early Alert took place, which included several in person trainings and a presentation during flex day for all faculty and staff. This presentation to the campus included a panel of faculty, students, and student advisors who all participated in the fall pilot. The goal has been to create a campus culture where submitting and responding to Early Alerts is the norm.</p> <p>For fall of 2020, 64 faculty submitted Early Alerts which generated over 1400 alerts.</p> <p>Who else is contributing: Vice President of Academic Affairs, Vice President of Student Services, Counselors, Advisors, and Tartar Success Teams</p> <p>Who else needs to know: Faculty and students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Continuing to increase the numbers of full-time and part-time faculty submitting alerts, being able to meet the demands of closing alerts in a timely fashion</p> <p>Measuring success: Increase of faculty using the system and number of alerts submitted growing with each full semester. Increase in student success for students who received an early alert, and increase in academic interventions (tutoring/success workshops) for students who received alerts</p> <p>Closing the loop: Faculty have provided feedback that they want to know what happens after they submit an alert. Providing faculty with additional training and additional access to the CRM advise platform so that they can read notes from pathway advisors will be helpful in closing the loop.</p>

Key Action Step	Plan	Status
		<p>There was a fall Professional Development held for faculty and staff regarding Early Alert in addition to three drop-in zoom sessions for faculty who needed assistance learning how to submit alerts. An updated faculty user manual was emailed to all faculty with instructions on how to review notes from student advisors. This was made available to all faculty fall 2020 which is a feature that they did not previously have.</p> <p>Updated: Rebekah Blonshine, December 1, 2020</p>
<p>31. Develop protocols for early alert tools that can be embedded throughout an academic term and provide faculty and staff within all Guided Pathway Divisions with professional development opportunities and training on early alert tools (i.e., CRM Advise).</p>		<p><b>Lead: Dean of Counseling and Guided Pathways, and Dean of Student Success</b></p> <p>Status: <i>Completed</i></p> <p>Who else is contributing: Vice President of Academic Affairs and Vice President of Student Services</p> <p>Who else needs to know: Faculty, students, Tartar Success Teams, Counselors and Advisors</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: We have completed a standard operating procedure, create a timeline, provided training to stakeholders but will continue to have refresher trainings.</p> <p>Measuring success: Increase usage of early alerts and increase in student persistence, retention, and completion</p> <p>Closing the loop: We have learned from listening to feedback from faculty, advisors, and counselors who have been using the platform for the past two semesters, and have adjusted our protocols, timelines, and trainings accordingly.</p> <p>No update.</p>
<p><b>Objective: Provide robust distance education course and service offerings.</b></p>		

Key Action Step	Plan	Status
<p>32. Improve the online counselor-to-student ratio. The College is currently planning to develop online counseling and will need to provide training to existing counselors as part of this plan.</p>	<p>CC 2024, HR, EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Ongoing</i>, I have meet with Guided Pathways Coach and Dean from community college in Michigan known for case management. The goal is to have a retreat to unpack case management and implement.</p> <p>Who else is contributing: Counselors and Guided Pathways Coach</p> <p>Who else needs to know: Campus and students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Clear understanding of case management, commitment and capacity</p> <p>Measuring success: Increase in student persistence, retention, and completion</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>33. Offer online tutoring for distance education courses.</p>		<p><b>Lead: Dean of Counseling and Guided Pathways, and Student Success Coordinator</b></p> <p>Status: <i>Complete</i>. The California Community College California Virtual Campus-Online Education Initiative (CVC-OEI) partnered with Link-Systems International Inc. to offer tutoring resources that augment local college tutoring services. As of March 30, 2020, Link-Systems International Inc.'s NetTutor has been available to all Compton College students via the following access points: Canvas Student Support Hub, Student Success Center Webpage, and MyCompton Learning Resources Tile. Additionally, in March 2020, the Student Success Center transitioned all drop-in tutoring services to the Zoom platform whereby students enrolled in distance education courses can access Compton College tutors online. Further, the Student Success Center is currently in the process of moving online tutoring from the Zoom platform to the Pisces platform. NetTutor</p>



Key Action Step	Plan	Status
		<p>currently operates on the Pisces platform which provides design tools and features that better support tutor and student functionality. The Pisces/Canvas integration was completed in SP20. Phase two entails SSC staff Canvas Certification and both Canvas and Pisces platform trainings.</p> <p>Who else is contributing: Distance Education Department, IT</p> <p>Who else needs to know: The campus community.</p> <p>Timeline: This action is complete. The Pisces/Canvas online tutoring platform expansion will be complete by Fall 2021.</p> <p>Anticipated challenges: Anticipated challenges with the Pisces/Canvas expansion include Student Success Center Canvas course shell logistics and IT logistics (establishing student access). Anticipated challenges with online tutoring in general include increasing usage and student’s overall knowledge about online tutoring services.</p> <p>Measuring success: The Pisces/Canvas online tutoring initiative will be measured according to established project goals and timelines (i.e. training and implementation). Otherwise, the Student Success Center will continue tracking NetTutor online tutoring usage via NetTutor tracking and reporting tools. Student Success Center drop-in Zoom tutoring usage will continue to be captured via department attendance tracking mechanism. Both NetTutor and Pisces/Canvas online tutoring usage data should be disaggregated by distance education course student enrollment. Online tutoring usage and outcomes goals should be established according to distance education course enrollment and SLOs.</p> <p>Closing the loop: Online tutoring needs to be promoted campus-wide, especially through distance education communication channels (webpage, Canvas, CRM Advise). Online tutoring is student equity compliant in terms of access.</p> <p>No update.</p>

Key Action Step	Plan	Status
<p>34. Expand access to distance education courses, programs, and services through a Consortium Partnership Agreement with the California Community Colleges Chancellor’s Office California Virtual College (CVC) Online Education Initiative (OEI). Fully implement faculty training and student support for distance education courses.</p>	<p>CC 2024, Tech, EMP</p>	<p><b>Lead: Distance Education Manager</b></p> <p>Status: In-progress. Establishing trust via CVC-OEI with Foothill-De Anza Community College District, Lake Tahoe Community College, Los Rio Community College District, and Coast Community College District that will allow students to cross enroll into our online courses and vice versa. This type of trust will expand over time as the network of colleges grow. Continuing to work toward having Compton College courses listed on the CVC online course listing website. Faculty training is ongoing with @One courses being facilitated by the College during the fall 2020 semester. The spring semester will have an emphasis on selected topic workshops to train faculty of using online teaching tools to enhance learning experiences for students. Student support resources</p> <p>Who else is contributing: Distance Education Faculty Coordinator, Learning Management Specialist</p> <p>Who else needs to know: Campus constituents.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Banner system cannot communicate with CVC-OEI system. Need Ellucian to look into the issue.</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p> <p>Updated: Airek Mathews, November 19, 2020</p>
<p>35. Hire web developer to highlight online student support services</p>	<p>CC 2024, HR, Distance Education IEPI (DE IEPI)</p>	<p><b>Lead: Director of Community Relations</b></p> <p>Status: <i>On Hold</i></p> <p>Who else is contributing: Human Resources</p> <p>Who else needs to know: President/CEO and ITS</p>

Key Action Step	Plan	Status
		<p>Timeline: Not complete</p> <p>Anticipated challenges: Funding. 2024 Staffing Plan includes a web developer/graphic designer.</p> <p>Measuring success: Hiring of a full-time web developer.</p> <p>Closing the loop: Review staffing plan, make recommendation for a full-time employee (coordinate with ITS?); develop job description; begin hiring process.</p> <p>No update.</p>
<p>36. Develop and implement Distance Education annual plan and budget</p>	<p>DE IEPI</p>	<p><b>Lead: Vice President of Academic Affairs and Distance Education Manager</b></p> <p>Status: <i>Completed</i>. Budget established from the unrestricted funds in 2019-2020 and continues to be funded. DE Manager will continue to budget available funds (IEPI, CARES Acts, unrestricted).</p> <p>Who else is contributing: DE Faculty Coordinator, LMS Specialist</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Completed.</p> <p>Anticipated challenges: Not complete</p> <p>Measuring success: Budget established.</p> <p>Closing the loop: Through the annual planning process, a review and determination of the appropriate level of ongoing funding is needed.</p>
<p>37. Develop a Professional Development Plan for Compton College Distance Education. Provide Distance Education Professional Development activities for Compton faculty</p>	<p>DE IEPI</p>	<p><b>Lead: Vice President of Academic Affairs, Distance Education Manager, and Distance Education Faculty Coordinator</b></p> <p>Status: In Progress. Canvas certification training took place in spring and summer 2020 and is continuing for Fall 2020. Professional development</p>

Key Action Step	Plan	Status
		<p>will focus on raising awareness of tools available to the college community, training that appeals to multiple levels of users (beginner, intermediate, advanced users) and best practice for incorporating technology into instruction.</p> <p>Who else is contributing: Professional Development Coordinator</p> <p>Who else needs to know: Professional Development Liaisons, Faculty</p> <p>Timeline: On-going based on faculty needs.</p> <p>Anticipated challenges: None</p> <p>Measuring success: Established professional development plan.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Airek Mathews, November 19, 2020</p>
<p>38. Establish a partnership with Calbright College for Compton Community College District residents with pathways to Compton College and four-year universities.</p>	<p>EMP</p>	<p><b>Lead: President/Chief Executive Officer and Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. The MOU between Compton and Calbright was approved on June 16, 2020 by the Board of Trustees. The Competency-Based Education Partnership Agreement was approved on July 21, 2020. This agreement provides \$150,000 to renovate two Distance Education labs. After completion of renovation, Calbright and Compton College will enter into a joint facility use agreement that provides Calbright students who are onboarding to new program pathways and/or in need of on-site support for participation in existing Calbright programs with access to the Distance Education Facility.</p> <p>Who else is contributing: Distance Education Manager</p> <p>Who else needs to know: Campus community.</p>

Key Action Step	Plan	Status
		<p>Timeline: Lab renovation planning begins in fall 2020.</p> <p>Anticipated challenges: None.</p> <p>Measuring success: Completed labs and executed joint facility use agreement.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p><b>STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.</b></p>		
<p><b>Objective: Increase the number of degrees and certificates awarded in the health and technical fields.</b></p>		
<p>39. Increase Career and Technical Education (CTE) two-year degree options for evening students. Create a pipeline for students entering and exiting with a CTE certificate or degree while retaining students in cohorts.</p>	<p>CC 2024, HR</p>	<p><b>Lead: <i>Dean of Student Learning who has oversight of Business and Industrial Studies, and Director of Adult Education and Workforce Development</i></b></p> <p>Status: <i>In-Progress.</i></p> <p>Who else is contributing: Career Pathway Coordinator; Adult School partners, student advisors</p> <p>Who else needs to know: CTE faculty &amp; instructional assistants</p> <p>Timeline: Fall 2022</p> <p>Anticipated challenges: Low enrollment; Some programs have greater growth potential than others; Outreach. Barriers included limited adjunct pool, retention of adjunct faculty. The pandemic delayed hiring of a new full-time Welding instructor. New hiring is not expected until Fall 2021. Additional adjunct hires may occur after Fall 2021. Facilities assessment at Adult Schools. Facilities renovation in Vocational Technology building timeline</p>

Key Action Step	Plan	Status
		<p>Measuring success: Enrollment in new CIS focused noncredit programs in Apple Swift Coding and Amazon Web Services as a gateway to other credit paths. Progressive increases in enrollment across all CTE programs, expansion of course offerings in response to greater enrollment, progress with opening/renovating facilities at Adult Schools &amp; in the Vocational Technology building.</p> <p>Closing the loop: Review enrollment data, student surveys, and faculty input to determine which evening programs are most in demand.</p> <p>No update.</p>
<p>40. Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).</p>	<p>CC 2024</p>	<p><b>Lead: Dean of Student Learning who has oversight of Business and Industrial Studies</b></p> <p>Status: <i>In-Progress</i></p> <p>Who else is contributing: Outside partners – Apple, AWS, Cisco; Adult School partners</p> <p>Who else needs to know: CTE faculty</p> <p>Timeline: Incremental increase starting Spring 2021 with Apple Coding &amp; ACN training, Cloud Computing with AWS, and Cisco Network Academy</p> <p>Anticipated challenges: Low enrollment; Some programs have greater growth potential than others; Outreach. One barrier was addressed by increasing the adjunct pool. Retention of adjunct faculty is still a concern.</p> <p>Measuring success: Augment courses through the curriculum and DE addendum process, review certificate and degree completions, employment data; Assess enrollment, retention, and success rates based on type of class scheduling (online/hybrid, accelerated/short-term schedules, day/evening/weekend courses)</p>

Key Action Step	Plan	Status
		<p>Closing the loop: Review enrollment data, student surveys, and faculty input in program reviews, program and unit plans to determine which evening programs are most in demand.</p> <p>Update: Paul Flor, date unknown.</p>
<p>41. Develop a method to improve the Compton College tracking of results for external certification exams for programs offered at Compton College</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Vice President of Academic Affairs and Academic Deans</b></p> <p>Status: <i>In-Progress</i>. Nursing and Welding are more advanced than other programs; updates from Career and Technical Education are pending, including Cosmetology. The Dean of Student Learning and the Director of Strong Workforce are currently defining a process for other Career and Technical Education disciplines.</p> <p>Board of Registered Nursing (BRN) provides quarterly pass rates of graduates. The Nursing program subscribes to the National Council of State Board of Nursing (NCSBN) reports which provide insight into student performance on the Board exam.</p> <p>Who else is contributing: Office of Institutional Effectiveness, External certification agencies, i.e. AWS, BRN, and Board of Barbering &amp; Cosmetology, NCSBN</p> <p>Who else needs to know: Nursing &amp; CTE faculty</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Establish a central reporting process. Extract data found in program reviews.</p> <p>Measuring success: Licensure &amp; certification data is stored on the College website for public access.</p> <p>Closing the loop: Periodic updates of data is assigned to designated staff with access to editing college website. NCSBN reports are shared with faculty for planning and evaluation.</p>

Key Action Step	Plan	Status
		Updated: Sheri Berger, November 19, 2020. Peju, 11/27/20.
<p>42. Library and Student Success Center staff and the Career Technical Education faculty to work together to explore strategies to improve information sharing (e.g. tutoring, supplemental instruction). (R5: ER17)</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Dean of Student Success, and Dean of Student Learning who has oversight of Business and Industrial Studies</b></p> <p>Status: <i>In-Progress</i>. Representatives of the Student Success Center, led by the Director of Student Equity, have been meeting regularly with the Director of Special Workforce to identify areas of support for Career Technical Education students. Strategies such as supplemental instruction, library/tutoring support, and workshops dedicated to CTE students are being designed. These measures are further supported by the Student Success Committee and are aligned with the College’s Tartar Completion by Design framework. As the College moves forward with Guided Pathways counselors and a case management style of student support, CTE students will benefit from more focused, one-on-one support from a counselor in their area that will guide them to support services available. Further, the College’s adoption of and campus-wide roll-out of the Early Alert System (CRM Advise) will also increase communication between CTE instructors, student support staff, and counselors. Finally, the Student Success Center staff adopted the Cranium Café “cards” so that students may more easily access these staff online.</p> <p>Who else is contributing: Career Pathway Specialist, staff with access to CRM Advise,</p> <p>Who else needs to know: Library and Student Success Center staff and CTE faculty</p> <p>Timeline: Fall 2022</p> <p>Anticipated challenges: Host exchanges with CTE faculty and Library and Student Success Center staff to identify structure, strategies, and resources, information, and services needed</p>



Key Action Step	Plan	Status
		<p>Measuring success: Track data on CTE student served, impact on student retention and success</p> <p>Closing the loop: Periodic updates of timeline and assignments to designated staff</p> <p>Update: Paul Flor, date unknown</p>
<b>STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b>		
<b>Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.</b>		
<p>43. Improve transportation options for our campus.</p>	<p>CC 2024</p>	<p><b>Lead: Director of Basic Needs and Success</b></p> <p>Status: <i>In Progress</i>. Currently the campus is closed. Although we still have a partnership with Metro, the goal was to facilitate transportation for students to get to and from school. This option is still available for students to purchase to get around the community.</p> <p>Who else is contributing: Student Services Managers</p> <p>Who else needs to know: Campus community</p> <p>Timeline: 2020-2021</p> <p>Anticipated challenges: COVID-19 and Campus Closure</p> <p>Measuring success: Not complete.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>

## Professional Development

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<b>Objective: Tailor degree and certificate programs to meet the needs of our students</b>		
<p>1. The College is investing in professional development for math and English faculty related to AB 705 implementation (i.e., legislation requiring community colleges to increase students' likelihood of completing transfer-level coursework in English and math within a one-year timeframe) to build innovation teaching and learning around these gatekeeper courses.</p>	CC 2024, HR	<p><b>Lead: Professional Development Manager, and Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. Communities of Practice (CoPs) for math and English were established in summer 2020. The faculty continue to meet during fall and are planning for spring 2021.</p> <p>Who else is contributing: Deans; Academic Senate; Fine Arts, Communications and Humanities (FACH) and Science, Technology, Engineering, and Math (STEM) Faculty, Director of Institutional Effectiveness</p> <p>Who else needs to know: Students, Faculty and Staff as a whole, Instructional Division Coordinators, and Community</p> <p>Timeline: Implementation started spring 2020 with full implementation during summer 2020.</p> <p>Anticipated challenges: Getting faculty support for AB 705. We still have some faculty who are not supportive of the legislation. If we don't create strong buy-in, we could lose up to 40% of our funding. Los Rios has closed their achievement gap for English. We should look to colleges who have successfully rolled out this implementation.</p> <p>Measuring success: Increase percentage of students completing transfer level math and English in their first year. Data will be collected through surveys.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>

Key Action Step	Plan	Status
<p>2. Provide orientation and customer service training for all campus personnel. Orientations and customer service training must be made available in-person and online</p>	<p>CC 2024, Tech</p>	<p><b>Lead: Professional Development Manager</b></p> <p>Status: <i>Not started</i>. Initial planning process will commence in Spring 2021.</p> <p>Who else is contributing: Administrators, Student Services; ASB, Professional Learning and Engagement Committee, Faculty Development Committee, Classified Development Committee, Student Engagement Committee</p> <p>Who else needs to know: Academic Senate, Faculty Union and Classified Union</p> <p>Timeline: Spring 2021 for creating the professional development framework and Fall 2021 for implementation of professional development for campus.</p> <p>Anticipated challenges: Initial implementation buy-in and collaborative efforts are critical. Professional development requires the form of information sharing for a wide audience, or skill building for faculty, staff, and administrators. Collaboration can be fostered by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to create an excellent student service experience.</p> <p>Measuring success: Increased student satisfaction with campus services can be measured through surveys.</p> <p>Closing the loop: None at this time.</p> <p>Update: Pilar Huffman, data unknown</p>
<p>3. Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement</p>		<p><b>Lead: Professional Development Manager</b></p> <p>Status: <i>In-progress</i>. As part of our ongoing commitment to student success, Compton College has joined the distinguished colleges engaged in the Achieving the Dream (ATD) Network. By joining ATD's Network, we seek to deepen our commitment to student success goals. A crucial component to improving student persistence and closing achievement gaps is initiated through professional development for faculty and staff. Through an</p>

Key Action Step	Plan	Status								
		<p>intentional implementation of professional development strategies; our goal is to increase retention, cultivate persistence, and improve completion rates.</p> <p>Who else is contributing: ATD, ATD Core Team, Academic Senate, Professional Learning and Engagement, Faculty Development Committee, Classified Development Committee, Management Development Committee, Faculty, Staff, Administrators, and ASB</p> <p>Who else needs to know: Board of Trustees</p> <p>Timeline: Joined ATD in Summer 2020. In Fall 2020 the implementation of the ATD partnership commenced with ATD Coaches participating in Faculty &amp; Staff PD Day on August 20, 2020. Coaching will continue for the next 3 years to include:</p> <ol style="list-style-type: none"> <li>1. 20-21: Inform the Action Plan with Data and Evidence.</li> <li>2. 21-22: Implement Action Plan for Learning and Improvement.</li> <li>3. 22-23: Evaluate, Institutionalize for Sustainability.</li> </ol> <table border="1" data-bbox="1058 776 1892 911"> <thead> <tr> <th data-bbox="1058 776 1476 812">Virtual Visits</th> <th data-bbox="1476 776 1892 812">Dates</th> </tr> </thead> <tbody> <tr> <td data-bbox="1058 812 1476 846">Guided Pathways Institute 2.0</td> <td data-bbox="1476 812 1892 846">10-09-2020</td> </tr> <tr> <td data-bbox="1058 846 1476 880">Academic Senate Meeting</td> <td data-bbox="1476 846 1892 880">10-29-2020</td> </tr> <tr> <td data-bbox="1058 880 1476 911">Campus Visit</td> <td data-bbox="1476 880 1892 911">11-04-2020</td> </tr> </tbody> </table> <p>Anticipated challenges: Initial implementation buy-in and collaborative efforts are critical. Professional development requires the form of information sharing for a wide audience, which includes skill building for individual faculty members. Additionally, a capacity for data is essential for the campus community. Collaboration can be fostered by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to increase student success.</p> <p>Measuring success: Increased attendance by faculty and staff to professional development opportunities</p> <p>Closing the loop: None at this time.</p> <p>Update: Pilar Huffman, data unknown</p>	Virtual Visits	Dates	Guided Pathways Institute 2.0	10-09-2020	Academic Senate Meeting	10-29-2020	Campus Visit	11-04-2020
Virtual Visits	Dates									
Guided Pathways Institute 2.0	10-09-2020									
Academic Senate Meeting	10-29-2020									
Campus Visit	11-04-2020									

Key Action Step	Plan	Status
<b>Educate students about pathways to graduation</b>		
<p>4. Ensure the implementation of regular training for faculty, staff, and administrators, related to student education planning software (e.g., degree audit, career pathways web applications). Increase engagement in student education planning by employees.</p>	<p>CC 2024, Tech, HR</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In progress</i>. Training for faculty and staff has taken place on platforms that are currently available (e.g., CRM Advise and MyPath). Additional training for degree audit will be scheduled.</p> <p>Who else is contributing: Information Technology Services, Student Services, and 508 Committee, Counselors, Academic Affairs, and Admissions &amp; Records</p> <p>Who else needs to know: Campus members and students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Continued training and continued marketing are key</p> <p>Measuring success: Increase in persistence, retention, and degree completion as well as utilization of technology platforms</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<p>5. Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.</p>		<p><b>Lead: Professional Development Manager, and Distance Education Manager</b></p> <p>Status: <i>In-progress</i>. The following training is being offered to faculty, staff, and administrators: Canvas Studio, Banner, Blackboard Ally, CRM Advise, Microsoft Office (Word, Excel, Onedrive, Sharepoint, Teams, Notebook, Outlook), Padlet, and Zoom Training.</p> <p>Who else is contributing: Distance Education, 508 Committee, Deans and Chairs, Information Technology Services,</p> <p>Who else needs to know: Faculty, staff and administrators.</p>

Key Action Step	Plan	Status																						
		<p>Timeline: Banner and CRM Advise training were provided during Fall 2020 Professional Development week and will continue to be offered 2020-2021. Microsoft and Zoom Training will be provided to Faculty, Staff, and Administrators throughout 2020-2021.</p> <table border="1" data-bbox="1058 386 1890 889"> <thead> <tr> <th data-bbox="1058 386 1476 420">Dates</th> <th data-bbox="1476 386 1890 420">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1058 420 1476 454">Open all semester</td> <td data-bbox="1476 420 1890 454">One on One Zoom Training Sessions</td> </tr> <tr> <td data-bbox="1058 454 1476 553">September 4, 2020</td> <td data-bbox="1476 454 1890 553">Microsoft Training-Leveraging Technology In &amp; Out of the Classroom</td> </tr> <tr> <td data-bbox="1058 553 1476 587">September 3, 10, 17, &amp; 24, 2020</td> <td data-bbox="1476 553 1890 587">Zoom Training</td> </tr> <tr> <td data-bbox="1058 587 1476 621">October 2, 2020</td> <td data-bbox="1476 587 1890 621">CRM Advise Training</td> </tr> <tr> <td data-bbox="1058 621 1476 688">October 9, 2020</td> <td data-bbox="1476 621 1890 688">Faculty/Staff Webpage Assistance Training</td> </tr> <tr> <td data-bbox="1058 688 1476 722">October 23, 2020</td> <td data-bbox="1476 688 1890 722">Distance Education Workshop</td> </tr> <tr> <td data-bbox="1058 722 1476 756">October 30, 2020</td> <td data-bbox="1476 722 1890 756">Accessibility Workshop</td> </tr> <tr> <td data-bbox="1058 756 1476 823">November 3 &amp; 5, 2020</td> <td data-bbox="1476 756 1890 823">Faculty/Staff Webpage Assistance Training</td> </tr> <tr> <td data-bbox="1058 823 1476 857">December 8 &amp; 10, 2020</td> <td data-bbox="1476 823 1890 857">Distance Education Summit</td> </tr> <tr> <td data-bbox="1058 857 1476 889">November 20, 2020</td> <td data-bbox="1476 857 1890 889">Microsoft Office 365 Training</td> </tr> </tbody> </table> <p>Anticipated challenges: Collaborative efforts are critical. Professional development requires the form of information sharing for a wide audience, or skill building for individuals. Collaboration can be fostered by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to ensure efficiency with technology.</p> <p>Measuring success: Data is collected through surveys.</p> <p>Closing the loop: None at this time</p> <p>Update: Pilar Huffman, data unknown</p>	Dates	Activities	Open all semester	One on One Zoom Training Sessions	September 4, 2020	Microsoft Training-Leveraging Technology In & Out of the Classroom	September 3, 10, 17, & 24, 2020	Zoom Training	October 2, 2020	CRM Advise Training	October 9, 2020	Faculty/Staff Webpage Assistance Training	October 23, 2020	Distance Education Workshop	October 30, 2020	Accessibility Workshop	November 3 & 5, 2020	Faculty/Staff Webpage Assistance Training	December 8 & 10, 2020	Distance Education Summit	November 20, 2020	Microsoft Office 365 Training
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<p><b>Objective: Enhance student preparation for academic success and completion.</b></p>																								

Key Action Step	Plan	Status
<p>6. Develop an annual schedule of cultural appreciation events/activities; encourage and support professional development activities that emphasize effective representation of diverse populations in higher education (e.g., PUENTE, Umoja).</p>	<p>HR</p>	<p><b>Lead: Director of Diversity, Compliance, and Title IX, Director of Student Development and Athletics, and Professional Development Manager</b></p> <p>Status: <i>In progress</i>. Director of Diversity, Compliance, and Title IX has joined the Campus Allies Coalition, chaired by the Director of Student Development and Athletics, to generate ideas of an annual schedule of cultural appreciation events/activities. Director of Diversity, Compliance, and Title IX will continue to work with the Director of Student Development and Athletics and the Professional Development Manager to create a draft schedule before soliciting feedback from other contributing constituencies.</p> <p>Who else is contributing: EEO Advisory Committee, Associated Student Body, Student Equity and Achievement stakeholders</p> <p>Who else needs to know: Board of Trustees, Community Members, and Campus Community</p> <p>Timeline: Fall 2020 with ongoing planning</p> <p>Anticipated challenges: Student participation is key, along with early notification for promotion and marketing of student events and professional development opportunities. Identifying funding early is also important. Some virtual events will require creative thinking on incentives to increase participation</p> <p>Measuring success: We will compare the number of students and staff who participate in each type of event. This can be a good tool to determine what events to focus on in the future and what events might be better celebrated in a different forum</p> <p>Closing the loop: It will be interesting to see whether the path towards the annual schedule of events/activities should be focused on a few main events, or multiple small events.</p> <p>Update: Tina Kupperman, November 17, 2020</p>

Key Action Step	Plan	Status
<p>7. Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways and equity. Will require a plan to provide professional development opportunities for faculty, staff, and administrators related to the design and implementation of successful pathway programs.</p>	<p>CC 2024, HR, Equity</p>	<p><b>Lead: Professional Development Manager, and Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>In-progress.</i></p> <p>Who else is contributing: Faculty, staff, administrators.</p> <p>Who else needs to know: Board of Trustees, Community Members, and Campus Community</p> <p>Timeline: The first Guided Pathways Institute commenced in 2019; an annual institute is provided to the campus community. In Fall 2020, a Guided Pathways Institute featuring the ATD Coaches occurred on October 9, 2020.</p> <p>Anticipated challenges: Participation and communication among campus community. Professional development requires the form of information sharing for a wide audience, or skill building for individual faculty members. Collaboration can be fostered by redirecting some resources from conventional forms of professional development toward training, facilitation, and support for teams of faculty and staff working to create guided pathways.</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p> <p>Update: Pilar Huffman, data unknown</p>
<p>8. Develop an annual schedule of professional development activities (i.e. conferences) for all staff, including faculty and staff retreats, focused on team building</p>	<p>HR</p>	<p><b>Lead: Professional Development Manager</b></p> <p>Status: <i>In-progress.</i> Mandatory events such as: Classified Professional Development Day and Fall/Spring Faculty &amp; Staff Professional Development Days are created with a team-building framework. All professional development workshops include a team-building framework.</p> <p>Who else is contributing: Professional Development Committee, Academic Senate, Faculty Development Committee</p>



Key Action Step	Plan	Status
		<p>Who else needs to know: Faculty, staff, and administrators.</p> <p>Timeline: Ongoing throughout the academic year:  <a href="#">2020-2021 Professional Development Calendar</a></p> <p>Anticipated challenges: A culture of teamwork creates opportunities for faculty and staff to work collaboratively and use all available resources and skills. The current limitations of social distancing require technology to be the main source of information sharing for a wide audience.</p> <p>Measuring success: Ongoing. Data is collected through surveys.</p> <p>Closing the loop: Data is utilized to support all professional development activities.</p> <p>Update: Pilar Huffman, data unknown</p>
<p>9. Develop and implement a career assessment training program for counseling faculty and advisors by Guided Pathway Divisions.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Not started.</i></p> <p>Who else is contributing: Strong Workforce, Transfer &amp; Career Center</p> <p>Who else needs to know: Tartar Success Teams</p> <p>Timeline: I did get feedback from Counselors and Lynell on what career assessment training is beneficial in spring 2020. We agree MBTI is the best training for all counselors and advisors. We have a quote for the training.</p> <p>Anticipated challenges: Funding for other members of Tartar Success Teams to get trained</p> <p>Measuring success: Utilization of MBTI assessment</p> <p>Closing the loop: None at this time</p> <p>No update.</p>

Key Action Step	Plan	Status
10. Expand mental health training for both students and staff.	EMP	<p><b>Lead: Vice President of Student Services, and Vice President of Human Resources</b></p> <p>Status: <i>In Progress</i>. St. John's has provided training in 2019-2020 and is planned to have a PD training in 2020-2021 as part of the Assessment, Intervention and Management of Safety (AIMS) team.</p> <p>Who else is contributing: St. John's Student Health Center, AIMS Team, Police Department, Student Development</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: None</p> <p>Measuring success: Professional Development attendance</p> <p>Closing the loop: None at this time.</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
11. Create a mentor program for new distance education faculty and assist with the creation of discipline-specific "model" courses to ensure that all online classes meet or exceed legal requirements and robustly support student learning.	QFE Action Plan	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Not started</i>.</p> <p>Who else is contributing: Members of FCRC</p> <p>Who else needs to know: Not complete</p> <p>Timeline: Revisit in Fall 2021.</p> <p>Anticipated challenges: Not complete</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
		No update.
12. Design and adopt a campus-wide student feedback survey to be built into every course shell.	QFE Action Plan	<p><b>Lead: Distance Education Manager</b></p> <p>Status: In Progress: CourseEvalHQ was purchased in fall 2019. The software has been implemented and is currently in use for Fall 2020 selected student surveys. A campus-wide student feedback survey for all courses is still in development.</p> <p>Who else is contributing: Learning Management Specialist</p> <p>Who else needs to know: Faculty, Academic Affairs Dean, Division Chairs</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Faculty using student feedback to make changes to their Canvas shells.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Airek Mathews, November 19, 2020</p>
<b>Objective: Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement</b>		
13. Create a non-emergent succession plan, which is centered on two over-arching strategies: 1) a focus on developing key leadership and the knowledge base among internal faculty, staff, and administration; and, 2) an analysis of the key skills and traits of identified leadership positions that can be deployed as needed	HR	<p><b>Lead: President/CEO</b></p> <p>Status: <i>In progress</i>. Compton Community College District has updated Board Policy 2432 – President/CEO Succession. Also, the President/CEO has created a file of important documents for each operational area, which can be shared with new Senior Managers. During the month of December 2020, the Professional Development Manager, working with the President/CEO, will take the lead in the College’s nonemergent succession planning. The goal is to provide an update to the Board of Trustees in spring 2021.</p>

Key Action Step	Plan	Status
		<p>Who else is contributing: Professional Development Manager, Vice President, Human Resources</p> <p>Who else needs to know: Vice President, Human Resources; Vice President of Academic Affairs, Vice President, Administrative Services; and the</p> <p>Timeline: December 2020 through June 30, 2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Fully executed plan.</p> <p>Closing the loop: Board of Trustees</p> <p>Updated: Keith Curry, December 1, 2020.</p>
<p>14. Strengthen efforts to provide ongoing professional development for all employees and increase the engagement of classified and adjunct employees. Develop and launch mandatory FLEX activities focusing on teaching best practices both in face-to-face and online environments; incorporate case-management approach to student success, partnering administrators, faculty, counselors and classified staff to assist in supporting student achievement; enhance the First Year Experience program to pair students with assigned faculty mentors; incorporate a new faculty mentorship program which includes one-on-one coaching, team-teaching opportunities, non-punitive observations and feedback</p>	<p>Accreditation Action Plan, HR</p>	<p><b>Lead: Professional Development Manager</b></p> <p><b>Status: In-Progress.</b> The College has taken steps to strengthen professional development offerings campus-wide. The Compton College Academic Senate established the Faculty Development Committee in fall 2017, which began designing and offering regular flex workshops throughout the semesters. This committee also established a semester reading/book club, and since fall 2019 has been offering an optional faculty-centered flex day that complement the College’s campus-wide flex days. All flex opportunities are open to adjunct employees. Adjuncts are encouraged to participate and are offered meals and stipends when available for special trainings such as AB705 professional development support workshops. In fall 2019, Compton College Academic Senate asked the Faculty Development Committee to review and recommend an approved listing of flex activities to CCCD.</p> <p>The second step that the College has taken to strengthen professional development efforts among all employees was to create a Needs Assessment Survey. Designed by the Office of Institutional Effectiveness, the Needs Assessment Survey asks all employees to consider what goals they have for their own professional development and what the district can do to assist in the realization of these goals. The Needs Assessment Survey was disseminated to various campus stakeholders to provide an opportunity for</p>

Key Action Step	Plan	Status
		<p>feedback. The findings from the Needs Assessment Survey were published in June 2020.</p> <p>The third step that the College has taken to strengthen professional development efforts among classified employees was to design and host an annual Classified Professional Development Day. The first annual Classified Professional Development Day was hosted in spring 2018 and was designed around tactile activities aimed at team-building, overall health and nutrition wellness, and strategies for time and financial management. The College hosted a virtual Classified Professional Development Day in June 2020 due to COVID-19.</p> <p>Additionally, the College hired a Professional Development Manager to facilitate and coordinate appropriate and timely professional development workshops for faculty, management and staff; design, plan and implement various programs to address institutional, departmental, and personal training needs; train, supervise and evaluate assigned staff.</p> <p>At present, the President/CEO has convened a Professional Development Taskforce consisting of the Professional Development Manager and representatives from management, classified staff, and faculty. The primary responsibility of this taskforce is to provide the CCCD with a series of recommendations aimed at removing Professional Development silos as they exist at the College.</p> <p>Who else is contributing: Vice President of Academic Affairs, Deans, and Directors. Professional Learning and Engagement Committee, Academic Senate, Faculty Development Committee, Classified Development Committee, Manager Development Commitment</p> <p>Who else needs to know: Faculty, Staff, and Administrators</p> <p>Timeline: Ongoing throughout the academic year.</p> <p>Anticipated challenges: Buy-in from faculty and staff. The following issues may arise as a result of the current pandemic: personalization, sustainability, time, and logistics &amp; resources.</p>

Key Action Step	Plan	Status
		<p>Measuring success: Data is collected through surveying participants.</p> <p>Closing the loop: Utilize data to support all professional development offerings.</p> <p>Update: Pilar Huffman, data unknown</p>
<b>STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</b>		
<b>Objective: Attract and retain traditional students and focus on retaining nontraditional students.</b>		
<p>15. Train employees to develop the skills and expertise to address the broad array of needs of Dream Act students; incorporate assessment criteria to screen job applicants for the requisite skills and expertise.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Vice President of Student Services &amp; Vice President of Human Resources</b></p> <p>Status: <i>In Progress</i>. UndocuAlly trainings were conducted last year as part of the Professional Development Schedule. Currently, the 2020-2021 UndocuAlly training dates are being established for the year. The entire campus is invited to attend.</p> <p>Who else is contributing: Student Services Managers, UndocuAlly Taskforce, Campus Allies Coalition</p> <p>Who else needs to know: College community</p> <p>Timeline:2020-2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Number of faculty and staff completing the UndocuAlly training.</p> <p>Closing the loop: None at this time.</p>

Key Action Step	Plan	Status
		Update: Richelle Sasser, December 3, 2020
<b>Objective: Minimize the equity gap for access, retention, and graduation rates.</b>		
<p>16. Consider additional professional development for First Year Experience (FYE) faculty and support staff to allow for the development of fully effective programs.</p>	CC 2024, HR	<p><b>Lead: Director of Educational Partnerships, and Professional Development Manager</b></p> <p>Status: <i>Not started.</i> Providing faculty and staff with a series of professional development training opportunities that will help to cultivate specific skills to support First Year Experience students is a critical component of the FYE program. The FYE Advisory Committee will work on restructuring the FYE program by 2021-2022. Part of the restructuring of the program will need to embed professional development opportunities for First Year Experience faculty and staff to support students in the program.</p> <p>Who else is contributing: Vice President of Student Services, Dean of Counseling and Guided Pathways,</p> <p>Who else needs to know: Faculty, Staff, and Administrators</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Securing funds for professional development opportunities, participation from faculty/staff</p> <p>Measuring success: Number of professional development opportunities, participation rate in professional development opportunities offered by the district and conferences</p> <p>Closing the loop: None at this time.</p> <p><i>Updated:</i> Noemi Monterroso and Nelly Alvarado, November 17, 2020</p>
<b>STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.</b>		

Key Action Step	Plan	Status
<b>Objective: Enhance student preparation for academic success and completion.</b>		
<p>17. Provide regular distance education training workshops for faculty.</p>	<p>CC 2024</p>	<p><b>Lead: Distance Education Manager and Distance Education Faculty Coordinator</b></p> <p>Status: <i>In-Progress</i>. For the Spring 2021 semester we will continue to facilitate some @One courses and offer 1-hour target topic workshops on Accessibility for Word, PowerPoints, PDF documents, along with technological tools available to the Compton College community.</p> <p>Who else is contributing: Professional Development Manager, Faculty Instructional Designer</p> <p>Who else needs to know: Faculty across the college</p> <p>Timeline: On-going</p> <p>Anticipated challenges: Continuing support for @ONE training courses, creation of workshop content based on faculty need, scheduling of workshops.</p> <p>Measuring success: Increase in student retention and success, increase in faculty preparedness for online instruction</p> <p>Closing the loop: None at this time.</p> <p>Updated: Airek Mathews, November 19, 2020</p>
<b>Enhance technology for teaching and learning through professional development.</b>		
<p>18. Upgrade classrooms to SMART classrooms and provide needed professional development to faculty and staff.</p>	<p>CC 2024, Tech</p>	<p><b>Lead: Chief Facilities Officer, Vice President of Academic Affairs, and Professional Development Manager</b></p> <p>Status: <i>In progress</i>. Classroom upgrades ongoing along with new construction.</p> <p>Who else is contributing: Distance Education Manager, Faculty Instructional Designer, Chief Technology Officer</p>



Key Action Step	Plan	Status
		<p>Who else needs to know: Faculty, staff, and administrators</p> <p>Timeline: Ongoing with construction.</p> <p>Anticipated challenges: The definition of technology for a smart classroom changes quicker than we can select, purchase and install. This evolution makes it difficult to keep up.</p> <p>Measuring success: New buildings equipped with needed technology in classrooms</p> <p>Closing the loop: None at this time.</p> <p><i>Updated: Linda Owens, December 1, 2020</i></p>
<p><b>STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.</b></p>		
<p><b>Objective: Increase the number of degrees and certificates awarded in the health and technical fields.</b></p>		
<p>19. Increase Career and Technical Education (CTE) two-year degree options for evening students. Create a pipeline for students entering and exiting with a CTE certificate or degree while retaining students in cohorts. Will require additional training for faculty and staff in distance education and approaches to the delivery of instruction in non-traditional schedule patterns and/ or formats.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Dean of Student Learning with oversight of Business and Industrial Studies</b></p> <p>Status: <i>In-Progress.</i></p> <p>Who else is contributing: Faculty Instructional Designer, PD manager, External trainers (Apple, AWS, Cisco)</p> <p>Who else needs to know: CTE faculty</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: CTE faculty reluctant to complete DE training, limited professional development budget</p> <p>Measuring success: Track data on CTE faculty training, impact on student retention and success</p>

Key Action Step	Plan	Status
		<p>Closing the loop: Recognize Career and Technical Education faculty and program for exceptional outcomes</p> <p>Update: Paul Flor, data unknown</p>
<p>20. Collaborate with the Career Ladders Project to provide expertise and technical assistance with Compton College’s dual enrollment component for career and technical education programs.</p>	<p>EMP</p>	<p><b>Lead: Dean of Counseling and Guided Pathways, Director of Educational Partnerships, and Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In-Progress</i>. Career Ladders Project Director, Naomi Castro, has agreed to lead a secondary/Compton College session on building Career and Technical Education pathways from secondary. Compton Unified staff mentioned “Get Focused Stay Focused” as a potential strategy for establishing a career foundation. Planned for Winter/Spring 2021. Planned Human Development 105 offering for Chavez HS in Winter 2021, HD 110 in Spring 2021, and a CTE sequence of courses in their senior year during fall 2021 and spring 2022 (Auto, HVAC, Machine Tool Tech, or CIS).</p> <p>Who else is contributing: Director of Educational Partnerships, Vice President of Academic Affairs, Deans, Director of Admissions &amp; Records, and Vice President of Student Services, Compton USD CTE Secondary Director Who else needs to know: Faculty and students, CTE Faculty</p> <p>Timeline: Curricular alignment event rescheduled to Winter/Spring 2021 Anticipated challenges: Limited pathway alignment with secondary system, but areas of opportunity.</p> <p>Measuring success: Minimum of one CTE pathway created from each feeder school</p> <p>Closing the loop: Discussions with CTE admin at all feeder districts have been on-going with apparent interest, but everyone on both sides needs to be at the table to develop viable options that meet career readiness standards.</p> <p>No update.</p>
<p><b>Objective: Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.</b></p>		

Key Action Step	Plan	Status
<p>21. Increase outreach for health and technical field programs, including engaging community professionals. May require additional training and professional development for staff to pursue opportunities, plan programs, and outreach activities, provide marketing and communication plans, and assess outcomes.</p>	<p>CC 2024</p>	<p><b>Lead: Director of Educational Partnerships, Director of Adult Education and Workforce Development, and Associate Dean of Nursing</b></p> <p>Status: <i>In-Progress</i>. Targeted social media advertisements toward the health and technical sector are currently in play. Clicked ads drive prospective student to Call Center that routes them to warm transfer on campus (career pathways coordinator). Conversation is geared toward completing College application and pursuing a CTE program.</p> <p>Who else is contributing: Professional Development Manager, Faculty Instructional Designer, Community Relation Department, health care facilities, Career Pathways Coordinator other educational institutions, faculty, counselors, Deans of Student Learning STEM &amp; BIS</p> <p>Who else needs to know: This would more or less be the same as the Connection. Politicians to provide support for the plan in the community.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Funding beyond Strong Workforce Regional Project.</p> <p>Measuring success: Enrollment of incumbent and dislocated workers seeking increased skills and greater access to higher education or advanced health and technical field careers.</p> <p>Closing the loop: An on-boarding form needs to be completed to ascertain who our working student population is and how we can help them achieve their aspirations.</p> <p>Update: Lynell Wiggins, December 1, 2020</p>
<p><b>STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b></p>		
<p><b>Objective: Establish faculty-to-faculty partnerships with K-12 and Adult Education feeder schools to better align curriculum between the two segments, and to improve student preparation.</b></p>		

Key Action Step	Plan	Status
<p>22. Provide professional development workshops for faculty on Common Core, basic skills and underprepared students</p>	<p>CC 2024</p>	<p><b>Lead: Vice President of Academic Affairs, and Professional Development Manager</b></p> <p>Status: Professional Development Manager (PDM) requested and was awarded \$15,000 in Fall 2020 for professional development efforts to support teaching strategies in these key areas. PDM seeking to coordinate Reading Apprenticeship workshop with WestEd for Spring 2021.</p> <p>Who else is contributing: Professional Learning &amp; Engagement Committee, Faculty Development Committee</p> <p>Who else needs to know: Faculty, staff, and administrators.</p> <p>Timeline: Anticipated training to occur in Spring 2021.</p> <p>Anticipated challenges: Faculty engagement and participation.</p> <p>Measuring success: Data will be measured through surveys.</p> <p>Closing the loop: None at this time.</p> <p>Update: Pilar Huffman, data unknown</p>
<p>23. Develop a program for regular cross-functional team meetings for high school faculty, College instructors, and industry partners to develop and align curriculum and build strategies to prepare students' readiness for specific college courses and degree pathways at Compton College.</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs, Dean of Student Success, and Director of Adult Education and Workforce Development</b></p> <p>Status: <i>In Progress</i>. In March of 2020 we held an in-person faculty to faculty dialogue with Lynwood Unified. Ten (10) Compton College instructional and counseling faculty met with an equal number of faculty members at the high school site. During this meeting, faculty were able to meet with each other by discipline to discuss SLO's and curriculum. The second faculty-to-faculty convening between Lynwood Unified School District (LUSD) and Compton College took place on Monday September 21, 2020. Dr. Naomi Castro from the Career Ladders Project served as the facilitator of the dialogue with 26 participants present. Below are the objectives that were established for the meeting:</p>

Key Action Step	Plan	Status
		<ul style="list-style-type: none"> <li>• Build relationships between instructors, counselors, staff and administrators</li> <li>• Identify short- and long-term actions to improve student success</li> </ul> <p>Short-term goals identified were:</p> <ul style="list-style-type: none"> <li>· A dual enrollment specific orientation</li> <li>· A clear process from student initial interest through enrollment</li> <li>· Increase promotion of available classes</li> </ul> <p>Long-term goals identified included:</p> <ul style="list-style-type: none"> <li>· Pedagogical training for college faculty</li> <li>· Curricular alignment meetings for English and math faculty</li> </ul> <p>The next faculty-to-faculty dialogue with LUSD is scheduled for March 2021 and will focus on curricular alignment specific to English and math faculty. In a future meeting Business and Industry can be invited to discuss recommended skill development areas from high school to College and into the workforce for students with an AA degree in liberal arts majors and skills in CTE.</p> <p>Who else is contributing: Dr. Noemi Castro, Pilar Huffman,</p> <p>Who else needs to know: Faculty, Division Chairs, HS Partners, Transfer and Career Center Counselor</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: It has been challenging to get times where the high school and the college faculty can meet together.</p> <p>Measuring success: Not complete - Increase in enrollment from high school to our degree pathways. Increase pass rates for gatekeeper courses in first year of college.</p> <p>Closing the loop: Not Complete. We are trying to build on each meeting. Meetings between the high schools and college faculty need to be</p>

Key Action Step	Plan	Status
		<p>intentional, strategic, and on-going. Compton College may want to consider developing a model for College and Career Readiness.</p> <p>Updated: Rebekah Blonshine, December 1, 2020</p>
<p>24. Offer professional learning opportunities to enhance faculty abilities to teach “learners” in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines.</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs, and Professional Development Manager</b></p> <p>Status: <i>In Progress</i>. The first professional development event for faculty teaching dual enrollment classes was held August 17, 2020. Launched Dual Enrollment Workshop Series focused on “Strategies for Teaching Success” for the 20-21 Academic Year. The series is being developed in consultation with the Career Ladders Project for fall 2020 that will be help in future years as well.</p> <p>Who else is contributing: Dean of Student Success and Career Ladders Project</p> <p>Who else needs to know: Dual Enrollment Faculty</p> <p>Timeline: The Dual Enrollment Workshop Series commenced on August 17, 2020 in conjunction with the New Adjunct Faculty Orientation. A series of 4 workshops will occur for the 20-21 Academic Year. In September 2020 and October 2020.</p> <p>Anticipated challenges: Faculty engagement and participation. Attendance at these events are mostly adjuncts.</p> <p>Measuring success: Surveys need to be implemented to obtain data.</p> <p>Closing the loop: None at this time.</p> <p>Update: Pilar Huffman, data unknown</p>

Key Action Step	Plan	Status
<b>Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.</b>		
<p>25. Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs. Will require ongoing training and professional development for faculty and staff to coordinate and complete outreach efforts on behalf of the College.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Director of Educational Partnerships, Academic Affairs</b></p> <p>Status: <i>Not completed</i>. The Director of Educational Partnerships asked for clarification about the purpose of this action item and will coordinate with the Vice President of Academic Affairs to clarify the purpose for the next report.</p> <p>Who else is contributing: Professional Development Manager, Faculty Instructional Designer</p> <p>Who else needs to know: Not complete</p> <p>Timeline: Not complete</p> <p>Anticipated challenges: Not complete</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p> <p>No update.</p>
<p>26. Will require ongoing training and professional development for faculty and staff to coordinate and complete outreach efforts to the larger community (e.g., classes at the high schools, peer mentors, bike friendliness, public relations, summer enrichment for K-12) on behalf of the College.</p>	<p>CC 2024, HR</p>	<p><b>Lead: Director of Educational Partnerships, Academic Affairs</b></p> <p>Status: <i>Not completed</i>. The Director of Educational Partnerships asked for clarification about the purpose of this action item and will coordinate with the Vice President of Academic Affairs to clarify the purpose for the next report.</p> <p>Who else is contributing: <i>Professional Development Manager, Faculty Instructional Designer</i></p> <p>Who else needs to know: Not complete</p> <p>Timeline: None at this time</p>

Key Action Step	Plan	Status
		Anticipated challenges: Not complete Measuring success: Not complete Closing the loop: Not complete No update.



## Staffing

Objective	Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>			
<b>Objective: Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design</b>			
<p>1. May need to consider hiring additional personnel to assist with the implementation of the 2019-2024 Enrollment Management Plan.</p>	<p>CC 2024, HR</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>In Progress</i>. Through grant with College Futures Foundation and a contract with Compton Unified School District, Compton College has hired Dual Enrollment Specialist to assist with implementing enrollment activities. In December 2020, Compton College submitted a budget request to extended funding with the Pritzker Foster Care Initiative for one of the Dual Enrollment Specialist position.</p> <p>Who else is contributing Vice President of Student Services, Director of Educational Partnerships.</p> <p>Who else needs to know: Vice President of Human Resources and collaborating school districts.</p> <p>Timeline: Spring 2020</p> <p>Anticipated challenges: State Budget</p> <p>Measuring success: Number of students enrolling at Compton College</p> <p>Closing the loop: None at this time</p> <p>Updated: Keith Curry, December 1, 2020</p>	

Objective	Key Action Step	Plan	Status
<p>2. Consider staffing needs to best support student connection, entry, progress, completion, and transition (e.g., outreach, Information Technology), HR</p>		<p>HR</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>In progress</i>. The district has allocated funding in Student Equity and Achievement and Strong Workforce to support various positions to support the Tartar Completion by Design. In addition, the District has approved in the 2020-2021 budget various faculty and staff positions.</p> <p>Who else is contributing: Vice President of Human Resources, Vice President of Academic Affairs, Vice President of Student Services, and the Vice President of Administrative Services.</p> <p>Who else needs to know: Human Resources Staff</p> <p>Timeline: Spring 2020</p> <p>Anticipated challenges: State budget</p> <p>Measuring success: Student Success metrics</p> <p>Closing the loop: Monthly conversation with President/CEO Cabinet members.</p> <p>No update.</p>
<p>3. Customer service programs and ongoing technology support require investments in Information Technology Services personnel and infrastructure.</p>		<p>CC 2024, Tech</p>	<p>Lead: President/CEO, and Chief Technology Officer</p> <p>Status: <i>In progress</i>. Compton College has entered into a contract with Blackbelt to provide support in the evening. The District is process of extending the contract with Blackbelt from April 2021 to June 30, 2021.</p> <p>Who else is contributing: Director of Community Relations</p> <p>Who else needs to know: None</p> <p>Timeline: As soon as possible</p> <p>Anticipated challenges: Time to complete the implementation.</p>

Objective	Key Action Step	Plan	Status
			<p>Measuring success: Students receiving onsite support</p> <p>Closing the loop: President/CEO involvement in BlackBelt meetings.</p> <p>Updated: Keith Curry, December 1, 2020</p>
<p>4. Monitor hiring priorities based on informed scheduling and expanding, high-demand programs of study.</p>		<p>HR</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. Four positions are in the hiring process with a spring 2021 start date: History, Chemistry, and two related to Social Media. Two new positions were recommended and approved for hire with a fall 2021 start date: Political Science and History/Ethnic Studies.</p> <p>Who else is contributing: Academic Affairs Deans</p> <p>Who else needs to know: GP Division Chairs</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: It is difficult to get qualified candidates for nursing.</p> <p>Measuring success: All open positions are filled.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>5. Staffing needs given priority and continuously assessed in preparation for College/District status</p>		<p>Accreditation</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>Completed</i>. As the College completed the transition from El Camino College, staffing needs were assessed and suggestions were made in the revision of the Staffing Plan. The College addressed its needs through the lens of Guided Pathways implementation, CTE/curriculum trends, and various legislative changes including AB288, AB705, and AB504/508. The Staffing Plan was revised in fall 2019 to align with the College’s Tartar Completion by Design framework as well as the <i>Compton College 2024</i> master plan. Furthermore, to increase effectiveness and to meet the needs of the College’s</p>

Objective	Key Action Step	Plan	Status
			<p>diverse student population, the College has partnered with USC’s Center for Urban Education to review job descriptions and create opportunities for diversity and inclusiveness at the College. Finally, staffing needs are also assessed and reviewed each fall semester by the Faculty Prioritization Committee, which is comprised of faculty members appointed by the Compton College Academic Senate, the Vice President of Academic Affairs, a representative of the President/CEO, and the Vice President of Human Resources. The purpose of this committee is to listen to the faculty staffing requests from each area dean and then, using data, to rank these requests. Once this process has been completed, the Faculty Prioritization Committee makes a formalized recommendation to the President/CEO for hiring faculty for the following academic year. The President/CEO (in an email to the union and Academic Senate representatives on May 29, 2020), in response to the Governor’s May revise, made the difficult decision to suspend hiring of 6 faculty positions for 2020-2021.</p> <p>Who else is contributing: Vice President of Human Resources, Vice President of Academic Affairs, faculty</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Potential budget constraints due to economic downturn</p> <p>Measuring success: Number of vacant positions</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>
<b>Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates</b>			
6. Develop a “recruitment team,” which will disseminate candidate recruitment information and position details via traditional online portals (i.e. ccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers		HR	<p><b>Lead: Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. The college is a subscriber of PRISM, offered by the USC Race and Equity Center. PRISM is a recruitment tool that is specifically designed to address racial inequity in the higher education workforce. The</p>

Objective	Key Action Step	Plan	Status
<p>of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/ administrators, and participatory community bodies and those targeting primarily minority populations.</p>			<p>talent acquisition platform of the program is centered on people of color. The College also uses the following focused outreach publications for recruitments: California Community College Registry (CCC Registry), ADCLUB, Monster.com, Chronical of Higher Education, IT Technical, Latinos in Higher ED.com, insight into diversity.com, Community College jobs, LinkedIn.com, Nurse.com, anacalifornia.org, Healthcareers.com, diversejobs.net, La Opinion and the Los Angeles Times. Recruitment announcements are also forwarded to: Center for Asian Americans United for Self-Empowerment; Compton Branch National Association for the Advancement of Colored People; Mexican American Legal Defense &amp; Education Fund; Office of Samoan Affairs; Southern California Regional Occupation Center and the United Way of Greater Los Angeles.</p> <p>Who else is contributing: HR staff, Director, Diversity Compliance and Title IX, PRISM and ADCLUB partners</p> <p>Who else needs to know: Applicants</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Are not provided data by 3<sup>rd</sup> party portals and orgs regarding effectiveness of the recruitment; we also understand that in certain areas, it is difficult to find minority representation due to the overall number of candidates</p> <p>Measuring success: Increased diversity in applicant pool</p> <p>Closing the loop: We can add a section in the application asking how candidates heard about us</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
<p>7. Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules).</p>		<p>HR</p>	<p><b>Lead: Vice President of Human Resources</b>            Status: <i>In progress</i>. The Department of Education offers (Direct Loan) Public Service Loan Forgiveness which the college is able to provide employment certification. Pre COVID-19, the Abel B. Sykes Child Development Center on campus was able to provide child care services to employees. However, there is a fee for services. Housing expenses are not provided for employees,</p>

Objective	Key Action Step	Plan	Status
			<p>however moving expenses have been offered to out of state candidates selected for the job. During the coronavirus pandemic remote working has been provided to all employees.</p> <p>Who else is contributing: Director, Child Development Center, President/Chief Executive Officer</p> <p>Who else needs to know: Potential applicants, employees</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Resources are currently available</p> <p>Measuring success: Employee satisfaction and empowerment</p> <p>Closing the loop: The Chancellor’s Office provides information on loan forgiveness. We would like to add that as a link on the HR webpage for employees to navigate</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
<p>8. Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.</p>		<p>HR, EMP</p>	<p><b>Lead: President/CEO, and Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. The President/CEO has communicated with the Director of the USC Race and Equity Center regarding the status of this project. The development of the Compton College Faculty Prep Academy is underway. During the planning year (2020-2021), the USC Race and Equity Center’s project design team will construct a contact database of department chairs and graduate program directors at universities across California who can help market the Faculty Prep Academy to current graduate students who began their postsecondary education at community colleges. Along with the Compton College Faculty Prep Academy Planning Committee, the Center will create an application and selection process, as well as planning for the four-day experience on the USC campus and topics for the monthly virtual series. The members of the Planning Committee include the Director of Diversity, Compliance, and Title IX, the Dean of Student Success, the Dean of Counseling and Guided Pathways, the Academic Senate President, the Professional</p>

Objective	Key Action Step	Plan	Status
			<p>Development Manager, and two faculty (one academic faculty and one counseling faculty).                      The application and selection processes are anticipated to be completed by January 2021. There will be two cohorts – one in 2021, and another in 2022 – each with 30 participants.</p> <p>Who else is contributing: Professional Development Manager, Director of Diversity, Compliance, and Title IX, President/CEO</p> <p>Who else needs to know: Staff, faculty, managers</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Communication with outside entities such as the USC Race and Equity Center</p> <p>Measuring success: The first year we want to measure success by seeing the number of participants who have graduated from the academy</p> <p>Closing the loop: This is important work towards increasing diversity in faculty hiring, investing in community college students, and increasing equity in current HR hiring processes</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
<p>9. Implement the Equal Employment Opportunity (EEO) Plan.</p>		<p>EMP</p>	<p><b>Lead: Director of Diversity, Compliance, and Title IX</b></p> <p>Status: <i>Completed</i>. An annual certification is due June 2021</p> <p>Who else is contributing: EEO Advisory Committee</p> <p>Who else needs to know: Vice President of Human Resources, Board of Trustees, President/CEO</p> <p>Timeline: The EEO Plan is considered active for three years from the date of Board Approval (most recently in June 2020). The certification form indicating compliance with the plan is submitted yearly. The next form is due June 2021.</p>

Objective	Key Action Step	Plan	Status
			<p>Anticipated challenges: Implementing the plan in a deliberate, methodical, and thoughtful way will take time and resources.</p> <p>Measuring success: Success is measured by compliance with the plan and the number of methods that were met.</p> <p>Closing the loop: Assessment in our strengths, and opportunities for innovation in EEO opportunities</p> <p>Updated: Tina Kupperman, November 17, 2020</p>
<b>STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</b>			
<b>Objective: Minimize the equity gap for access, retention, and graduation rates/ Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities</b>			
<p>10. Hire more personnel who are men of color and culturally competent. Employ culturally-relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.</p>		<p>CC 2024, HR, EMP</p>	<p><b>Lead: President/CEO, and Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. Revised recruitment process based on CUE recommendations has been sent to the President/CEO for review. Job announcements will be created using race-conscious and equity-minded language and set qualifications for employment positions consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations. Human Resources shall also promote job announcements on listservs that target equity-minded professionals, as well as Black/African American and Latinx affinity organizations.</p> <p>Who else is contributing: Director, Diversity Compliance and Title IX</p> <p>Who else needs to know: Managers requesting positions to be filled</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Few mentors available, perhaps partner with A2Mend</p> <p>Measuring success: Increased diversity in faculty and administrator hires</p>



Objective	Key Action Step	Plan	Status
			<p>Closing the loop: We understand the importance of race and equity in recruitment and have developed a plan to implement the USC CUE recommendations</p> <p>Update: Tina Kuperman, November 17, 2020</p>
<p>11. Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions</p>			<p><b>Lead: Director of Diversity, Compliance, and Title IX</b></p> <p>Status: <i>In progress</i>. CUE presented multiple recommendations and due to their nuances, will require different timelines. A separate action plan was developed as a result. The Director of Diversity, Compliance, and Title IX provides the President/CEO and Board of Trustees with quarterly updates regarding the status of these recommendations.</p> <p>Who else is contributing: Human Resources staff, Vice President of Human Resources</p> <p>Who else needs to know: Hiring committees</p> <p>Timeline: Several timelines depending on the task, ranging from October 2020 to October 2021</p> <p>Anticipated challenges: This will be a comprehensive update to current practices and will require time and resources</p> <p>Measuring success: A separate action plan was developed specifically to implement CUE recommendations. Measuring success will be based on meeting the deadlines outlined and completing the tasks.</p> <p>Closing the loop: increased candidate connection and engagement, and increased diversity in faculty and staff hiring.</p> <p>Update: Tina Kuperman, November 17, 2020</p>

Objective	Key Action Step	Plan	Status
<p>12. Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises</p>		<p>EMP</p>	<p><b>Lead: Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. Objective is currently being practiced</p> <p>Who else is contributing: Recruitment Screening Committees</p> <p>Who else needs to know: Director, Diversity Compliance and Title IX and selected applicants to be interviewed for position</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Screening committee determines evaluation criteria for each position, prompts, and questions</p> <p>Measuring success: Welcome committee feedback on their experience</p> <p>Closing the loop: These demonstrations give the committee an opportunity to see how the candidate would behave in the actual job</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
<p>13. Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position</p>		<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In Progress</i>. The Vice President of Academic Affairs and the Academic Senate President have begun developing an equivalency process for Compton College (Administrative Regulation 7211). The AR will go the Educational Policies Committee for review in spring 2021.</p> <p>Who else is contributing: Academic Senate President, Vice President of Human Resources</p> <p>Who else needs to know: Faculty, Academic Affairs Deans</p> <p>Timeline: Complete draft of equivalency process by end of fall 2020. Take for review by Dean and Directors, Academic Senate, Consultative Council, and Board of Trustees in spring 2021. After all reviews, implementation begins.</p>

Objective	Key Action Step	Plan	Status
			<p>Anticipated challenges: Clearly defining the process and requirements for granting equivalency.</p> <p>Measuring success: Process established and implemented.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>14. Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences</p>	<p>HR</p>		<p><b>Lead: Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. This objective is being practiced in some recruitments. The Screening committee determines the components of the interview process. The Director of Diversity, Compliance, and Title IX works diligently with screening committees to design topics and prompts that showcase candidates' ability to address diverse learning styles and student experiences.</p> <p>Who else is contributing: Recruitment Screening Committee</p> <p>Who else needs to know: Director, Diversity Compliance and Title IX and selected applicants to be interviewed for position</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Some committees choose to request portfolios/samples and others do not depending on their style</p> <p>Measuring success: Student evaluations of courses</p> <p>Closing the loop: It is important to evaluate candidates' cultural competence and ability to address diverse learning styles and student experiences in the application process</p> <p>Update: Tina Kupperman, November 17, 2020</p>
<p><b>Objective: Enhance student preparation for academic success and completion.</b></p>			

Objective	Key Action Step	Plan	Status
<p>15. Expanding schedule offerings and sections of in-demand courses may necessitate recruiting, hiring, training, and retaining additional faculty.</p>		<p>CC 2024, Tech, HR</p>	<p><b>Lead: Vice President of Human Resources</b></p> <p>Status: <i>In progress</i>. The Hiring Prioritization Committee reviews all requests to hire new or replacement faculty. Based upon that review a written recommendation regarding the order in which the requests should be approved and the faculty recruitment efforts to be initiated are forwarded to the Academic Senate and the President/ Chief Executive Officer. The Academic Senate then forwards their concurrence or objection of committee recommendations to the President/CEO. Based upon the recommendation of the Hiring Prioritization Committee and the advice of the Academic Senate and other relevant factors, i.e. fiscal concerns, the President/CEO shall determine which recruitment efforts, if any, to initiate. The Hiring Prioritization Committee is comprised of 2 members of the Academic Senate and 2 administrators designated by the President/Chief Executive Officer. Training opportunities for faculty will be provided by the Manager, Professional Development and the Instructional Designer/Faculty Distance Education Trainer.</p> <p>Who else is contributing: Vice President of Academic Affairs, Vice President of Student Services, Deans, Division Chairs, Faculty, Manager, Professional Development and Instructional Designer/Faculty Distance Education Trainer</p> <p>Who else needs to know: Staff, faculty, managers</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Learning about what courses are in demand, unknown number of seats filled and general need to increase fill rate</p> <p>Measuring success: Increase in number of in-demand courses offered and seats filled</p> <p>Closing the loop: Students come first at Compton College. We should be able to offer them the most relevant, interesting, and in-demand courses</p> <p>Update: Rachelle Sasser, December 3, 2020</p>
<p><b>STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.</b></p>			

Objective	Key Action Step	Plan	Status
<b>Objective: Provide robust distance education course and service offerings. Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer. Prioritize hiring based upon Tartar Completion by Design and student need.</b>			
<p>16. Monitor hiring needs to implement online counseling.</p>	<p>HR</p>	<p><b>Lead: Dean of Counseling and Guided Pathways</b></p> <p>Status: <i>Completed</i>. Initially, we were to piloting Cranium Café with two counselors in spring 2020. Due to COVID-19, we scaled online services in March 2020. We have fully implemented online counseling and online student services.</p> <p>Who else is contributing: Counseling, ConexED, DE, and all Cranium Café users</p> <p>Who else needs to know: Campus and community</p> <p>Timeline: Complete.</p> <p>Anticipated challenges: Continued training of Cranium Café. When we go back to campus, users will need a camera. All counselors do not have a camera on our desktops. This means there will be additional costs. Future discussions will include how we'll integrate online services when back on ground, i.e. scheduling, working off/on campus, etc. Additionally, we are doing a good job in providing laptops and Wi-Fi hotspots to students, but technology continues to be a challenge for students. Last, digital literacy is a noticed trend. Students need a digital literacy course and/or workshops for needed assistance.</p> <p>Measuring success: Reviewing data from Cranium Café, including video, phone, chat usage.</p> <p>Closing the loop: Our students need to have continued access to online counseling.</p> <p>No update.</p>	
<p>17. Consider staffing needs to support special groups, including disproportionately impacted groups identified in the Student Equity and Achievement (SEA plan) and Dream Act students</p>	<p>HR</p>	<p><b>Lead: Vice President of Student Services, and Director of Basic Need and Success</b></p> <p>Status: <i>Not Started</i>.</p>	

Objective	Key Action Step	Plan	Status
			<p>Who else is contributing: Human Resources</p> <p>Who else needs to know: Campus community</p> <p>Timeline: 2020-2021</p> <p>Anticipated challenges: Not complete</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p> <p>No update.</p>
<p>18. Fill critical technical position vacancies, and in relation to online learning [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], SMART classroom technology, and reliable Wi-Fi (e.g., Network Support Specialist to maintain updates, monitor device status, network traffic performance, document all network changes, and perform configuration backup.)</p>		<p>CC 2024, HR</p>	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>In progress</i>. There are currently two open positions.</p> <p>Who else is contributing: Vice President of Human Resources</p> <p>Who else needs to know: Campus community</p> <p>Timeline: 2020-2021</p> <p>Anticipated challenges: Funds available in the recovery fund, but not in general fund. Advertised the Network and System Support Manager position three times and were not able to fill.</p> <p>Measuring success: Maintain information systems for students, faculty, and staff. Improve cyber security.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>

## Technology

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.</b>		
<b>Objective: Enhance technology for teaching and learning through professional development. Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer</b>		
<p>1. Upgrade/recycle computer 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.</p>	<p>CC 2024, Tech, HR</p>	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>In progress</i></p> <p>Who else is contributing: Facilities, Service Areas, Instructional Divisions</p> <p>Who else needs to know: Campus, Students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Provide adequate technologies that enhance learning experience for our students.</p> <p>Closing the loop: None at this time</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>
<p>2. Adopt a course management system (Canvas).</p>	<p>CC 2024</p>	<p><b>Lead: Vice President Academic Affairs</b></p> <p>Status: <i>Completed.</i></p> <p>Who else is contributing: Instructional Divisions</p> <p>Who else needs to know: Faculty, staff, Professional Development Manager</p> <p>Timeline: Completed.</p> <p>Anticipated challenges: None</p> <p>Measuring success: None</p>

Key Action Step	Plan	Status
		Closing the loop: None at this time.
3. Improve the reliability of Wi-Fi access across the campus.	CC 2024, Tech	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>Complete</i>. The wifi across the campus is reliable. As new buildings are built, IT will ensure the buildings continue to be outfitted with reliable wifi.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Unknown</p> <p>Closing the loop: Unknown</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>
4. Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	Tech, Equity	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>Unknown</i>. This action item may be better suited to come from the 504/508 committee. Andrei will request a review by Dr. Curry and the Technology committee.</p> <p>Who else is contributing: Distance Education, Web Master, Chief Facilities Officer, Faculty, Professional Development</p> <p>Who else needs to know: Campus</p>



Key Action Step	Plan	Status
		<p>Timeline: Ongoing</p> <p>Anticipated challenges: Staffing- Hire dedicated 508 Compliance Officer, Funding</p> <p>Measuring success: Making learning materials and technologies accessible; meeting compliance</p> <p>Closing the loop: Unknown</p> <p>Updated: Andrei Yermakov, December 2, 2020; Lauren Sosenko, December 4, 2020</p>
<p>5. Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.</p>	Tech	<p><b>Lead: Chief Technology Officer, and Director of Institutional Effectiveness</b></p> <p>Status: <i>In progress</i>. Incorporate laptop and hotspot distribution into orientation, welcome week. COVID-19 has elevated this need for all Compton College students, and student services has implemented loan programs. The Office of Institutional Effectiveness has continued to study the number of students who are requesting services. Further the Institutional Effectiveness staff have pulled the request data by Guided Pathway Division for the Business &amp; Industrial Studies GPD to analyze those students' needs and share with the Tartar Success Team. Institutional Effectiveness staff will continue to roll-out TST-specific reports to support student intervention.</p> <p>Who else is contributing: Information Technology Services (ITS), Academic Affairs, Bookstore, Library, Faculty</p> <p>Who else needs to know: Faculty, Students, Staff</p> <p>Timeline: Fall 2020</p> <p>Anticipated challenges: Funding</p>

Key Action Step	Plan	Status
		<p>Measuring success: Course success rates</p> <p>Closing the loop: Reports were requested by Guided Pathway Divisions, and Institutional Effectiveness staff are continuing to roll out access across the campus.</p> <p>Updated: Lauren Sosenko, December 2, 2020 Updated: Andrei Yermakov, December 2, 2020</p>
<p>6. Conduct a full assessment of the existing campus Information Technology Services environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.</p>	<p>Tech</p>	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>In progress</i></p> <p>Who else is contributing: Services Areas, Instructional Divisions</p> <p>Who else needs to know: Professional Development Manager, Faculty, Staff</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding for equipment replacement.</p> <p>Measuring success: Upgrade obsolete equipment with current technologies to provide modern teaching and learning technologies</p> <p>Closing the loop: None at this time</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>
<p>7. 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, Early Alert, virtual access to all student support services (e.g., Cranium Café chat box, New Student Orientation, Program Maps)</p>	<p>Tech, EMP, DE IEPI</p>	<p><b>Lead: Vice President of Student Services, Dean of Counseling and Guided Pathways, and Chief Technology Officer</b></p> <p>Status: <i>In progress</i>. CRM Advise, Student Hub on Canvas, NetTutor, ZOOM, Cranium Café, Nursing Program Resources, Music Technology Resources, Online Library Resources</p> <p>Who else is contributing: Staff, Students, Faculty</p>

Key Action Step	Plan	Status
		<p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Funding; Communication across departments – knowing what resources are available, training on adaptability – all users must embrace change and that this includes many moving pieces and continued changes to the system, planning, deployment, etc.</p> <p>Measuring success: Increase in usage of technology platforms.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>
<p>8. Develop a schedule to regularly assess and update Compton College's website to present clear and accurate information (R3: I.C.1, II.A.10, ER 10, ER20)</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Director of Community Relations</b></p> <p>Status: <i>In-Progress</i>. In spring 2019, CCCD's website was migrated to the <a href="#">Compton College website</a>. Anchored on the College's homepage, this move provides community members with a direct link to the District webpages and information regarding the Board of Trustees. In spring 2020, the Director of Community Relations reorganized the old academic division webpages based on the five Guided Pathway Divisions. This change reflects the new college structure and refreshes the academic-related webpages. All Institutional Standing Committee webpages are maintained and reviewed for accuracy by the respective administrative assistant for that Institutional Standing Committee. Relevant information regarding student activities, registration, financial aid, and other student support services is regularly updated by the respective office and is reviewed for content and accuracy by the Director of Community Relations. Furthermore, the the Director of Community Relations schedules Professional Development training for faculty and staff to support the maintenance of webpages using OU Campus.</p> <p>Who else is contributing: Faculty and staff as assigned</p> <p>Who else needs to know: All programs and departments</p> <p>Timeline: Ongoing</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Funding, staffing. The College does not have a full-time web developer. We currently contract out for part-time assistance, and the 2024 Staffing Plan includes a web developer/graphic designer.</p> <p>Measuring success: Successful redesign of the College website based on the users' experience not the College's organizational structure.</p> <p>Closing the loop: Determine funding, draft request for proposal, set timeline for redesign process. (approx. 6-9 months for completion once a firm is selected)</p> <p>Updated: Heather Parnock, December 3, 2020</p>
<p>9. Update Technology Plan</p>	<p>Accreditation</p>	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: <i>Completed</i>. The College's Technology Plan was updated in Fall 2019 to reflect the IT changes needed at the College in light of the transition away from El Camino College (III.C.1-1). Furthermore, this updated Technology Plan sees the integration of the College's new ERP system, Banner, the College's migration to Office 365, as well as the introduction of the College's new mobile application for students. Finally, the updated Technology Plan was revised to align with the College's recently adopted Tartar Completion by Design Framework and <i>Compton College 2024</i> master plan. All major constituent groups, including the Compton College Academic Senate, reviewed and provided feedback on this updated Technology Plan prior to its Board Approval on November 19, 2019.</p> <p>Who else is contributing: Vice President of Administrative Services</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Technology Plan serves as the foundational document for the school accreditation and guidance for future technologies.</p>

Key Action Step	Plan	Status
		Closing the loop: None at this time
<b>Objective: Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.</b>		
<p>10. Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design, including fully implementing the student laptop loan program.</p>	Tech, EMP	<p><b>Lead: Chief Technology Officer</b></p> <p>Status: Not complete. Banner, general computer use, 3D laptops</p> <p>Who else is contributing: Information Technology Services (ITS), Special Resource Center, Facilities</p> <p>Who else needs to know: Faculty, Staff, Students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Funding; Outside Contractors.</p> <p>Measuring success: Improved students experience through Tartar Completion by Design.</p> <p>Closing the loop: None at this time</p> <p>Updated: Andrei Yermakov, December 2, 2020</p>
<p>11. Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.</p>	Tech	<p><b>Lead: Chief Technology Officer, and Chief Facilities Officer</b></p> <p>Status: <i>In progress</i>. Ongoing with new construction E.g., Document Cameras</p> <p>Who else is contributing: Faculty, Library- Student Success Center (L-SSC)</p> <p>Who else needs to know: Faculty, Staff, Students</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Funding; Integration with existing technologies on campus</p> <p>Measuring success: Empowerment of end-users with latest technology that is easily upgraded.</p> <p>Closing the loop: None at this time</p>

Key Action Step	Plan	Status
		<i>Updated:</i> Linda Owens, December 1, 2020
<p>12. Research, identify, explore, and evaluate a cloud-based platform to manage dual enrollment student registration, instructor onboarding, communication between students and instructors, integrate with the College's Student Information System, improve coordination with high school partners, and assist with reporting.</p>	EMP	<p><b>Lead: Director of Educational Partnerships, Dean of Counseling and Guided Pathways, and Admissions &amp; Records</b></p> <p>Status: <i>In progress</i>. Implemented a Dual Enrollment SharePoint Grid system in the Summer of 2020. Since then, we have facilitated trainings for both Compton College staff and CUSD, LUSD, PUSD, and CAMS staff to ensure that this tool is successful in registering students and communicating between departments/districts. It also allows for real-time reporting of the enrollment process. In Fall of 2020, incorporated feedback to improve this data sharing platform and facilitated a refresher training for all districts.</p> <p>Who else is contributing: Director of Educational Partnerships, VP of Academic Affair, VP of Student Services, Dean of Guided Pathways and Counseling; Admissions &amp; Records</p> <p>Who else needs to know: Dual enrollment partners</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Current SharePoint system is homegrown. Does not include communications for instructors and students or integrate with Banner.</p> <p>Measuring success: Number of Dual Enrollment students registered</p> <p>Closing the loop: None at this time</p> <p>Updated: Daisy D. Alfaro and Nelly Alvarado, November 17, 2020</p>
<p>13. Develop Distance Education advisory committee at the Compton College</p>	Accreditation	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Completed</i>. The Distance Education Advisory Committee (DEAC) was established in spring 2017, and became fully operational in spring 2018, as a subcommittee of Compton College Academic Senate. DEAC's membership is</p>

Key Action Step	Plan	Status
		<p>comprised of faculty members from across the disciplines, counselors, Compton College’s Articulation Officer, and is co-chaired by the Distance Education Faculty Coordinator and the Vice President of Academic Affairs. DEAC meets twice a month and reports directly to Compton College Academic Senate. Currently, DEAC is working with IEPI to improve Compton College’s Distance Education Program through a grant awarded in fall 2019. This grant was approved by the CCCD Board of Trustees on November 19, 2019.</p> <p>Who else is contributing:</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time.</p>
<p>14. Formalize the Distance Education Advisory Committee in order to help create and maintain a systematic, centralized approach to online instruction as an independent institution.</p>	QFE	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Complete</i>. A Distance Education communication plan was created and approved in spring 2019. The Distance Education Advisory Committee was established in 2019 to provide guidance about how to move forward as a college in relation to Distance Education. This group with the leadership of the Faculty Distance Education Coordinator, created a Distance Education Handbook for the college and joined the California Virtual Campus- Online Education Initiative in 2019. Compton College also initiated a Distance Education Addendum Sub-Committee charged with addressing the needs of the Distance Education Addendum and supporting the larger Curriculum Committee with Distance Education matters.</p> <p>Who else is contributing: Not complete</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p>
<p>15. Hire a Distance Education Faculty Coordinator from the ranks of full-time instructors on reassigned time.</p>	<p>QFE</p>	<p><b>Lead: President/CEO and Vice President of Academic Affairs</b></p> <p>Status: <i>Complete</i>. The Distance Education Faculty Coordinator was hired in 2018. In Fall 2019, the College hired a full time Learning Management Systems Specialist to administer Canvas. The College also plans to renovate the Distance Education Technology Lab in VT212A/B. In spring 2020, the President/Chief Executive Officer (CEO), in discussion with faculty and the IEPI visiting team, determined that Compton College needed to invest in additional positions to support Distance Education at Compton College. Therefore, the College is moving forward with the following hiring a full-time Distance Education Manager and a Faculty Instructional Designer. The college also will continue the Distance Education Faculty Coordinator.</p> <p>Who else is contributing: Vice President of Human Resources</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p>
<p>16. Develop and adopt the <i>Compton College DE Faculty Handbook</i>.</p>	<p>QFE</p>	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Complete</i>. The Handbook was completed in February 2019 and was approved by the Academic Senate.</p> <p>Who else is contributing: Faculty</p>



Key Action Step	Plan	Status
		<p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p>
<p>17. Implement a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric.</p>	<p>QFE</p>	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Complete</i>: Eight faculty members were trained as Peer Online Course Reviewers and evaluated courses according to the Online Education Initiative Rubric in spring 2019. The Distance Education Advisory Committee established a Faculty Course Review Committee (FCRC) in fall 2019. The course review process requires all Guided Pathway Chairs to complete the Peer Online Course Reviewer training. Three of the chairs have finished the training and two more will complete the training in the spring 2020 semester. The FCRC will set up policies and procedures for Compton College to become a Local Peer Online Course Review campus approved by the CVC-OEI Consortium. A training schedule is being set up for the faculty to complete their Accessibility training to continue to use Canvas. Due to concerns and the potential for a closure because of the Coronavirus, the Distance Education Faculty Coordinator is preparing a plan to expedite Canvas training for all full-time and adjunct faculty. This plan will support training immediately, but also ensure that everyone has the opportunity for training by August 2020. The Distance Education Team (15 trainers) held a 4-hour Canvas training, Growing with Canvas, on March 18, 2020. All faculty were required to attend. Prior to COVID-19 our Canvas use was recorded at 138 courses, 63 teachers and 2,571 students. Presently, our Canvas use is 382 courses, 199 teachers, 4,594 students. In addition, student academic supports and student services were also moved online. The @ONE Training through the CVC-OEI project is full, so the Distance Education team will host its own Compton College Canvas Training to provide the 120-hour certificate required to teach online at Compton College, including Introduction to Teaching with Canvas from March 30 to May 1; Online Teaching and Learning from May 4 to May 31; and, Creating Accessible Course Content from June 1-June 28. The first 30-person</p>

Key Action Step	Plan	Status
		<p>cohort started this training, and additional cohorts will be considered (the Distance Education Team has 90 people who have requested this training).</p> <p>Who else is contributing: Not complete</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p>
18. Increase awareness and use of Distance Education support services.	QFE	<p><b>Lead: Distance Education Faculty Coordinator</b></p> <p>Status: <i>Complete</i>. The Distance Education Faculty Coordinator trained a small cohort of counselors to implement online counseling Q&amp;A in fall 2019. The Coordinator also held a Digital Summit with the CVC-OEI to enhance student services awareness of online resources to better serve our students such as Cranium Café in November 2019.</p> <p>The COVID-19 crisis jump-started this work. All counselors are now trained and able to implement educational planning counseling sessions online. Each student services area will determine and adopt their own set of best practices for utilizing Cranium Café and assisting online students.</p> <p>CVC-OEI <i>Cranium Cafe Student Hub</i> was installed into Canvas to allow all students to be able to contact all student services and other various departments online through Canvas. The CVC-OEI <i>NetTutor</i> was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. <i>Proctorio</i> was installed into Canvas to address the need for testing software and this funding ends in June 2020 from the CVC-OEI. <i>Labster</i> will be installed next week which addresses the need for online laboratory courses and this funding ends in December 2020 from the CVC-OEI. <i>Ally</i> will be installed next week which addresses the need for</p>

Key Action Step	Plan	Status
		<p>managing accessibility across all Canvas courses and the deadline for this funding will be provided by the CVC-OEI</p> <p>Who else is contributing: Not complete</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Not complete</p> <p>Closing the loop: None at this time</p>
<p>19. Produce an online student orientation video that will be required viewing for all Distance Education students.</p>	<p>QFE</p>	<p><b>Lead: Distance Education Faculty Coordinator, and Learning Management System Specialist</b></p> <p><b>Status: Complete.</b> To address the comprehensive online student orientation, we utilized the free Canvas course (provided by Canvas) called Passport to Canvas which is a module-based self-paced orientation to Canvas that has videos provided by Canvas explaining how to operate the system. The new Distance Education Manager may consider a marketing video to get students to enroll in online courses. Implemented Quest for Success.</p> <p>Who else is contributing: Institutional Effectiveness</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Online and Hybrid student retention</p> <p>Closing the loop: We would need IE to run a report tracking the retention of students in the Online and Hybrid modalities. This data can be tracked over</p>

Key Action Step	Plan	Status
		time. DE is hiring a new manager who will help shape future goals and yardsticks.
20. Oversee the transition from Etudes to Canvas.	QFE	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>Complete</i>. Transition was completed on June 7, 2019.</p> <p>Who else is contributing: Not complete</p> <p>Who else needs to know: Affected Areas</p> <p>Timeline: Completed.</p> <p>Anticipated challenges: Funding</p> <p>Measuring success: Unknown</p> <p>Closing the loop: Unknown</p>

## Research and Planning

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<b>Objective: Enhance student preparation for academic success and completion.</b>		
<p>1. 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.</p>	<p>CC 2024, Tech</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>In progress</i>. Institutional Effectiveness worked with faculty to collect data about student technology needs at the beginning of the COVID-19 outbreak in March 2020. Compton College participated in the statewide COVID-19 survey for students and employees. Institutional Effectiveness will summarize and report on these data in fall 2020. Finally, student services are coordinating applications for computers and Wi-fi hot spots in spring, summer, and fall 2020. The college also accessed additional funding to support emergency grants for dual enrollment students and is currently working to ensure that students from Compton and Lynwood access \$114 grants in December 2020. Institutional Effectiveness has conducted an outcome analysis for students who borrowed these resources in spring and will continue to track the impact for fall 2020.</p> <p>Who else is contributing: Instructional Faculty, Counselors and Advisors, Distance Education Committee, Student Services Directors, Student Success Center, Strong Workforce and Adult Education/CTE.</p> <p>Who else needs to know: Library, Campus Community, Community, K-12 Districts, 4-year colleges and universities, Elected officials, Chancellor’s Office.</p> <p>Timeline: Ongoing, reported at end of each semester</p> <p>Anticipated challenges: Lack of adequate staffing, improving efforts to prepare students for transfer level coursework, Lack of funding, Current remote working environment</p>

		<p>Measuring success: Increased course success among students who access technology resources.</p> <p>Closing the loop: The college determined that multiple applications for technology resources was not ideal for students or the student services staff, and therefore, designed and implemented a universal application. Further, the college is working to ensure students can access computers and wif-fi earlier in the term.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p><b>Objective: Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer</b></p>		
<p>2. 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.</p>	<p>Tech</p>	<p><b>Lead: Vice President of Student Services, and Director of Institutional Effectiveness</b></p> <p>Status: <i>On Hold</i>. Waiting on the deploying of Touch Net/One Card.</p> <p>Who else is contributing: Academic Affairs, Student Success Center, Tartar Success Teams, STEM Center, Information Technology Services</p> <p>Who else needs to know: Distance Education Committee, Professional Development Committee, Counselors/Advisors</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Lack of adequate staffing, Funding limitations, Gaps in technology access, knowledge, and skills; however, most notably the vendors' systems do not appear to be working .</p> <p>Measuring success: College is able to track and evaluate the student experience in relation to student outcomes (e.g., participation in events linked to persistence)</p>

		<p>Closing the loop: Real time data is very important as the college tries to emulate data infrastructure that was so important to the success at Georgia State University. Compton College needs this technology to work to get access to this real-time data about student behavior.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p>3. Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.</p>	<p>EMP</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>In progress</i>. Institutional Effectiveness has established a student course withdrawal survey. This survey has been vetted with Academic Senate. The survey is being administered to students in December 2020.</p> <p>Who else is contributing: Academic Affairs, Core Planning Team</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Fall 2020</p> <p>Anticipated challenges: None</p> <p>Measuring success: The Core Planning Team and the Institutional Effectiveness Committee will consider reasons why students are withdrawing from classes.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p>4. Create and distribute Tableau report on success and retention and enrollment trends customized with Distance Education courses. Engage applicable stakeholders, develop and implement Annual Evaluation plan and timeline for Distance Education Program. Modify Student &amp; Faculty Survey to include online education. Identify best</p>	<p>DE IEPI</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>In progress</i>. Institutional Effectiveness has published a Tableau dashboard about student success and retention disaggregated by modality. The IE team is now updating this dashboard to reflect the new Guided Pathway Divisions and the most recent terms of data. Distance Education has created an annual plan for 2020-2021. Institutional Effectiveness still needs to work with the Distance</p>

<p>practices in online education and build measures of those practices into the evaluation process.</p>		<p>Education team to implement student and faculty surveys and ask them to make a recommendation about what data and practices should be considered in evaluation processes. This meeting will occur in January 2021.</p> <p>Who else is contributing: Distance Education Faculty Coordinator, Distance Education Manager, Learning Management System Specialist.</p> <p>Who else needs to know: Faculty, Academic Affairs, Academic Senate, Human Resources</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Turn-over in faculty coordinator,</p> <p>Measuring success: Increased distance education success rate.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p>5. Create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information. (R9: III.D.3)</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness, and Vice President of Administrative Services</b></p> <p>Status: <i>In-Progress</i>. Based on this recommendation and the needs of the College, the President/CEO determined that integrated planning should be one of focuses of the College’s 2017 Quality Focus Essay. The first action was the creation of the Core Planning Workgroup, which consists of administrators, staff, and faculty leaders across the campus. Lead by the Director of Institutional Effectiveness, the Core Planning Workgroup meets regularly and reports directly to the Office of the President/CEO on the progress of all assigned tasks. The College updated its Planning and Budget Calendar in July 2020. This Planning and Budget Calendar is updated annually and is disseminated to the campus community by the committee membership. As one of the College’s Institutional Standing Committees, the Planning and Budget Committee provides the most updated version of this</p>



	<p>calendar on its committee webpage. To increase transparency about budget allocations and prioritizations timelines, the Planning and Budget Calendar has been incorporated into <i>Administrative Regulation 6200: Budget Calendar</i> and was approved by the CCCD Board of Trustees in July 2019. Finally, to further clarify the Planning and Budget process, in spring 2019, the President/CEO and Consultative Council established a campus-wide writing committee, comprised of administrators, faculty, staff, and students, to write the College’s Collaborative Governance Document, where this process is detailed for all CCCD stakeholders to review. It is the plan of the President/CEO and Consultative Council to help campus constituents better understand the process from program/area request to budget allocation. In addition, the Collaborative Governance Handbook outlines a process to close the loop when budget requests are not funded, where a written letter regarding the decision, with reasons for not being funded, is sent to the requestor. The Collaborative Governance Handbook was approved by the Academic Senate on May 28, 2020 and was sent to the Director of Community Relations for final publication preparation.</p> <p>Who else is contributing: Core Planning Team, Institutional Effectiveness Committee</p> <p>Who else needs to know: Campus Community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Participation across the campus in planning.</p> <p>Measuring success: Increased rate of complete and on-time annual plans and program reviews</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
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<p>6. Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness, and Director of Basic Needs and Success</b></p> <p>Status: <i>In-Progress</i>. The Student Equity Report and Plan analyzes and identified disproportionate “gaps” that are shared with the campus during Tartar Talks, Planning Summits, and other opportunities. The President/CEO has approved a Community of Practice implementation with the English Department, which will work with the Office of Institutional Effectiveness to pilot two different classroom modifications: 1) reduced class size and 2) co-teaching. The goal of these pilots is to increase the teacher-to-student ratio to determine the effectiveness of specific strategies implemented in Freshman Composition in fall 2020 and spring 2021 aimed at reducing achievement gaps while increasing student success, retention, and attrition. Math Faculty are also engaged in Community of Practice in fall 2020 to develop promising practices to increase student success. Finally, the COVID-19 Student Profile and all Tableau dashboards include ethnicity and gender drill-down filters.</p> <p>Who else is contributing: Academic Affairs and Student Services.</p> <p>Who else needs to know: Campus community.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Data access and management continues to be a struggle in Institutional Effectiveness. Staff are discussing a possible data warehouse to more effectively pull data.</p> <p>Measuring success: Decreased disproportionate impact among all affected groups, such as black or African American, Pacific Islanders, males, LGBTQ, and Veterans.</p> <p>Closing the loop: None at this time.</p>
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		Updated: Lauren Sosenko, December 2, 2020
<p>7. Reorganize and develop committee responsibilities across the campus.</p>	<p>QFE Action Plan</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>In Progress</i>. Over the last year, the Academic Senate President has been surveying and cataloging which faculty are participating in which committees, including Institutional Standing Committees and other work groups or task force efforts at the College. This work helped inform the Collaborative Governance Handbook, which will be completed in spring 2020. All Institutional Standing Committees have developed a purpose statement that is captured on the representative list that is circulated each term by the President and Academic Senate President. On March 9, 2020, the President/CEO held a training for all committee co-chairs to review the roles and responsibilities of committee co-chairs and members. During the training, co-chairs were reminded that the Office of Institutional Effectiveness will evaluate annual committee goals in late spring 2020 and present findings to the Collaborative Governance Task Force and to the Committees in August 2020. This process will occur annually thereafter.</p> <p>Who else is contributing: Consultative Council, Academic Senate, Classified Union, Faculty Union, Associated Student Body</p> <p>Who else needs to know: Campus community.</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Participation, especially among students.</p> <p>Measuring success: All committees are meeting with full participation and making recommendations to the college.</p> <p>Closing the loop: None at this time.</p> <p>No update.</p>

<p>8. Develop Core Planning Workgroup attached to the Institutional Effectiveness Committee (IEC).</p>	<p>QFE Action Plan</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p><b>Status: Complete.</b> The Core Planning Workgroup was created and consists of various members from across the campus' constituency groups dependent upon the focus of the work group. The Director of Institutional Effectiveness is leading the Core Planning Workgroup, and membership has included academic deans, the Curriculum Chair, the Program Review Coordinator, SLO Faculty Coordinator, the Distance Education Faculty Coordinator and the Academic Senate President. The work of this group has evolved over the last year, focusing on the Distance Education IEPI proposal and master plan updates in 2019-2020, and now on SLO/PLO disaggregation in 2020-2021. Upon reflection, the college leadership have assigned the Core Planning Workgroup to be a subcommittee of the Planning &amp; Budget Committee, and the chair will provide updates to the PBC starting in spring 2021.</p> <p>Who else is contributing: Core Planning Workgroup</p> <p>Who else needs to know: Institutional Effectiveness Committee, campus community</p> <p>Timeline: Complete.</p> <p>Anticipated challenges: Full participation</p> <p>Measuring success: Core Planning Team is meeting with full participation and making recommendations to the Institutional Effectiveness Committee</p> <p>Closing the loop: To best link planning and budget considerations across the campus, the college President/CEO requested that the Core Planning Workgroup serve as a sub-committee to the Planning and Budget Committee instead of the Institutional Effectiveness Committee.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
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<p>9. Establish an institutional-wide program review timeline and ensure that program reviews are evaluated and completed in accordance with this timeline</p>	<p>Accreditation</p>	<p><b>Lead: Vice President Academic Affairs, Vice President Student Services, and Program Review Faculty Coordinator</b></p> <p>Status: <i>Completed</i>. To organize and formalize the Program Review process at the College, the President/CEO and Vice President of Academic Affairs created the Program Review Faculty Coordinator position in fall 2016. This role includes the creation and maintenance of the webpages for Academic Program Reviews and Administrative/ Student Services Program Reviews, the publishing of the College’s Program Review Schedule, the creation of the Program Review Handbook, as well as hosting program review trainings and office hours. Additionally, the Program Review Faculty Coordinator also serves on <a href="#">The Institutional Effectiveness Committee</a> that actively monitors and certifies completion of program reviews across academic, student, and administrative services areas. Furthermore, completed program reviews are posted online, while the Institutional Effectiveness Committee and the Program Review Faculty Coordinator notifies program review authors and supervisors of delinquent reviews by email.</p> <p>Who else is contributing: Institutional Effectiveness Committee, faculty, staff</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Ongoing adherence to the established timeline</p> <p>Measuring success: Number, rate of completed program reviews</p> <p>Closing the loop: Institutional Effectiveness observed that many Program Reviews were not approved because the authors did not include student survey data that is required by the template. In spring 2020, Institutional Effectiveness automated the survey for faculty so they do not have to request it.</p>
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<p>10. Program review reports and shared governance committee meeting minutes are to be disseminated in a timely manner</p>	<p>Accreditation</p>	<p><b>Lead: President/CEO, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Human Resources, and Vice President of Administrative Services</b></p> <p>Status: <i>Completed</i>. To increase effectiveness and transparency among constituent groups, all completed Program Reviews are currently posted on the College’s website on either the <a href="#">Academic Program Review webpage</a> or the <a href="#">Administrative/Student Services Program Review webpage</a>. Moreover, the President/CEO and Director of Community Relations have developed both a schedule and President/CEO Newsletter to ensure that Program Review information, as well as other important College or CCCD issues are communicated to the campus community monthly. The President/CEO Newsletter is distributed via email every month to CCCD employees and is also made available to the CCCD service area constituents through the College’s <a href="#">President/CEO webpage</a> as well as on the College's social media channels. All Institutional-Standing Committees’ minutes are posted online at <a href="http://www.compton.edu/adminandoperations/campus-committees/">http://www.compton.edu/adminandoperations/campus-committees/</a>.</p> <p>Who else is contributing: Administrative Assistants, committee co-chairs</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Adherence to the policy</p> <p>Measuring success: The number, rate of posted agendas and minutes</p> <p>Closing the loop: The governance committee evaluation should be updated to include a “self-evaluation” tool where co-chairs document the number of agendas and minutes that are publicly posted. Institutional Effectiveness is working to integrate this in 2020-2021.</p>
<p>11. Hire Manager of Research and Planning</p>	<p>QFE</p>	<p><b>Lead: President/CEO</b></p>

		<p>Status: <i>Complete</i>. Upon further review of the roles and responsibilities related to this position, the title of the position was modified to a Director position. Further, the department was later changed from Research &amp; Planning to Institutional Effectiveness. The position's title is now "Director of Institutional Effectiveness."</p> <p>Who else is contributing: None</p> <p>Who else needs to know: Campus community.</p> <p>Timeline: Complete</p> <p>Anticipated challenges: None</p> <p>Measuring success: Fully-functioning Institutional Effectiveness department</p> <p>Closing the loop: None.</p>
<p>12. Implement a Program Review and Planning (PRP) system to strengthen the link between Program Review and annual planning.</p>	<p>QFE</p>	<p><b>Lead: Director of Institutional Effectiveness, Vice President of Academic Affairs, and Program Review Faculty Coordinator</b></p> <p>Status: <i>Complete</i>. Nuventive has been purchased and implemented. The Office of Institutional Effectiveness now conducts Nuventive training across the campus in-line with the Academic Regulation 6200, the Budget Calendar. Program Reviews are still captured outside of Nuventive. The Office of Institutional Effectiveness will work on a plan to integrate all program review content into Nuventive by fall 2020. The SLO Coordinator and the Director of Institutional Effectiveness have received several requests to consider changing the Nuventive system to elumen, which faculty have used at other colleges and have found it easier to use. Institutional Effectiveness and Academic Affairs are reviewing and will submit a recommendation to the Core Planning Team.</p> <p>Who else is contributing: All faculty and staff who complete annual plans and program reviews.</p>

		<p>Who else needs to know: Campus community</p> <p>Timeline: Complete</p> <p>Anticipated challenges: None</p> <p>Measuring success: The number, rate of completed program reviews and annual plans</p> <p>Closing the loop: None.</p>
<p>13. Enter all annual plans into PRP system.</p>	<p>QFE</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>Complete</i>. A majority of annual plans have been captured in the Nuventive system as of the 2019-2020 planning cycle. The outcomes of this planning cycle are captured in the <a href="#">2019-2020 evaluation report</a> available here. This work has been institutionalized and continues for the 2020-2021 planning cycle, which included a voting process as the plans rolled up from program to unit, from unit to area, and from area to college. The <a href="#">2020-2021 Report</a> is available online.</p> <p>Who else is contributing: Faculty and staff who serve as annual plan leads.</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Annual, ongoing</p> <p>Anticipated challenges: None</p> <p>Measuring success: Number, rate of completed annual plans</p> <p>Closing the loop: Through the annual plan evaluation, Institutional Effectiveness has identified a number of opportunities for improvement, including the voting roll-up system.</p>



<p>14. Improve strategies related to the Program Review process: communication.</p>	<p>QFE</p>	<p><b>Lead: Vice President of Academic Affairs, Academic Deans, Institutional Effectiveness Committee, and Program Review Faculty Coordinator</b></p> <p>Status: <i>Complete</i>. The Institutional Effectiveness Committee and the Faculty Program Review Coordinator communicate regularly with faculty and staff who are responsible for program review efforts. The Faculty Program Review Coordinator hosts multiple trainings each term about how to complete the Program Review. Furthermore, he communicates regularly with the Academic Deans to update them on the status of Program Reviews, and where they are complete, need revision, or are outstanding.</p> <p>Who else is contributing: Discipline faculty, Institutional Effectiveness office,</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p> <p>Anticipated challenges: Access to data, poor data analysis, one-faculty disciplines</p> <p>Measuring success: Number, rate of completed program reviews</p> <p>Closing the loop: Lead author receive 6-8 flex credit hours. A co-author could be encouraged with 6-8 hours also to participate. Programs with 2- and 4-year reviews in same year could be excused, to complete one the following year. Faculty working with a data analyst will improve turn around.</p>
<p>15. Update and maintain Planning and Budget Calendar.</p>	<p>QFE</p>	<p><b>Lead: Vice President of Administrative Services, and Director of Institutional Effectiveness</b></p> <p>Status: <i>Complete</i>: The Planning and Budget Calendar has been created and updated for the current academic year and is posted as Administrative Regulation 6200.</p> <p>Who else is contributing: None</p>

		<p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing to maintain</p> <p>Anticipated challenges: None</p> <p>Measuring success: The planning and budget deadlines on the calendar are met.</p> <p>Closing the loop: None at this time.</p>
<p>16. Communicate deadlines related to Planning and Budget to faculty and staff.</p>	<p>QFE</p>	<p><b>Lead: Vice President of Administrative Services, and Director of Institutional Effectiveness</b></p> <p>Status: <i>Complete</i>: The Director of Institutional Effectiveness is responsible for communicating deadlines related to the annual planning process across the campus. The Vice President of Administrative Services communicates budget deadlines to the campus. Timelines also are available in Administrative Regulation 6200.</p> <p>Who else is contributing: None</p> <p>Who else needs to know: Campus community.</p> <p>Timeline: Establishing process is complete; Implementing process is ongoing</p> <p>Anticipated challenges: None</p> <p>Measuring success: The planning and budget deadlines on the calendar are met.</p> <p>Closing the loop: None at this time.</p>
<p><b>STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.</b></p>		
<p><b>Objective: Enhance student preparation for academic success and completion.</b></p>		

<p>17. Offer more courses that are in demand. Research current 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 and faculty.</p>	<p>CC 2024, Tech, HR</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>In progress</i>. With the pandemic impacting enrollment, this has proved challenging, but will continue to review course offering data to make informed decisions. All students can apply for a Chromebook and/or hotspot to have access to classes remotely.</p> <p>Who else is contributing: Admissions &amp; Records, Counselors and Advisors, Information Technology Services, Student Equity, Director of Institutional Effectiveness</p> <p>Who else needs to know: Library, Distance Education Committee, Student Services Managers</p> <p>Timeline: Spring 2020 and ongoing</p> <p>Anticipated challenges: Lack of adequate staffing, Funding limitations, Unanticipated enrollment changes due to external forces</p> <p>Measuring success: Increase in enrollment.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Sheri Berger, November 19, 2020.</p>
<p>18. Research hours of operation to assess impact on students and make recommendations for changes according to findings; and, develop standardized operating hours across campus as supported by research result</p>	<p>EMP</p>	<p><b>Lead: Vice President of Academic Affairs, and Director of Institutional Effectiveness</b></p> <p>Status: <i>Not started</i>. This project has been put on hold while the COVID-19 pandemic has transitioned learning to distance education. Institutional Effectiveness will meet with Academic Affairs in spring 2021 to consider a research study about hours of operation.</p> <p>Who else is contributing: Vice President of Student Services, Vice President of Administrative Services</p>

		<p>Who else needs to know: Campus community</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Increased student persistence and course success.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p>19. Conduct a data-based assessment of student demographics, including predominant working hours and the local K-6 school schedules, design schedules that address the needs of commuters, part-time students, and parents with young school-age children.</p>	<p>EMP</p>	<p><b>Lead: Director of Institutional Effectiveness, and Vice President of Academic Affairs</b></p> <p>Status: <i>Not Started</i>. Institutional Effectiveness will meet with Academic Affairs in spring 2021 to design a research study about student demographics and needs.</p> <p>Who else is contributing: None</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Spring 2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Increased enrollment and persistence.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p>20. Conduct a data-based assessment of student demographics to develop course schedules that</p>	<p>EMP</p>	<p><b>Lead: Director of Institutional Effectiveness, and Vice President of Academic Affairs</b></p>

<p>match students' needs within particular disciplines (e.g., if parents of young children are enrolled in Child Development and Family Studies Courses, consider scheduling most of that program's requirements between 9 a.m. and 3 p.m. when their children are in school).</p>		<p>Status: <i>Not Started</i>. Institutional Effectiveness will meet with Academic Affairs by fall 2021 to design a research study about student demographics and needs.</p> <p>Who else is contributing: None</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Fall 2021</p> <p>Anticipated challenges: None</p> <p>Measuring success: Increased enrollment and persistence.</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
<p><b>Objective: Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.</b></p>		
<p>21. Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.</p>	<p>Tech</p>	<p><b>Lead: Director of Institutional Effectiveness, Chief Technology Officer and Chief Facilities Officer</b></p> <p>Status: <i>In progress</i>. IT staff regularly communicates with faculty about technology needs. Compton College also participated in the statewide COVID-19 survey, and Institutional Effectiveness will assess and analyze those data in fall 2020. Further, Institutional Effectiveness will survey faculty in fall 2020 about their technology platforms that they use to teach and support student learning.</p> <p>Who else is contributing: Instructional Faculty, Open Educational Resource Committee, Facilities, Students/ASB, St. John's Health Center, Information Technology Services, Campus Police, Distance Education Manager, Distance Education Faculty Coordinator</p>

		<p>Who else needs to know: Facilities, Special Resource Center, Campus Police</p> <p>Timeline: Spring 2020 and ongoing</p> <p>Anticipated challenges: Lack of adequate staffing, funding limitations, remote work environment, and participation</p> <p>Measuring success: Increased student course success in online classes</p> <p>Closing the loop: None at this time.</p> <p><i>Updated: Linda Owens, December 1, 2020</i></p>
<p><b>STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS</b></p>		
<p><b>Objective: Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.</b></p>		
<p>22. Analyze workforce trends to identify two new CTE program areas.</p>	<p>CC 2024</p>	<p><b><i>Lead: Dean of Student Learning with oversight of Business and Industrial Studies, and Dean of Student Learning with oversight of Health and Public Services</i></b></p> <p>Status: <i>Completed.</i> Compton College Career and Technical Education is building new programs in biomanufacturing, computer and information sciences (with Apple Consultant Network partnership), and Certified Nursing Assistant (CNA). Biomanufacturing is currently in development for Regional Consortium recommendation in September 2020. The Biomanufacturing program has made significant equipment purchases, received a \$20,000 grant, and has plans for offering initial classes in Spring 2021. In 2020-2021, the college is in the planning phase for the Apple Consultant Network program, which will focus on teaching information technology skills for consultants to become entrepreneurs repairing Apple products. The CNA program is planned to be offered in spring 2021.</p> <p>Who else is contributing: Institutional Effectiveness, Strong Workforce and Adult Education, Career Clarity Committee, Transfer and Career Center Community/Local Industry</p>

		<p>Who else needs to know: Community/Local Industry, K-12 Districts, Students, Elected officials, Local community colleges and 4-year colleges/universities</p> <p>Timeline: Ongoing.</p> <p>Anticipated challenges: Gaps in technical knowledge and skills, Access to technology, Transitioning to virtual platforms for instruction, Funding limitations. Lab space for Biomanufacturing in MS building will be available in 2-3 years.</p> <p>Measuring success: State-approved programs of study.</p> <p>Closing the loop: None at this time. Updated: Peju, November 27, 2020.</p>
<p>23. Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.</p>	<p>EMP</p>	<p><b>Lead: Director of Institutional Effectiveness</b></p> <p>Status: <i>In progress</i>. Compton College has established data sharing partnerships with its K-12 feeder district and implemented data sharing. College leadership has also explored data sharing partnerships with the Los Angeles County; however, data privacy protection laws have been a barrier to establishing an MOU. Further, the college is working with California State University, Dominguez Hills to establish a data sharing partnership with the local university.</p> <p>Who else is contributing: President/CEO, Vice President of Student Services, K-12 and university partners, and county department staff</p> <p>Who else needs to know: Campus community</p> <p>Timeline: Ongoing</p>

	<p>Anticipated challenges: Family Educational Rights and Privacy Act (FERPA) limitations, financial aid rules, and other privacy laws that limit identifiable data sharing</p> <p>Measuring success: Successful data sharing</p> <p>Closing the loop: None at this time.</p> <p>Updated: Lauren Sosenko, December 2, 2020</p>
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## General and Facilities

Key Action Step	Plan	Status
<b>STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS</b>		
<p>1. Develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment. (R8)</p>	<p>Accreditation Action Plan</p>	<p><b>Lead: President/CEO, and Chief Facilities Officer</b></p> <p>Status: <i>In-Progress</i>. The College revised Administrative Regulation 6602: Bond Program Management in September 2019. This administrative regulation documents the best practices related to long range plans and total cost of ownership. Specifically, Title IV of Administrative Regulation 6602: Bond Program Management, entitled “Bond Program Management Controls,” outlines the processes as they relate to projection and documentation of total cost of ownership (TOC) that includes: a listing of current CCCD projects, ongoing and future facility needs, a biannual revision of the Compton College 2024 Facilities master plan, scheduled maintenance needs, tracking of funding by source, cost and schedule review, construction, contract documentation, monthly progress reports, quarterly forecasts, and annual audits.</p> <p>Who else is contributing: Consultants (e.g. PCM3 and Project Architects)</p> <p>Who else needs to know: CBOC, End-users in each new building, Citizens’ Bond Oversight Committee</p> <p>Timeline: Ongoing as construction continues</p> <p>Anticipated challenges: collection of pertinent data on each piece of proposed/installed equipment.</p> <p>Measuring success: Work with consultants to calculate TOC for each new building.</p> <p>Closing the loop: Total Cost of Ownership covers many areas</p> <p><i>Updated: Linda Owens, December 1, 2020</i></p>

Key Action Step	Plan	Status
<p>2. Ensure all meeting agenda and related documents include the college mission statement.</p>	<p>Accreditation</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>Completed</i>. In 2019, the College revised its Mission Statement to be in alignment with California Community College Chancellor’s Office Vision for Success, which was documented in Board Policy 1200 and approved at the May 2019 Board of Trustees meeting. The College updated agenda and minute templates to include the new statement and users access it online on the Compton College/Compton District Consultation and Institutional Standing Committees webpage. Furthermore, the mission is present in multiple locations and publications including the Mission webpage, page 8 of the <i>2019-20 College Catalog</i>, and page 5 of the <i>Compton College 2024</i> comprehensive master plan.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Unknown</p> <p>Timeline: Unknown</p> <p>Anticipated challenges: Unknown</p> <p>Measuring success: Unknown</p> <p>Closing the loop: None at this time</p>
<p>3. Outline how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. (IV.A.1, IV.B.3)</p>	<p>Accreditation</p>	<p><b>Lead: President/CEO and Academic Senate President</b></p> <p>Status: <i>Completed</i>. Faculty, staff, and administrators finalized the Collaborative Governance Handbook that outlines how decisions are made at the college to guide stakeholders in the governance and mission-centric practices of the institution on June 16, 2020.</p> <p>Who else is contributing: Faculty, staff, administrators</p> <p>Who else needs to know: All campus stakeholders</p> <p>Timeline: Completed</p>

Key Action Step	Plan	Status
		<p>Anticipated challenges: None at this time</p> <p>Measuring success: Document is completed and disseminated to all stakeholders</p> <p>Closing the loop: None at this time</p>
<p>4. Develop board policies and procedures for Compton College under the authority of CCCD (II.A.10)</p>	<p>Accreditation</p>	<p><b>Lead: President/CEO</b></p> <p>Status: <i>Completed</i>. A schedule of board policies and administrative regulations to be reviewed has been established and is reviewed regularly by the College’s Consultative Council. The District reviews board policies and administrative regulations on a three-year cycle, which is consistent with Board Policy 2410: Board Policies, Administrative Regulations, and Procedures. Each fall semester, as co-chairs of Consultative Council, the President/CEO and President of Compton College Academic Senate review the listing of upcoming board policies and administrative regulations due for the academic year. This list is distributed to campus leaders on the Consultative Council regularly to take to their constituent groups for review. Furthermore, the Compton Community College District Change in Administrative Procedure or Board Policy Transmission Cover Sheet was updated and approved by the Compton College Academic Senate in fall 2018 and is used to track the movement of any board policy or administrative regulation through various campus constituent groups.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Unknown</p> <p>Timeline: Unknown</p> <p>Anticipated challenges: Unknown</p> <p>Measuring success: Unknown</p> <p>Closing the loop: None at this time</p>

Key Action Step	Plan	Status
<p>5. Develop a curriculum process at Compton College</p>	<p>Accreditation</p>	<p><b>Lead: Vice President of Academic Affairs, and Curriculum Committee Chair</b></p> <p>Status: <i>Completed</i>. The College Curriculum Committee (CCC), a subcommittee of Compton College 's (CC) Academic Senate (AS), was formally established in spring 2018, as our institution began to separate from El Camino Community College. The AS is organized under the provisions of the California Code of Regulations, Title 5, and curriculum is illustrated in our institution's Board Policy 2520 - Academic Senate. The CCC firmly adheres to the regulations illustrated in Title 5, Division 6., Chapter 6. Curriculum and Instruction.</p> <p>The CCC is comprised of two voting faculty member representatives from each CC Guided Pathways Divisions: (a) Business and Industrial Studies; (b) Social Sciences; (c) Health and Public Services; (d) Science Technology Engineering and Math; (e) Fine Arts, Communication and Humanities. CCC members also include: (a) CCC chair, (b) Articulation Officer, (c) Curriculum Analyst, (d) Students Learning Outcome coordinator, (e) Distance Education Faculty coordinator, (f) Librarian, (g) Counselor, and (h) Vice President of Academic Affairs.</p> <p>The CCC Handbook was approved by the AS on November 15, 2018 and the Compton Community College District (CCCD) Board of Trustees (BT) on December 11, 2018. CCC curriculum process became official effective spring 2019. The CCC convenes twice a month on the first and third Tuesday of each month from 2:00 p.m. to – 3:30 p.m. These meetings adhere to the Ralph M. Brown Act, located at California Government Code 54950 <i>et seq.</i>, and biweekly agendas are presented according to Roberts's Rules of Order. CCC members comprehensively review each electronic course outline of record (COR) in our intuition's curriculum software system, CurriQunet.</p> <p>The California Community College Chancellor's Office (CCCCO) contacted our college in fall 2019 and request COR unit/hour calculation revisions of courses according to the Program and Course Approval Handbook. CCC members and CC faculty were both highly effective in addressing these revisions and all courses and programs continued to be offered in spring 2020, and beyond. In spring 2020 and newly formed curriculum subcommittee, the Distance</p>

Key Action Step	Plan	Status
		<p>Education Curriculum Subcommittee (DECS), was formed to review the distance education (DE) field in the COR.</p> <p>In spring 2020, the COVID-19 Pandemic caused our institution to transition to online learning. The CCCCO provided our college an opportunity to complete the Emergency Temporary Distance Education Blanket Addendum for both Summer 2020 and Fall 2020. As a result, our institution was able to remain fully operational in remote learning environments, throughout 2020. CCC members, DECS members, and faculty worked throughout summer 2020 to ensure our college's CORs met local DE approvals. Recently, our campus has formed a new subcommittee, the Educational Policy Committee (EPC), and the primary duties of the team is to review Board Policies (BP) and Administrative Regulation (AR) documents to ensure Title 5 regulations are fulfilled. Currently, the EPC is reviewing BP and AR 4020 - Program, Curriculum, and Course Development and BP 4260 and AR 4260 - Prerequisites and Courses.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Unknown</p> <p>Timeline: Unknown</p> <p>Anticipated challenges: Unknown</p> <p>Measuring success: Unknown</p> <p>Closing the loop: None at this time</p>
<p>6. Develop a Program Discontinuance Policy for CCCD</p>	<p>Accreditation</p>	<p><b>Lead: Vice President of Academic Affairs</b></p> <p>Status: <i>Completed</i>. To ensure that the College is providing up-to-date and in-demand programs, the College established Board Policy 4020: Program, Curriculum, and Course Development and Administrative Regulation 4021: Program Discontinuance that both aim to review enrollment trends and inform College actions on programs and/or courses that are no longer in consistent demand for Compton College students. While Board Policy 4020: Program, Curriculum, and Course Development provides the College's</p>

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		<p>service area with the Compton Community College District’s stance on program discontinuance, Administrative Regulation 4021: Program Discontinuance outlines the collaborative and collegial procedures by which a committee, comprised of representatives across major constituent groupings, shall determine those programs or courses to be recommended for discontinuance.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Unknown</p> <p>Timeline: Unknown</p> <p>Anticipated challenges: Unknown</p> <p>Measuring success: Unknown</p> <p>Closing the loop: None at this time</p>
<p>7. Digitize student records currently stored as hard copies</p>		<p><b>Lead: Vice President of Student Services, Vice President of Academic Affairs, and Chief Technology Officer</b></p> <p>Status: <i>Completed</i>. During the partnership with El Camino College, Compton College has amassed a great inventory of student records from fall 2006 through spring 2019. On January 11, 2019, all Compton College Student Services managers met with El Camino College’s Vice President of Student Services and ECC’s respective Student Services department managers to address the El Camino College Compton Center/Compton College student records from 2006 through June 2019. It was determined that all student records during that time period belonged to El Camino College, and as such, the records would need to be classified, packed up, and picked up by El Camino College. El Camino College was responsible for scanning any Class 1 and/or 2 documents. Additionally, any class 3 documents that were identified for destruction were to be added to the ECC Board Meeting agenda for destruction.</p> <p>Compton College Student Services Managers met individually with their ECC management counterparts to classify all Compton College student records.</p>

Key Action Step	Plan	Status
		<p>On November 14, 2019 partial records were picked by El Camino College representatives. Only the Admissions and Records files were successfully collected. A future date for the remaining files is to be determined.</p> <p>At present, the College has begun to digitize all forms in Admissions and Records. For example, many of the Admissions and Records forms and petitions, such as the Steps to Enrollment, Section Transfer, and Reinstatements, are accessible online in a fillable PDF format. Additionally, petitions such as overload, AB540, residency, grade change, and course repeat are also online for students and faculty to access and use.</p> <p>Who else is contributing: Unknown</p> <p>Who else needs to know: Unknown</p> <p>Timeline: Unknown</p> <p>Anticipated challenges: Unknown</p> <p>Measuring success: Unknown</p> <p>Closing the loop: None at this time</p>