COMPTON COLLEGE 2024
Action Plan

June 2021 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 fourth submission of the Action Plan to the Board of Trustees for the 2020-2021 academic year.

Thirty-two (32) 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 June 2021 update. 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.

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

Connection

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Tailor degree and certificate programs to meet the needs of our students		
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.	Compton College 2024 Comprehensive Master Plan (CC 2024), Human Resources Staffing Plan (HR), Enrollment Management Plan (EMP), Equity	***Lead: Director of Community Relations*** Status: *In Progress.* Increased efforts to attract students: • Career Education marketing and recruitment campaign (Graduate Communications/Strong Workforce) - focuses on summer and fall 2021 enrollment. • Continued promotion of the College Promise Program to in-District eligible high school seniors. • Mailing of districtwide postcard regarding summer and fall class schedule and Steps to Enrollment information. Key messages are included in Spanish. • Summer 2021 ads are in progress. • Fall 2021 ads will begin shortly. • Timeline: ongoing Strategic marketing plan: • To be developed. Culture-specific information strategies: • To be determined • Timeline: ongoing Who else is contributing: Outreach and Marketing Sub-Committee, Institutional Effectiveness, faculty, counselors, Educational Partnerships, Articulation Officer, Strong Workforce Who else needs to know: Guided Pathway Divisions, Tartar Success Teams, high school counselors Anticipated challenges: lack of resources (time and staff); CRM Recruit has not yet been fully implemented; multiple sites/systems collecting leads; unclear who provides the follow-up and what are the next steps.

Key Action Step	Plan	Status
		Measuring success: Increase in enrollment of new students based on target audience(s). Compare new applicants to successful registration. Increase in enrollment of continuing students in subsequent terms. Closing the loop: None at this time Update: Heather Parnock, May 31, 2021
Objective: Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates		
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	HR	*Lead: President/CEO and Director of Community Relations* Status: *In-progress.* The Foundation for Compton Community College District has held six meetings this year. The next meetings are scheduled for June 3, and 24 2021. Weekly meetings are held with auditor to complete financial review. Bylaws have been reviewed and updated. Policies and procedures are under review to be approved one of their June 2021 Foundation meeting. Foundation to determine if any Compton CCD Board Policies and/or Administrative Regulations are needed. Additional Goals: develop online donation system and recruit additional Foundation members. Need to schedule a meeting with Workforce Development and Admissions and Records to identify alumni and industry partners. Who else is contributing: Foundation for the CCCD, Workforce Development, faculty, staff, students, and industry partners Who else needs to know: Community members, alumni and graduates Timeline: Winter 2021-Fall 2021 Anticipated challenges: Staffing support for the Foundation for Compton Community College District Measuring success: Functioning Foundation Closing the loop: None at this time Update: Dr. Keith Curry and Heather Parnock, May 31, 2021

Key Action Step	Plan	Status
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.	EMP	*Lead: Dean of Counseling and Guided Pathways and Director of Educational Partnerships* Status*: In Progress.* Currently developing the CRM Recruit process. We have met with Ellucian and troubleshooted issues with CRM Recruit. However, there is still challenges with pulling of student information from CCCApply. Additionally, the CRM Advise early alert timeline has been created and continues to be reviewed and reassessed. Who else is contributing: Educational Partnerships, Strong Workforce, CTE Career Pathways Coordinator, Admissions & Records, Counselors, Student Services Advisors, Academic Affairs Who else needs to know: None Timeline: Annual Process Anticipated challenges: Disaggregating data to share with departments for prospective student follow-up. We met with Ellucian and address the Banner sync issue with CRM Recruit. However, there is still some issues with that we are experiencing with student data. Measuring success: Number of prospective students in CRM Recruit moving from opportunities to applicants Closing the loop: None at this time. Updated: Cesar Jimenez, June 1, 2021.
Objective: Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations		
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.	HR, EMP	*Lead: Director of Community Relations* Status*: In progress.* Social media plan development & implementation: • Not yet started. • Timeline: 2021-2022 • Review of Media Preferences Survey results to determine what social media platforms current students utilize (when, how much, what for).

Key Action Step	Plan	Status
		Increased targeted marketing efforts/improve communication with prospective students: - New 'Future Students' webpage under discussion with the Outreach & Marketing EM Subcommittee. Goal: provide information based on type of student. - Communications Matrix in progress. (TST recommendation) Who else is contributing: faculty, staff, counselors, students, Educational Partnerships, Tartar Success Teams, Career and Technical Education (CTE); Strong Workforce; Outreach & Marketing EM Sub-Committee Who else needs to know: community, parents, high school counselors 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. Students are not reading College emails (anecdotal) Measuring success: Increase in followers on social media; diverse social media content; increase in new applicants who register for classes. Closing the loop: Develop communications plan for prospective students. Updated: Heather Parnock, May 31, 2021

Key Action Step	Plan	Status
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.	EMP	*Lead: Director of Educational Partnerships* Status: *In Progress.* 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 facilitated an open house that engaged all our campus partners in January of 2020. Who else is contributing: CTE/Strong Workforce, First Year Experience program, Career & Technical Education, Student Equity, Financial Aid, EOPS/CARE, Educational Partnerships, and Academic Affairs Who else needs to know: Students, K-12 Districts, Community, Special Resource Center Timeline: Ongoing Anticipated challenges: Collaborating remotely with district partners. Low enrollment in Compton College Promise and FYE programs Measuring success: Participation of in outreach efforts and successful enrollment in the Promise program and student services programs Closing the loop: All programs meet on a weekly basis to review student's core service completion. The Oliver W. Conner College Promise intake form was moved to Qualtrics. Updated: Dr. Nelly Alvarado, June 4, 2021
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.	EMP	*Lead: Director of Educational Partnerships and ESL Department Faculty* Status: *In Progress.* 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

Key Action Step	Plan	Status
		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. Who else is contributing: Director of Adult Education and Workforce Development, Admissions and Records, Outreach & 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 Who else needs to know: Current students, local adult schools and residents, all outreach partners. Adult Education Counselor Timeline: Incomplete 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. Measuring success: 40% increase student registration and retention. Closing the loop: None at this time. Updated: Dr. Nelly Alvarado, June 4, 2021
7. Implement the Veterans Center	Equity	***Lead: Director of Financial Aid and Scholarships*** Status*: Completed.* Opened in Spring 2020. Who else is contributing Ms. Giselle Gamino Who else needs to know: Timeline: Completed Anticipated challenges: Awareness of the location and resources available. Measuring success: Increase in numbers of veterans served. As our campus starts to service students in person, we will have to designate an area in Tartar Village where Veterans can access services. F-19 is not yet open to the public.

Key Action Step	Plan	Status
		Update: Keith Cobb 5/10/2021
		Closing the loop: Veteran Services webpage has been updated and provides veteran students direct links to apply for their educational benefits with the VA. Instructional videos were also added to help student veterans learn about the different types of military benefits available. Students can also chat with our VRC staff on Cranium Cafe, direct links are now available on the webpage. Our VRC will be reaching out to all students who indicated they were a veteran on their Admissions application via email and phone. This will help us connect with them and aid with their military educational benefits. We are also planning to partner with St. Johns to offer mental health services for Veteran students. Update: Keith Cobb 2/2/21
STRATEGIC INITIATIVE 3: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		

Key Action Step	Plan	Status
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).	EMP	***Lead: Vice President of Student Services, and Director of Educational Partnerships*** Status*: Not Started.* 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. In the process of securing annual subscription with Doodly (whiteboard animation software) to create marketing materials. Who else is contributing: CSUDH GEAR UP, UCI GEAR UP, K-12 Districts: Compton, Lynwood, and Paramount, Director of Community Relations Who else needs to know: None Timeline: Annually Anticipated challenges: None Measuring success: Increased participation in Dual Enrollment and first-time freshmen Closing the loop: UCI and CSUDH Gear Up students will transition to CUSD high schools in 2021-2022. Plans to outreach to GEAR Up participants will be established in summer 2021. Updated: Dr. Alvarado, June 4, 2021

Key Action Step	Plan	Status
8b. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	SOAA 2f	*Lead: Vice President of Student Services, and Director of Educational Partnerships* Status*: In Progress.* The college hired Dual Enrollment Specialists to help onboard students. Outreach has dedicated advisors and counselors that meet with students. Enrollment cycles at our feeder high schools increase student awareness of Promise benefits and ensures successful completion of the Steps to Enrollment, selection of Guided Pathway Division, and participation in student support programs. Outreach events across the region focus on creating authentic community engagement and promoting early exposure to college in K-12th grades. Promoting bi-lingual counseling where needed and implemented CCCMyPath, which will help prospective students learn more about our college academic programs through the career cards and program sheets. Who else is contributing: Counseling, Admissions & Records, Academic Affairs, Institutional Effectiveness Who else needs to know: None Timeline: ongoing Anticipated challenges: None Measuring success: Number of students who enter college level coursework in a program of study. Closing the loop: Dual Enrollment students met with counselors to develop Educational plans to promote success and retention and learn about the Oliver W. Conner College Promise program as another funding steam to fund college, promote access and reduce time to completion. Updated: Dr. Alvarado, June 4, 2021
STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.		
Objective: Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.		
9. Increase outreach for health and technical field programs, including engaging community professionals.	CC 2024	*Lead: Director of Adult Education and Workforce Development, and Associate Dean of Nursing*

Key Action Step	Plan	Status
		Status: *In-Progress.* Dr. Curry has collaborated with #DeletetheDivide through the Los Angeles County Internal Services Department. Plans are in the works to erect a Technology Center in the Vocational Technology building that will be accessible to community residents seeking access to computer and Internet access to community resources. By engaging these community professionals an opportunity to include the LA County Department of Workforce Development, Aging, and Community Services was connected to included to help us outreach to disconnected Youth and Young Adults, and non-traditional aged participants. Residents entering this center will also be introduced to College resources and educational programs. Establishing a health and technical field outreach structure begins with the creation of a CTE website that can usher leads toward development of a college application, FAQs, or chatting with a bot or someone live. Through the CTE Marketing and Communication project we are currently fully engaged in this endeavor with plans for targeted media buys through zip code, professional associations, and community access points of interested individuals. A new allied health based noncredit strong workforce project is currently working with our nursing faculty to build a meaningful program for participants to enter as an additional out let to health careers. The www.ccla.com strong workforce project continues to show great promise, but we need a more integrated funnel developed through CRM Recruit that will allow us to follow up with prospective leads. The web and marketing communication strategy through Graduate Communications will dramatically assist us in messaging through social media with health care ads that direct potential students to the college. Directing students towards new Certified Nursing Assistant (CNA) program to begin in Fall 2021. Met with HPS Dean and new Associate Dean of Nursing to begin preliminary conversations regarding outreach plan for health and tech majors. Reached out to Graduate Communications (former CEO of Interact Communications) to assist with marketing plan. Scheduling a collaborative meeting with multiple stakeholders for week of May 7, 2021. 2nd phase outreach partnership with adult schools underway to boost recruitment for late start Apple Swift Coding course (CIS 61). Apple Swift Coding program is under way and the Apple Consulting Network entrepreneurship program is slated to begin Fall 2021, along with Amazon Web Services focus. Tech focus will be integrated into overall marketing plan, students are currently considering developing an app that can benefit the campus.

Key Action Step	Plan	Status
		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. 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, Timeline: 1st phase of marketing plan is underway as of mid-March 2021 and will result in a completed CTE website prior to the 2nd phase being implemented, which begins over summer 2021 to impact Fall 2021 enrollment. Anticipated challenges: Regular and robust participation in program, involvement from the persons/company/industry involved. Limited number of health science entry points, need more pathway access points, EMT? Possibly Medical Assisting in the future? Advisory Committees. Currently tapping into regional Advisory Committees led by Regional Directors of Employer Engagement at Rio Hondo and Mt. Sac Colleges. Measuring success: Completion rate, employment; Increase in enrollment from lead generation. 5% increase in enrollment from lead generation in technical fields, CNA course completers; development of new CTE noncredit entry-points and by offering current noncredit programs in Personal Care, ESL for Childhood Development, Basic Career Training, and the number of CIS Mobile App Development certificate completers. 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. Fall 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 such as Mobile App Development with Apple Swift Coding. Updated: Lynell Wiggins, June 1, 2021

Key Action Step	Plan	Status
9b. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	SOAA 3d	*Lead: Associate Dean of Nursing* Status*: In Progress.* The College provided counseling assignments based on our new Guided Pathways divisions. The new student orientation and CCCMyPath will encourage assistance in the exploration of careers. Counselors assist students with finding "similar" majors or options in post-baccalaureate and identify coursework to be prepared for that "other" program. Major workshops have been offered at certain points in the semester. Who else is contributing: Nursing Faculty, Dean of Student Learning, Guided Pathway counselors, Financial Aid. Who else needs to know: Counselors, Student Services Advisors, higher education (universities). Timeline: Ongoing Anticipated challenges: One major challenge is accessibility to the counselors or a representative to discuss career options. Measuring success: Increase in timely enrollment in alternate career programs. Closing the loop: Short videos with a descriptor may be placed on the college website to capture the interest of this cohort of potential students. Updated: Shirley Thomas 1/22/2021
Objective: Create collaborative partnerships with industry leaders in the allied health and technical fields.		
10. Create a Collaborative Partnership Planning Team to develop and help implement a plan. (Note: This relates to Strategic Initiative 4 - OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS. Objective 3. Create collaborative partnerships with industry leaders in the allied health and technical fields.)	CC 2024	*Lead: Director of Adult Education and Workforce Development* Status*: In-Progress.* Initial workgroup vetted and approved the Graduate Communications Marketing and Communications plan for $150,000 to build a new CTE website and initiate a marketing overhaul for each program that includes CTE Program Tool-kits and new social media advertisements that will be accessible through electronic and print media. This network of collaborative partners has grown to include Outreach and Communications Committee co-chair Heather Parnock, Dr. Carol Delilly from Nursing, Rashid Yahye BIS GPD Chair, EOPS representative Monique Anderson, LA Regional Director Shari Herzfeld, Charlotte Augestein (Information-Communications-Technology Regional Director), Airek Mathews DE Manager, and faculty

Key Action Step	Plan	Status
		members Todd Kler (HVAC), Brittany Olayele from ESL, and BIS GPD Counselor David Turcotte. Plans are to integrate regional activities as a resource in marketing efforts, stemming from September 21st Advisory Meeting, assisted with vision for career ladder between Community College ADN, VN and CNA nursing programs and their industry partners on the current status of the workforce and education programs. Incorporate the ACT Work Keys to establish baseline employment readiness standards aligned with workplace realities. CNA program in Health & Public Services Guided Pathway Division looking to begin in Fall 2021. Who else is contributing: industry partners; Guided Pathway Divisions, Associate Dean of Nursing, Health & Public Service TST Who else needs to know: Human Resources, transfer & career center, students; faculty; budget/planning; Timeline: Pre-Pandemic/Post-Pandemic Efforts, Spring 2021 meetings planned for partnership team. 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 to centralize occupational preparation messaging; lack of a for-profit based accounting system that allows for the transaction of business to meet contract needs (such as LACOE contracts with BIS Division). 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. A collaboratively developed marketing plan with input offered by constituents was established and approved by the Board in April 2021. 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. Dr. Curry has assisted by creating additional access points to Social Service entities in Los Angeles County. Unleash a unified message as Compton College being the

Key Action Step	Plan	Status
		premier regional provider of employee development and skills building in the region. Updated: Lynell Wiggins, June 1, 2021
11. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.	EMP	***Lead: Director of Adult Education and Workforce Development*** Status: *In-Progress,* 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. Who else is contributing: Career Pathways Coordinator, Director of Educational Partnerships Who else needs to know: Outreach, EOPS, CalWORKs, Special Resource Services Timeline: Project structure established, project on-going assessment through 2020-2021, ends 6-30-21. As of June 1, 2021 it appears the Governance Council of the LAOC Regional Consortium has allotted additional funds for continuing this project. The next update will include a more definitive perspective, as this is a new development in this phase of the implementation. 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. Previously scheduled training cancelled and needs to be rescheduled by Interim VP of Student Services. Lack of access makes utilization impossible. 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. Closing the loop: Contacted by Randy Morales on 2/23/21 regarding adding an element that allows the college to track whether prospective leads enrolled at the college. Lauren Sosenko is currently working with him to implement a strategy. Further alignment needed with Outreach to

Key Action Step	Plan	Status
		communicate recruitment plan of CTE and establish CRM-Recruit system to manage prospective students into enrollment path. Attempts are being made by consultants to strengthen the impact of funnel success that leads to actual enrollees. Currently Compton College has only produced 17 enrollments from over 300 prospective students. Updated: Lynell Wiggins, June 1, 2021
STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		
Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.		
12. Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.	CC 2024, HR	***Lead: Director of Educational Partnerships*** Status*: In Progress.* Upward Bound is currently in the 4th year of a 5-year grant. Next grant cycle is 2021-2022. This provides an opportunity for the district to apply for additional grants. Who else is contributing: K-12 Districts: Compton, Lynwood, and Paramount, Who else needs to know: Guardian Scholars Timeline: Ongoing Anticipated challenges: Will need grant writing support in 2021-2022 Measuring success: Number of federal grants awarded 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. Updated: Dr. Nelly Alvarado, June 4, 2021

Key Action Step	Plan	Status
13. Offer college classes at high schools and summer enrichment classes for K-12 (i.e., Kollege 4 Kids).	CC 2024, HR	**_Lead: Vice President Academic Affairs_** Status*: In Progress*. Classes are currently offered at high schools through AB288, Instructional Service Agreements, Afternoon College, and Early College and is ongoing. AB 288 Agreements are currently in place. 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. Who else needs to know: High School Partners, Counseling 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. Anticipated challenges: Establishing a summer program for K-12 during the summer or partnering with an outside entity to provide programs Measuring success: 1) Classes continue to be offered at high school, 2) A K-12 summer enrichment program is established for summer 2022. Closing the loop: None at this time. Updated: Sheri Berger, May 10, 2021

Key Action Step	Plan	Status
14. Offer bike friendliness	CC2024, HR	***Lead: Chief Facilities Officer*** Status*: In progress. B*ike racks and bike paths are located throughout campus. Additional racks will be installed as new buildings are completed and bike paths repainted. Who else is contributing: Human Resources Who else needs to know: Campus Police Timeline: Ongoing Anticipated challenges: Bikes are not allowed on campus walkway paths. Measuring success: Racks should be installed within 6 months of closing project, if funds are in place. Closing the loop: Normal part of project completion. *Updated:* Linda Owens, June 1, 2021
15. Offer peer mentors	CC2024, HR	***Lead: Vice President Student Services, Dean of Counseling and Guided Pathways*** Status*: Not started*. We received funding from the College Futures Foundation to operationalize the peer mentor program at Compton College. Dean of Counseling and Guided Pathways will call a meeting in summer/fall 2021 and invite stakeholders to discuss ideas and implementation. Who else is contributing: Student Services and members of Tartar Success Teams. Who else needs to know: The campus and campus community. Timeline: Not complete 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. Measuring success: Not complete. Closing the loop: None at this time as the work has not occurred. Updated*:* Cesar Jiménez, June 1, 2021

Entry

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Tailor degree and certificate programs to meet the needs of our students		
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.	CC 2024, HR	*Lead: Vice President of Academic Affairs* Status: *Not Started.* Starting fall 2021. 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 Who else needs to know: Community Relations, Extended Opportunity Programs & Services, Associated Student Body (ASB) & Student Life, Library/Student Success Center, Admissions, Counseling, Outreach, Welcome Center Timeline: 2021-2022 begin conversations with faculty, department chairs, and deans. Fall 2021 develop noncredit curriculum for possible implementation fall 2022. Anticipated challenges: Faculty developing new curriculum Measuring success: Curriculum developed and implemented. Closing the loop: None at this time. Updated: Sheri Berger, March 9, 2021 - no additional update May 10, 2021.

Key Action Step	Plan	Status
1b. Required math courses are appropriately aligned with the student's field of study	SOAA 1e	**_Lead: Vice President of Academic Affairs_** Status: **_Completed._** Math placements have been designed to direct students based on their area of interest. Completed program maps and uploaded into Program Mapper. Who else is contributing: English and math Faculty, Division Chairs of STEM and FACH, Deans of Academic Affairs, Dean of Counseling and Guided Pathways Who else needs to know: Admissions, Counseling, Outreach, Welcome Center Timeline: Completed. Anticipated challenges: None Measuring success: Alignment done. Closing the loop: None at this time. Updated: Sheri Berger, January 8, 2021
Objective: Educate students about pathways to graduation		
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.	CC 2024	**_Lead: Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways_** Status**:** _In Progress._ Most program maps have HDEV 110 written in the program pathways as of spring 2021, where applicable. Program Mapper expected to launch by end of May. Who else is contributing: Extended Opportunity Programs & Services (EOPS), CalWORKs, Guardian Scholars, Financial Aid, Dean of Health & Public Services, Chair of Health & Public Services, and HDEV Faculty, Office of Institutional Effectiveness Who else needs to know: Career and Technical Education/Workforce Development, Promise, Athletics, First-Year Experience (FYE), Counseling, Academic Affairs, campus community, and students. Timeline: On-going Anticipated challenges: None

Key Action Step	Plan	Status
		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. Closing the loop: Just launching program mapper, after one year, we can evaluate and measure the success. Updated: Sheri Berger and Elizabeth Martinez, May 21, 2021.
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.	EMP, SOAA 1a,d	**_Lead: Dean of Counseling and Guided Pathways_** Status: _In progress._ We are going through program mapper 3.0 revision. We have reviewed the maps and will implement in by fall 2021 registration date. Additionally, adding program maps will be uploaded into Degree Works. Who else is contributing: Faculty, Counselors, Chairs, Academic Deans, Vice President of Academic Affairs, and Vice President of Student Services Who else needs to know: campus, students, high school partners, and community Timeline: Implement in spring 2021. Anticipated challenges: Maintenance of program maps. Maximizing Degree Works reporting to help with course enrollment / course scheduling. Measuring success: Degree completion and program map utilization. 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. There is Google analytics with program mappers so utilizing this will help understand usage and frequency. Updated: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
4. Structure communities around Guided Pathways. Expand Welcome Center services by Guided Pathway Divisions.	EMP	**_Lead: Dean of Counseling and Guided Pathways_** Status: _In progress._ 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. They have access to CRM Advise and have been trained on how to send emails and have sent emails to students. Additionally, they have worked with GP Counselors to submit TST proposals that are tied to GP communities. Furthermore, they have created and implemented programming for each respective TST in spring 2021 and the events have been successful. Who else is contributing: Welcome Center – Student Services Advisors Who else needs to know: Academic Affairs, Student Services, and students 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. 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. Measuring success: Increase student sense of belonging and having higher applicant/enrollee yield rates and retention rates. Closing the loop: Review of applicant/enrollee yield at Compton College and retention rates. Updated: Cesar Jimenez, June 1, 2021
5. Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).	EMP	**_Lead: Director of Financial Aid and Scholarships_** Status: _In Progress_ Financial Aid has been providing one on one assistance to students via Zoom, students are guided in the completion of the FAFSA or CA Dream Act Application. Our staff also provides help with the completion of verification documents over Zoom, this helps the student get familiar with the process and

Key Action Step	Plan	Status
		helps to ensure that their Financial Aid will be received in an adequate amount of time. The office of Financial Aid will host a series of Cash for College in the month of February to help students complete the 2021-2022 FAFSA or CA Dream Act Application. Students will be able to drop in the workshop and receive help with the completion of their aid application. The Office of Financial Aid has also implemented two Google Voice phone numbers in an effort to assist those students who have difficulty connecting with our office on the web. Who else is contributing: FA Staff with Collaboration other Student Services Departments. Who else needs to know: Other Student Services Departments. Timeline: Ongoing Anticipated challenges: COVID-19, Technology needs, connectivity issues (wifi/internet) Measuring success: Increased numbers of Financial Aid applications. 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. Our office has also implemented drop-in zoom labs. Students can connect with an FA coordinator every Tuesday, Wednesday and Thursday, from 10am to 3pm to receive Financial Aid Assistance. Students can share their screen and receive one on one help with no appointment needed. Maximum time allotted per student is 10-15 minutes, with follow up appointments offered to those students who need more time. Update: Keith Cobb 5/10/2021

Key Action Step	Plan	Status
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.	EMP	*Lead: Director of Educational Partnerships* Status: *In Progress.* 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 LUSD. Workgroup meetings with CUSD and LUSD are taking place on a bi-weekly basis. Moreover, counseling appointments for Early College, Lynwood AB 288 and Paramount AB 288 started in winter 2021. With other programs following in spring 2021. Who else is contributing: Educational Partnerships, Admissions & Records, Counseling, Learning Management System Specialist, Academic Affairs, Admissions & Records, K-12 District Partners Who else needs to know: Students, community Timeline: Ongoing Anticipated challenges: Collaborating remotely. Sticking to deadlines. Measuring success: Successful student enrollment in dual enrollment in courses, retention and completion Closing the loop: Registration for Dual Enrollment students has been completed 2 weeks before the start of the semester/term since fall 2021. Updated: Dr. Nelly Alvarado, June 4, 2021
STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.		
Objective: Attract and retain traditional students and focus on retaining nontraditional students.		
7. Provide additional resources for Dream Act students.	CC 2024, HR	*Director of Financial Aid and Scholarships, Director of Basic Needs and Success* Status: *In-progress*, the UndocuAlly Taskforce received $5,000 from the district to support Dream Act students and students who are undocumented with emergency grants. The UndocuAlly Taskforce created an emergency application process and will promote to students. Additionally, the district will receive $37,000 from the state chancellor's office per the Dream Resource Liaison Support Allocation.

Key Action Step	Plan	Status
		Who else is contributing: IE, Student Equity, Adult Education Admissions, Financial Aid, Welcome Center, Outreach, Educational Partnerships, and Counseling

Who else needs to know: The Compton, Paramount, and Lynwood communities

Timeline: Ongoing, continue to assist Dream Act and students who are undocumented via free workshops but also with emergency grants.

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 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.

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.

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.

Compton College is committed to fostering diversity, inclusion, and equity while promoting a campus learning environment that encourages and supports all students in persisting toward their educational goals by increasing their retention and graduation rates.

To provide financial support to Dream Students, our campus awarded twelve $500 emergency grants to qualifying Dream Students in Spring 2021.

Update: Keith Cobb 05/10/2021

Update: Cesar Jimenez, February 23, 2021.
Update: Chabree Thompson, June 1, 2021 |

Key Action Step	Plan	Status
8. Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.	EMP	***Lead: Dean of Counseling and Guided Pathways, and Director of Community Relations*** Status*: In-Progress*, 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. Additionally, Student Services Advisors, have sent out TST emails to students. Who else is contributing: Director of Community of Relations and Student Services Division. Who else needs to know: Campus, community, and students 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. 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. Measuring success: Increase in student utilization of @compton.edu, mobile app, attendance of events, and completion of emailed applications Closing the loop: Finalize communications matrix to establish baseline for the timing and responsibilities Updated: Cesar Jimenez, Juen 1, 2021
Minimize the equity gap for access, retention, and graduation rates.		

Key Action Step	Plan	Status
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.	CC 2024, HR	*Lead: Director of Educational Partnerships* Status: *In Progress*. 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&R, Transfer Center, Student Success Center, Student Equity, Academic Affairs, Community Relations, and CTE/Strong Workforce. Who else is contributing: Counseling, Financial Aid, Extended Opportunity Programs & Services (EOPS), Outreach, Guided Pathways, K-12 partners Who else needs to know: Students, community Timeline: On-going 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). Measuring success: Successful enrollment in Promise program and support services Closing the loop: President's letter and postcard were mailed to students for CUSD, LUSD, and PUSD. Updated: Dr. Nelly Alvarado, June 4 2021

Key Action Step	Plan	Status
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.	EMP	***Lead: Vice President of Academic Affairs*** Status: *In Progress.* 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 were scheduled in fall under this model. Also, four sections of English 101 are offered with reduced seat limits. The data for success and retention on this section does not show improved outcomes. Meetings took place with faculty in spring 2021 to discuss the data and make plans for fall 2021. Math faculty have submitted a plan and English is currently working on their plan. Any professional developmental related items are being submitted through the professional development plans. 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 Who else needs to know: Guided Pathways Committee, Counseling, Student Success Committee Timeline: Started summer 2020 with implementation in fall 2020. Anticipated challenges: Results showed little success, need to rethink what can be done to improve outcomes. Measuring success: Compare success and retention in these classes with sections not in the Community of Practice. Closing the loop: None at this time. Updated*:* Sheri Berger, May 10, 2021

Key Action Step	Plan	Status
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.	EMP, Equity	*Lead: Vice President of Academic Affairs and Vice President of Student Services* Status: *In Progress.* There is an FYE taskforce to re-tool the program and ensure a streamlined process and have it integrated with Guided Pathways. The FYE Taskforce created a timeline to revamp the FYE program that will be launched in fall 2022. TSTs followed up on FAFSA completion in their GPDs. New student orientation is live and recently made available in Spanish. In spring 2021, intervention and CRM Advise will be discussed at TST meetings and create an action plan. Who else is contributing: Counseling, Financial Aid, Extended Opportunity Programs & Services (EOPS), Dean of Student Success, members of Tartar Success Teams, GP Committee Who else needs to know: Academic Affairs, Student Services, students and community. Timeline: On-going, the co-chairs have met since summer 2020. The goal is to operationalize and reinvent FYE and implement by fall 2020. 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). Measuring success: Increase enrollment in the FYE Closing the loop: Learned that the previous structure was not as effective as expected, we will re-evaluate after the program is revamped. Updated*:* Sheri Berger and Elizabeth Martinez, May 21, 2021
12. Implement the equity plan activities for persistence, with key target groups of African American or Black, First Generation, and Foster Youth- tutoring, Men of Color Initiative, Formerly Incarcerated Students (FIST), and Tartar Support Network	Equity	*Lead: Director of Basic Needs and Success* Status: *In progress.* 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 hired a new Director of Student Basic Needs and Success on 6/1/2021 to fully implement the equity plan. Who else is contributing: Student Services, Academic Affairs, and community.

Key Action Step	Plan	Status
		Who else needs to know: Campus community, students. Timeline: Ongoing Anticipated challenges: Short staffing Measuring success: Persistence among disproportionately impacted student groups. Closing the loop: None at this time. Update: Cesar Jimenez, February 23, 2021 Update: Chabree Thompson, June 1, 2021
13. Implement childcare services to potential students on campus as identified at the Tartar Success Institute.	EMP	*Lead: Director of Child Development Center* Status: **In Progress.** April 19, 2021 the CDC reopened to provide onsite and distance learning via Zoom for Compton College Employees and Students. Childcare for ages 12 months to 48 months is provided Monday – Thursday from 7:45 am until 1:30 pm and Fridays 7:45 am until 12:00 pm. The center will be closed on Friday during the summer sessions. Parents have the option of onsite or distance learning. A variety of educational materials including laptops are provided to enrolled parents participating in distance learning. The center has the capacity to enroll thirty-two (32) infants/toddlers and thirty-four (34) preschoolers with a full teaching staff consisting of seven (7) fully qualified eight (8) hour teachers and seven (7) fully qualified eight hours (8) assistant teachers. Student workers with child development units will provide additional support for the teachers. State and licensing teacher/child ratios determine enrollment capacity. The current staff allows enrollment at less than half license capacity. Currently, teachers are working six hours, full capacity requires eight hours. The expansion of center hours will accommodate Compton College faculty, students enrolled in evening classes and practicum students. Additional qualified staff will be required to meet State and licensing requirements from opening until closing. Who else is contributing: Teaching Staff, CDE Early Learning and Care Division, Community Care Licensing.

Key Action Step	Plan	Status
		Who else needs to know: Campus community, Compton community Timeline: **Ongoing.** The CDC will continue to provide onsite and distance learning opportunities until the center reaches full licensing capacity. The center will pursue hiring additional fully qualified teachers and assistant teachers to support the increased enrollment. Anticipated challenges: The center is funded through reimbursements from the California State Preschool Program (CSPP), General Child Care and Development (CCTR), and the Child and Adult Care Food Program based on center enrollment. The enrollment is very low due to the pandemic and the number of fully qualified teachers and assistant teachers. The lack of fully qualified eight-hour teachers and assistant teachers limits the number of children enrolled in the program. Currently, classroom capacity is based on one teacher (4/6 infant/toddlers and 8 preschoolers) instead of a teacher and assistant teacher (8/12 infant toddlers and 12/15 preschoolers) Measuring success: The center is filled to licensing capacity with a waitlist. Closing the loop: The CDC has hired additional fully qualified teachers and assistant teachers. Each classroom has a waitlist for each classroom. *Updated*: Melita E. Ferguson, May 12, 2021

Key Action Step	Plan	Status
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.	EMP	***Lead: Director of Educational Partnerships*** Status: *In Progress.* During the Fall of 2020, identified and compiled a list of community-based organizations. In Winter 2021, contacted all organizations identified to invite them to our 2021 Virtual Open House. During Spring 2021, Compton Informational Nights will cover the opportunities available at Compton College, the Promise program, and Dual Enrollment programs available to their students. Planning on creating marketing materials with Doodly (whiteboard animations). Who else is contributing: K-12 districts Who else needs to know: Department of Children and Family Services, K-12 districts, community members Timeline: Ongoing Anticipated challenges: low participation in virtual workshops due to lack of technology such as computers and internet Measuring success: Increased participation in Dual Enrollment programs and campus enrollment Closing the loop: A Doodly annual subscription was purchased. There is a draft of the first animation video. Updated: Dr. Nelly Alvarado, June 4, 2021
15. Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.	EMP	***Lead: Director of Basic Needs and Success*** Status: *In Progress.* MOU signed with DPSS and Compton College Community District to support with CalFresh eligibility and data sharing. Campus stakeholders met with Delete the Divide to see how we can create a tech hub/center at Compton College to extend internet access and build community. Who else is contributing: Student Services Managers Who else needs to know: Campus-wide Timeline: Ongoing Anticipated challenges: How do we sustain what we have on campus? Is there

Key Action Step	Plan	Status
		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.? Measuring success: Increased basic needs services to students. Closing the loop: None at this time. Update: Cesar Jimenez, February 23, 2021 Update: Chabree Thompson June 1, 2021
Objective: Enhance student preparation for academic success and completion		
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. Expanding schedule offerings and sections may necessitate recruiting, hiring, training, and retaining additional faculty.	CC 2024, HR, Technology Plan (Tech), SOAA 3e	*Lead: Vice President of Academic Affairs* Status: *In Progress.* Deans continue to 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. Up to 30% of classes will be in-person. Who else is contributing: Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness Who else needs to know: None. Timeline: On-going Anticipated challenges: Using data to make informed scheduling decisions. Bringing classes back in person. Measuring success: Fills rates at census increase by 5-10% by 2022-2023. Closing the loop: None at this time. Updated: Sheri Berger, May 10, 2021.

Key Action Step	Plan	Status
17. Fully implement Compton College Welcome Week activities in the fall and spring semesters.	EMP	***Lead: Director of Student Development and Athletics*** Status: *Completed*: Fall and Spring semesters activities completed. Each semester Welcome Week was conducted Tuesday-Thursday at noon along with an evening session on Wednesday. Who else is contributing: Office of Student Development, Associated Student Body (ASB), Dean of Counseling and Guided Pathways. Who else needs to know: Student Services Division, Guided Pathways Counselors and Advisors, Distance Education, and Bookstore. Timeline: August 2020 – fall semester completed. February 2021 – spring semester completed. Anticipated challenges: Student Participation and marketing to students. Measuring success: Increase in student attendance and student success on activities which reflect material learned. Follow up surveys were sent to continue to improve marketing, events, and engagement. Closing the loop: Through student participation and follow up surveys, students stated that Welcome Week greatly increased the knowledge and success of those students as it relates to Guided Pathways. In fall 2020 majority of students preferred one hour to an hour and thirty-minute sessions so spring Welcome Week reflected this preference and as a result student attendance increased by more than 50%, most importantly more students attended the sessions all the way through the end of the activities. Students also stated they wanted vouchers/gift cards to be redeemable at the Compton College Bookstore, thus all spring Welcome Week prizes, including gift cards, came from the bookstore and gift cards were eligible to be used to purchase textbooks. Updated: Andree Pacheco, February 22, 2021
STRATEGIC INITIATIVE 3: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		
Strengthen our focus on the broader needs of the community served by Compton Community College District.		

Key Action Step	Plan	Status
18. Fully implement a College ambassador program.	CC 2024	**Lead: Director of Educational Partnerships** Status: *In progress.* Hired nine Student Ambassadors through CalWORKs. Collaborating with the Financial Aid office to hire additional Federal Work Study (FWS) Students. Who else is contributing: Financial Aid, Student Equity and Achievement, and CalWORKs Who else needs to know: ASB/Student Life, Student Services, departments that can refer candidates to serve as Student Ambassadors Timeline: Annually, currently recruiting Student Ambassadors. Anticipated challenges: Student ability to work during peak hours, technology and WiFi access. Measuring success: Number of Student Ambassadors hired. Goal is to have 15-20 Closing the loop: Hired 8 Student Ambassadors for spring 2021. Updated: Dr. Nelly Alvarado, June 4, 2021
19. Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts.	EMP	**Lead: Director of Educational Partnerships** Status: *In Progress*. Memorandums of agreement are updated annually. Who else is contributing Compton College President/CEO, K-12 District Superintendents Who else needs to know: Director of Community Relations Timeline: Ongoing Anticipated challenges: None at this time. Measuring success: Number of signed agreements, currently 3. Closing the loop: Review MOU expiration date to determine if new ones need to be signed. Updated: Dr. Nelly Alvarado, June 4, 2021

Key Action Step	Plan	Status
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.)	CC 2024, EMP,	*Lead: Vice President of Academic Affairs* Status: *Completed*. 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. 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 Who else needs to know: High School Partners, Counseling Timeline: Complete Anticipated challenges: The ongoing challenge is timely enrollment of high school students. Measuring success: Classes are scheduled. Closing the loop: Ongoing AB288 pathways with USDs. Updated*:* Sheri Berger, October 31, 2020. No further updates - May 10, 2021.
21. Establish partnerships with K-12 districts to financially support dual enrollment specialists.	EMP	*Lead: Director of Educational Partnerships, and Dean of Counseling and Guided Pathways* *Status: Complete.* The President/CEO secured funds for dual enrollment students and provided them $114 emergency grants. This was provided to them via Edquity. Who else is contributing: Vice President of Student Services and Vice President of Administrative Services Who else needs to know: K-12 partners, the campus and students. Timeline: 2020-2023 Anticipated challenges: Grant monies expire. Measuring success: Dual Enrollment Specialists were hired.

Key Action Step	Plan	Status
		Updated*:* Dr. Nelly Alvarado, June 4, 2021
		Measuring success: Hired 3 Dual Enrollment Specialists June 2020
		Closing the loop: continuous communication with the business office and funding sources to provide status updates
		Updated; Cesar Jimenez, June 1, 2021
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.	EMP	***Lead: Director of Educational Partnerships*** Status: *Complete.* High School assignments are complete. Who else is contributing: Vice President of Student Services Who else needs to know: Compton Unified, Lynwood Unified, and Paramount Unified School Districts Timeline: September 1, 2020 Anticipated challenges: assignments by funding source and case load balance is difficult. 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. Closing the loop: Will evaluate services provided to partner high school by June 30, 2021. Updated: Dr. Nelly Alvarado, June 4, 2021
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.	EMP	***Lead: Director of Educational Partnerships, and Dean of Counseling and Guided Pathways*** Status: *In Progress.* Dual Enrollment Important Dates & Deadlines is complete. Policies and Procedures Manual for Students/Parents is in draft form and needs to be finalized. We hired the Careers Ladders Project to help us and provide technical assistance with the development of the DE policies and procedures and manual. The goal is to have a final manual by June 2021.

Key Action Step	Plan	Status
		Who else is contributing: Dual Enrollment Specialists, VP of Student Services, and the Career Ladders Project
		Who else needs to know: Admissions and Records, Academic Affairs, and partner school districts- Compton, Lynwood, and Paramount unified school districts
		Timeline: Spring 2021 for Summer 2021 and Fall 2021 cohorts
		Anticipated challenges: Ensuring all responsible areas abide by the Dual Enrollment Important Dates & Deadlines. Ensuring the Student & Parent Handbook includes useful and digestible (student friendly) information for users
		Measuring success: Completion
		Closing the loop: None at this time.
		Updated: Cesar Jimenez June 1, 2021
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).	EMP, Equity, SOAA 4c	***Lead: Director of Adult Education and Workforce Development, and Dean of Counseling and Guided Pathways*** Status: *In-Progress.* On-going virtual transfer workshops and transfer day events with representatives conducting virtual meet-ups with students. In spring 2021, the Transfer & Career Center created workshops around transfer and career. The Transfer Center committee grew and added more members, including counselors. The Career Services committee grew and added more members, including counselors. 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. Acquire ACT Work Keys to expand the preparation of students through employment transition services with a national certification. We had our Transfer & Career Center Counselor and Articulation Office lead a transfer training and presentation in spring 2021.

Key Action Step	Plan	Status
		Who else is contributing: Student Advisors, Career Clarity Committee, Transfer & Career Ctr, Student Advisors, Job Placement Specialist, and Career Pathways Coordinator. Who else needs to know: Academic Senate, Associated Student Body, Financial Aid – Work Study, EOPS, CalWORKs, Special Resource Services 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 all FT Counselors will get MBTI/Strong certified. 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 & Career Center and Strong Workforce 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. 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. Update: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
25. Implement STEM Internships	Equity, SOAA 4c	**_Lead: Director of Basic Needs and Success, and Director of Adult Education and Workforce Development_** Status: _In progress._ 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 & Women in Technology Conference through a Virtual format are currently being considered for early November 2020. Who else is contributing: STEM Center, STEM GPD, Base 11, CTE Faculty, High School faculty (CUSD, LUSD, PUSD) Who else needs to know: Business and Industry partners, Regional Directors Timeline: 2020-2021 academic year Anticipated challenges: Collaboration between STEM Center and CTE. 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. 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. Update: Chabree Thompson, June 1, 2021

Progress and Completion

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Educate students about pathways to graduation		
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.	Tech, EMP, SOAA 3b, 3c	***Lead: Dean of Counseling and Guided Pathways*** Status: *Complete*. We have implemented Degree Works. We piloted in fall 2019 and scaled in spring 2020. We met with DW users, from Texas, and they shared their scripts for DW and Argos. We uploaded scripts, with help from CTO, but we have difficulty obtaining data and interpreting the current results. We will meet with them to get these questions solved. AO has received training on DW and continue to meet with Dean of Counseling and Guided Pathways to improve system. Who else is contributing: Faculty, counseling, categorical programs, classified staff, ITS, Academic Affairs, Admissions & Records, Ellucian. Who else needs to know: students, financial aid, admissions and records, student equity, institutional effectiveness, academic affairs, community members Timeline: Degree Works was piloted in fall 2019 and scaled in spring 2020. We hope to upload program maps into Degree Works. 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. Measuring success: Degree completion, student progress monitoring. 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. Update: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
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.	Tech, EMP, SOAA 1a,b	***Lead: Dean of Counseling and Guided Pathways*** Status: *In progress*. We have met with the CSUDH team in summer 2020, fall 2020, and spring 2021. We will implement program mapper with them, including 10 ADTs. This work has already taken place and currently in test, will be in PROD soon. Recently, we had a convening in May 2021. Who else is contributing: Deans, Chairs, Counselors, Vice President of Academic Affairs, IE, and Vice President of Student Services. Who else needs to know: Student Services Advisors; Students; Academic Senate; California State University, Dominguez Hills (CSUDH), students, campus and community. Timeline: We have 10 ADT program maps to CSUDH in test and will deploy in PROD. Anticipated challenges: As curriculum changes, program maps should change. We also need to develop program maps for part time students, course offerings. Measuring success: Increase degree completion and transfer rates. Closing the loop: None at this time Update: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
3. Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.	Tech, SOAA 1b,c,d, SOAA 2a	***Lead: Dean of Counseling and Guided Pathways*** Status: In Progress, we have implemented CCCMyPath, Eureka, and other career inventories that help with exploration of career pathways. The Transfer & Career Center hosts career related workshops, specifically for spring 2021. FT Counselors will be trained on STRONG inventory on June 7-8, 2021. The college purchased Career Central Network which offers job information and job placement specialist is located in Transfer & Career Center webpage. 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. Who else needs to know: All counselors, Student Services Advisors, Categorical programs, rest of campus and community. Timeline: on-going Anticipated challenges: Strengthen communication and collaboration but great progress with Career Clarity Committee. 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. Closing the loop: Review the number of students who use career inventories and program mapper. Update: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
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.	CC 2024, HR, Equity	***Lead: Vice President of Student Services, and Director of Student Development and Athletics*** Status: *In Progress*. Hosted Club Rush during the fall semester and will be hosting another Club Rush on March 2 and 3. Email communications have gone out to current/past club advisors to assist them in updating their club charter packets and provide any assistance in keep their clubs active. In all surveys sent to students by Student Development, a question is asked if they are interested in joining or starting a student club. Who else is contributing: Student Services Division, Academic Affairs, Instructional Faculty, Academic Deans Who else needs to know: Director of Community Relations Timeline: on-going Anticipated challenges: Funding, staff and student availability and retention. Measuring success: Increase number of clubs and students regularly participating. Identify goals and objectives of each club and follow up for progress. Closing the loop: In progress: Staffing/advisor availability has been difficult as operating solely online their priorities and/or availability has shifted so most are unable to fulfill their role as club advisor which is needed for all clubs. Update: Andree Pacheco, February 22, 2021
5. Align degree and certificate programs to meet local labor market needs.	CC 2024	***Lead: Vice President of Academic Affairs***

Key Action Step	Plan	Status
		Status: *In Progress.* 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. We have engaged California Competes, who is doing an assessment of our Adult Education and Strong Workforce programs. Who else is contributing: Strong workforce, Director of Adult Education and Workforce Development, Dean of Student Learning (CTE) Who else needs to know: Career and Technical Education programs, CTE Advisory Committees, Counselors Timeline: On-going Anticipated challenges: Labor market changes (demand), Covid-19, Course offerings, Staffing, Getting licensure passage rates Measuring success: Increase in job placement numbers and median income. Utilization of the CTEO (outcomes survey) in Calpassplus.org. 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. Updated: Sheri Berger, May 21, 2021.
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.	EMP, SOAA 1c, 2a	***Lead: Dean of Counseling and Guided Pathways*** Status: *Complete*, worked on project in summer 2020 and implemented CCCMyPath. We are working on the Career Coach piece of CCCMyPath. 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. Who else needs to know: Strong Workforce, campus and students Timeline: CCCMyPath has launched and been deployed as of fall 2020.

Key Action Step	Plan	Status
		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. Measuring success: Increase in applicant yield rate (enrollment) 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, June 1, 2021
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. • 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.	EMP	***Lead: Vice President of Academic Affairs*** Status: *In Progress*. The college continues to make progress offering flexible scheduling options: | Term	8-week	12-week	14-week
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Fall 2020	85	31	0
Spring 2021	94	13	19
Fall 2021	107	35	1	 Who else is contributing: Division Chairs, Academic Affairs Deans Who else needs to know: Counseling, Students Timeline: Discussion to begin during 2021-2022 for fall 2023 implementation of a true weekend college experience (possibly a PACE program) Anticipated challenges: COVID-19, Partnership with CSU Dominguez Hills for a PACE program, creating a possible Saturday Academy Measuring success: Not complete Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.

Key Action Step	Plan	Status
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.	EMP	*Lead: Vice President of Academic Affairs* Status: *In Progress*. 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. {table below} Who else is contributing: Division Chairs, Academic Affairs Deans Who else needs to know: Counseling, Students Timeline: On-going Anticipated challenges: Staffing and enrollment Measuring success: Number of sections scheduled. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.
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.	EMP	*Lead: Vice President of Academic Affairs* Status: *Not started.* Who else is contributing: Chief Technology Officer, Academic Affairs Deans Who else needs to know: Division Chairs Timeline: Investigate platforms during 2021-2022. Anticipated challenges: Integration with Banner

Table referenced in action step 8:

Term	2nd 8-week	12-week	14-week
Fall 2020	52	31	0
Spring 2021	56	13	19
Fall 2021	60	35	1

Key Action Step	Plan	Status
		Measuring success: Not complete.
		Closing the loop: None at this time.
		Updated: Sheri Berger, November 19, 2020. No changes 5/21/2021.
10. Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.	EMP	*Lead: Dean of Counseling and Guided Pathways* Status: Completed. However, we continue to review and maintain the major prep advising sheets. Recently, the Articulation Officer reviewed the GE sheets with the Counseling Department. Who else is contributing: Counselors Who else needs to know: faculty, chairs, deans, students and campus Timeline: ongoing, I say its ongoing because we have to continue to review and monitor as new catalog and curriculum changes are made. Anticipated challenges: The current major prep worksheets are PDFs. We have Program Mapper. The next step is to have them uploaded into Degree Works. Measuring success: Increased retention, persistence, and completion rates. Closing the loop: None at this time. Update: Cesar Jimenez, June 1, 2021.
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.	EMP	*Lead: Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways* Status: In progress. VP of AA and Acting VP of SS met with UC Davis Wheelhouse Consultant and staff from Consumes River College, who has implemented Opt-Out Scheduling. A follow up meeting with be scheduled to continue opt-out scheduling and include the FYE Taskforce chairs. Who else is contributing: FYE Task Force, Academic Affairs, and Student Services, Chairs, and Deans

Key Action Step	Plan	Status
		Who else needs to know: GP Division Chairs and Deans Timeline: Spring 2021 begin conversation on logistics and how this works. Implementation for fall 2022. Anticipated challenges: How does this integrate with FYE and Promise Measuring success: Not complete. Closing the loop: None at this time. Updated: Cesar Jimenez, June 1, 2021.
12. Create student milestones and checkpoints for students in their Guided Pathway Divisions. (Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.)	EMP, SOAA 3a	*Lead: Dean of Counseling and Guided Pathways* Status: *In-progress,* the TSTs have a TST manual with student milestones and checkpoints. They have discussed student milestones and checkpoints in their TST meetings. More work needs to take place. We joined CAGP 2020 Cohort and the consultant will help us with student engagement and communication. Recently, the milestone and checkpoint conversation has been discussed and the GP Coach will be involved in future meetings. Who else is contributing: Tartar Success Teams and Toolkit workgroup Who else needs to know: Campus and students Timeline: Ongoing, continue to meet with appropriate TST and determine appropriate student milestones and checkpoints for each GPD student. Anticipated challenges: Clear guidance, continued training from Guided Pathways coach. Additional training with leveraging technology, CRM Advise and Degree Works. Measuring success: increase in retention, persistence, and degree completion

Key Action Step	Plan	Status
		Closing the loop: None at this time. Update: Cesar Jimenez, June 1, 2021

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.	Integrated Planning IEPI, SOAA 4d,e	***Lead: Director of Institutional Effectiveness, and Faculty SLO Coordinator***
		
		Status: *In Progress.* The Office of Institutional Effectiveness is leading the transition to eLumen and the Academic Programs portion of the eLumen platform is nearly complete. In spring 2021 the SLO Coordinator and SLO Facilitators compiled a comprehensive listing of SLO and PLO statements so that all data is centralized. In spring 2021, the SLO Coordinator and SLO Facilitators formed the Outcomes Committee which is now a subcommittee of Institutional Effectiveness. This move was necessary in order to better align current and future College assessment practices to Program Review and other institutional processes. Current Outcomes Committee tasks relevant to Action Item #13 include:
		8. Brainstorming revisions to the SLO, PLO, ILO, and SAO webpages to include:
		   a. Conferences and other professional development opportunities
		   b. A complete listing of SLO and PLO statements by program and GPD
		   c. Faculty resources related to outcomes assessment
		9. Finalizing the Table of Contents for the Assessment Handbook to be drafted over the summer (pending approval)
		10. Establishing a purpose statement and formal listing of 2021-2022 Outcomes Committee Goals that align with the College's mission and strategic initiatives
		11. Engaging with other colleges about Assessment best practices
		12. Designing the 1st annual Assessment Summit for fall 2021
		13. Designing faculty workshops that demonstrate how assessment data can be used to inform Program Review
		
		Who else is contributing: Institutional Effectiveness Committee, SLO Facilitators, College Faculty
		
		Timeline: eLumen Launch: Spring 2021; SLO/PLO/ILO discussions: Fall 2021

Key Action Step	Plan	Status
		Challenges: Faculty ownership versus buy-in; assessment content knowledge, time (setting intentional timelines for completion of large tasks)
		Measuring success: Increased SLO/PLO assessment completion, ILO assessment completion, eLumen training and Canvas integration, faculty participation in PD activities centered on assessment content knowledge, evidence of assessment data being used to inform classroom practices and Program Review completion.
		Closing the Loop: Assessment needs to be at the forefront of conversations at GPD meetings, Academic Senate, and reflected in the Professional Development calendar of offerings beginning in fall 2021. The Assessment webpages also need to be revised to include robust faculty resources and to continue dialog about how data can be used to guide practitioners in their daily work. Finally, an Assessment Handbook needs to be written and cross-referenced with the Collaborative Governance process, Program Review Handbook, and the Curriculum Committee Handbook.
		Next Steps: Continue eLumen implementation, write Assessment Handbook, revise SLO/PLO/ILO/SAO webpages, and design faculty PD workshops to increase conversations and to build assessment content knowledge.
		Update: Lauren Sosenko and Amber Gillis, June 1, 2021
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)	QFE Action Plan	*Lead: Director of Institutional Effectiveness* Status: *In Progress.* The SLO coordinator is designing a new SLO/PLO assessment schedule in the eLumen platform, which will be launching in spring 2021. All SLOs, PLOs, and ILOs have been added into the eLumen system and are scheduled for data collection by June 18, 2021. We will be integrating eLumen data collection into the Canvas grading system in fall 2021.

Key Action Step	Plan	Status
		Who else is contributing: SLO Coordinator, Facilitators, Faculty Who else needs to know: Academic Affairs Timeline: Spring 2021 Anticipated challenges: The Nuventive system does not easily capture student-level data. Measuring success: Increased SLO and PLO assessment. Closing the loop: Few faculty participated in eLumen training. We will focus on identifying the value of the platform to support faculty buy-in in fall 2021 and beyond. Updated: Lauren Sosenko, June 7, 2021
15. Enter all Program Reviews into Nuventive system.	QFE Action Plan	***Lead: Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator*** Status: *In Progress.* Instructional program reviews are currently posted publicly online. The Office of Institutional Effectiveness will work with the Faculty Program Review Coordinator to write documents in eLumen beginning spring 2022 for non-instructional program reviews and fall 2022 for instructional program reviews. eLumen implementation began in January 2021 and is continuing through summer 2021. Until implementation is complete, program reviews will continue to be outside of a system. Who else is contributing: All divisions, departments, and units. Who else needs to know: All staff and faculty who are completing program reviews. Timeline: Integrating program reviews by fall 2021 for spring 2022 use.

Key Action Step	Plan	Status
		Anticipated challenges: Staying within the established timeline.
		Measuring success: All program reviews in spring 2022 are submitted online.
		Closing the loop: None at this time.
		Updated: Sheri Berger, May 21, 2021.
16. Improve strategies related to the Program Review process: complete Program Reviews in a timely manner.	QFE Action Plan	***Lead: Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator*** Status**:** *In Progress.* 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 all Program Reviews that are past due. The President/CEO continues to follow up on any program reviews that are past due. Programs, departments, and areas with missing program reviews will not be eligible for additional resource requests. Who else is contributing: All divisions, departments, and units. Who else needs to know: Campus community. Timeline: On-going Anticipated challenges: Transition to eLumen from Nuventive. Measuring success: 100% of program reviews are submitted on time Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.

Key Action Step	Plan	Status
17. Disaggregate learning outcome data for SLOs, PLOs, and SAOs (I.B.6)	Accreditation Action Plan	***Lead: Director of Institutional Effectiveness, and SLO Faculty Coordinator*** Status: *In-Progress.* Conversations around disaggregating learning outcome data based on demographic information has been central to the College since 2017. Much of the conversation centered on how the College would be able to accomplish this task with the software at the time, Nuventive. The Core Planning workgroup, the Office of Institutional Effectiveness, and the Outcomes Committee understand that this level of data was not possible with the previous methods of SLO/PLO/SAO data collection. Therefore, beginning spring 2021 the College has begun the migration to the eLumen platform and have transitioned from blind sampling to census data collection. eLumen allows the College to name the demographic categories that it would like to target and study. As of spring 2021, the College is looking at basic demographic categories such as race/ethnicity and gender. Once the College has determined what demographic information that it would like to collect, the Office of Institutional Effectiveness will include those categories in future semesters. Finally, to document the process and to increase communication among faculty to support the migration to eLumen, the following items were drafted in spring 2021: 14. eLumen Implementation Plan and Timeline for SLOs 15. eLumen Implementation Plan and Timeline for SAOs (forthcoming June 2021) 16. Changes in Assessment – Spring 2021 (explains the change from sampling to census data collection and why this change is necessary) 17. SLO Updates 1, 2, & 3 18. eLumen Navigation Guide - faculty Who else is contributing: Institutional Effectiveness Committee, SLO Facilitators, College Faculty Timeline: eLumen Launch: Spring 2021; SLO/PLO/SAO discussions: Fall 2021 Challenges: Administrative, staff, and faculty ownership versus buy-in, assessment content knowledge, time (setting intentional timelines for

Key Action Step	Plan	Status
		completion of large tasks) Measuring success: Practitioners campuswide use disaggregated data to guide their daily actions and to inform their recommendations in Program Review. Closing the Loop: Content knowledge around how to read data so that this data can be used to inform classroom, programmatic, and service area practices is essential. The Assessment Handbook will also need to include a robust section on SAO assessment and best practices to link to Program Review. Finally, the College needs to identify links between eLumen data options and Achieving the Dream recommendations around data. Next Steps: Continue eLumen implementation for SAOs and Program Review, write Assessment Handbook, revise SLO/PLO/ILO/SAO webpages, and design PD workshops to increase conversations around using disaggregated data. Closing the loop: Increase campus conversations about SAOs, SLOs, and PLOs. Report out to campus community regarding the results. Updated: Lauren Sosenko and Amber Gillis, June 1, 2021
18. Delineate Program Learning Outcomes among the general program, degrees, and certificates	Accreditation Action Plan, SOAA 4a	***Lead: Vice President of Academic Affairs and SLO Faculty Coordinator*** Status: *In progress*. 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 fall 2020. The SLO Faculty Coordinator is working with the SLO Facilitators and discipline faculty to ensure all PLOs are accurate as we implement eLumen. The Outcomes Committee has begun reviewing PLOs and will take the following action in fall 2021: - Develop the first annual Assessment Summit where faculty will be

Key Action Step	Plan	Status
		evaluating PLO (and SLO) statements their respective programs. - Develop a rubric to determine whether PLO statements accurately reflect the program requirements and that the PLO statements themselves are measurable. - Develop an Assessment Handbook for the College that details the process to revise PLO statements in CNet and through Academic Senate. - Re-evaluate the PLO timeline for each program and update eLumen to reflects these timelines. - Engage faculty in PLO professional development workshops to complete this work. Who else is contributing: Director of Institutional Effectives, Academic Deans, GP Division Chairs and Faculty Who else needs to know: All Faculty Timeline: On-going Anticipated challenges: Transitioning from Nuventive to eLumen. Lack of faculty ownership in this process, faculty not attending PD workshops and the Assessment Summit, and the development of a clear process to revise PLO statements. Measuring success: Increased assessment of PLOs across the college. Closing the loop: None at this time. Updated: Sheri Berger and Amber Gillis, May 26, 2021.
19. Disaggregate learning outcomes data between Distance Education and traditional courses	Accreditation Action Plan	***Lead: Director of Institutional Effectiveness, SLO Faculty Coordinator, and Distance Education Faculty Coordinator*** Status: *In-Progress.* Discuss with the Institutional Effectiveness Committee. The SLO Faculty Coordinator/Facilitator, the Distance Education Faculty

Key Action Step	Plan	Status
		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. We will integrate the distance education drill-down by fall 2021. Who else is contributing: SLO Coordinator, Facilitators, and all faculty Who else needs to know: Academic Affairs. Timeline: Spring 2021 Anticipated challenges: The transition the eLumen may have unexpected difficulties or problems with installation. Faculty will have to learn the new system. Measuring success: Increased student-level SLO and PLO data collection. Closing the loop: Faculty have been slow to participate in eLumen. We will track the participation in spring 2021 and work to demonstrate the value of the new platform. Update: Lauren Sosenko, June 7, 2021
20. Develop a course articulation process at the Compton College	Accreditation Action Plan	*Lead: Dean of Counseling and Guided Pathways, and Counselor/Articulation Officer* Status: *In-Progress.* 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 Counselor/Articulation Officer is working with both the UCs and CSU system offices on articulation agreements for Compton College. We met with LMU to create a TAG and Pathways Program. The goal will be to complete in spring 2022 and this was BOT approved. . We met with Pomona College and the Fashion Institute of Design & Merchandising (FIDM) to establish articulation agreements. In Winter 2021, using the El Camino College versus Compton College Crosswalk, FIDM published Compton College Course Equivalency Guide; faculty-to-faculty articulation agreement discussions are still pending with a goal of completion and implementation by Spring 2022. On Sept 14, 2020, the ASSIST Team copied ECC Articulation (Courses/Subjects/Dept only ex: ECC ENGL PSYCH 5 is CC PSYC 101) to

Key Action Step	Plan	Status
		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. UC Davis & UC Merced has completed their review of El Camino College curriculum and published applicable Compton College's articulations agreements in ASSIST. As of May 2021, all 9 UC campuses have published 2020-2021 Compton College Articulation Agreements by Major. Some CSU campuses have not yet published Compton College articulation agreements in ASSIST. However, all of Compton College's surrounding universities (CSULA, CSULB, CSUDH, CSUN, CPP, Channel Islands) have published 2020-2021 Articulation Agreements by Major in ASSIST; Fullerton has published Department (Course) Agreements. There is no specific timeline regarding when all CSU campuses will publish Compton Agreements since these are impacted by the university's faculty and staff. 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. 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. We are working with CurrIQunet to make system changes that will facilitate the articulation request and approval process; we anticipate the system changes will be completed by Spring 2022. Who else is contributing: Academic Affairs Who else is contributing: Academic Affairs Who else needs to know: Faculty, Curriculum Committee Timeline: Ongoing

Key Action Step	Plan	Status
		Anticipated challenges: Not complete. Measuring success: Unknown. Closing the loop: None at this time. Updated: Cesar Jimenez and Melain McIntosh, June 1, 2021
21. Complete another cycle of evaluations of institutional standing committees		**_Lead: President/CEO, Academic Senate President, and Director of Institutional Effectiveness_** Status: _In-Progress_. 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 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. 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 sent out the data from spring 2020 to institutional committee member leads and administered the survey again in spring 2021. Further, in May 2021, Compton College administered a self-evaluation report for all Institutional Standing Committees. The Office of Institutional Effectiveness is currently collecting these reports for the college. From this pilot, we will refine the report and post the findings publicly for transparent improvement of our governance system. Who else is contributing: All college stakeholders who answer the survey. Who else needs to know: Academic Senate body, Institutional Standing Committee chairs. Timeline: 1. Review data by March 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

Key Action Step	Plan	Status
		into committee work starting with 2021-2022 year. Anticipated challenges: N/A Measuring success: Improved scores during the following Institutional Committee evaluation cycle. 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. Updated: Lauren Sosenko, June 7, 2021
STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.		
Objective: Attract and retain traditional students and focus on retaining nontraditional students.		
22. Strengthen curriculum to match students' needs and expectations for transfer and awards.	CC 2024	***Lead: Vice President of Academic Affairs*** Status: *In Progress.* 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 has taken place, but no proposals have been submitted through the curriculum process. All ADTs carried over from the transition from ECC have finally been fully approved by the Chancellor's Office. Who else is contributing: Academic Senate, Curriculum Committee chair, Instructional faculty Who else needs to know: student services advisors, Guided Pathway Divisions, Tartar Success Teams, Counselors Timeline: On-going Anticipated challenges: Course offerings, Staffing, Faculty re-examining existing AA degrees Measuring success: Not complete. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.
Objective: Enhance student preparation for academic success and completion.		

Key Action Step	Plan	Status
23. Improve and expand the most successful programs with highest enrollment to meet supply and demand.	CC 2024	*Lead: Vice President of Academic Affairs* Status: *In Progress.* 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. A schedule grid has been implemented for fall 2021 so all classes either start or end on the grid times. 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 Who else needs to know: Dean of Counseling, Counseling faculty
		Timeline: On-going Anticipated challenges: Getting certain faculty/adjuncts for specific disciplines. Lower pay-scale at Compton College. Classroom space availability. Using data to make informed scheduling decisions. Measuring success: Fills rates at census increase by 5-10% by 2022-2023. Closing the loop: None at this time. Update: Sheri Berger, May 21, 2021.
24. Expand mental health services for both students and staff.	EMP	*Lead: Vice President for Student Services, and Vice President of Human Resources* Status: *In progress.* Students received mental health services via St. John's Well Child and Family Center via telephone. The Center offers various counseling services for our students which include; risk management, individual counseling and therapy in addition to substance abuse/recovery counseling. It is the goal to resume student mental health services on campus. The center will begin to offer online group counselng session and an in person group. Additionally we are working with St. John's to offer a staff training on mental health in July 2021.

Key Action Step	Plan	Status
		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 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&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. Who else is contributing: Professional Development Manager Who else needs to know: Students and employees Timeline: ongoing Anticipated challenges: coronavirus pandemic, impact of pandemic inhibiting students on campus 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. 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. Update: Elizabeth Martinez, June 1, 2021

Key Action Step	Plan	Status
25. Expand resources and services for students in need of housing, food, clothes, child care, transportation, technology and other essentials.	EMP	***Lead: Director of Basic Need and Success*** Status: *In Progress.* Currently have consolidated services onto one student resource application that offers food, technology (Laptops, wi-fi hotspots, headsets), Housing assistance, and financial grants. A meeting was held with Uber to discuss the possibilities of offering rides/credits for students to get to and/or from campus. Who else is contributing: Student Services Managers, students, and campus community Who else needs to know: Collegewide community Timeline: Ongoing, we will continue to provide produce to students as long as the partnership with Sunrise Produce continues 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. Measuring success: Not complete Closing the loop: None at this time. Update: Cesar Jimenez, February 23, 2021 Update: Chabree Thompson, June 1, 2021

Key Action Step	Plan	Status
26. Improve campus signage at Compton College as identified at the Tartar Success Institute.	EMP	***Lead: Chief Facilities Officer*** Status: *In Progress*. Major construction underway, signage will be updated as we progress. Who else is contributing: Community Relations Director Who else needs to know: President/CEO, Vice President of Administrative Services Timeline: Ongoing Anticipated challenges: ongoing construction creates a need to upgrade signage almost monthly. Braille signage. Measuring success: access maps of the campus easily located and clear Closing the loop: better signage should include easily changeable holders. *Updated*: Linda Owens, June 1, 2021

Key Action Step	Plan	Status
27. Establish student commons across campus as identified at the Tartar Success Institute.	EMP	**_Lead: Chief Facilities Officer, and Director of Adult Education and Workforce Development_** Status: _In progress._ Areas considered Vocational Technical Building Atrium, Staff Lounge, Student Success Center, Math and Science Building 2nd Floor. Working toward establishing common gathering spaces; Strong Workforce emphasized emphasis on College and Career Preparation spaces that supported professional skill development and transition. Who else is contributing: Facilities Committee, Career Clarity Committee Who else needs to know: EOPS, Student Edquity, Outreach Timeline: By the end of August 2021 Anticipated challenges: No collective vision for commons space; furniture or construction of meaningful space. Lack of consistent participation in facilities meetings. COVID-19 protocols. Measuring success: Identification of the type of furniture and purpose for each space across campus; quotes and installation established for each space. Closing the loop: The requirement for common space continues to change as technology changes. _Updated_: Linda Owens, June 1, 2021
28. Increase student engagement activities across campus for all students.	EMP	**_Lead: Director of Student Development and Athletics_** Status: _In Progress._ Student Development hosted an array of activities and events for students including Latinx History Month, Mental Health Awareness, Breast Cancer Awareness, Black History Month, and upcoming in March, Women's History Month and more planned for the spring semester. Who else is contributing: Student Services Division, Academic Affairs, Instructional Faculty, Academic Deans, and Associated Student Body Who else needs to know: Director of Community Relations Timeline: On-going

Key Action Step	Plan	Status
		Anticipated challenges: Staffing, Student availability, Marketing to students

Measuring success: Increase in student attendance and event awareness amongst all stakeholders.

Closing the loop: On-going follow up surveys to gauge student feedback and interest and learn ways to incentivize participation.

Update: Andree Pacheco, February 22, 2021 |
| 29. Implement a career services education plan for Compton College students by Guided Pathway Divisions. | EMP | *Lead: Vice President of Academic Affairs, and Vice President of Student Services*

Status: *Not started.* Upon completion of the report by California Competes, this goal will be evaluated and addressed.

Who else is contributing: Transfer and Career Center Counselor, Director of Adult Education and Workforce Development

Who else needs to know: Dean of Counseling and Guided Pathways, Counselors, Career Clarity Committee

Timeline: Career Clarity Committee to begin discussion on implementation in fall 2020.

Anticipated challenges: N/A

Measuring success: Not complete

Closing the loop: None at this time.

Updated: Sheri Berger and Elizabeth Martinez, May 28, 2021. |

Key Action Step	Plan	Status
29b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas, in program-relevant "gateway" math courses by the end of their first year, in program-relevant "gateway" English courses by the end of their first year, and provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	SOAA 2b,c,d,e	**_Lead: Dean of Student Success and Student Success Coordinator_** Status: _Ongoing._ Extensive support led by the Student Success Center is provided to all students who have been historically underrepresented and/or underserved in higher education. The SSC offers embedded tutoring/coaching for targeted gatekeeper math, English and ESL courses; drop-in group tutoring in English, math, science, ESL, and Spanish; free 24/7 online tutoring services from NetTutor; EdReady for foundational Math and English support; and various college readiness/success strategies workshops. Math faculty promote Khan Academy and Math TV for math reinforcement. The college offered a summer bridge, an English and Math Preparation academy helps facilitate a seamless transition from high school to Compton College. All Student Success Center services are available to Compton College students who have been historically underrepresented and/or underserved in higher education. All SSC services are actively promoted to the campus community via flyers, emails, Canvas, department presentations, CRM Advise, SSC webpage, and social media. The Faculty Instructional Specialists for math and English have participated in trainings for our tutors, piloted EdReady modules with participating faculty, and created topic specific math workshops and English research paper bootcamp. Who else is contributing: Division Chair, Academic Affairs Deans Who else needs to know: Faculty, Counselors, Student Services Advisors Timeline: Anticipated challenges: COVID-19 and the shift to online instruction and academic support services caused a decline in students using SSC services (In person tutoring services will begin June 21 by appointment only). Measuring success: Research success of SSC support services by measuring usage against course outcomes. Closing the loop: Updated: R. Blonshine 6/1/21

Key Action Step	Plan	Status
29c. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	SOAA 4f	***Lead: Director of Adult Education and Workforce Development*** Status: *In progress.* The college purchased College Central Network, which includes portfolio development and an opportunity to establish academic and career-based accomplishments in an electronic portfolio. Resource is currently available at www.collegecentral.com/compton. College Central Network is contracted for three-years. The Experiential Learning Manager within College Central will also allow us to have students apply for the Cooperative Work Experience program and faculty/employer paperwork can be managed through this process. Who else is contributing: Dean of Student Learning, Guided Pathways Division Department Chairs Who else needs to know: Deans of Student Learning, Faculty Chairs, Counseling, EOPS, other support programs. Timeline: Late March 2022 workshop did not occur; CTE Faculty will be introduced to the system at the June 17-18, 2021, CTE Faculty Institute; plans to work through GPD TSTs to leverage portfolio implementation through TARTARS@Work, powered by College Central Network. Anticipated challenges: Integration of a new college system for students. If faculty add as a supplemental course activity or extra credit it will be advantageous. Measuring success: Employer and Collegiate program affirmation of student portfolio. Currently 206 students have created accounts within the system and we held our first Virtual Job Fair on May 4, 2021. Still securing employment confirmation data from students and employers. Cooperative Work Experience Education students participating in Palisades Media Group internships will be the first students to create e-portfolios in the system during summer 2021. Allow students to showcase their portfolios in a Fall 2021 end of term virtual event. Closing the loop: Encourage best projects, 3rd party industry credentials, and other defining artifacts that speak to students' success. Updated - Lynell Wiggins, June 1, 2021

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.		
Objective: Implement an early alert program to identify and notify students of support services and programs in a timely manner.		
30. Acquire Early Alert system, implement, and provide training.	CC 2024, Tech	*Lead: Dean of Counseling and Guided Pathways, and Dean of Student Success*
		Status: *In progress.* 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. We will work with DE to create a short, concise, tutorial on how to submit alerts.
		For fall of 2020, 64 faculty submitted Early Alerts which generated over 1400 alerts. In winter 2021 over 700 Early Alerts were generated by 52 participating faculty. The CRM Advise timeline has been established and includes reminders for faculty to submit alerts at weeks 4 and 9. A report will be provided to the academic deans for follow up with any faculty member who fails to submit Early Alerts. In spring 2021, there are over 9,000 alerts that have been generated. Training will be provided to the Dean of Student Success to pull reports for VP of AA.
		Who else is contributing: Vice President of Academic Affairs, Vice President of Student Services, Counselors, Advisors, and Tartar Success Teams
		Who else needs to know: Faculty and students
		Timeline: Ongoing
		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. Advisors are requesting more information in the comments from faculty to discuss with students

Key Action Step	Plan	Status
		during intervention. 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 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. 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. A CRM Advise workshop took place during spring 2021 Flex to provide additional training and receive feedback from faculty who have been utilizing the platform. Professional development on CRM Advise will take place in March 2021 for flex credit as an opportunity for faculty and staff to gain additional training and connect with student advisors and counselors who respond to alerts. Updated: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
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).		***Lead: Dean of Counseling and Guided Pathways, and Dean of Student Success*** Status: Completed. We created a CRM Advise Early Alert timeline that shows what takes place within a date/time. Additionally, a Standard Operating Procedure (SOP) was created. This outlines what Student Services Advisors do when responding to early alerts. However, this continues to be reviewed and evaluated. Who else is contributing: Vice President of Academic Affairs and Vice President of Student Services Who else needs to know: Faculty, students, Tartar Success Teams, Counselors and Advisors Timeline: Ongoing Anticipated challenges: We have completed a standard operating procedure, create a timeline, provided training to stakeholders but will continue to have refresher trainings. Measuring success: Increase usage of early alerts and increase in student persistence, retention, and completion 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. Update: Cesar Jimenez, June 1, 2021
Objective: Provide robust distance education course and service offerings.		

Key Action Step	Plan	Status
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.	CC 2024, HR, EMP	*Lead: Dean of Counseling and Guided Pathways* Status: Ongoing, all counselors meet with students via Cranium Café. Counselors meet with students via video and cranium café chat. OEI produces ongoing Cranium Café refresher trainings. All Counselors meet with students via Cranium Café, whether it's chat, lobby, video, or remote. Who else is contributing: Counselors and Guided Pathways Coach Who else needs to know: Campus and students Timeline: Ongoing Anticipated challenges: Technological issues happen with Cranium Café that impact counselor-to-student ratio. Measuring success: Increase in student persistence, retention, and completion Closing the loop: None at this time. Update: Cesar Jimenez, June 1, 2021
33. Offer online tutoring for distance education courses.		*Lead: Dean of Counseling and Guided Pathways, and Student Success Coordinator* Status: *Complete*. 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

Key Action Step	Plan	Status
		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. Who else is contributing: Distance Education Department, ITS Who else needs to know: The campus community. Timeline: This action is complete. The Pisces/Canvas online tutoring platform expansion is scheduled to be completed by Fall 2021. 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 (COVID-19 caused a decline of SSC service usage) and student's overall knowledge, motivation, and self-efficacy surrounding online tutoring services. 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. 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. No update.

Key Action Step	Plan	Status
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.	CC 2024, Tech, EMP	***Lead: Distance Education Manager*** Status: *On-hold.* We are currently Home College Ready which allows students enroll into 2 CVC Exchange courses per term. We have established cross enrollment capabilities with: Foothill-De Anza Community College District, Lake Tahoe Community College, Los Rio Community College District, and Coast Community College District for the Canvas Learning Management System. This allows students to complete courses in Canvas outside of their home institution. Compton College courses are listed on the CVC-OEI website but we lack real time course information and course registration. Faculty training is being developed for the Summer and Fall 2021 semesters. Who else is contributing: Learning Management Specialist Who else needs to know: President/CEO, VP of Academic Affairs Timeline: Anticipated challenges: Banner system cannot communicate with CVC-OEI system. Need Ellucian to look into the issue. Contacted the Customer Service Manager to determine who would complete this type of repair. Measuring success: Phase II Closing the loop: None *Updated: Airek Mathews, May 21, 2021*
35. Hire web developer to highlight online student support services	CC 2024, HR, Distance Education IEPI (DE IEPI)	***Lead: Director of Community Relations*** Status: *On Hold* Who else is contributing: Human Resources Who else needs to know: President/CEO and ITS Timeline: Not complete Anticipated challenges: Funding. 2024 Staffing Plan includes a web

Key Action Step	Plan	Status
		developer/graphic designer.
		Measuring success: Hiring of a full-time web developer.
		Closing the loop: Review staffing plan, make recommendation for a full-time employee (coordinate with ITS?); develop job description; begin hiring process.
		No update.
36. Develop and implement Distance Education annual plan and budget	DE IEPI	***Lead: Vice President of Academic Affair and Distance Education Manager***
		Status: *Completed*. 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).
		Who else is contributing: DE Faculty Coordinator, LMS Specialist
		Who else needs to know: Campus community
		Timeline: Completed.
		Anticipated challenges: Not complete
		Measuring success: Budget established.
		Closing the loop: Through the annual planning process, a review and determination of the appropriate level of ongoing funding is needed.
37. Develop a Professional Development Plan for Compton College Distance Education. Provide Distance Education Professional Development activities for Compton faculty.	DE IEPI	***Lead: Vice President of Academic Affairs and Distance Education Manager***
		Status: On-going. Currently planning For the Fall 2021 semester. During the 2020-2021 Academic year there was a focus on technology. Moving

Key Action Step	Plan	Status
		forward training will include instructional methods that compliment the technology available at Compton College. Topics include online assessment options, active learning strategies, portfolios, and other topics. Who else is contributing: Professional Development Coordinator, Distance Education Faculty Coordinator Who else needs to know: Professional Development Liaisons, Faculty Timeline: On-going Anticipated challenges: None Measuring success: Established professional development plan. Closing the loop: None at this time. *Updated: Airek Mathews, May 21, 2021*
38. Establish a partnership with Calbright College for Compton Community College District residents with pathways to Compton College and four-year universities.	EMP	***Lead: President/Chief Executive Officer and Vice President of Academic Affairs*** Status: *In Progress*. 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. New furniture has been installed in Voc Tech 212A/B, the Vice President of Academic Affairs net with CIS faculty who notified A&R that they accept the Certificate of Competency in Introduction to Information Technology Support (A+) will give students 3 units of credit for CIS 132. We are in the process of amending the MOU with Calbright to expand the partnership and gain additional support for upgraded technology in the new spaces. Who else is contributing: Distance Education Manager Who else needs to know: Campus community. Timeline: Lab renovation

Key Action Step	Plan	Status
		planning begins in fall 2020. Revised MOU expected to go to the June Board meeting. Anticipated challenges: None. Measuring success: Completed labs and executed joint facility use agreement. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.

STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.

Objective: Increase the number of degrees and certificates awarded in the health and technical fields.

Key Action Step	Plan	Status
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.	CC 2024, HR	*Lead: Dean of Student Learning who has oversight of Business and Industrial Studies, and Director of Adult Education and Workforce Development* Status: *In-Progress.* Who else is contributing: Career Pathway Coordinator; BIS TST, Adult School partners, student advisors Who else needs to know: CTE faculty, BIS division chair, & instructional assistants Timeline: Fall 2022 Anticipated challenges: Low enrollment; Some programs have greater growth potential than others; Outreach. Barriers included limited adjunct pool, retention of adjunct faculty. Additional adjunct hires may occur after Fall 2021. Facilities assessment at Adult Schools. Facilities renovation in Vocational Technology building timeline 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,

Key Action Step	Plan	Status
		expansion of course offerings in response to greater enrollment, progress with opening/renovating facilities at Adult Schools & in the Vocational Technology building. Closing the loop: Review enrollment data, student surveys, and faculty input to determine which evening programs are most in demand. Updated: Dr. P. Flor, May 10, 2021
40. Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).	CC 2024	**_Lead: Dean of Student Learning who has oversight of Business and Industrial Studies_** Status: _In-Progress_ Who else is contributing: Outside partners – Apple, AWS, Cisco; Adult School partners Who else needs to know: CTE faculty & BIS division chair, BIS TST, CTE & Adult Ed. Counselors. Timeline: Incremental increase starting Spring 2021 with Apple Coding & ACN training, Cloud Computing with AWS, and Cisco Network Academy 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. 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) 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. Update: Dr. Paul Flor, May 10, 2021.

Key Action Step	Plan	Status
41. Develop a method to improve the Compton College tracking of results for external certification exams for programs offered at Compton College	Accreditation Action Plan	***Lead: Vice President of Academic Affairs and Academic Deans*** Status: *In-Progress.* A temporary web-form has been created to capture third party credential completion and the information gathered from this form will be compiled and added to the External Certification Exam webpage. Nursing program subscribes to the National Council of State Board of Nursing (NCSBN) reports which provide insight into student performance on the Board exam. Who else is contributing: Office of Institutional Effectiveness, Director of Adult Ed & Workforce Development, External certification agencies, i.e. BRN, and Board of Barbering & Cosmetology, CTE Faculty, NCSBN Who else needs to know: Nursing & CTE faculty Timeline: June 30, 2021 Anticipated challenges: Establish a central reporting process. Extract data found in program reviews. Measuring success: Licensure & certification data is stored on the College website for public access. Closing the loop: Listing of external certification exams will be listed on the Program's webpage. This would include Nursing and Cosmetology licensure rates, Welding American Welding Society and LA Structural exams, and any other 3rd party industry credential exams. National Councill for State Boards for Nursing reports are shared with faculty for planning and evaluation. Updated: Sheri Berger and Dr. Peju, February 19, 2021.

Key Action Step	Plan	Status
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)	Accreditation Action Plan	**Lead: Dean of Student Success, and Dean of Student Learning who has oversight of Business and Industrial Studies** Status: *In-Progress.* 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. Who else is contributing: Career Pathway Specialist, staff with access to CRM Advise, Who else needs to know: Library and Student Success Center staff and CTE faculty Timeline: Fall 2022 Anticipated challenges: Host exchanges with CTE faculty and Library and Student Success Center staff to identify structure, strategies, and resources, information, and services needed, recruitment of CTE tutors.

Key Action Step	Plan	Status
		Measuring success: Track data on CTE student served, impact on student retention and success Closing the loop: Periodic updates of timeline and assignments to designated staff Update: Dr. P. Flor, May 10, 2021
STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		
Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.		
43. Improve transportation options for our campus.	CC 2024	*Lead: Director of Basic Needs and Success* Status: *In Progress.* 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. Additionally, outreach has taken place to create a partnership with Uber, as other colleges have done. A meeting was held with Uber to discuss the various programs available to provide rides/credits to students to get to and from campus once the campus becomes fully open to students. Who else is contributing: Student Services Managers Who else needs to know: Campus community Timeline: 2020-2021 Anticipated challenges: COVID-19 and Campus Closure Measuring success: Not complete. Closing the loop: None at this time. Update: Cesar Jimenez, February 23, 2021. Update: Chabree Thompson, June 1, 2021

Professional Development

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Tailor degree and certificate programs to meet the needs of our students		
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.	CC 2024, HR	*Lead: Professional Development Manager, and Vice President of Academic Affairs* Status: *In Progress.* Compton College has identified professional development as a key area of focus in all of its major planning documents: the Compton College 2024 Comprehensive Master Plan, the Human Resources Staffing Plan, and the Technology Plan. Compton College has invested in professional development over the last year, hiring a Manager of Professional Development and joining the Achieving the Dream network. The College has hosted regular professional development sessions throughout the 2019-2020 year. In December 2020, the ATD Implementation Team created the *Compton College Faculty Teaching & Learning Action Plan.* This document aims to provide a strategic approach to create a culture of teaching and learning excellence and redesigning student supports to integrate across all areas of the institution. Our professional development program seeks to offer Compton College employees learning and development opportunities that are designed to enrich their knowledge, skills, and competencies. By delivering these important resources, Compton College will continue to develop, and promote effective practices in support of the College's goals. Through our partnership with Achieving the Dream, Compton College supports professional development activities to elevate teaching and learning strategies. *December 2020* **Engage in discussion with faculty in all divisions**. With a focus on professional development, all divisions should examine areas of improvement through the creation of a strategy for teaching and learning.

Key Action Step	Plan	Status
		February 2021- May 2021 **Work closely with Achieving the Dream coaches and key stakeholders (i.e. Professional Development Manager, Professional Development Liaisons, Faculty Development Committee, Academic Senate) to support the development of the plan**. It is essential to include existing resources in the planning process to create a comprehensive plan. **Integrate assessment, evaluation, and cognitive research to collect and synthesize valuable information.** To make more informed decisions about teaching and learning, the use of data will provide "scientific teaching". In addition to combined experience, the acquisition of formative evaluation will connect essential aspects of performance goals. a. A Professional Development Needs Assessment will be implemented in Spring 2021, the assessment will help to inform the proposal process. **Develop a strategic proposal detailing an action plan for professional development in 2021-2022 for each division.** Each division will submit a proposal to include responses to the following objectives: Indicate required funding for proposed activities. a. All action plans were submitted by May 11, 2021. *June 2021- September 2022* **Connect:** Make connections with the vast network of Compton College stakeholders and consultants who are propelling the professional development mission. **Amplify:** Share the contributions among the Compton College faculty, Academic Senate, Faculty Development Committee, Professional Development Liaisons to advance the continuous improvement of teaching and learning. **Participate:** Enhance teaching practices by engaging in opportunities for ongoing improvement in teaching and learning at the Compton College and beyond. Additionally, the implementation of 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.

Key Action Step	Plan	Status
		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 Who else needs to know: Students, Faculty and Staff as a whole, Instructional Division Coordinators, and Community Timeline: Implementation started spring 2020 with full implementation during summer 2020. CoPs were invited to be active participants in ATD activities: **Compton College Timeline of ATD Activities** Year one (FY-20) - July 2020: Virtual Kickoff Institute <u>Virtual kick off schedule</u> - August 2020: ATD Coaches introduced to campus during Professional Development Day - September 2020: ATD Coach virtual visit - October 2020: ATD Coach virtual visit - December 2020 – February 2021: Institutional Capacity Assessment Tool (ICAT) Survey - February 2021: Virtual ATD Dream Conference - March 2021: Virtual Capacity Cafe event (Assess ICAT Survey Results) - March 2021: ATD Coach virtual visit - May 2021: ATD Coach virtual visit - Summer 2021: ATD Implementation Action Plan due on July 2, 2021 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. Measuring success: Increase percentage of students completing transfer level math and English in their first year. Data will be collected through surveys. In December 2020, the Institutional Capacity Assessment Tool

Key Action Step	Plan	Status
		(ICAT) was administered to faculty, staff, and administrators. The ICAT is a survey designed by AtD, focusing on seven broad capacity areas that contributes to student success. The ICAT provides a comprehensive survey to highlight Compton College's strengths and opportunities for improvement through the assessment of the following key dimensions encompassed in the Institutional Capacity Framework: 1. Leadership & Vision 2. Data & Technology 3. Equity 4. Teaching & Learning 5. Engagement & Communication 6. Strategy & Planning 7. Policies & Practices The administration of the ICAT for stakeholders at Compton College concluded on February 5, 2021. Upon completion of the assessment, participants were invited to engage in a Capacity Café. The Capacity Café is a large group dialogue using the Institutional Capacity Framework and discussion prompts to celebrate strengths, prioritize areas for improvement and identify concrete actions for building capacity to support student success efforts. The results of the ICAT supported the implementation of the Compton College 2024 Faculty Teaching and Learning Action Plans. Faculty completed the Spring 2021 Professional Development Needs Assessment Survey and results were used to support the Compton College 2024 Faculty Teaching and Learning Action Plans. Closing the loop: A recent survey debrief revealed that faculty have gained a deeper connection by established trust among their peers. Faculty participants within the CoPs want to continue their group-led efforts and actively look forward to continuing working collaboratively throughout Summer 2021. Updated: Pilar Huffman, May 21, J2021.

Key Action Step	Plan	Status
2. Provide orientation and customer service training for all campus personnel. Orientations and customer service training must be made available in-person and online	CC 2024, Tech	***Lead: Professional Development Manager*** Status: In Progress. Initial planning process has commenced as of Spring 2021. Who else is contributing: Administrators, Student Services; ASB, Professional Learning and Engagement Committee, Faculty Development Committee, Classified Development Committee, Student Engagement Committee Who else needs to know: Academic Senate, Faculty Union, Classified Union, Professional Learning and Engagement Committee, Faculty Development Committee, and Classified Development Committee Timeline: Spring 2021 for creating the professional development framework for Academic Year (AY) 2021-2022 for initial implementation of professional development for campus. Anticipated dates & Activities February – March 2021: PD Manager meet with PD Committees to discuss and review of *Customer Service Oriented Training*. April – July J021: Finalize and determine program with next steps for implementation in Fall 2021 Implement program in AY 2021/2022 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. Measuring success: Increased student satisfaction with campus services can be measured through surveys. Closing the loop: None at this time. Update: Pilar Huffman, May 21, 2021

Key Action Step	Plan	Status
3. Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement		***Lead: Professional Development Manager*** Status: *In-progress.* 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 intentional implementation of professional development strategies; our goal is to increase retention, cultivate persistence, and improve completion rates. Additionally, in active collaborative efforts the Professional Development Manager and the Professional Development Liaisons will work to develop workshops, seminars, and series that prioritize effective teaching and learning practices for faculty. A series of workshops were provided to support the enhancement of teaching and learning practice during AY 20-21: Reading Apprenticeship Workshop-March – May 2021 Accessibility Training for Canvas Users-April 21, April 28, May 5 Teaching and Learning Action Plan Labs-April 26, Compton College Book Club- April 30, May 28 21 Strategies for Equitable Teaching Journal Club-May 3, 2021 Guided Pathways Summit- May 7 Specifications Grading Workshop-May 14 21 Strategies for Equitable Teaching Workshop-May 24 Culturally responsive teaching and learning training opportunities were provided through Diversity, Equity, and Inclusion training during AY 20-21. The 20-21 Professional Development Calendar offered an array of training opportunities for faculty, classified, and administrators to support student success. Who else is contributing: ATD, ATD Core Team, Academic Senate,

Key Action Step	Plan	Status
		Professional Development Liasions, Professional Learning and Engagement Committee, Faculty Development Committee, Classified Development Committee, Management Development Committee, Faculty, Staff, Administrators, and ASB Who else needs to know: Board of Trustees Timeline: Joined ATD in Summer 2020. In Fall 2020 the implementation of the ATD partnership commenced with ATD Coaches participating in Faculty & Staff PD Day on August 20, 2020. Coaching will continue for the next 3 years to include: 1. 20-21: Inform the Action Plan with Data and Evidence. 2. 21-22: Implement Action Plan for Leaning and Improvement. 3. 22-23: Evaluate, Institutionalize for Sustainability. **Virtual Visits** **Dates** Guided Pathways Institute 2.0 10-09-2020 Academic Senate Meeting 10-29-2020 Campus Visit 11-04-2020, March – May 2021 ATD updates for Spring 2021: **Core team added:** PD Liaisons as of Fall 2021 **I.E. implemented the ICAT-** wrapping up and followed by **Capacity Café** on March 19, 2021 (8:30 a.m. – 12:30 p.m.) **ATD Implementation Team meets monthly-** this process initiated in Fall 2020 and will be ongoing; January 20, 2021, March 17, 2021, April 14, 2021 **2021 Dream Virtual Conference-** February 16-18, 2021 **Virtual Coach Visits- March – May 2021** 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. Measuring success: Increased attendance by faculty and staff to professional

Key Action Step	Plan	Status
		development opportunities Closing the loop: The collaboration between the PD Manager & PD Liaisons will offer opportunities to effectively assess and strategically cultivate valuable faculty training options. Update: Pilar Huffman, May 21, 2021
Educate students about pathways to graduation		
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.	CC 2024, Tech, HR	*Lead: Dean of Counseling and Guided Pathways* Status: *In progress.* Training for faculty and staff has taken place on platforms that are currently available (e.g., CRM Advise and CCCMyPath). Additional refresher trainings for degree audit will be scheduled for all Counselors. Who else is contributing: Information Technology Services, Student Services, and 508 Committee, Counselors, Academic Affairs, and Admissions & Records Who else needs to know: Campus members and students Timeline: Ongoing Anticipated challenges: Continued training and continued marketing are key Measuring success: Increase in persistence, retention, and degree completion as well as utilization of technology platforms Closing the loop: None at this time. Update: Cesar Jimenez, June 1, 2021

Key Action Step	Plan	Status
5. Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.		***Lead: Professional Development Manager, and Distance Education Manager*** Status: *In-progress.* 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. Additional training by Microsoft is being offered on an on-going basis to ensure that all levels of experience are offered to include: beginner, intermediate, and advanced. Furthermore, accessibility training will be provided in AY 21-22 to include: PDF and the Microsoft Office suite. Who else is contributing: Distance Education, 508 Committee, Deans and Chairs, Information Technology Services, Who else needs to know: Faculty, staff and administrators.
		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. **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 December 8 & 10, 2020 — Training

Key Action Step	Plan	Status
		November 20, 2020 Distance Education Summit December 11, 2020 Microsoft Office 365 Training Spring 2021 Update: Expand Distance Education and technology training into an ongoing series throughout each semester effective Spring 2021. 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. Measuring success: Data is collected through surveys. Closing the loop: As the PD Manager and DE Manager work to assess employee needs, clear guidelines for collaboration will help to cultivate essential training opportunities. Update: Pilar Huffman, May 21, 2021
Objective: Enhance student preparation for academic success and completion.		
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).	HR	*Lead: Director of Diversity, Compliance, and Title IX, Director of Student Development and Athletics, and Professional Development Manager* Status: *In progress.* 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. Who else is contributing: EEO Advisory Committee, Associated Student Body, Student Equity and Achievement stakeholders

Key Action Step	Plan	Status
		Who else needs to know: Board of Trustees, Community Members, and Campus Community Timeline: Fall 2020 with ongoing planning Spring 2021 Updates: Director of Diversity, Compliance, and Title IX, Director of Student Development and Athletics, and Professional Development Manager will work collaboratively in Campus Allies Coalition to develop activities and *events to *possibly include:* *MLK Day* *Cesar Chavez Day* *Latino Heritage Month* **Diversity Month* - National Asian American and Pacific Islander Heritage Month 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 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 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. Update: Tina Kuperman, May 11, 2021

Key Action Step	Plan	Status
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.	CC 2024, HR, Equity	***Lead: Professional Development Manager, Vice President of Academic Affairs and Dean of Counseling and Guided Pathways*** Status: *In-progress.* As part of our ongoing commitment to student success, our partnership with Achieving the Dream (ATD) Network helps to support the professional development opportunities related to Guided Pathways and equity. By joining ATD's Network, we have deepened 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 intentional implementation of professional development strategies; our goal is to increase retention, cultivate persistence, and improve completion rates. Additionally, to help the college identify equity gaps at the program level and to reflect on current policies and practices we have sourced partnerships with Rob Johnstone, Founder & President of National Center for Inquiry & Improvement. Partners participate in Guided Pathways Institutes and ongoing virtual visits with the TSTs, faculty, staff, administrators, and ATD Implementation Team. Who else is contributing: Faculty, staff, administrators. ATD Coaches, Rob Johnstone, Academic Senate, Professional Learning & Engagement Committee, Faculty Development Committee, Classified Development Committee, Manager Development Committee, TSTs Who else needs to know: Board of Trustees, Community Members, and Campus Community 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. **Timeline:** Joined ATD in Summer 2020. In Fall 2020 the implementation of the ATD partnership commenced with ATD Coaches participating in Faculty & Staff PD Day on August 20, 2020. Coaching will continue for the next 3 years

Key Action Step	Plan	Status
		to include: 20-21: Inform the Action Plan with Data and Evidence. 21-22: Implement Action Plan for Leaning and Improvement. 22-23: Evaluate, Institutionalize for Sustainability. **Virtual Visits Dates** Guided Pathways Institute 2.0 10-09-2020 Academic Senate Meeting 10-29-2020 Campus Visit 11-04-2020 Spring 2021 Updates: __ATD__ **ATD Core team added:** PD Liaisons (ongoing) **I.E. implemented the ICAT-** wrapping up and followed by **Capacity Café** on March 19, 2021 (8:30 a.m. – 12:30 p.m.) **ATD Implementation Team meets monthly-** this process initiated in Fall 2020 and will be ongoing; January 20, 2021, March 17, 2021, April 14, 2021 ATD Coaches virtual visits March-May 2021 (3 visits) 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. Measuring success: Survey data. Closing the loop: Working collaboratively with our partners, our TSTS, and our students; Compton College will work towards achieving success in the implementation of Guided Pathways. Update: Pilar Huffman, May 21, 2021

Key Action Step	Plan	Status
8. Develop an annual schedule of professional development activities (i.e. conferences) for all staff, including faculty and staff retreats, focused on team building	HR	***Lead: Professional Development Manager*** Status: In-progress. Mandatory events such as: Classified Professional Development Day and Fall/Spring Faculty & Staff Professional Development Days are created with a team-building framework. All professional development workshops include a team-building framework. Who else is contributing: Professional Development Committee, Academic Senate, Faculty Development Committee Who else needs to know: Faculty, staff, and administrators. Timeline: Ongoing throughout the academic year: 2020-2021 Professional Development Calendar Spring 2021 Updates: February – March 2021: Create new PD Calendar for 2021-2022 April 2021- May 2021: Finalize PD Calendar. Present proposed scheduling to stakeholders to include: faculty, staff, and administrators. June 2021: Submit final proposal of events to President/CEO. Data Collection Fall 2020 Workshop Surveys will be debriefed in early Spring 2021. Spring 2021 Professional Development Needs Assessment was conducted March 1-19, 2021. 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. Measuring success: Data is collected through ongoing surveys. Workshop

Key Action Step	Plan	Status
		surveys will be debriefed at the end of very semester. Professional Development Employee Needs Assessment will be implemented annually. Closing the loop: Data is utilized to support all professional development activities. Update: Pilar Huffman, May 21, 2021
9. Develop and implement a career assessment training program for counseling faculty and advisors by Guided Pathway Divisions.	EMP	***Lead: Dean of Counseling and Guided Pathways*** Status: *In progress.* We have used College Futures Foundation funds to get all FT Counselors Strong certified. We are exploring Strong certification for all advisors as well. Who else is contributing: Transfer & Career Center Who else needs to know: Tartar Success Teams Timeline: I did get feedback from Counselors and Lynell on what career assessment training is beneficial in spring 2020. We agree STRONG is the best training for FT counselors. We have a quote for the training. Anticipated challenges: Funding for other members of Tartar Success Teams to get trained Measuring success: Utilization of Strong assessment Closing the loop: None at this time Update: Cesar Jimenez, Juen 1, 2021.

Key Action Step	Plan	Status
10. Expand mental health training for both students and staff.	EMP	***Lead: Vice President of Student Services, and Vice President of Human Resources*** Status: *In Progress*. 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. In addition, there are plans to develop online group counseling and support for students, as well as an in-person counseling group. Lastly, a training for staff is planned to occur in July 2021. Who else is contributing: St. John's Student Health Center, AIMS Team, Police Department, Student Development Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: None Measuring success: Professional Development Closing the loop: Work has been done in the last year to attempt to address mental health training. There were several "Race Matters Student Workshops" hosted by the Office of Student Development that aimed to address mental health due to COVID 19 pandemic and Black Lives Matter Uprisings for students. As we return to campus, work is being done with St. John's to re-introduce counseling supports to all students. Update: Elizabeth Martinez June 1, 2021
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	***Lead: Distance Education Faculty Coordinator*** Status: *Started* Who else is contributing: *Members of FCRC* Who else needs to know: *Chairs, Deans, Faculty*

Key Action Step	Plan	Status
		Timeline: Revisit in Fall 2021.
		Anticipated challenges: *Resources to provide release time, stipends, or compensation for mentors*
		Measuring success: *Faculty reflection surveys, student experience in*
		blueprint classes (surveys)
		Closing the loop: *Finding a sources of funding for this program*
		Updated by Susan Johnson Feb 22, 2021
		No update.
12. Design and adopt a campus-wide student feedback survey to be built into every course shell.	QFE Action Plan	***Lead: Distance Education Manager***
		Status: Researching options for the best method to incorporate a survey into each course shell after the conclusion of a course. A campus-wide student feedback survey for all courses is still in development.
		Who else is contributing: Learning Management Specialist; Institutional Effectiveness Director; Distance Education Faculty Coordinator
		Who else needs to know:
		Timeline: Fall 2021
		Anticipated challenges: None
		Measuring success: Faculty using student feedback to make changes to their online course instruction methods.
		Closing the loop: None at this time.
		Updated: Airek Mathews, May 21, 2021

Key Action Step	Plan	Status
Objective: Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement		
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	***Lead: President/CEO*** Status: *In progress*. 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. Board of Trustees received an update from the President/CEO at their February 16, 2021, meeting and was provided with an opportunity to provide their input into the plan. 1- One internal recruitment process 2- Exit interviews for employees 3- Exit memo (what is being worked on in area, outlining key projects, dates). What do these look like? 4-Documentation is housed on a shared server with essential documents Cited in President/CEO message on January 11, 2021 Cabinet meet-up to create draft of exit interview and exit memo format. Dr. Nasser to talk to Andrei to set up shared folder in the management drive and call is "Succession Planning" with access for Cabinet Meet Up group (Sheri Berger, Heather Parnock, Rachelle Sasser, Dr. Nasser, Lauren Sosenko, Elizabeth Martinez, Dr. Curry) 2nd item: #real114 Leadership Academy: 12 participants Who else is contributing: Professional Development Manager, Vice President, Human Resources Who else needs to know: Vice President, Human Resources; Vice President of Academic Affairs, Vice President, Administrative Services; Timeline: December 2020 through June 30, 2021 Anticipated challenges: None Measuring success: Fully executed plan.

Key Action Step	Plan	Status
		Closing the loop: Board of Trustees of Trustees will receive another receive another update on the succession planning at their June 15, 2021, board meeting. Updated: Dr. Keith Curry, President/CEO, June 1, 2021
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	Accreditation Action Plan, HR	**Lead: Professional Development Manager** **Status:** *In-Progress.* 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. 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 feedback. The findings from the Needs Assessment Survey were published in June 2020. 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

Key Action Step	Plan	Status

		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.
		
		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.
		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.
		
		Spring 2021 Updates:
		
		The following Professional Development committee structure was established as a result of the PD Taskforce proposal to the President/CEO:
		
		*Professional Learning & Engagement Committee
		  ➢ Faculty Development Committee (in collaboration with the Academic Senate)
		  ➢ Classified Development Committee
		  ➢ Management Development Committee
		
		The Professional Learning and Engagement Committee serves as an advisory capacity for the District. The advisory committee is responsible for making recommendations on staff, student, and instructional improvement activities (title 5, section 55730(e)). The recommendations are based upon a comprehensive planning process that includes needs assessment and evaluation. This committee also maintains the guidelines and procedures for funding employee conference and travel requests for the District. Training activities will be provided to faculty, classified professionals, and administrators for professional growth and renewal that will lead to a stronger sense of connection among employees and students, greater

Key Action Step	Plan	Status
		holistic student success, and institutional effectiveness. This mission supports a campus culture of collaboration that furthers our student-centered college goals.

The Professional Development Manager has actively collaborated with the following committees/individuals to support professional learning opportunities:

Professional Learning and Engagement Committee (PLEC)
Academic Senate and Faculty Development Committee
Classified Development Committee
Management Development Committee
Professional Development Liaisons

As a result, professional development opportunities continue to expand and increase in relevancy for all employees.

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, PD Liaisons

Who else needs to know: Faculty, Staff, and Administrators

Timeline: Ongoing throughout the academic year.

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 & resources.

Measuring success: Data is collected through surveying participants.

Closing the loop: The utilization of committees offer cross-department and role communication and collaboration. All committees will meet in Spring 2021 and work towards identifying and addressing the challenges of promoting professional development. Additionally, the prospect of |

Key Action Step	Plan	Status
		additional PD Liaisons will provide essential support for beneficial contribution towards all professional development offerings. Update: Pilar Huffman, May 21, 2021
14b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.	SOAA 4b	***Lead: Professional Development Manager, Academic Senate President, and Faculty SLO Coordinator*** Status: *In Progress.* Joined Achieving the Dream to help the College create a plan to improve teaching and learning. This will include professional development, which may include flipped classroom, differential teaching, etc. The College continues to review SLOs and PLOs and will be implementing eLumen to better assess student learning outcomes. In fall 2021, the College will be hosting its first annual Planning Summit (tentatively scheduled for 10/22/21) where faculty will evaluate SLO and PLO statements to determine whether these accurately reflect the CORs as well as programmatic needs. Best practices from other practitioners will be observed and discussed campuswide. This move will strengthen course-level and programmatic-level assessment data collection so that faculty practitioners can use data to inform their own pedagogies and program reviews. Who else is contributing: Professional Development Liaisons, Faculty Development Committee, Deans, Division Chairs Who else needs to know: Academic Senate, Academic deans, Academic Affairs, Office of Institutional Effectiveness, and all faculty Timeline: 2021-2022 Academic Year Anticipated challenges: Time and competing responsibilities; faculty ownership in the process. Measuring success: All courses across all programs will have reviewed SLO and PLO statements that align to course outlines of records and to ILOs.

Key Action Step	Plan	Status
		Closing the loop: None at this time. Updated: Pilar Huffman, Amber Gillis, June 1, 2021
STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.		
Objective: Attract and retain traditional students and focus on retaining nontraditional students.		
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.	CC 2024, HR	*Lead: Vice President of Student Services & Vice President of Human Resources* Status: *In Progress.* UndocuAlly trainings were conducted this year as part of the Professional Development Schedule. The entire campus is invited to attend. The college has received funds to establish an undocuAlly liasion and support services. The UndocuAlly Taskforce has put forth a recommended budget to expend funds for both students and staff training, and student supports. Who else is contributing: Student Services Managers, UndocuAlly Taskforce, Campus Allies Coalition, Professional Development Manager Who else needs to know: College community Timeline:2020-2021 Anticipated challenges: None Measuring success: Number of faculty and staff completing the UndocuAlly training. Closing the loop: The UndocuAlly taskforce has been able to provide supports to AB540 students and undocumented students. In addition, training has been included in campus wide Professional Development Calendar. Update: Elizabeth Martinez June 1, 2021
Objective: Minimize the equity gap for access, retention, and graduation rates.		

Key Action Step	Plan	Status
16. Consider additional professional development for First Year Experience (FYE) faculty and support staff to allow for the development of fully effective programs.	CC 2024, HR	*Lead: Director of Educational Partnerships, and Professional Development Manager* Status: *Not started*. 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. Who else is contributing: Vice President of Student Services, Dean of Counseling and Guided Pathways, Who else needs to know: Faculty, Staff, and Administrators Timeline: Spring 2021 Updates: Professional Development Manager will work with Director of Educational Partnerships to establish a framework for FYE training for 2021-2022. Anticipated challenges: Securing funds for professional development opportunities, participation from faculty/staff Measuring success: Number of professional development opportunities, participation rate in professional development opportunities offered by the district and conferences Closing the loop: With an elevated level of collaboration the implementation of FYE training will offer employees to leverage their strengths and acquired learning to support student success. *Updated: Pilar Huffman, May 21, 2021*
STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.		

Key Action Step	Plan	Status
Objective: Enhance student preparation for academic success and completion.		
17. Provide regular distance education training workshops for faculty.	CC 2024	***Lead: Distance Education Manager and Distance Education Faculty Coordinator*** Status: *In-Progress*. Currently planning For the Fall 2021 semester. Training will focus on instructional methods that complement the technology available at Compton College. Topics include online assessment options, collaborative learning, portfolios, and other related topics. For the Spring 2020 semester the following training was offered by the DE Department: Audio/Video Editing, Blackboard Ally, video captioning, Canvas accessibility, and two @ONE professional development courses. Who else is contributing: Professional Development Manager, Faculty Instructional Designer. Who else needs to know: Distance Education Faculty Coordinator, Faculty across the college. Timeline: On-going Anticipated challenges: Scheduling or workshops. Measuring success: Increase in student retention and success, increase in faculty preparedness for online instruction. Closing the loop: None at this time. *Updated: Airek Mathews, May 21, 2021*
Enhance technology for teaching and learning through professional development.		

Key Action Step	Plan	Status
18. Upgrade classrooms to SMART classrooms and provide needed professional development to faculty and staff.	CC 2024, Tech	***Lead: Chief Facilities Officer, Vice President of Academic Affairs, and Professional Development Manager*** Status: *In progress.* Classroom upgrades ongoing along with new construction. Who else is contributing: Distance Education Manager, Faculty Instructional Designer, Chief Technology Officer
		Who else needs to know: Faculty, staff, and administrators Timeline: Ongoing with construction. 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. Measuring success: New buildings equipped with needed technology in classrooms Closing the loop: None at this time. *Updated*: Linda Owens, June 1, 2021
STRATEGIC INITIATIVE 4: OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.		
Objective: Increase the number of degrees and certificates awarded in the health and technical fields.		

Key Action Step	Plan	Status
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.	CC 2024, HR	*Lead: Dean of Student Learning with oversight of Business and Industrial Studies* Status: *In-Progress.* Who else is contributing: Curriculum Committee, Instructional Designer, PD manager, TST, BIS & Adult Ed. counselors, division chair, Workforce development staff. External trainers (Apple, AWS, Cisco) Who else needs to know: CTE faculty, CTE program review authors, outreach and recruitment, adult schools and other external partners who refer students. Timeline: Academic Year 2021-22 Anticipated challenges: Increasing the number of CTE faculty who complete DE training; augmenting the professional development budget as requested in annual unit plans. Measuring success: Track data on CTE faculty training, impact on student retention and success, quantify two-year degree options. Closing the loop: Recognize Career and Technical Education faculty and program for exceptional outcomes. Update: Paul Flor, May 10, 2021
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.	EMP	*Lead: Dean of Counseling and Guided Pathways, Director of Educational Partnerships, and Director of Adult Education and Workforce Development* Status: *In-Progress.* Career Ladders Project Director, Naomi Castro, has agreed to lead a secondary/Compton College session on building Career and Technical Education pathways from secondary (listed in #23 below). 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 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). Currently only Child Development, Administration of Justice, and Medical Terminology are

Key Action Step	Plan	Status
		offered under the CTE banner at the high schools, but courses are not structured towards continued pathway completion at Compton College. Dean of Student Success worked on English and Math alignment with Lynwood USD through Career Ladders consultancy, it was mentioned that curricular alignment with a CTE focus could be the Career Ladders Project next area of workplan focus in their contract with the College.

Who else is contributing: Director of Educational Partnerships, Vice President of Academic Affairs, Deans, Director of Admissions & Records, and Vice President of Student Services, Compton USD CTE Secondary Director
Who else needs to know: Faculty and students, CTE Faculty

Timeline: Curricular alignment event rescheduled to Winter/Spring 2021. Alignment event did not occur in Spring 2021. Anticipated challenges: Limited pathway alignment with secondary system, but areas of opportunity. Non-traditional population is showing promise through adult school configuration and development of College Development Career Preparation pathways. CTE Faculty Institute occurring on June 17-18, 2021, to discuss noncredit curriculum development as a bridge to for credit CTE pathways.

Measuring success: Minimum of one CTE pathway created from each feeder school; develop a minimum of one noncredit CTE pathway to each for credit CTE program or establish a meta-major based course that teaches a group of foundational industry skills for entering a CTE path (ie., Auto Technology and Auto Collision Repair/Painting teaching overlapping skills in one noncredit course).

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. Consideration is being made to engage in establishing HS Articulation agreements until a dual enrollment structure can be developed for HS CTE pathways.

Update: June 4, 2021 |
| **Objective: Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.** | | |

Key Action Step	Plan	Status
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.	CC 2024	*Lead: Director of Educational Partnerships, Director of Adult Education and Workforce Development, and Associate Dean of Nursing* Status: *In-Progress.* In the early stage of establishing a new CTE website to enhance core outreach strategy to health and technical field programs. Nursing has joined a new Allied Health regional Strong Workforce project targeting the development of noncredit coursework as an introductory path to more intricate health pathways. The first phase of the new social media ads will be demonstrated to CTE faculty at the June 17th CTE Faculty Institute, beginning with Welding. Each programs faculty get to comment and make recommendations towards the content areas being developed. Since everything builds from the integrated development of the CTE website, targeted social media advertisements toward the health and technical sector will roll-out as a part of this new campaign on various social media outlets. 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. Who else is contributing: Professional Development Manager, Faculty Instructional Designer, CTE Faculty, Community Relation Department, health care facilities, Career Pathways Coordinator other educational institutions, faculty, counselors, Deans of Student Learning STEM & BIS Who else needs to know: Faculty. Community based organizations. We need to share that we are utilizing new innovations to teach health and technology content. Same as the Connection. Politicians to provide support for the plan in the community. Timeline: Two phase implementation process. Now through Spring 2021 for phase one; Summer through Fall 2021 implementation of phase two of marketing and awareness strategies with Graduate Communications. Anticipated challenges: Funding beyond Strong Workforce Regional Project. Primarily to continue media buys and social media adds on a rotating basis. Measuring success: Enrollment of incumbent and dislocated workers seeking increased skills and greater access to higher education or advanced

Key Action Step	Plan	Status
		health and technical field careers. 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. Update: Lynell Wiggins, June 1, 2021
STRATEGIC INITIATIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		
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.		
22. Provide professional development workshops for faculty on Common Core, basic skills and underprepared students	CC 2024	*Lead: Vice President of Academic Affairs, and Professional Development Manager* 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. Who else is contributing: Professional Learning & Engagement Committee, Faculty Development Committee, PD Liaisons, Academic Senate Who else needs to know: Faculty, staff, and administrators. Timeline: Anticipated training to occur in Spring 2021. Spring 2021 Updates: Finalizing dates for workshop series with WestEd for Reading Apprenticeship in Spring 2021. Includes a total of four sessions for 4 hours. Faculty will provided with teaching and learning strategies to support common core, basic skills, and underprepared students. The Professional Development will coordinate with the Vice President of Academic Affairs to ensure that information is provided to faculty during the

Key Action Step	Plan	Status
		division meetings that are scheduled during the Spring 2021 PD Day on February 11, 2021. Anticipated challenges: Faculty engagement and participation. Measuring success: Data will be measured through surveys. Closing the loop: Visibility is key, adopting a collaborative approach to include stakeholders in the planning and implementation of the projects will provide leverage to the success of this effort. Update: Pilar Huffman, January 19, 2021
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.	EMP	***Lead: Vice President of Academic Affairs, Dean of Student Success, and Director of Adult Education and Workforce Development*** Status: *In Progress*. 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: • Build relationships between instructors, counselors, staff and administrators • Identify short- and long-term actions to improve student success Short-term goals identified were: · A dual enrollment specific orientation · A clear process from student initial interest through enrollment · Increase promotion of available classes Long-term goals identified included:

Key Action Step	Plan	Status
		· Pedagogical training for college faculty · Curricular alignment meetings for English and math faculty In March 2021 another faculty-to-faculty dialogue between Compton and LUSD took place with a focus on curricular alignment specific to English and math faculty. The next faculty-to faculty dialogue with LUSD will take place in fall of 2021 and will focus on the impact of the pandemic and adapting to the return to in person instruction. 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. Who else is contributing: Dr. Noemi Castro, Pilar Huffman, Who else needs to know: Faculty, Division Chairs, HS Partners, Transfer and Career Center Counselor Timeline: Ongoing Anticipated challenges: It has been challenging to get times where the high school and the college faculty can meet together. 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. Closing the loop: Not Complete. We are trying to build on each meeting. Meetings between the high schools and college faculty need to be intentional, strategic, and on-going. Compton College may want to consider developing a model for College and Career Readiness. Updated: Rebekah Blonshine, 6/1/2021

Key Action Step	Plan	Status
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.	EMP	***Lead: Vice President of Academic Affairs, and Professional Development Manager*** Status: *In Progress.* 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. Who else is contributing: Dean of Student Success and Career Ladders Project Who else needs to know: Dual Enrollment Faculty 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. Spring 2021 Updates: CLP workshop from Fall 2021 will continue with 2 additional workshops. Reading apprenticeship workshops will also support the needs of the dual enrollment learners. Anticipated challenges: Faculty engagement and participation. Attendance at these events are mostly adjuncts. Measuring success: Surveys need to be implemented to obtain data. Closing the loop: None at this time. Update: Pilar Huffman, January 19, 2021
Objective: Strengthen our focus on the broader needs of the community served by Compton Community College District.		

Key Action Step	Plan	Status
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.	CC 2024, HR	*Lead: Director of Educational Partnerships, Vice President Student Services, Vice President Academic Affairs* Status: *Not completed*. 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. Who else is contributing: Professional Development Manager, Faculty Instructional Designer Who else needs to know: Not complete Timeline: Not complete Anticipated challenges: Not complete Measuring success: Not complete Closing the loop: None at this time Update. Dr. Nelly Alvarado, June 4, 2021
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.	CC 2024, HR	*Lead: Director of Educational Partnerships, Vice President Student Services, Vice President Academic Affairs* Status: *Not completed*. 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. Who else is contributing: *Professional Development Manager,* Faculty Instructional Designer Who else needs to know: Not complete Timeline: None at this time

Key Action Step	Plan	Status
		Anticipated challenges: Not complete Measuring success: Not complete Closing the loop: Not complete Update. Dr. Nelly Alvarado, June 4, 2021

Staffing

Objective	Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS			
Objective: Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design			
1. May need to consider hiring additional personnel to assist with the implementation of the 2019-2024 Enrollment Management Plan.		CC 2024, HR	*Lead: President/CEO* Status: *In Progress*. 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. Due to the COVID-19 pandemic, we are hiring additional student workers to operate a call center and temporary staff to assist with recruitment activities. The Call Center is budgeted through December 31, 2021, with immediate action funds that were provided by the state of California. Who else is contributing Vice President of Student Services, Director of Educational Partnerships. Who else needs to know: Vice President of Human Resources and collaborating school districts. Timeline: Spring 2020 Anticipated challenges: State Budget Measuring success: Number of students enrolling at Compton College Closing the loop: None at this time Updated: Keith Curry, President/CEO, June 1, 2021

Objective	Key Action Step	Plan	Status
2. Consider staffing needs to best support student connection, entry, progress, completion, and transition (e.g., outreach, Information Technology), HR		HR	***Lead: President/CEO*** Status: *In progress.* 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. In the spring, we will review staffing request for the 2021-2022 year. This spring we are recommending to hire an ADA Compliance Staff member, and a Director of Black and Males of Color Success for the 2021-2022 year. 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. Who else needs to know: Human Resources Staff Timeline: Ongoing Anticipated challenges: State budget Measuring success: Student Success metrics Closing the loop: Monthly conversation with President/CEO Cabinet members. Updated: Keith Curry, President/CEO, June 1, 2021

3.	Customer service programs and ongoing technology support require investments in Information Technology Services personnel and infrastructure.	CC 2024, Tech	Lead: President/CEO, and Chief Technology Officer Status: *In progress*. Compton College has entered into a contract with Blackbelt to provide support in the evening. The District has extended the contract with Blackbelt and will be hiring a writer to assist with writing content for Blackbelt. Who else is contributing: Director of Community Relations Who else needs to know: None Timeline: As soon as possible Anticipated challenges: Time to complete the implementation.

Objective	Key Action Step	Plan	Status
			Measuring success: Students receiving onsite support Closing the loop: President/CEO involvement in BlackBelt meetings. Updated: Keith Curry, President/CEO, March 16, 2021
4.	Monitor hiring priorities based on informed scheduling and expanding, high-demand programs of study.	HR	*Lead: Vice President of Academic Affairs* Status: *In Progress.* For spring 2021, three full time faculty began in History, Chemistry, and Film/Social Media. The College is in the process of hiring two Nursing positions, Political Science, and History/Ethnic Studies for a fall 2021 start date. The process for these three positions will complete in by June. Who else is contributing: Academic Affairs Deans Who else needs to know: GP Division Chairs Timeline: Ongoing Anticipated challenges: It is difficult to get qualified candidates for nursing. Measuring success: All open positions are filled. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.
5.	Staffing needs given priority and continuously assessed in preparation for College/District status	Accreditation	*Lead: President/CEO* Status: *Completed*. 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 *Compton College 2024* master plan. Furthermore, to increase effectiveness and to meet the needs of the College's

Objective	Key Action Step	Plan	Status
			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. Who else is contributing: Vice President of Human Resources, Vice President of Academic Affairs, faculty Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: Potential budget constraints due to economic downturn Measuring success: Number of vacant positions Closing the loop: None at this time. No update.
**Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates**		
6.	Develop a "recruitment team," which will disseminate candidate recruitment information and position details via traditional online portals (i.e. cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers	HR	*Lead: Vice President of Human Resources* Status: *In progress.* 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

Objective	Key Action Step	Plan	Status
of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/ administrators, and participatory community bodies and those targeting primarily minority populations.			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, LaOpinion 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 & Education Fund; Office of Samoan Affairs; Southern California Regional Occupation Center and the United Way of Greater Los Angeles. Who else is contributing: HR staff, Director, Diversity Compliance and Title IX, PRISM and ADCLUB partners Who else needs to know: Applicants Timeline: Ongoing Anticipated challenges: Are not provided data by 3rd 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 Measuring success: Increased diversity in applicant pool Closing the loop: We can add a section in the application asking how candidates heard about us Update: Rachelle Sasser, December 3, 2020
7. Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules).		HR	*Lead: Vice President of Human Resources* Status: *In progress.* 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,

Objective	Key Action Step	Plan	Status
			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. Who else is contributing: Director, Child Development Center, President/Chief Executive Officer Who else needs to know: Potential applicants, employees Timeline: Ongoing Anticipated challenges: Resources are currently available Measuring success: Employee satisfaction and empowerment 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 Update: Rachelle Sasser, December 3, 2020
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.	HR, EMP	*Lead: President/CEO, and Vice President of Human Resources* Status: *In progress.* 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

Objective	Key Action Step	Plan	Status
			Development Manager, and two faculty (one academic faculty and one counseling faculty).
			The application and selection processes are anticipated to be completed by October 2021. There will be two cohorts – one in 2022, and another in 2023– each with 30 participants.
			Who else is contributing: Professional Development Manager, Director of Diversity, Compliance, and Title IX, President/CEO
			Who else needs to know: Staff, faculty, managers
			Timeline: Ongoing
			Anticipated challenges: Communication with outside entities such as the USC Race and Equity Center
			Measuring success: The first year we want to measure success by seeing the number of participants who have graduated from the academy
			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
			Update: Rachelle Sasser, June 1, 2021
9. Implement the Equal Employment Opportunity (EEO) Plan.		EMP	*Lead: Director of Diversity, Compliance, and Title IX*
			Status: *Completed.* An annual certification is due June 2021
			Who else is contributing: EEO Advisory Committee
			Who else needs to know: Vice President of Human Resources, Board of Trustees, President/CEO
			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.

Objective	Key Action Step	Plan	Status
			Anticipated challenges: Implementing the plan in a deliberate, methodical, and thoughtful way will take time and resources. Measuring success: Success is measured by compliance with the plan and the number of methods that were met. Closing the loop: Assessment in our strengths, and opportunities for innovation in EEO opportunities Updated: Tina Kuperman, May 11, 2021
STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.			
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			
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.	CC 2024, HR, EMP		*Lead: President/CEO, and Vice President of Human Resources* Status: *In progress.* 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. Who else is contributing: Director, Diversity Compliance and Title IX Who else needs to know: Managers requesting positions to be filled Timeline: Ongoing Anticipated challenges: Few mentors available, perhaps partner with A2Mend Measuring success: Increased diversity in faculty and administrator hires

Objective	Key Action Step	Plan	Status
			Closing the loop: We understand the importance of race and equity in recruitment and have developed a plan to implement the USC CUE recommendations Update: Tina Kuperman, November 17, 2020
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			***Lead: Director of Diversity, Compliance, and Title IX*** Status: *In progress.* 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. Currently, the Director of Diversity, Compliance, and Title IX has submitted to the President/CEO for review exit interview questions and revised faculty and administrator hiring procedures. Committees now receive training on diversity and bias. Who else is contributing: Human Resources staff, Vice President of Human Resources, President/CEO Who else needs to know: Hiring committees Timeline: Several timelines depending on the task, ranging from October 2020 to October 2021 Anticipated challenges: This will be a comprehensive update to current practices and will require time and resources 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. Closing the loop: increased candidate connection and engagement, and increased diversity in faculty and staff hiring. Update: Tina Kuperman, May 11, 2021

Objective	Key Action Step	Plan	Status
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		EMP	*Lead: Vice President of Human Resources* Status: *In progress.* Objective is currently being practiced Who else is contributing: Recruitment Screening Committees Who else needs to know: Director, Diversity Compliance and Title IX and selected applicants to be interviewed for position Timeline: Ongoing Anticipated challenges: Screening committee determines evaluation criteria for each position, prompts, and questions Measuring success: Welcome committee feedback on their experience Closing the loop: These demonstrations give the committee an opportunity to see how the candidate would behave in the actual job Update: Rachelle Sasser, December 3, 2020
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		EMP	*Lead: Vice President of Academic Affairs* Status: *In Progress.* The Vice President of Academic Affairs and the Academic Senate President began developing an equivalency process for Compton College (Administrative Regulation 7211). The AR went to the Educational Policies Committee for review on May 12, 2021 and they are still reviewing the regulation. Who else is contributing: Academic Senate President, Vice President of Human Resources Who else needs to know: Faculty, Academic Affairs Deans 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.

Objective	Key Action Step	Plan	Status
			Anticipated challenges: Clearly defining the process and requirements for granting equivalency. Measuring success: Process established and implemented. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.
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		HR	*Lead: Vice President of Human Resources* Status: *In progress.* 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. Who else is contributing: Recruitment Screening Committee Who else needs to know: Director, Diversity Compliance and Title IX and selected applicants to be interviewed for position Timeline: Ongoing Anticipated challenges: Some committees choose to request portfolios/samples and others do not depending on their style Measuring success: Student evaluations of courses 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 Update: Tina Kuperman and Rachelle Sasser, November 17, 2020
Objective: Enhance student preparation for academic success and completion.			

Objective	Key Action Step	Plan	Status
15. Expanding schedule offerings and sections of in-demand courses may necessitate recruiting, hiring, training, and retaining additional faculty.		CC 2024, Tech, HR	*Lead: Vice President of Human Resources* Status: *In progress.* 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. 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 Who else needs to know: Staff, faculty, managers Timeline: Ongoing Anticipated challenges: Learning about what courses are in demand, unknown number of seats filled and general need to increase fill rate Measuring success: Increase in number of in-demand courses offered and seats filled Closing the loop: Students come first at Compton College. We should be able to offer them the most relevant, interesting, and in-demand courses Update: Rachelle Sasser, December 3, 2020
STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.			

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.

Objective	Key Action Step	Plan	Status
16. Monitor hiring needs to implement online counseling.		HR	*Lead: Dean of Counseling and Guided Pathways* Status: *Completed*. 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. We continue to work through any challenges and we have scaled Cranium Café to the rest of the campus. We are using Cranium Café for in person enrollment services. We have provided refresher trainings to the entire division and outside stakeholders. Who else is contributing: Counseling, ConexED, DE, and all Cranium Café users Who else needs to know: Campus and community Timeline: Complete. 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. Measuring success: Reviewing data from Cranium Café, including video, phone, chat usage. Closing the loop: Our students need to have continued access to online counseling. Update: Cesar Jimenez, June 1, 2021

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	HR	***Lead: Vice President of Student Services, and Director of Basic Need and Success*** Status: *Not Started.* Who else is contributing: Human Resources Who else needs to know: Campus community Timeline: 2020-2021 Anticipated challenges: Not complete Measuring success: Not complete Closing the loop: None at this time No update.

Objective	Key Action Step	Plan	Status
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.)		CC 2024, HR	***Lead: Chief Technology Officer*** Status: On Hold. There are currently two open positions. The ITS Department needs to hire a Network and System Support Manager, a Cybersecurity Analyst, and an ADA 508-Compliance Analyst. Who else is contributing: Vice President of Human Resources Who else needs to know: Campus community Timeline: 2020-2021 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. Measuring success: Maintain information systems functionality and security for students, faculty, and staff. Improve cyber security. Closing the loop: Compton College needs to ensure sustainable funding for the new positions in the general fund. Updated: Andrei Yermakov, June 1, 2021.

Technology

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 3: SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.		
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		
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.	CC 2024, Tech, HR	***Lead: Chief Technology Officer*** Status: *In progress* Who else is contributing: Facilities, Service Areas, Instructional Divisions Who else needs to know: Campus, Students Timeline: Ongoing Anticipated challenges: Funding Measuring success: Provide adequate technologies that enhance learning experience for our students. Next Steps: Continue upgrading classrooms with current technologies. Closing the loop: Compton College needs to establish a formal process or adopt a policy to establish the equipment replacement cycle. Updated: Andrei Yermakov, June 1, 2021

Key Action Step	Plan	Status
2. Adopt a course management system (Canvas).	CC 2024	**Lead: Vice President Academic Affairs** Status: *Completed*. Who else is contributing: Instructional Divisions Who else needs to know: Faculty, staff, Professional Development Manager Timeline: Completed. Anticipated challenges: None Measuring success: None Closing the loop: All faculty have shells created each term.
3. Improve the reliability of Wi-Fi access across the campus.	CC 2024, Tech	**Lead: Chief Technology Officer** Status: *Completed.* Who else is contributing: Unknown Who else needs to know: Affected Areas Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Provide campus-wide Wi-Fi coverage. Next steps: Compton College will maintain and monitor the status of the campus-wide Wi-Fi system. Closing the loop: Compton College needs to continue to plan and invest in upgrading Wi-Fi system across the campus and develop a capital budget schedule that will allow to maintain the Wi-Fi system. Updated: Andrei Yermakov, June1, 2021.

Key Action Step	Plan	Status
4. Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	Tech, Equity	***Lead: Chief Technology Officer*** Status: *Incomplete.* Who else is contributing: Distance Education, Web Master, Chief Facilities Officer, Faculty, Professional Development Who else needs to know: Campus Community Timeline: Fiscal year 2021-22 Challenges: Funding, lack of dedicated staff to oversee the accessibility program. Anticipated challenges: Lack of dedicated staffing. Measuring success: Making learning materials and technologies accessible; meeting compliance. Next Steps: President/CEO authorize to hire a dedicated 508 compliance staff that will take the lead of the implementation of the campus-wide accessibility program. Closing the loop: President/CEO and the Cabinet accepted the recommendation of the 504/508 Committee to hire a 504/508 staff. Updated: Andrei Yermakov, June 1, 2021.

Key Action Step	Plan	Status
5. Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.	Tech	***Lead: Chief Technology Officer, and Director of Institutional Effectiveness*** Status: *In progress*. 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 & 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. Who else is contributing: Information Technology Services (ITS), Academic Affairs, Bookstore, Library, Faculty Who else needs to know: Faculty, Students, Staff Timeline: Fall 2020 Anticipated challenges: Funding Measuring success: Course success rates Closing the loop: Reports were requested by Guided Pathway Divisions, and Institutional Effectiveness staff are continuing to roll out access across the campus. Updated: Lauren Sosenko, June 7, 2021

Key Action Step	Plan	Status
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.	Tech	*Lead: Chief Technology Officer* Status: *In progress* Who else is contributing: Services Areas, Instructional Divisions Who else needs to know: Professional Development Manager, Faculty, Staff Timeline: Fall 2021 Anticipated challenges: Time and labor-intensive project. Measuring success: Upgrade obsolete equipment with current technologies to provide modern teaching and learning technologies Next Steps: ITS will provide a report of the assessment to the Cabinet after faculty and staff computers' refresh. Closing the loop: Compton College needs to establish a periodic technology internal technology assessment process with the help of the ITS Department and the Technology Committee Updated: Andrei Yermakov, June 1, 2021
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)	Tech, EMP, DE IEPI, SOAA 3c	*Lead: Vice President of Student Services, Dean of Counseling and Guided Pathways, and Chief Technology Officer* Status: *In progress. For Student Services CRM Recruit, C*RM Advise (Early Alerts), Student Hub on Canvas, ZOOM, Cranium Café, Comevo (Orientation), CCCMyPath, and Program Maps are all platforms that are being used. There are also numerous programs in O365 that we utilize such as Microsoft Teams (Interdepartmental Communication), SharePoint (Out of District Data Hub), OneDrive (Interdepartmental Communication) Who else is contributing: Staff, Students, Faculty Who else needs to know: Campus community

Key Action Step	Plan	Status
		Timeline: Ongoing 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. Measuring success: Increase is usage of technology platforms. Closing the loop: Due to Pandemic, here has been a push to use the existing platforms to maximize student support online and increase internal communication with team and outside partners. Updated: Elizabeth Martinez June 1, 2021
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)	Accreditation Action Plan	***Lead: Director of Community Relations*** Status: *In-Progress.* In spring 2019, CCCD's website was migrated to the Compton College website. 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. • Web pages are maintained by respective offices/departments and reviewed for content and accuracy by the Director of Community Relations. • The Director of Community Relations schedules Professional Development training for faculty and staff to support the maintenance of webpages using OU Campus. Fall 2021 and Spring 2022 Faculty/Staff Training has been scheduled for September 10 and March 11. Additional 'open labs' to be discussed with Professional Development. • All Institutional Standing Committee webpages are maintained and reviewed for accuracy by the respective administrative assistant for that Institutional Standing Committee.

Key Action Step	Plan	Status
		• Guided Pathway Division webpages are in progress. STEM and FACH are complete. Who else is contributing: ITS, Faculty and staff as assigned; 508/504 Technology Subcommittee; Diversity. Equity and Inclusion Director Who else needs to know: All programs and departments Timeline: Ongoing 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. Measuring success: Successful redesign of the College website based on the users' experience not the College's organizational structure. Provide clear, accurate and useful information. Closing the loop: Bids/proposals submitted by May 27 deadline; to be reviewed Tuesday, June 1 at 11:30am w/ Business Office. 508 assessment of website - Electronic and information technology used, maintained, developed, or procured must be accessible to persons with disabilities. Timeline: select vendor by June 2; approval of contact June 15; project completion by July 30, 2022 Updated: Heather Parnock, May 31, 2021
9. Update Technology Plan	Accreditation	*Lead: Chief Technology Officer* Status: *Completed*. 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 *Compton College 2024* master plan. All major constituent groups, including the Compton College Academic Senate, reviewed and provided feedback on this updated Technology Plan prior to its

Key Action Step	Plan	Status
		Board Approval on November 19, 2019.
		Who else is contributing: Vice President of Administrative Services
		Who else needs to know: Campus community
		Timeline: Spring 2021
		Anticipated challenges: Funding
		Measuring success: Technology Plan serves as the foundational document for the school accreditation and guidance for future technologies.
		Closing the loop: None at this time
Objective: Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.		
10. Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design, including fully implementing the student laptop loan program.	Tech, EMP	*Lead: Chief Technology Officer* Status: In progress. Who else is contributing: Information Technology Services (ITS), Special Resource Center, Facilities Who else needs to know: Faculty, Staff, Students Timeline: Ongoing Anticipated challenges: Funding; Outside Contractors. Measuring success: Improved students experience through Tartar Completion by Design. Next Steps: Continue supplying laptops, hotspots, and other support materials and equipment to students. Updated: Andrei Yermakov, February 22, 2021.
11. Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.	Tech	*Lead: Chief Technology Officer, and Chief Facilities Officer* Status: *In progress*. Ongoing with new construction E.g., Document Cameras Who else is contributing: Faculty, Library- Student Success Center (L-SSC)

Key Action Step	Plan	Status
		Who else needs to know: Faculty, Staff, Students Timeline: Ongoing Anticipated challenges: Funding; Integration with existing technologies on campus Measuring success: Empowerment of end-users with latest technology that is easily upgraded. Next Steps: Continue deploying smart classroom technologies to the new facilities. Updated: Andrei Yermakov, February 22, 2021. *Updated*: Linda Owens, June 1, 2021

Key Action Step	Plan	Status
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.	EMP	***Lead: Director of Educational Partnerships, Dean of Counseling and Guided Pathways*** Status: *In progress*. 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. Who else is contributing: Director of Educational Partnerships, VP of Academic Affair, VP of Student Services, Dean of Guided Pathways and Counseling; Admissions & Records Who else needs to know: Dual enrollment partners Timeline: Ongoing Anticipated challenges: Current SharePoint system in homegrown. Does not include communications for instructors and students or integrate with Banner. Measuring success: Number of Dual Enrollment students registered Closing the loop: None at this time Updated: Daisy D. Alfaro and Nelly Alvarado, February 23, 2021
13. Develop Distance Education advisory committee at the Compton College	Accreditation	***Lead: Distance Education Faculty Coordinator*** Status: *Completed*. 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

Key Action Step	Plan	Status
		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. Who else is contributing: Who else needs to know: Affected Areas Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Not complete Closing the loop: None at this time.
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.	QFE	*Lead: Distance Education Faculty Coordinator* Status: *Complete*. 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. Who else is contributing: Not complete Who else needs to know: Affected Areas Timeline: Spring 2021

Key Action Step	Plan	Status
		Anticipated challenges: Funding
		Measuring success: Not complete
		Closing the loop: None at this time
15. Hire a Distance Education Faculty Coordinator from the ranks of full-time instructors on reassigned time.	QFE	***Lead: President/CEO and Vice President of Academic Affairs*** Status: *Complete*. 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 is in the process of renovation 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 hired a full-time Distance Education Manager and a 40% Faculty Instructional Designer. The College also will continue the Distance Education Faculty Coordinator. Current in negotiations with the Faculty Union regarding proposed revision to the job description for the Distance Education Faculty Coordinator Position. Who else is contributing: Vice President of Human Resources Who else needs to know: Affected Areas Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Not complete Closing the loop: None at this time Update: Sheri Berger, May 21, 2021

Key Action Step	Plan	Status
16. Develop and adopt the *Compton College DE Faculty Handbook.*	QFE	***Lead: Distance Education Faculty Coordinator*** Status: *Complete***.** The Handbook was completed in February 2019 and was approved by the Academic Senate. Who else is contributing: Faculty Who else needs to know: Affected Areas Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Not complete Closing the loop: None at this time

Key Action Step	Plan	Status
17. Implement a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric.	QFE	*Lead: Distance Education Faculty Coordinator* Status: *Complete*: 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 cohort started this training, and additional cohorts will be considered (the Distance Education Team has 90 people who have requested this training). Who else is contributing: Not complete Who else needs to know: Affected Area Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Not complete Closing the loop: None at this time

Key Action Step	Plan	Status
18. Increase awareness and use of Distance Education support services.	QFE	***Lead: Distance Education Faculty Coordinator*** Status: *Complete.* The Distance Education Faculty Coordinator trained a small cohort of counselors to implement online counseling Q&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. 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. CVC-OEI *Cranium Cafe Student Hub* 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 *NetTutor* was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. *Proctorio* was installed into Canvas to address the need for testing software and this funding ends in June 2020 from the CVC-OEI. *Labster* will be installed next week which addresses the need for online laboratory courses and this funding ends in December 2020 from the CVC-OEI. *Ally* will be installed next week which addresses the need for managing accessibility across all Canvas courses and the deadline for this funding will be provided by the CVC-OEI Who else is contributing: Not complete Who else needs to know: Affected Areas Timeline: Spring 2021 Anticipated challenges: Funding Measuring success: Not complete Closing the loop: None at this time

Key Action Step	Plan	Status
19. Produce an online student orientation video that will be required viewing for all Distance Education students.	QFE	**_Lead: Distance Education Manager_** **Status:** _On-Going._ The Distance Education department is currently contracting with Intellicom on the development of a Distance Education Orientation video. Once the orientation video is completed it will be determined how best to implement the video for all students. Who else is contributing: Learning Management System Specialist Who else needs to know: Distance Education Faculty Coordinator Timeline: Spring 2021 Anticipated challenges: Measuring success: Student preparedness and online/hybrid student retention Closing the loop: Need to partner with Institutional Effectiveness to obtain DE data on success and retention rates. _Update: Airek Mathews May 21, 2021_
20. Oversee the transition from Etudes to Canvas.	QFE	**_Lead: Vice President of Academic Affairs_** Status: _Complete._ Transition was completed on June 7, 2019. Who else is contributing: Not complete Who else needs to know: Affected Areas Timeline: Completed. Anticipated challenges: Funding Measuring success: Unknown Closing the loop: Unknown

Research and Planning

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Enhance student preparation for academic success and completion.		
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.	CC 2024, Tech	*Lead: Director of Institutional Effectiveness* Status: *In progress.* 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. Who else is contributing: Instructional Faculty, Counselors and Advisors, Distance Education Committee, Student Services Directors, Student Success Center, Strong Workforce and Adult Education/CTE. Who else needs to know: Library, Campus Community, Community, K-12 Districts, 4-year colleges and universities, Elected officials, Chancellor's Office. Timeline: Ongoing, reported at end of each semester Anticipated challenges: Lack of adequate staffing, improving efforts to prepare students for transfer level coursework, Lack of funding, Current remote working environment

Key Action Step	Plan	Status
		Measuring success: Increased course success among students who access technology resources. 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 wi-fi earlier in the term. Updated: Lauren Sosenko, June 7, 2021
Objective: Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer		
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.	Tech	***Lead: Vice President of Student Services, and Director of Institutional Effectiveness*** Status: *On Hold.* Waiting on the deploying of Touch Net/One Card. The Chief Technology Officer reported that the system is moving toward implementation, but the final timeline is still undetermined. Who else is contributing: Academic Affairs, Student Success Center, Tartar Success Teams, STEM Center, Information Technology Services Who else needs to know: Distance Education Committee, Professional Development Committee, Counselors/Advisors Timeline: Ongoing 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 . 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)

Key Action Step	Plan	Status
		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. Updated: Lauren Sosenko, June 7, 2021
3. Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.	EMP	**Lead: Director of Institutional Effectiveness** Status: *In progress*. 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. Institutional Effectiveness staff will administer it again in spring 2021 and provide a summary of findings to Consultative Council in summer 2021. Who else is contributing: Academic Affairs, Core Planning Team Who else needs to know: Campus community Timeline: Fall 2020 Anticipated challenges: None Measuring success: The Core Planning Team and the Institutional Effectiveness Committee will consider reasons why students are withdrawing from classes. Updated: Lauren Sosenko, June 7, 2021

Key Action Step	Plan	Status
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 & Faculty Survey to include online education. Identify best practices in online education and build measures of those practices into the evaluation process.	DE IEPI	***Lead: Director of Institutional Effectiveness*** *Status: In progress.* 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 Education team to implement student and faculty surveys and ask them to make a recommendation about what data and practices should be considered in the study. Lauren Sosenko, Airek Mathews, and Sheri Berger met in January 2021 to create an evaluation plan. Activities and updates will occur in spring term with a report in summer 2021. Who else is contributing: Distance Education Faculty Coordinator, Distance Education Manager, Learning Management System Specialist. Who else needs to know: Faculty, Academic Affairs, Academic Senate, Human Resources Timeline: Ongoing Anticipated challenges: Turn-over in faculty coordinator, Measuring success: Increased distance education success rate. Closing the loop: The data dashboard needs to be refined based upon feedback from the Distance Education Advisory Committee and the Director of Distance Education. Updated: Lauren Sosenko, June 7, 2021

Key Action Step	Plan	Status
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)	Accreditation Action Plan	***Lead: Director of Institutional Effectiveness, and Vice President of Administrative Services*** Status: *In-Progress.* 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 calendar on its committee webpage. To increase transparency about budget allocations and prioritizations timelines, the Planning and Budget Calendar has been incorporated into *Administrative Regulation 6200: Budget Calendar* and was approved by the CCCD Board of Trustees in July 2019. The AR6200 was updated again in spring 2021. 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. In spring 2021, Compton College completed the planning process for 2021-22, with recommendations for $250,000 in augmentations/enhancements across the college. The PBC recommended the tentative budget for 2021-22 based upon information from the Govenor's May Revise of the state budget.

Key Action Step	Plan	Status
		Who else is contributing: Core Planning Team, Institutional Effectiveness Committee
		Who else needs to know: Campus
		Community Timeline: Ongoing
		Anticipated challenges: Participation across the campus in planning.
		Measuring success: Increased rate of complete and on-time annual plans and program reviews
		Closing the loop: None at this time.
		Updated: Lauren Sosenko and Abdul Nasser, May 26, 2021

Key Action Step	Plan	Status
6. Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified	Accreditation Action Plan	***Lead: Director of Institutional Effectiveness, and Director of Basic Needs and Success*** Status**:** *In-Progress***.** 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. In summer 2021, Institutional Effectiveness will disaggregate its Institutional Set Goals. Who else is contributing: Academic Affairs and Student Services. Who else needs to know: Campus community. Timeline: Ongoing 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. Measuring success: Decreased disproportionate impact among all affected groups, such as black or African American, Pacific Islanders, males, LGBTQ, and Veterans. Closing the loop: All data tools will have ethnicity and gender drill-downs. Further, additional training will be needed for faculty to access and use the disaggregated data. Updated: Lauren Sosenko, June 7, 2021

Key Action Step	Plan	Status
7. Reorganize and develop committee responsibilities across the campus.	QFE Action Plan	**Lead: President/CEO** Status: *In Progress.* 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. On April 3, 2021, we will be contacting a meeting with all campus committee members. The meeting will be co-lead by the President/CEO and the President of the Academic Senate. During summer 2021, we will be reviewing committee assignment and the committee webpages to update for the 2021-2022 year. Who else is contributing: Consultative Council, Academic Senate, Classified Union, Faculty Union, Associated Student Body Who else needs to know: Campus community. Timeline: Ongoing Anticipated challenges: Participation, especially among students. Measuring success: All committees are meeting with full participation and making recommendations to the college. Closing the loop: None at this time. Updated, Dr. Keith Curry, President/CEO, June 1, 2021

Key Action Step	Plan	Status
8. Develop Core Planning Workgroup attached to the Institutional Effectiveness Committee (IEC).	QFE Action Plan	***Lead: Director of Institutional Effectiveness*** **Status:** *Complete.* 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 and the Planning Summit in 2020-2021. Upon reflection, the college leadership have assigned the Core Planning Workgroup to be a subcommittee of the Planning & Budget Committee, and the chair will provide updates to the PBC starting in summer 2021. Who else is contributing: Core Planning Workgroup Who else needs to know: Institutional Effectiveness Committee, campus community Timeline: Complete. Anticipated challenges: Full participation Measuring success: Core Planning Team is meeting with full participation and making recommendations to the Institutional Effectiveness Committee 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. Updated: Lauren Sosenko, June 7 2020

Key Action Step	Plan	Status
9. Establish an institutional-wide program review timeline and ensure that program reviews are evaluated and completed in accordance with this timeline	Accreditation	***Lead: Vice President Academic Affairs, Vice President Student Services, and Program Review Faculty Coordinator*** Status**:** *Completed***.** 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 The Institutional Effectiveness Committee 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. Who else is contributing: Institutional Effectiveness Committee, faculty, staff Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: Ongoing adherence to the established timeline Measuring success: Number, rate of completed program reviews 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.

Key Action Step	Plan	Status
10. Program review reports and shared governance committee meeting minutes are to be disseminated in a timely manner	Accreditation	**Lead: President/CEO, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Human Resources, and Vice President of Administrative Services** Status: *Completed*. To increase effectiveness and transparency among constituent groups, all completed Program Reviews are currently posted on the College's website on either the Academic Program Review webpage or the Administrative/Student Services Program Review webpage. 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 President/CEO webpage as well as on the College's social media channels. All Institutional-Standing Committees' minutes are posted online at http://www.compton.edu/adminandoperations/campus-committees/. Who else is contributing: Administrative Assistants, committee co-chairs Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: Adherence to the policy Measuring success: The number, rate of posted agendas and minutes 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.
11. Hire Manager of Research and Planning	QFE	**Lead: President/CEO**

Key Action Step	Plan	Status
		Status: *Complete*. 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 & Planning to Institutional Effectiveness. The position's title is now "Director of Institutional Effectiveness." Who else is contributing: None Who else needs to know: Campus community. Timeline: Complete Anticipated challenges: None Measuring success: Fully-functioning Institutional Effectiveness department Closing the loop: None.
12. Implement a Program Review and Planning (PRP) system to strengthen the link between Program Review and annual planning.	QFE	***Lead: Director of Institutional Effectiveness, Vice President of Academic Affairs, and Program Review Faculty Coordinator*** Status: *Complete*. 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. In January 2021, the College began implementing eLumen for SLO and program and review after the Core Planning Team made a recommendation to switch from Nuventive. It is expected that eLumen will be used for program review beginning spring 2022. Who else is contributing: All faculty and staff who complete annual plans and program reviews.

Key Action Step	Plan	Status
		Who else needs to know: Campus community Timeline: Complete Anticipated challenges: None Measuring success: The number, rate of completed program reviews and annual plans Closing the loop: None.
13. Enter all annual plans into PRP system.	QFE	*Lead: Director of Institutional Effectiveness* Status**:** *Complete***.** 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 2019-2020 evaluation report 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 2020-2021 Report is available online. Who else is contributing: Faculty and staff who serve as annual plan leads. Who else needs to know: Campus community Timeline: Annual, ongoing Anticipated challenges: None Measuring success: Number, rate of completed annual plans Closing the loop: Through the annual plan evaluation, Institutional Effectiveness has identified a number of opportunities for improvement, including the voting roll-up system.

Key Action Step	Plan	Status
14. Improve strategies related to the Program Review process: communication.	QFE	***Lead: Vice President of Academic Affairs, Academic Deans, Institutional Effectiveness Committee, and Program Review Faculty Coordinator*** Status**:** *Complete***.** 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. Who else is contributing: Discipline faculty, Institutional Effectiveness committee (IEC) and Institutional Effectiveness office. Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: Access to data, poor data analysis, one-faculty disciplines Measuring success: Number and percentage of completed program reviews, reduce the number of overdue PR and two-year CTE supplemental reports. 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. *Updated: Dr. Paul M. Flor, May 10, 2021*

Key Action Step	Plan	Status
15. Update and maintain Planning and Budget Calendar.	QFE	*Lead: Vice President of Administrative Services, and Director of Institutional Effectiveness* Status**:** *Complete***:** The Planning and Budget Calendar has been created and updated for the current academic year and is posted as Administrative Regulation 6200. Who else is contributing: None Who else needs to know: Campus community Timeline: Ongoing to maintain Anticipated challenges: None Measuring success: The planning and budget deadlines on the calendar are met. Closing the loop: None at this time.
16. Communicate deadlines related to Planning and Budget to faculty and staff.	QFE	*Lead: Vice President of Administrative Services, and Director of Institutional Effectiveness* Status**:** *Complete***:** 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. Who else is contributing: None Who else needs to know: Campus community. Timeline: Establishing process is complete; Implementing process is ongoing Anticipated challenges: None Measuring success: The planning and budget deadlines on the calendar are met. Closing the loop: None at this time.
STRATEGIC INITIATIVE 2: SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.		
Objective: Enhance student preparation for academic success and completion.		

Key Action Step	Plan	Status
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.	CC 2024, Tech, HR	***Lead: Vice President of Academic Affairs*** Status: *In progress*. With the pandemic impacting enrollment, this has proved challenging, but will continue to review course offering data to make informed decisions. We are focusing the schedule on classes with demand and monitoring enrollment throughout the registration cycle. All students can apply for a Chromebook and/or hotspot to have access to classes remotely. Who else is contributing: Admissions & Records, Counselors and Advisors, Information Technology Services, Student Equity, Director of Institutional Effectiveness Who else needs to know: Library, Distance Education Committee, Student Services Managers Timeline: Spring 2020 and ongoing Anticipated challenges: Lack of adequate staffing, Funding limitations, Unanticipated enrollment changes due to external forces, declining enrollment Measuring success: Increase in enrollment. Closing the loop: None at this time. Updated: Sheri Berger, May 21, 2021.
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	EMP	***Lead: Vice President of Academic Affairs, and Director of Institutional Effectiveness*** Status: *Not started.* 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 summer 2021 to consider a research study about hours of operation. Who else is contributing: Vice President of Student Services, Vice President of

Key Action Step	Plan	Status
		Administrative Services Who else needs to know: Campus community Timeline: Spring 2021 Anticipated challenges: None Measuring success: Increased student persistence and course success. Closing the loop: None at this time. Updated: Lauren Sosenko, June 7 2021
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.	EMP	*Lead: Director of Institutional Effectiveness, and Vice President of Academic Affairs* Status: *Not Started.* Institutional Effectiveness will meet with Academic Affairs in summer 2021 to design a research study about student demographics and needs. Who else is contributing: None Who else needs to know: Campus community Timeline: Spring 2021 Anticipated challenges: None Measuring success: Increased enrollment and persistence. Closing the loop: None at this time. Updated: Lauren Sosenko, June 7, 2021
20. Conduct a data-based assessment of student demographics to develop course schedules that match students' needs within particular disciplines (e.g., if parents of young children are	EMP	*Lead: Director of Institutional Effectiveness, and Vice President of Academic Affairs* Status: *Not Started.* Institutional Effectiveness will meet with Academic

Key Action Step	Plan	Status
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).		Affairs by fall 2021 to design a research study about student demographics and needs. Who else is contributing: None Who else needs to know: Campus community Timeline: Fall 2021 Anticipated challenges: None Measuring success: Increased enrollment and persistence. Closing the loop: None at this time. Updated: Lauren Sosenko, June 7, 2021
20b. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	SOAA 4g	*Lead: Director of Institutional Effectiveness, and Vice President of Academic Affairs* Status: *In Progress.* The theme for the Tartar Success Team Institute 2.0 was data. The Institutional Effectiveness TST members supported in the implementation of data template usage. Additionally, Institutional Effectiveness has created and distributed Tableau report on success and retention and enrollment trends. They have engaging stakeholders and work with the TSTs to identify best practices in supporting student success. Furthermore, the college partnered with the Achieving the Dream for continued support with data, with a focus on teaching and learning. Last, the Professional Development Manager was hired and Faculty – Professional Development liaisons are being hired to support ongoing targeted professional development. The Professional Development Manger sent a survey to the campus asking for input and suggestion on professional development in spring 2020 and 2021. Findings are available the Office of Institutional Effectiveness website. Finally, the college requested faculty teaching and learning professional development plans in spring 2021. Who else is contributing: None

Key Action Step	Plan	Status
		Who else needs to know: Timeline: Fall 2021 Anticipated challenges: None Measuring success: Closing the loop: None at this time. Updated: Lauren Sosenko, June 7, 2021
Objective: Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.		
21. Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.	Tech	*Lead: Director of Institutional Effectiveness, Chief Technology Officer and Chief Facilities Officer* Status: *In progress.* IT staff regularly communicates with faculty about technology needs. Compton College also participated in the statewide COVID-19 survey. Further, faculty identified technology professional development needs in the needs assessment administered in spring 2021. The findings are available online. 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 Who else needs to know: Facilities, Special Resource Center, Campus Police Timeline: Spring 2020 and ongoing Anticipated challenges: Lack of adequate staffing, funding limitations, remote work environment, and participation

Key Action Step	Plan	Status
		Measuring success: Increased student course success in online classes Closing the loop: None at this time. *Updated*: Linda Owens, June 1, 2021
STRATEGIC INITATIIVE 5: ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS		
Objective: Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.		
22. Analyze workforce trends to identify two new CTE program areas.	CC 2024	*Lead: Dean of Student Learning with oversight of Business and Industrial Studies, and Dean of Student Learning with oversight of Health and Public Services* Status: *Completed*. 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 has been approved by the Regional Consortium 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 2022. In 2020-2021, the college is in predevelopment 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 2022. Who else is contributing: Institutional Effectiveness, Strong Workforce and Adult Education, Career Clarity Committee, Transfer and Career Center Community/Local Industry. Who else needs to know: Community/Local Industry, K-12 Districts, Students, Elected officials, Local community colleges and 4-year colleges/universities. Timeline: Apple Swift currently being offered. CNA will be offered in Summer 2021. Biotechnology considering to be offered in Spring 2022. Anticipated challenges: Gaps in technical knowledge and skills, Access to

Key Action Step	Plan	Status
		technology, Transitioning to virtual platforms for instruction, Funding limitations. Lab space for Biomanufacturing in MS building will be available in 2-3 years. Plan for integrating full-time instructors; run 1 for summer and one each semester; two instructors to cover the hospital oversight, possibly three instructors at the site location. Measuring success: State-approved programs of study. Course evaluations are completed; previously it was manual entry, now it is taken through Qualtrics digitally. Show market demand for the program and show students attaining a living wage. It leads to a career ladder if not a living wage at the beginning. Consider reporting the median wage (will be a little bit higher); recommends we report the bottom 25th percentile. Heroes wage here in CA is increasing the wage because of the Covid-19 pandemic. Be sure to teach the Career Ladder through a real, tangible process. Closing the loop: Consider how to add CNA as a career ladder for entry into the Registered Nursing program. Add certificate as part of the admissions criteria. Consider deciding on an application period and include counselors, faculty, admissions and other important constituents for adding this component. Course Outline of Record are appropriate to add courses to the schedule. *Updated: Peju/LW/SW/CD, February 19, 2021; Dr. Paul M. Flor May 10, 2021*

Key Action Step	Plan	Status
23. Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.	EMP	*Lead: Director of Institutional Effectiveness* Status: *In progress*. 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 Department of Public Social Services (DPSS). Further, the college is working with California State University, Dominguez Hills (CSUDH) to establish a data sharing partnership with the local university. The MOUS for the DPSS and CSUDH partnerships have been executed. Who else is contributing: President/CEO, Vice President of Student Services, K-12 and university partners, and county department staff Who else needs to know: Campus community Timeline: Ongoing Anticipated challenges: Family Educational Rights and Privacy Act (FERPA) limitations, financial aid rules, and other privacy laws that limit identifiable data sharing Measuring success: Successful data sharing Closing the loop: The multiple data sharing agreements require data privacy and security. The Data Governance Committee has suggested that all employees receive the FERPA trainings through Keenan and Associates. Updated: Lauren Sosenko, June 7, 2021

General and Facilities

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
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)	Accreditation Action Plan	*Lead: President/CEO, and Chief Facilities Officer* Status: *In-Progress.* 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. Who else is contributing: Consultants (e.g. PCM3 and Project Architects) Who else needs to know: CBOC, End-users in each new building, Citizens' Bond Oversight Committee Timeline: Ongoing as construction continues Anticipated challenges: collection of pertinent data on each piece of proposed/installed equipment. Measuring success: Work with consultants to calculate TOC for each new building. Closing the loop: Total Cost of Ownership covers many areas *Updated*: Linda Owens, June 1, 2020

Key Action Step	Plan	Status
2. Ensure all meeting agenda and related documents include the college mission statement.	Accreditation	*Lead: President/CEO* Status: *Completed*. 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 *2019-20 College Catalog*, and page 5 of the *Compton College 2024* comprehensive master plan. Who else is contributing: Unknown Who else needs to know: Unknown Timeline: Unknown Anticipated challenges: Unknown Measuring success: Unknown Closing the loop: None at this time
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)	Accreditation	*Lead: President/CEO and Academic Senate President* Status: *Completed*. 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. Who else is contributing: Faculty, staff, administrators Who else needs to know: All campus stakeholders Timeline: Completed

Key Action Step	Plan	Status
		Anticipated challenges: None at this time
		Measuring success: Document is completed and disseminated to all stakeholders
		Closing the loop: None at this time
4. Develop board policies and procedures for Compton College under the authority of CCCD (II.A.10)	Accreditation	***Lead: President/CEO*** Status**:** *Completed*. 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. Who else is contributing: Unknown Who else needs to know: Unknown Timeline: Unknown Anticipated challenges: Unknown Measuring success: Unknown Closing the loop: None at this time

Key Action Step	Plan	Status
5. Develop a curriculum process at Compton College	Accreditation	*Lead: Vice President of Academic Affairs, and Curriculum Committee Chair* Status: *Completed*. 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. 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. 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 *et seq.*, 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. 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

Key Action Step	Plan	Status
		Education Curriculum Subcommittee (DECS), was formed to review the distance education (DE) field in the COR. 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 intuition 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. Who else is contributing: Unknown Who else needs to know: Unknown Timeline: Unknown Anticipated challenges: Unknown Measuring success: Unknown Closing the loop: None at this time
6. Develop a Program Discontinuance Policy for CCCD	Accreditation	*Lead: Vice President of Academic Affairs* Status: *Completed*. 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 service area with the Compton Community College District's stance on program discontinuance, Administrative Regulation 4021: Program

Key Action Step	Plan	Status
		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. Who else is contributing: Unknown Who else needs to know: Unknown Timeline: Unknown Anticipated challenges: Unknown Measuring success: Unknown Closing the loop: None at this time
7. Digitize student records currently stored as hard copies		***Lead: Vice President of Student Services, Vice President of Academic Affairs, and Chief Technology Officer*** Status**:** *Completed***.** 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. Compton College Student Services Managers met individually with their ECC management counterparts to classify all Compton College student records. 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. At present, the College has begun to digitize all forms in Admissions and Records. For example, many of the Admissions and Records forms and

Key Action Step	Plan	Status
		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. Who else is contributing: Unknown Who else needs to know: Unknown Timeline: Unknown Anticipated challenges: Unknown Measuring success: Unknown Closing the loop: None at this time