Compton College 2024 Action Plan

December 2022 Update to the Compton Community College District Board of Trustees

Introduction

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

Leaders from across the campus will update this Action Plan quarterly, and institutional standing committees will review the progress and provide feedback about the Action Plan updates each quarter. This is the second submission of the Action Plan to the Board of Trustees for the 2022-2023 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. 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, how the college is measuring the 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.

No.	Key Action Step	SI	Objective	Plan Alignment	Lead	Status	Update- (300 word limit)	Who else is contributing?	Who else needs to know?	Timeline	Measuring success:	Closing the Loop	Update:
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.	1	Tailor degree and certificate programs to meet the needs of our students	Compton College 2024 Comprehensive Master Plan (CC 2024), Human Resources Staffing Plan (HR), Enrollment Management Plan (EMP), Equity	Director of Community Relations	In progress	Increased efforts to attract students include ongoing promotion of College Promise Program to in-District eligible HS seniors; career education marketing & recruitment campaign (completed in August 2022); ESL-related ads; and term-specific marketing and recruitment campaigns.

Strategic Marketing - 2022-2023 Outreach & Recruitment Activities Plan finalized; firm to be hired to assist with enhanced marketing and advertising for the college.

Culture-Specific Information Strategies to be determined. Adult Strategic Enrollment Marketing Plan in progress; to be implemented in spring 2023. | Educational Partnerships, Outreach & Marketing EM Sub-Committee; Institutional Effectiveness; Workforce Development; faculty and Classified staff | Guided Pathway Divisions, Tartar Success Teams, high school counselors | Ongoing | Increase enrollment of new students based on target audience(s). Compare new applicants to successful registration. | Report on enrollment from 2017-2018 through 2023-2024, compare new applicants to successfully registered students. Research Request to be submitted. | Heather Parnock, 11/30/2022 |
| 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 | 1 | Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates | HR | President/CEO, Vice President of Human Resources, and Director of Community Relations | Not completed | Collect graduates' contact info (with Admissions & Records, Student Development, and Institutional Effectiveness) from graduation petitions, National Student Clearing House, online form (to be developed), and other sources (to be determined).

Leverage various types of media outlets to communicate recruitment messages to potential employees including but not limited to: website, social media, especially LinkedIn, and traditional and non-traditional advertising

Direct-to-candidate recruitment through direct-sourcing (utilize multiple databases), workplace recruiting (employees and students), and employee referrals. | Director of Diversity, Equity and Inclusion; | Institutional Effectiveness | Ongoing | Improve the diversity of candidates applying for employment with the Compton CCD. | Implement the recommendation from the USC Race & Equity Center | Heather Parnock, 6/13/2022 |
| 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: Streamlining 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. | 1 | Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates | EMP | Dean of Counseling and Guided Pathways and Director of Educational Partnerships | In-progress | Dr. Nelly Alvarado worked with CRM Recruit consultants and developed a CRM Recruit process and training with stakeholders. Drafted email communications in summer 2022 to build automatic messages to students addressing areas of improvement highlighted by EAB. Additionally, the CRM Advise early alert timeline continues to be reviewed and reassessed. We piloted the usage of text messaging and emails in CRM Recruit for New Student Welcome Day and it was impactful. | Educational Partnerships, Strong Workforce, CTE Career Pathways Coordinator, Admissions & Records, Counselors, Student Services Advisors, Academic Affairs, and Ellucian | None | Annual Process | Number of prospective students in CRM Recruit moving from opportunities to applicants. Number of Early Alerts managed. | None at this time. | Nelly Alvarado August 29, 2022 and Cesar Jimenez September 1, 2022 |
| 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. | 1 | Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations | HR, EMP | Director of Community Relations | In-progress | Graduate Communications will continue to assist Compton College with the management of the our social media channels (Facebook, Instagram, Twitter, YouTube, and TikTok) to increase targeted marketing efforts and improve communication with prospective and current students, as well as community members and District partners.

A new full-time web developer/social media coordinator job description is in progress. Goal is to fill the position in 2023. (COVID-19 Block Grant funding)

Website redesign project is nearing completion. New site to go live inspiring 2023. A new Future Students webpage will be available to direct students to the appropriate steps to enrollment based on what type of student they are, ex. Veteran, reverse-transfer, or ESL. | faculty, staff, counselors, students, Educational Partnerships, Tartar Success Teams, Career and Technical Education (CTE); Strong Workforce; and Outreach & Marketing EM Sub-Committee | community, parents, high school counselors | Ongoing | Increase in followers on social media; diverse social media content; increase in the number of prospective students completing an online interest form | Develop communications and marketing plan to reach prospective students. | Heather Parnock, 11/30/2022 |
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.	1	Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations	EMP	Director of Educational Partnerships	In-progress	The Compton College Promise Steps to Enrollment include completion of the FAFSA/CADAA, core services, and the First-Year Program and EOPS applications. Educational Partnerships provides workshops to assist students complete the steps to enrollment and provide information about other support programs on campus. The Promise Program collaborates with the FACH Guided Pathways Counselor 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.	Financial Aid, Counseling and Guided Pathways, EOPS/CARE, SRC, Community Relations, CTE, Academy Affairs	Students, K-12 Districts, Community	On-Going	*Number of Promise students, number of students who completed FAFSA/CADAA, number of students participating in EOPS/CARE, FYE	All programs meet on a bi-weekly basis to review student's core service completion. Moved the Oliver W. Conner College Promise intake form to Qualtrics.	Nelly Alvarado August 29, 2022
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.	1	Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations	EMP	Director of Educational Partnerships and ESL Department Faculty	In-progress	Materials were translated into Spanish and are being used in our outreach events.	Dean of Student Success	Educational Partnerships, Adult Education and Workforce Development	Spring 2022	Outreach materials translated into Spanish and available	Gaining an understanding if enrollment of people from households with Spanish as the primary language are a result of these materials.	Sheri Berger, September 1, 2022
7	Implement the Veterans Center	1 and 2	Improve recruitment, enrollment, retention, and completion rates for our students. Support the success of all students to meet their educational, and career goals	Equity	Director of Financial Aid and Scholarships	Completed	December 5, 2022: The Compton College VRC certifying official participated on the Stand Down Event hosted in September 2022. Through this event, attendees had the opportunity to learn more about the various resources available to them at Compton College. Flyers containing important information were provided to attendees. For the Veteran's Week in November, veteran students were invited to the VRC for a luncheon to celebrate Veterans Day. A series of workshops were also hosted that week which included FAFSA 101, VPAN info Session, resume and cover letters tips, how to access educational benefit while in Compton College, and employment strategies and tips to gainful employment. On November 15, 2022, the certifying official attended a training to learn more about the certifying system for VA Once that is now the Enrollment Management system Compton College will utilize.	Mr. Keith Cobb, Ms. Kisha McThirsty, Ms Marlene Leyva	Current and prospective students, the veteran community	ongoing	Numbers of students served per semester	Increasing awareness of the different services and resources available for the veteran student population.	Xochilt Arauz December 5, 2022

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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).	3	Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations	EMP	Vice President of Student Services, and Director of Educational Partnerships	In-progress	Compton College is a partner in two Gear Up grants with UCI and one Gear Up grant with CSUDH. Once of the UCI Gear Up grants has the majority of 9th grade students attending Centennial HS enrolled in Dual Enrollment. The CSUDH Gear Up program will begin offering dual enrollment opportunities in summer 2022. Compton College hosted an In-Service training to all Gear Up partners in March 2022.	CUSD, Academic Affairs, Director of Community Relations	NA	On-Going	Number of Gear Up students participating in dual enrollment opportunities	Provide Steps to Dual Enrollment training to Gear Up Partners. Invite Gear Up partners to CUSD workgroup meetings to ensure students' registration and academic progress is shared with all	Nelly Alvarado August 29, 2022
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.	3	Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations	SOAA 2F	Vice President of Student Services, and Director of Educational Partnerships	In-progress	Compton College hired Dual Enrollment Specialists to help onboard Dual Enrollment students. The office of Educational Partnerships and Counseling and Guided Pathways collaborate to assign counselors who will work with dual enrollment students at the partner high schools to create comprehensive educational plans. CCCMyPath was implemented to help prospective students learn more about academic programs through the career cards and program sheets. Moreover, first-time students are encouraged to complete the steps to enrollment and meet with a counselor to select courses before registration.	Counseling and Guided Pathways, Admissions and Records, Academic Affairs, Institutional Effectiveness, Career Ladders Project	High School Partners, Community, Prospective Students	Ongoing	Number of students who enter college level coursework in a program of study	Need to collaborate with K-12 partner districts to promote academic programs and career opportunities- bring Compton College Tartar Success Teams and faculty to promote programs of study and career opportunities within pathways.	Nelly Alvarado August 29, 2022
8b	Increase outreach for health and technical field programs, including engaging community professionals.	4	Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.	CC 2024	Director of Adult Education and Workforce Development, and Associate Dean of Nursing	In-progress	Plans in the works to renovate 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 WDACS was connected to help us outreach to disconnected Youth and Young Adults, and non-traditional aged participants. Exploratory programs for the A.S., A.S.-T & Certificate in Addiction Studies; Computer Software & Application Design; 0614.20 Electronic Game Design Compton College; Horticulture; Labor & Industrial Relations; Machine Learning & Artificial Intelligence; Radiologic Technologies; and Special Education have all been sent forward to the LA Regional Consortium. 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 outlet to health careers. Ongoing outreach partnership with adult schools underway to boost recruitment for late start Apple Swift Coding course (CIS 61). Apple Swift Coding program under way and the Apple Consulting Network entrepreneurship program has continued since Fall 2021. New CIS and Logistics considerations being made for Compton USD dual enrollment. Incremental increases of Apple Coding Initiative; First Lynwood HS cohort started and second cohort of certificate earners in Spring 2022; Department Chair Yahye stated the Apple Consultant App Network training to begin in Spring 2023. Sequential CDEV cohorts with LACOE and area childcare center referrals continue through Spring 2022. MTT/aerospace manufacturing collaboration with Fastener Innovation Technology, Inc. (FIT) for Header operation training is planned to continue in 2022-2023.	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.	Industry partners, Career centers, Local unions, Transfer institutions, community colleges and universities, high schools, health care facilities, counselors, faculty, community-at-large,	2022-2023	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.	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. Finalize structure and specialization path with instructor Michael Van Overbeck to properly market the opportunity to future students.	Lynell Wiggins, 9/6/2022
9b	Assistance is provided to students who are unlikely to be accepted into the impacted ADN Program. Students interested in health careers are encouraged to enroll in the CNA Program or culinary arts, to redirect them to another more viable path to credentials and a career	4	Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.	SOAA 3d CC2024	Associate Dean of Nursing	In-progress	The CNA Program connects with all interested applicants each month to provide ongoing program requirements and updated information. The Counseling Department and Nursing Department hold bi-monthly Zoom ADN Program Information Sessions open to all interested applicants. This Information Session meeting now includes information on the CNA Program. Furthermore, outreach for the CNA Program student recruitment messages on Twitter & Compton Connects. Our hospital affiliates share with us our student employment opportunities for CNA's and for new graduate registered nursing hiring and new graduate training programs.	Industry partners; Guided Pathway Divisions, Associate Dean of Nursing, Health & Public Service TST	Counseling, Faculty, TST, & Community Relations, Nursing Department Staff	On-going	Full enrollment of both the CNA & ADN Programs	Monitoring and analysis of enrollment, attrition and program completion trends for the 2021-2024 academic years .	Dr. Carol DeLilly 9/6/2022

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10	Create a Collaborative Partnership Planning Team to develop and help implement a plan	3 and 4	Create collaborative partnerships with industry leaders in the allied health and technical fields.	CC 2024	Director of Adult Education and Workforce Development	In-progress	Initial workgroup vetted and approved the Graduate Communications Marketing and Communications plan for $150,000 to build a new CTE webpages 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 Heather Parnock, director of Community Relations; Dr. Carol DeLilly; Associate Dean of Nursing; Rashid Yahye BIS GPD Chair; EOPS representative Monique Anderson; LA Regional Director Shari Herzfeld, Charlotte Augestein (Information-Communications-Technology Regional Director), Dr. Airek Mathews, DE Manager; and faculty members, Brittany Olayele (ESL), and BIS GPD Counselor. 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. CNA program in Health & Public Services Guided Pathway Division looking to begin in Fall 2021. Assigned by Dr. Curry as a member of the Adult Learner Strategic Enrollment Management (SEM) Committee tasked with identifying our adult learner cohort to effectively communicate and onboard them to success. There is now a Strong Workforce Action Committee (SWAC) to implement the CA Competes recommendations and the REACH and Adult Learner SEM groups have fulfilled this role in the interim. Outreach and Marketing sub-plan established to operationalize targeted sections of CTE and adult learner strategies to stimulate enrollment. Characterized by Careers for a Cause, Commercial Music Technology Apprenticeship, and strengthening of Biomanufacturing program.	Hospital -based affiliates, Industry partners; Guided Pathway Divisions, Health & Public Service, TST, Los Angeles Economic Development Corporation	Human Resources, transfer & career center, students; faculty; budget/planning;	Pre-Pandemic/Post-Pandemic Efforts, 2022-2023 for integrated planned for partnership team.	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). Increased enrollment and actualization rates from marketing efforts.	CNA program in 3rd cohort. Registered Nursing Core Curriculum developed in LA RNCC consortium for bachelor's degree skill-leveling. Outreach and Marketing sub-group have published new sub-plan and added content to broader Enrollment Management plan.	Lynell Wiggins, 9/6/2022
11	Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.	4	Create collaborative partnerships with industry leaders in the allied health and technical fields.	EMP	Director of Adult Education and Workforce Development	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. Work transitioning to Graduate Communications implementation of CTE leads from marketing campaign. June 30, 2022, completion date so transitioned to continuing strategy with Graduate Communications.	N/A	Director of Community Relations, Director of Educational Partnerships, Outreach, EOPS, CalWORKs, Special Resource Services	On-going	Enrollment based on direct lead generation. Number of actual application completers that enroll in CTE classes when comparing list of inquiries to actual enrollees. 20% lead actualization rate for those that saw advertisement and followed through to completion. Suggested by marketing representatives that this is one of the highest performing rates they've seen in recent years.	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. Staff currently going through CRM-Recruit Training in March 2022; trained, but system not functioning properly still. Moved forward with using other resources to accomplish tasks.	Lynell Wiggins, 9/6/2022
12	Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, HR	Director of Educational Partnerships	In-progress	Currently in the last year of a 5 year grant with the Department of Education. The grant UB) grants closed in January 2022. Compton Community College District submitted a grant application but was not awarded. The Upward Bound Math & Science (UBMS) grant submission deadline was June 3, 2022. Received award of $1.4 million dollars over the next 5-years (2022-2027).	K-12 districts, Institutional Effectiveness, Business Services	NA	3-Jun-22	number of grants awarded	Submitted UBMS grant before June 3, 2022 deadline.	Nelly Alvarado August 29, 2022

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13	Offer college classes at high schools and summer enrichment classes for K-12 (i.e., Kollege 4 Kids).	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, HR	Vice President Academic Affairs	Ongoing	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. Summer enrichment activities for 9-12 grade students were held during summer 2022 and submissions for summer 2023 activities are due December 9, 2022.	VP Student Services, Director of Educational Partnerships, Deans, Director of Adult Education and Workforce Development, Admissions and Records, Division Chairs, and Faculty	High School Partners, Counseling	Fall 2021, information sent to campus about summer enrichments. Summer enrichment commences summer 2022	1) Classes continue to be offered at high school, 2) A summer enrichment program is established for summer 2022.	The dual enrollment classes are doing well, but we need to focus on increasing our regular enrollment to ensure we are balanced in our offerings.	Sheri Berger, December 5, 2022
14	Offer bike friendliness	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, HR	Chief Facilities Officer	In-progress	After construction is complete, we will re-establish bike paths.	Facilities Committee	campus wide	1 year	more bike paths utilized	we have to finish the bigger projects that have impacted common walkways and bike paths.	Linda Owens Jackson, August 29, 2022
15	Offer peer mentors	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, HR	Vice President Student Services, Dean of Counseling and Guided Pathways	Not Completed	This will not be moved forward.	N/A	N/A	N/A	N/A	N/A	Cesar Jimenez, September 1, 2022
16	Establish a working group (or existing committee) to address how best to strengthen the role of outreach and marketing for CTE programs, e.g., develop a coordinated outreach plan for targeting potential students through various means and expanding educational partners beyond current feeder schools to include continuation high schools, other adult schools, and community-based organizations.	4	Create collaborative partnerships with industry leaders in the allied health and technical fields.	California Competes	Dean of Student Learning over Business and Industrial Studies	In-progress	2nd District Community College Partnership. ECMC grant for $500,000 funded. Program title: Advancing Career Readiness through Organizational Reform and Intergovernmental Collaboration.	Director of Adult Education and Workforce Development	Director of Community Relations	03/01/22 - 2/29/24			P. Flor, 09/2022
17	Inventory existing employer relationships, to make recommendations for how to better leverage existing and generate new relationships, to establish clear goals for employer partnerships, and to develop a process for continued engagement with both individual programs and the college as a whole.	4	Create collaborative partnerships with industry leaders in the allied health and technical fields.	California Competes	Director of Workforce Development and Adult Education	In-Action	I. Fastener Innovation Technology (FIT) – focused on training our machining students in "heading" (Hechinger Op-Ed); paid as interns II. LA County Department of Economic Opportunity (get trained and hired); $300 weekly for 8-weeks, complete noncredit Basic Career Certificate III. Establish the Employer Partner Alliance of Compton College (TEPAC2) a. Subscribe to a higher level of involvement and engagement than traditional advisory members. b. A letter will be mailed to interested employer partners asking for membership in the inaugural cohort. c. Selection will be based on how many success categories employers are willing to take on through participation. Paid Internships Providing job-site tours Mentorship/networking No-cost training and/or jobs.	Dr. Abiodun Osanyinpeju, Theresa Echeverria-Barragan, Sean Moore, Dr. Cesar Jimenez, Dr. Carol DeLilly	Academic Senate, Counselors, Director of Community Relations	April 2022 - On-going	CTE Faculty need to build enduring partnerships that provide access to equipment/industry innovation, interns and job opportunities. Limited support of CTE faculty based on the number of tasks they're asked to complete; faculty exhibit inconsistent partnership relationships based on multiple responsibilities	Met goal of establishing minimum of 28 employer partners by June 15, 2022; this equates with 2 program partners (providing job-site tours, mentorship/networking, no-cost training, internships, and/or jobs) in each of our 14 broad CTE program areas. Standardizing industry expectations for next step.	Lynell Wiggins, 9/6/2022

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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.	1	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	Vice President of Academic Affairs	In Progress	As a result of AB 705 conversations in fall 2021 and spring 2022, the English faculty have discussed creating noncredit classes to provide support for students. They have also decided to no longer offer ENGL RWA. The department is discussing the creation of noncredit support classes to cover skills from ENGL RWA. Math has submitted a plan to get to 90/10 (transfer level/pre-transfer level) by fall 2025, however, the College received a letter from the Chancellor's Office and effective summer 2023, no below transfer classes will be scheduled.	English and math faculty, Deans of Academic Affairs	Community Relations, EOPS, ASG, Student Life, Counseling, Library and SSC, Admissions, Outreach, Welcome Center	2021-2022 English, summer 2023 Math	Curriculum in English developed and implemented, Reduction of pre-transfer level math offered	Creation of noncredit classes to support English classes shows increased success compared to when student took English RWA	Sheri Berger, December 5, 2022
1b	Required math courses are appropriately aligned with the student's field of study	1	Educate students about pathways to graduation	SOAA 1e	Vice President of Academic Affairs	Completed	Math placements have been designed to direct students based on their area of interest. The math placement has been reviewed to include use of high school coursework and revised and will be posted on the web and in catalog. Completed program maps have been uploaded into Program Mapper.	English and math Faculty, Division Chairs of STEM and FACH, Deans of Academic Affairs, Dean of Counseling and Guided Pathways	Admissions, Counseling, Outreach, Welcome Center	Completed	Students are informed of their right to enroll in transfer-level math and the benefits of doing so.	Students enroll in corequisite support classes using recommendations based on high school GPA.	Sheri Berger, December 5, 2022
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.	1	Educate students about pathways to graduation	CC 2024	Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways	Completed	Most program maps have HDEV 110 written in the program pathways as of spring 2021, where applicable. Program Mapper has been launched and many include HDEV 110 in the first year. Counselors have recommended HDEV courses to students during counseling sessions. The Counselors, Advisors, and Call Center Workers have copies of low enrolled classes, including HDEV, to encourage registration. Recently, we encouraged participants of New Student Welcome Day to register for HDEV.	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	Career and Technical Education/Workforce Development, Promise, Athletics, First-Year Experience (FYE), Counseling, Academic Affairs, campus community, and students.	Completed	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.	Look at enrollment, success, and retention data for HDEV 110.	Sheri Berger, December 5, 2022
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.	1	Educate students about pathways to graduation	EMP, SOAA 1a, d	Dean of Counseling and Guided Pathways	Completed	We finished and published program mapper on the college website and CCC MyPath. The workgroup will meet to discuss additional maps to implement. All current program maps have bene uploaded into Degree Works. The maps will be updated for 2022-2023. We will add the new biomanufacturing program. Furthermore, we will add career development milestones that were created by the Career Center.	Faculty, Counselors, Chairs, Academic Deans, Vice President of Academic Affairs, and Vice President of Student Services	Campus, students, high school partners, and community	Completed	Degree completion and program map utilization.	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.	Cesar Jimenez September 1, 2022
4	Structure communities around Guided Pathways. Expand Welcome Center services by Guided Pathway Divisions.	1	Educate students about pathways to graduation	EMP	Dean of Counseling and Guided Pathways	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 lead events, I.e. STEM Week, Virtual Paint Night, Cosmetology Kits, etc. 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. We are exploring hiring additional SSAs to help with building structure communities. Furthermore, they are active with early alert and check-in with students when they receive them. Last, they offer virtual steps to enrollment and in person steps to enrollment assistance.	Welcome Center – Student Services Advisors	Academic Affairs, Stud	Ongoing, Student Services Advisors continue to work on building a sense of community for students via virtual steps to enrollment, TST proposals, and CCCMyPath	Increase student sense of belonging and having higher applicant/enrollee yield rates and retention rates.	Review of applicant/enrollee yield at Compton College and retention rates.	Cesar Jimenez September 1, 2022

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5	Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).	1 and 2	Educate students about pathways to graduation	EMP	Director of Financial Aid and Scholarships	In-progress	December 5 2022: We hosted our first Cash for College event on campus on December 3, 2022. We had a total of 24 people attend the event. Upon arriving, attendees were guided to the Little Theater and were welcomed by the FA Director Mr. Cobb, Dr. Curry, CSAC Commissioner Ms. Juanita Doplemore, and CSAC executive Director Ms. Marlene Garcia. Shortly after the opening remarks students were inviting to stay for the Financial Aid 101 English presentation and those who wanted to attend the Spanish session were escorted to the Student Lounge. Students who were ready to receive assistance with completing the FAFSA or Dream Act application were escorted to the computer lab located in the SSC room 108, a group of volunteers from CALSOAP and CSAC from 9 am to 1 pm. The resource fair was held from 11 am to 1 pm and participants included 1)Black and Males of Color Success, 2) CalWORKs, 3) Educational Partnership, 4) EOPS, 5) Honors Transfer Program, and 6) ST. John's Health Center. Operational Calendars have been created for the Direct Loan Program, the Scholarship Program, the SAP program, and the CHAFEE program. The purpose of creating operational calendars for every programs managed by the Financial Aid Department is to compile all relevant events, tasks, activities, deadlines, timelines required to meet deadlines, reports, and time sensitive task in one document per program. In doing, it will ensure that we are managing each of the programs in an efficient way and have all of the information that is needed to successfully carry out the task required for each program. We are in the process of creating an operational calendar for the Federal Workstudy, Cal Grant, Dreamers, LAEP, R2T4, Title IV programs. Once all operational calendars have been created, this information will be compiled into a master operational calendar for the Financial Aid Department.	FA Staff with Collaboration other Student Services Departments.	Other Student Services Departments, current and prospective students.	Ongoing	Numbers of Financial Aid applications completed on a year-by-year basis.	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. And increase awareness of completing the FAFSA and CA Dream Act application among our current and prospective students to maximize their financial aid while enrolled at Compton College.	Xochilt Arauz December 5, 2022
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.	1	Educate students about pathways to graduation	EMP	Director of Educational Partnerships & Dean of Counseling and Guided Pathways	In-progress	Educational Partnerships has implemented Compton College Application and MyCompton Portal 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, Workgroup meetings have been established with the three partner districts, workgroups meet every three weeks to discuss registration, academic progress, grading etc. Moreover, counseling appointments for all AB 288 programs started in winter 2021 and have continued since. Hired 2 additional adjunct counselors to help with Ed. Plans offsite. Furthermore Student Services Advisors are assigned to five Guided Pathway Divisions. They provide in-person and virtual steps to enrollment assistance.	Admissions & Records, Counseling and Guided Pathways, Learning Management System Specialist, Academic Affairs, K-12 Partner Districts	Students, Community	On-Going	Number of Dual Enrollment students	Early planning is critical. Need faculty training on teaching practices, procedures at the high schools, grade reporting etc.	Cesar Jimenez September 1, 2022
7	Provide additional resources for Dream Act students.	2	Attract and retain traditional students and focus on retaining nontraditional students.	CC 2024, HR	Director of Financial Aid and Scholarships, Director of Basic Needs and Success	In-progress	December 5 2022: The UndocuAlly Taskforce had their Professional Development Workshop on December 2nd for faculty and staff at Compton College to provide information on how they can support undocumented students at Compton College. Wellness Sessions with St. John's are continuing through the end of the semester. Our next Wellness Session will be on Wednesday, December 14. Biweekly newsletters are sent out to students and staff to invite folks to events and provide resources for success. The UndocuAlly Taskforce meets bi-weekly to share updates and plan for Spring 2023. Our next meeting will be on Tuesday, December 6th. The UndocuAlly Counselor is going through the list of students who submitted a California Dream Act for 2021-2021 to identify active students, and students who still need an educational plan, and to collect data such as phone numbers to easily invite our students to shops and events.	IE, Student Equity, Adult Education Admissions, Financial Aid, Welcome Center, Outreach, Educational Partnerships, and Counseling	The Compton, Paramount, and Lynwood communities	Ongoing, continue to assist Dream Act and students who are undocumented via free workshops but also with emergency grants.	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.	Offer personalized appointments to complete Dream Act application and completion of Dream Act verification documents.	Xochilt Arauz December 5, 2022
8	Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Dean of Counseling and Guided Pathways	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. The TSTs have been trained on how to send text messages to students and have sent them in spring 2022.	Director of Community of Relations and Student Services Division.	Campus, community, and students	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.	Increase in student utilization of @compton.edu, mobile app, attendance of events, and completion of emailed applications.	Finalize Communications Matrix	Cesar Jimenez September 1, 2022
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	2	Minimize the equity gap for access, retention, and graduation rates.	CC 2024, HR	Director of Educational Partnerships	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 counseling 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.	Counseling and Guided Pathways, Admissions & Records, Financial Aid, EOPS/CARE	K-12 Partners, Students, Community	On-Going	*Number of Promise Students, FAFSA/CADDA successful application completion, registration in FYE, EOPS	None at this time	Nelly Alvarado August 29, 2022

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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.	2	Minimize the equity gap for access, retention, and graduation rates.	EMP	Vice President of Academic Affairs	In-progress	English faculty will continue Communities of Practice during 2022-2023. Just in Time Workshops for both English and math are approved for 2022-2023. Team teaching in English continues and will be evaluated in spring 2023 for effectiveness. The Math faculty are discussing new interventions to begin in summer and will submit a proposal by the end of March 2023.	Deans of STEM and FACH, Division Chairs of STEM and FACH, Math and English Faculty, Student Success Coordinator, Instructional Specialists	Guided Pathways Committee, Counseling, Student Success Committee	Began summer 2020, and continuing	Compare success and retention in these classes with sections not in the Community of Practice. Increase numbers of students passing English and math in first term and first year. Compare success rate for students who participated in Just in Time Workshops. Increased success rates overall.	Continuing conversations and new strategies based on state Chancellor's guidance.	Sheri Berger, December 5, 2022
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.	2	Minimize the equity gap for access, retention, and graduation rates.	EMP, Equity	Vice President of Academic Affairs and Vice President of Student Services	In-progress	The taskforce chairs are developing 18-month timeline for the rollout of an initial pilot and scaffolded full rollout of a revised FYE program. Faculty will provide input around the establishment of an introductory college course that all FYE students will take in the future that can be taught across the curriculum. Written recommendations were presented to the Academic Senate on May 19, 2022 to gather faculty feedback on the recommendations. A new faculty co-chair for the FYE taskforce has been assigned and the taskforce has been meeting.	Counseling, Financial Aid, Extended Opportunity Programs & Services (EOPS), Dean of Student Success, members of Tartar Success Teams, GP Committee	Academic Affairs, Student Services, students and community.	Ongoing	FYE program re-established	Learned that the previous structure was not as effective as expected, we will re-evaluate after the program is revamped.	Sheri Berger December 5, 2022
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	2	Minimize the equity gap for access, retention, and graduation rates.	Equity	Director of Basic Needs and Success	In-progress	The Compton College Student Equity Plan has been completed and submitted to the Chancellors Office for approval. Compton will be focusing on improving outcomes for Men of Color, Latinx students, and African American students in the next 3 years. A copy of the SEA plan will be available online in January 2023	Gensler Institute, Institutional Effectiveness	Campus stakeholders	23-Jan	Completion of Equity Plan	Campus wide distribution of the SEA plan.	L. Willis 11/28/22
13	Implement childcare services to potential students on campus as identified at the Tartar Success Institute.	2	Minimize the equity gap for access, retention, and graduation rates.	EMP	Director of Child Development Center	In-progress	July 1, 2021, the CDC has fully transitioned to on-site learning for the children of Compton College students and Compton College employees. Child care for ages 12 to 48 months is provided Monday - Friday from 7:45 am - 4:45 pm. The center can enroll thirty-two (32) infants/toddlers, and thirty-four (34) preschoolers with teaching staff consisting of seven(7) qualified eight (8) hour teachers and seven (7) fully qualified eight hour (8) assistant teachers. The center will hire two (2) teachers to replace two (2) retiring teachers. Enrollment increases as the colleges continues to provide onsite classes.	Teaching Staff, CDE Early Learning and Care Division, Community Care Licensing, and Department of Social Services.	Campus Community, Compton Community	On-going	Enrollment is increasing. The budget deficit is decreasing.	The CDC is fully staffed. Enrollment is to capacity and each class has a waitlist.	Dr. Melita E. Ferguson, August 23, 2022
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.	2	Minimize the equity gap for access, retention, and graduation rates.	EMP	Director of Educational Partnerships	In-progress	Updated the list of Community Based Organizations and Faith Based organizations in spring 2022 for targeted outreach activities. Working with three Gear Up grants to outreach to middle school students and their parents. Promote a Compton College Dual Enrollment to Promise pipeline early in students' educational trajectory to promote college and career readiness.	K-12 Partners, Gear Up Partners, Community	Student, parents, and the community	On-Going	Participation in Dual Enrollment	Track participation in outreach activities	Nelly Alvarado August 29, 2022
15	Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.	2	Minimize the equity gap for access, retention, and graduation rates.	EMP	Director of Basic Needs and Success	In-progress	The Farmers Market on campus opened in November 2022 we currently have about an average attendance of 200 students on Wednesdays. There still needs to be a strategic effort on getting the word out to students and the surrounding community. Currently CRCD does not have an employee assigned to us for housing services as this needs to be a large focus for the rest of the academic year.	Tartar Support, Basic Needs, EOPS	Campus stakeholders	On-Going	Creating strategic partnerships that bring services to Compton College students.	None at this time	L. Willis 11/28/22
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.		Enhance student preparation for academic success and completion	CC 2024, HR, Technology Plan (Tech), SOAA 3e	Vice President of Academic Affairs	Ongoing	A fieldwork student from CSULA provided an analysis of courses that have not been offered in last 3 years, which continues to be updated by the Academic Affairs Analyst. The document is provided when updated to deans and division chairs to use in preparing schedules. Additionally, all faculty and staff continue to be able to respond to a scheduling needs survey and results have also been shared with deans and division chairs.	Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness		On-going	Fills rates at census increase by 5-10% for 2022-2023.	Enrollment is a concern and understanding new enrollment patterns resulting from the pandemic is a challenge.	Sheri Berger, December 5, 2022
17	Fully implement Compton College Welcome Week activities in the fall and spring semesters.		Enhance student preparation for academic success and completion	EMP	Director of Student Development and Athletics	Completed	Welcome Week events were successfully held in-person for Fall 2022. Incorporating GDP teams and other students services on campus. Currently, OSD and ASG are planning and preparing for Spring 2023 Welcome Week events.	All student services departments	N/A	On-going	Number of students in attendance of events and reached through tabling	Increase efforts to continue in-person events in Spring 2023 and consider re-integrating zoom options, if appropriate	Mercedes Luna, December 5, 2022

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18	Fully implement a College ambassador program.	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024	Director of Educational Partnerships	In-progress	Hired four Student Ambassadors. Budget allocation was insufficient to hire more. Submitted a proposal to the President/CEO for a budget augmentation to hire up to 10 through June 30, 2022. Proposal was approved. Posted job announcement on CANVAS, social media, and Tartar Village, and class presentations. However, we did not have many applicants as students do not want to drive off-campus given the current gas prices. Have 4 Ambassadors as of August 2022.	Financial Aid, Student Equity, CalWORKs	Departments who can refer students who can represent Compton College	On-Going	Number of Student Ambassadors hired	Will need budget augmentation for 2022-2023	Nelly Alvarado August 29, 2022
19	Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts.	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	EMP	Director of Educational Partnerships & VP of Student Services	In-progress	Memorandums of Agreement are updated annually.	President/CEO, VP of Student Services, K-12 District Superintendents, Director of Community Relations	Board of Trustees	On-Going	Number of signed agreements	Change structure to include what Compton College will provide and what the K-12 Districts will provide as partners	Nelly Alvarado 3/13/22
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.)	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, EMP	Vice President of Academic Affairs	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.	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	High School Partners	Completed	Classes are scheduled.	Ongoing AB288 pathways with USDs.	Sheri Berger, December 5, 2022
21	Establish partnerships with K-12 districts to financially support dual enrollment specialists.	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	EMP	Director of Educational Partnerships, and Dean of Counseling and Guided Pathways	Completed	Compton Unified School District currently pays for 1.5 Dual Enrollment Specialists. The other .5 is funded by the Pritzker foundation. And the 3rd Specialist is funded by the College Futures Foundation. Hired 2 Dual Enrollment Specialists on June 1, 2022 to fill vacancies from November and December 2021.	President/CEO, VP of Student Services, K-12 Partners, Pritzker Foundation, Director of Student Equity and Achievement, College Futures Foundation, Dean of Counseling and Guided Pathways	NA	On-Going	Number of funded Dual Enrollment Specialists	Communication with funders regarding outcomes for students	Nelly Alvarado August 29, 2022
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.	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	EMP	Director of Educational Partnerships	Completed	Dual Enrollment Specialist #1 charged 100% to Compton Unified School District (CUSD) Assigned to Compton Early College Position vacant as of November 5, 2021- Filled June 1, 2022 Dual Enrollment Specialist #2- charged 50% to Compton Unified School District (CUSD) and 50% Pritzker (managed by Director of Student Basic Needs and Success) through December 2022. Assigned to Centennial, Compton, and Dominguez High Schools Dual Enrollment Specialist #3 charged 100% to the College Futures Foundation (managed by the Dean of Counseling and Guided Pathways) Assigned to Firebaugh, Lynwood, Paramount, and CAMS Position vacant as of December 17, 2021- Filled June 1, 2022	Director of Student Equity and Dean of Counseling and Guided Pathways	NA	On-Going	Number of MyCompton Portal Workshops offered, Early Alerts managed, Dual Enrollment Edquity grants awarded.	Need on-going communication with all budget managers and Business Services to ensure corrective measures are in place early, not after the fiscal year closes.	Nelly Alvarado August 29, 2022
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.	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	EMP	Director of Educational Partnerships, and Dean of Counseling and Guided Pathways	In-progress	Dual Enrollment Important Dates & Deadlines is complete. Policies and Procedures Manual for Students/Parents is also completed. We hired the Careers Ladders Project to help us and provide technical assistance with the development of the DE policies and procedures and manual, completed December 2021. Last, the district hosted a Dual Enrollment Summit on August 19, 2022 for key stakeholders.	Admissions & Records, Counseling and Guided Pathways, Career Ladders Project	students, parents, and the community	On-Going	Completion of the Dual Enrollment Handbook	Need to have Dual Enrollment Handbook translated in other languages	Nelly Alvarado August 29, 2022 and Cesar Jimenez September 1, 2022

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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).	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	EMP, Equity, SOAA 4c	Director of Adult Education and Workforce Development, and Dean of Counseling and Guided Pathways	In-progress	On-going virtual transfer workshops and transfer day events with representatives conducting virtual meet-ups with students. The Transfer Center committee grew and added more members, including counselors. The Transfer Center worked with Institutional Effectiveness to revive the Summer Scholars Transfer Initiative. We hosted three trips to UCI, ASU, and CAU. The Transfer Center will host the first in-person university fair on October 18 since the start of the COVID-19 Pandemic. Additionally, we will host the HBCU Caravan on November 1. 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. 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. The Transfer & Career Center Counselor and Articulation Office have led transfer trainings and presentations. LA Economic Development Corporation has planned industry workshops to assist students with better understanding career opportunities. Multiple workshops have been added to the College calendar for student participation.	LAEDC, Student Advisors, Career Clarity Committee, Transfer & Career Ctr, Student Advisors, Job Placement Specialist, and Career Pathways Coordinator.	Academic Senate, Associated Student Body, Financial Aid – Work Study, EOPS, CalWORKs, Special Resource Services	Semester by semester implementation; On-going based on Guided Pathway College Futures Foundation provided funding to scale career training and all FT Counselors will get MBTI/Strong certified.	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. Increased awareness and engagement of external companies and industry expectations is crucial to student preparation. Participation in LAEDC workshops are a great marker for determining greater industry awareness of anticipated skill-sets.	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. Increased confidence in career opportunities exhibits a positive correlation to academic success and motivation. We will continue to look for opportunities to heighten students awareness of career expectations through classroom speakers and educational programs offered by industry experts.	Cesar Jimenez September 1, 2022
25	Implement STEM Internships	3	Strengthen our focus on the broader needs of the community served by Compton Community College District.	Equity, SOAA 4c	Director of Basic Needs and Success, and Director of Adult Education and Workforce Development	In-progress	The College has continued its relationship with base 11 providing stem learning opportunities for students. We will be reestablishing the STEM advisory council help promote STEM opportunities on campus and gain new community partnerships for internships. Students will also be encouraged to utilize Compton College's job placement program to assist in finding opportunities in the STEM field. Lorena Fonseca will be working with CSUDH to become an ambassador	STEM Center, STEM Pathways	Campus Community	On-Going	establishment of additional internships and STEM advisory team.	Base 11 internships are still extended for students to apply for summer opportunities.	L. Willis 6/9/22

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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.	1	Tailor degree and certificate programs to meet the needs of our students	CC 2024, HR	Professional Development Manager, and Vice President of Academic Affairs	In-progress	Through the Professional Teaching and Learning plans, the English faculty will continue the Community of Practice in 2022-2023 as well as team teaching, which will be evaluated in spring 2023.	Division Chairs and Faculty, PD Liaisons	PD Liaisons, Faculty Development Committee	ongoing throughout AY 2022-2023 semester(s).	Increase percentage of students completing transfer level math and English in their first year.	A recent survey debrief revealed that faculty have gained a deeper connection by established trust among their peers.	Sheri Berger, December 5, 2022
2	Provide orientation and customer service training for all campus personnel. Orientations and customer service training must be made available in-person and online	1	Tailor degree and certificate programs to meet the needs of our students	CC 2024, Tech	Professional Development Manager	In-progress	Service excellence training was established in Fall 2021 to develop a culture of service excellence at Compton College that promotes proactive approaches, supported by innovative thinking and effective communication.

Background: A key role of every employee is to educate and empower our students by serving as a resource to navigate our policies and help them feel welcome, included, and at home. Every employee plays a role in student enrollment, student retention, and student success. | Professional Development Committees to include the Professional Learning & Engagement Committee and the Classified | PD Liaisons, Faculty Development Committee, and Management Development Committee | Ongoing throughout AY 2022-2023 semester(s). | Increase the quality of customer service experiences campus wide on the campus climate survey responses in 2022-2023 from prior years. | Compton College continues to offer professional learning opportunities to all employees throughout the academic year. | Pilar Huffman, November 23, 2022. |
| 3 | Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement | 1 | Tailor degree and certificate programs to meet the needs of our students | | Professional Development Manager | In-progress | A continuum of professional learning opportunities are availiable to faculty, staff, and administrators to include:
1. Continuous revitalization of the Professional Development webpage to provide resources and tools for professional learning opportunities. This also includes on-demand web access to the Vision Resource Center for webinar training.
2. The Professional Development Calendar provides learning opportunities throughout the academic year. | Professional Development Committees, PD Liaisions, Academic Senate, Campus Community, Chancellor's Office | Campus community | Ongoing throughout AY 2022-2023 semester(s). | Improve teaching and student support practices and increase student achievement. | College continues to offer professional learning opportunities to all employees throughout the academic year. | Pilar Huffman, November 23, 2022. |
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.	1	Educate students about pathways to graduation	CC 2024, Tech, HR	Dean of Counseling and Guided Pathways	On-going	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. We successfully updated DW to 5.0.5. We will look to the new update of 5.0.6. We have "what-if" Degree Works video and how to obtain SEP video available on Compton College YouTube channel and Counseling website. Have recently provided access to HDEV Faculty and HTP Coordinator to extend access.	Information Technology Services, Student Services, Counselors, Academic Affairs, and Admissions & Records	Professional Development Manager, Campus members and students	Ongoing	Increase in persistence, retention, and degree completion as well as utilization of technology platforms	None at this time	Cesar Jimenez September 1, 2022
5	Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.	1	Educate students about pathways to graduation		Distance Education Manager and Professional Development Manager	In-progress	Results from the Spring 2022 revealed that 60% of faculty have an interest in learning to use technology to enhance teaching effectiveness. In Fall 2022, a series of technology training courses were offered and will be continued to be available in group and one-on-one sessions throughout the upcoming semesters.	n/a	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase the capacity and efficiency with technology for Compton College staff and faculty.	College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.
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).	1	Enhance student preparation for academic success and completion.	HR	Director of Diversity, Compliance, and Title IX, Director of Student Development and Athletics, and Professional Development Manager	In-progress	To improve cultural competence, Cultural Connection events provide employees with the ability to engage in cultural events and practice that help to establish cross-cultural skills. These celebratory sessions have include events focused on Dr. Martin Luther King Jr. Day, Black History Month, Diversity Month, Cesar Chavez Day, Asian American and Pacific Islander Heritage Month, and LatinX Heritage Month.	ASG, Student Activities Coordinator	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase the cultural capacity of faculty, staff, administrators, and students.	College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.
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.	1	Enhance student preparation for academic success and completion.	CC 2024, HR, Equity	Professional Development Manager, Vice President of Academic Affairs and Dean of Counseling and Guided Pathways	In-progress	Current information and tools to support the design and implementation of an effective pathways programming are ongoing and offered in summits, workshops, and meetings throughout the academic year.	TSTs	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase the effectiveness of pathways programming to support student success.	Compton College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.

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8	Develop an annual schedule of professional development activities (i.e. conferences) for all staff, including faculty and staff retreats, focused on team building	1	Enhance student preparation for academic success and completion.	HR	Professional Development Manager	In-progress	The Professional Development (PD) calendar offers activities that strategically, frequently, and consistently provide faculty, classified professionals, and administrators with professional learning opportunities. The calendar is in effective throughout the academic year.	Compton College stakeholders	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase student success and cross functional collaborative practice among faculty, staff, and administrators.	Compton College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.
9	Develop and implement a career assessment training program for counseling faculty and advisors by Guided Pathway Divisions.	1	Enhance student preparation for academic success and completion.	EMP	Dean of Counseling and Guided Pathways	Completed	We have used College Futures Foundation funds to get all FT Counselors Strong certified. All FT Counselors went through Strong certification in spring 2021. FT and PT Counselors were trained on MBTI on December 6-9, 2021. Counselors were also trained on Skill Scan in spring 2022. We submitted a teaching & learning proposal to get part-time faculty trained on MBTI in fall 2022.	Transfer & Career Center	Tartar Success Teams	Ongoing	Utilization of Strong assessment	None at this time	Cesar Jimenez September 1, 2022
10	Expand mental health training for both students and staff.	1	Enhance student preparation for academic success and completion.	EMP	Vice President of Student Services, and Vice President of Human Resources	In-progress	Mental health training is currently being provided for employees through professional development workshops. Additionally, professional development provides monthly correspondence from EASE with periodic mental health resources and St. Johns Family wellness clinic.	Professional Development Manager	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase employee morale,productivity, and motivation.	Compton College continues to offer professional learning opportunities to promote wellness to all employees throughout the academic year.	Pilar Huffman, August 25, 2022.
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.	1	Enhance student preparation for academic success and completion.	QFE Action Plan	Distance Education Faculty Coordinator	In-progress	The FCRC has been resumed it's work of reviewing and providing feedback to faculty that would like to teach courses online, via Canvas. The process of reviewing has become a mentor process that enables the reviewee to be given feedback and assistance to ensure that they met the minimum requirements to teach online at Compton College.						Brad Conn, November 28th, 2022
12	Design and adopt a campus-wide student feedback survey to be built into every course shell.	1	Enhance student preparation for academic success and completion.	QFE Action Plan	Distance Education Manager	In-progress	For the Fall 2022 semester the Distance Education Advisodry Committee was unable to take up this up for consideration. A draft of a survey will be presented to the committee during the Spring 2023 semester for consideration.	Distance Education Faculty Coordinator	Campus community				Airek Mathews November 28, 2022

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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	1	Enhance student preparation for academic success and completion.	HR	President/CEO	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 April 18, 2022, 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 The exit interview and exit memo documents, were created and implemented in spring 2021. Established a shared folder in the management drive for "Succession Planning" with access for Cabinet Meet Up group (President/CEO Cabinet Members) 2nd item: #Real114 Leadership Academy: 12 participants for 2021-2022, and in the process of recruiting #Real114 Leadership Academy participants for 2022-2023. We created a Compton College timeline that include major deliverables for the college with due dates. This document is being shared with the Board of Trustess at the September 2022 meeting.	Professional Devel	Vice President, Human Resources; Vice President of Academic Affairs, Vice President, Administrative Services;	Ongoing	Fully executed plan.	The Board of Trustees of Trustees will receive the executed plan at their January 2023, board meeting.	Keith Curry, December 9, 2022
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.	1	Enhance student preparation for academic success and completion.	Accreditation Action Plan, HR	Professional Development Manager	In-progress	Flex activities are offered throughout the year to include the professional develoment day and optional day events each semester. Additional collaborative effort is made to connect with Academic Affairs to offer professional learning support for student achievement programming.	Director of Educational Partnerships,Academic Affairs, Dean(s), Division Chair(s)	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase student success and cross functional collaborative practice among faculty, staff, and administrators.	Compton College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.
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.	1	Enhance student preparation for academic success and completion.	SOAA 4b	Professional Development Manager, Academic Senate President, and Faculty SLO Coordinator	In-progress	Faculty Teaching and Learning Projects continue to provide faculty with effective student successs strategies. This includes offerings such as: English Community of Practice, Reading Apprenticeship Program, and Teaching Strategies for Success. Professional learning opportunities have also been established for discipline faculty to review and update student learning outcomes to support DEI initatives and guided pathways pilar 4 - ensuring learning. The Academic Senate is also working on developing a rubric that faculty can follow when reviewing Course Outlines of Record, that will prompt faculty to include more diverse, equitable, and inclusive content into their courses, and will provide SLO writing sessions, and COR Review writing sessions for faculty to work collaboratively in accomplishing these tasks.	PD Liasions, Faculty Development Committee, Academic Affairs, Academic Senate, Academc Affairs, Outcomes Assessment Committee	Campus community	Ongoing throughout AY 2022-2023 semester(s).	Increase percentage of student success.	Compton College continues to offer professional learning opportunities to promote effective teaching strategies that are culturally relevant to our student population, and is building the appropriate support	Pilar Huffman, November 23, 2022. Minodora Moldoveanu, December 5, 2022.

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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.	2	Attract and retain traditional students and focus on retaining nontraditional students.	CC 2024, HR	Vice President of Student Services & Vice President of Human Resources	In-progress	Workshops for students; an opportunity to connect with CHIRLA (legal partner) and get support and information from various departments such as Financial Aid, Admission & Records, Counseling, and EOPS. Campuswide professional development session on May 27, 2022 from 10:30 a.m. – 12:30pm Discussed allocated budget for Dream Resource Liaison Support and resubmitted to the vice president of student services. Identified taskforce member roles.	Student Services Managers, UndocuAlly Taskforce, Campus Allies Coalition, Professional Development Manager	Campus Community	Ongoing	Number of staff who complete the training	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	Nicole Jones, Spet. 1, 2022
16	Consider additional professional development for First Year Experience (FYE) faculty and support staff to allow for the development of fully effective programs.	2	Minimize the equity gap for access, retention, and graduation rates.	CC 2024, HR	Director of Educational Partnerships, and Professional Development Manager	Not started. The FYE program is being restructured.	Not started.	Director of Educational Partnerships, Academic Affairs, Dean(s), Division Chair(s)	Distance Education Manager, Faculty Instructional Designer/Trainer	Fall 2022	Number of staff who complete the training	Compton College will offer professional learning opportunities to promote FYE programing throughout the academic year.	Pilar Huffman, November 23, 2022.
17	Provide regular distance education training workshops for faculty.	3	Enhance student preparation for academic success and completion.	CC 2024	Distance Education Manager and Distance Education Faculty Coordinator	In-progress	A survey will be sent to the campus community in order to get feedback on topics for DE Professional Development for the Spring 2023 semester. Once feedback is received a training schedule will be developed.	Professional Development Manager	Campus community	Ongoing	Regular professional development events.		Airek Mathews November 28, 2022
18	Upgrade classrooms to SMART classrooms and provide needed professional development to faculty and staff.	3	Enhance technology for teaching and learning through professional development.	CC 2024, Tech	Chief Technology Officer, Vice President of Academic Affairs, and Professional Development Manager	In-progress	Classroom upgrades ongoing along with new construction. All classrooms have projectors and screens.	Distance Education Manager, Faculty Instructional Designer/Trainer, Chief Technology Officer	Campus Community	Ongoing	New buildings equipped with needed technology in classrooms	None at this time	Pilar Huffman, November 23, 2022.
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.	4	Increase the number of degrees and certificates awarded in the health and technical fields	CC 2024, HR	Dean of Student Learning over Business and Industrial Studies	In-progress	More BIS GPD and CTE faculty are certified to use Canvas as the LMS and have adopted online LMS compatible software, such as HVACRedu.net and Electude, zero cost textbook or an OER, and Apple devices. Efforts to increase evening programs will resume as enrollment and in-person instruction normalizes.		Distance Education Manager, Faculty Instructional Designer/Trainer, external trainers	Ongoing	Voc-Tech Building renovations will permit new technologies and instructional equipment, including Apple technology.	Continued professional development opportunities including the Faculty Scholars Program for 18 instructors from the five GPDs plus counseling learning Apple technology and apps.	P. Flor 09/2022
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.	4	Increase the number of degrees and certificates awarded in the health and technical fields	EMP	Director of Adult Education and Workforce Development, Dean of Counseling and Guided Pathways, and Director of Educational Partnerships	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 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	BIS Dean of Student Learning, CUSD and PUSD CTE Directors, Articulation Officer, CTE Faculty, CTE Career Pathways Coordinator	Academic Senate, Curriculum Coordinator	May-22	1. Identification of at least one new CTE focused dual enrollment pathway; biomanufacturing and Mobilie App Development for Apple Swift Level 1/2;	School districts appear to show interest in additional CTE focused dual enrollment opportunities that align with their options or the development of new	Lynell Wiggins, 9/6/2022; Cesar Jimenez September 1, 2022

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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.	4	Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing.	CC 2024	Director of Educational Partnerships, Director of Adult Education and Workforce Development, and Associate Dean of Nursing	In-progress	This Fall 2021 the nursing department launched a California Department of Health approved new Certified Nursing Assistant (CNA) Program. The CNA Program is an 8-week, 5-unit course that provides student entry to the first step in the nursing career ladder. Interested applicants are required to complete an online CNA Program Applicant Checklist and attend an orientation hosed by the associate Dean of Nursing who is the CNA Program Director to prepare for enrollment in the course. The nursing department has been awarded the 2-year (2022-2024) Song-Brown Nursing Training grant of 320K for support of nursing student success. With additional support, the nursing department plans to open a new Licensed Vocational Nursing Program in 2023.		Vice President of Academic Affair, Dean of Student Learning,	2023, 2024	Increased CNA Program Enrollment, successful initiation of a new LVN Program	>90% certification & licensure 1st time pass rates in all nursing programs.	Dr. Carol DeLilly 9/6/22
22	Provide professional development workshops for faculty on Common Core, basic skills and underprepared students	5	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.	CC 2024	Vice President of Academic Affairs, and Professional Development Manager	In-progress	Through our ongoing partnership with the Career Ladders Project, professional development workshops have been offered to faculty throughout the semester.	Dean(s)	Campus Community	Ongoing throughout AY 2022-2023 semester(s).	Increase percentage of student success.	Compton College continues to offer professional learning opportunities to all employees throughout the academic year.	Pilar Huffman, November 23, 2022.
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.	5	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.	EMP	Vice President of Academic Affairs, Dean of Student Success, and Director of Adult Education and Workforce Development	In-progress	As part of the SOAA and the Outreach and Recruitment Plan, we are looking to expand this to include other discipline and other unified school districts. Faculty-to-faculty and counselor-to-counselor meetings are being planned for spring 2023.	Career Ladders Project, faculty from Compton and LUSD; Career Pathways Coordinator	Professional Development Manager	ongoing throughout AY 2022-2023 semester(s).	Improve relationships with our high school partners, increase success for our dual enrollment students; identify accepted indicators of College Readiness as an Institutional Set Standard	Establish an acceptable collection of practices an internal milestones that depict College Readiness for adult learners.	Sheri Berger, December 5, 2022
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.	5	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.	EMP	Vice President of Academic Affairs, and Professional Development Manager	In-progress	A Dual Enrollment Summit was held on August 19, 2022 to discuss unique concerns for faculty teaching dual enrollment classes. We will continue to provide professional learning opportunities in partnership with the Career Ladders Project.	Deans	Campus Community	Ongoing throughout AY 2022-2023 semester(s).	Increase percentage of student success.	Compton College continues to offer professional learning opportunities to all employees throughout the academic year.	Sheri Berger, December 5, 2022.
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.	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024, HR	Director of Educational Partnerships, Vice President Student Services, Vice President Academic Affairs	Ongoing	The College continues to maintain outreach activities, the Upward Bound Math and Science grant, and the TRIO grant, which includes outreach efforts for the College. The College launched Street Teams for fall 2022.	Professional Development Manager		Ongoing			Sheri Berger and Nicole Jones, December 5, 2022

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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.	1	Educate students about pathways to graduation	Tech, EMP, SOAA 3b, 3c	Dean of Counseling and Guided Pathways	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 had difficulty obtaining data and interpreting the current results. I have met with Jihoon to create our own Argos data for DW. Additionally, I meet with the AO every Friday to troubleshoot issues. All current program maps from Program Mapper are now in DW. The dean of counseling and guided pathways meets regularly with the AO to troubleshoot issues.	Faculty, counseling, categorical programs, classified staff, ITS, Academic Affairs, Admissions & Records, Ellucian.	students, financial aid, admissions and records, student equity, institutional effectiveness, academic affairs, community members	Degree Works was piloted in fall 2019 and scaled in spring 2020. We hope to upload program maps into Degree Works.	Degree completion, student progress monitoring.	Look at the number of SEPs created, use SEPs to help course enrollment – so look at classes in SEP and pull query.	Cesar Jimenez September 1, 2022
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.	1	strengthen our focus on the broader needs of the community served by Compton Community College District.	Tech, EMP, SOAA 1a,b	Dean of Counseling and Guided Pathways	Complete	We have met with the CSUDH team in summer 2020, fall 2020, and spring 2021. We have implemented program mapper with them, including 10 ADTs. Additionally, we had a convening in May 2021. We will work with the planning committee to host another convening in May 2022. Additionally, all program maps in program mapper are now in Degree Works. We are working with LMU, UC Merced, and CSUDH to have more program maps implemented.	Deans, Chairs, Counselors, Vice President of Academic Affairs, IE, and Vice President of Student Services.	Student Services Advisors; Students; Academic Senate; California State University, Dominguez Hills (CSUDH), students, campus and community.	Annual process	Increase degree completion and transfer rates.	None at this time	Cesar Jimenez September 1, 2022
3	Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.	1	Educate students about pathways to graduation	Tech, SOAA 1b,c,d, SOAA 2a	Dean of Counseling and Guided Pathway	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, every semester. FT Counselors were trained on STRONG inventory and on MBTI. They will also receive training on Skill Scan in spring 2022. The counselors will get a refresher training and will begin having more career exploration student appointments. The Career Center has created a new intake form for student appointments. Additionally, the college purchased Career Central Network which offers job information and job placement specialist is located in Transfer & Career Center webpage. Recently, there was a Career Center retreat. We created career development milestones, career workshops, and innovative ways to strengthen career with onboarding.	Career Center, Strong workforce, Career Clarity Committee, Information Technology Services (ITS), Instructional Faculty, Communications Committee, Director of Community Relations, counseling, chairs, and deans.	All counselors, Student Services Advisors, Categorical programs, rest of campus and community.	On-going	Reviewing data and looking at how many students are in the right programs of study, change of majors, and usage of career inventories.	Review the number of students who use career inventories and program mapper.	Cesar Jimenez September 1, 2022
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.	1	Educate students about pathways to graduation	CC 2024, HR, Equity	Vice President of Student Services, and Director of Student Development and Athletics	In-progress	Due to budget constraints we were not able to add additional classified staff members. In the fall, we hired one graduate intern and one student worker to assist in the Student Development Office.	N/A	N/A	On-going	N/A	The college announced a hiring freeze and as such we can no longer pursue additional staffing needs at this time	Mercedes Luna, December 5, 2022
5	Align degree and certificate programs to meet local labor market needs	1	Educate students about pathways to graduation	CC 2024	Vice President of Academic Affairs	Ongoing	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 engaged California Competes, who provided eight recommendations for our Adult Education and Strong Workforce programs.	Strong workforce, Director of Adult Education and Workforce Development, Dean of Student Learning (CTE)		Ongoing	Increase in job placement numbers and median income. Utilization of the CTEO (outcomes survey) in Calpassplus.org.	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.	Sheri Berger, December 5, 2022
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.	1	Educate students about pathways to graduation	EMP, SOAA 1c, 2a	Dean of Counseling and Guided Pathways	Completed	Worked on project in summer 2020 and implemented CCCMyPath. We have to work on the Career Coach piece of CCCMyPath. We have added program mapper to CCCMyPath and in person enrollment services information. Recently, we added NSWD for the group cards. Desiree Corona Ramirez worked on updated CCCMyPath in summer 2022.	Special Resource Center Student Services Advisor, Tartar Focused and Directed Pathways Committee Tri-Chair, student support programs, career clarity committee, and GP taskforce.	Strong Workforce, campus and students	CCCMyPath has launched and been deployed as of fall 2020. 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.	Increase in applicant yield rate (enrollment)	Clarity Co-Chair Wiggins reviewed CCCMyPath database content and updated all categories from ECC to current Compton College academic and occupational program data	Cesar Jimenez September 1, 2022

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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.	1	Educate students about pathways to graduation	EMP	Vice President of Academic Affairs	In-progress	The college continues to make progress offering flexible scheduling options including weekend offerings. 8-week, 12-week, and 14-week offerings have increased. Additionally, the Academic Affairs division has two goals for 2022-2023: 1) to create a evening/weekend college program and 2) to identify fully online degrees. The plan for the evening/weekend college will be submitted in January 2023.	Division Chairs, Academic Affairs Deans	Counseling, Students	Submit plan for evening/weekend college in January 2023.	"Weekend College" is implemented beginning fall 2023.	Survey students to see interest in weekend college experience.	Sheri Berger, December 5, 2022
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.	1	Educate students about pathways to graduation	EMP	Vice President of Academic Affairs	In-progress	The college continues to make progress offering flexible scheduling options. 8-week, 12-week, and 14-week offerings have increased.	Division Chairs, Academic Affairs Deans	Counseling, Students	ongoing	Number of sections scheduled	Evaluate success of students in short term classes compared to full term classes.	Sheri Berger, December 5, 2022
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.	1	Educate students about pathways to graduation	EMP	Vice President of Academic Affairs	Not started	Once the permanent Chief Technology Officer is hired, conversation will begin. This action step may not be needed any longer.	Chief Technology Officer, Academic Affairs Deans, Instructional Coordinators	Division Chairs	Spring 2023	Room scheduling platform adopted and implemented	Platform is fully integrated with Banner and utilized	Sheri Berger, December 5, 2022
10	Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.	1	Educate students about pathways to graduation	EMP	Dean of Counseling and Guided Pathways	Completed	We removed the major prep sheets and include program mapper information. This provides the most up-to-date information and the 10 ADTs to CSUDH. Furthermore, it has career information. We are updating the program mapper and will include part-time program maps.	Counselors	faculty, chairs, deans, students and campus	Ongoing, I say its ongoing because we have to continue to review and monitor as new catalog and curriculum changes are made.	Increased retention, persistence, and completion rates.	None at this time	Cesar Jimenez September 1, 2022
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.	1	Educate students about pathways to graduation	EMP	Vice President of Academic Affairs, Vice President of Student Services, and Dean of Counseling and Guided Pathways	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 should be scheduled to continue opt-out scheduling and include the FYE Taskforce chairs.	FYE Task Force, Academic Affairs, and Student Services, Chairs, and Deans	GP Division Chairs and Deans	Spring 2023	Implementation of opt-out scheduling and reviewing student retention, persistence, and graduation rates.	None.	Sheri Berger, December 5, 2022
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.)	1	Educate students about pathways to graduation	EMP, SOAA 3a	Dean of Counseling and Guided Pathways	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. The Career Center created career milestones for program mapper.	Tartar Success Teams and Toolkit workgroup.	Campus and students	Ongoing, continue to meet with appropriate TST	increase in retention, persistence, and degree completion	None at this time.	Cesar Jimenez September 1, 2022
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.	1	Educate students about pathways to graduation	Integrated Planning IEPI, SOAA 4d,e	Director of Institutional Effectiveness, and Faculty SLO Coordinator	In-progress	The College has experienced some delays in fall 2022 because of data issues in eLumen. The Director of Institutional Effectiveness is working with eLumen to clean up the issues and will be preparing reports for spring 2023. The Facilitator and Coordinator have asked faculty to work on the assessment timelines. The Facilitator and Coordinator will have a winter special assignment to do training and establish a communication plan to the campus about the assessment schedule and process. They will also provide feedback on the Quality Focused Essay (QFE) of the Institutional Self Evaluation Report (ISER) due to the Accrediting Commission for Community and Junior Colleges (ACCJC) on August 1, 2023.	Outcomes Assessment Committee, Program Review Coordinator	Faculty, chairs, deans, Academic Senate	Ongoing	1) Increase in meaningful assessment practices where the College evolves from baseline compliance into data-driven decisions around student learning. 2) Revisions to Program Review template that encourages a stronger conversation about SLO assessment data.	N/A	Lauren Sosenko, December 8, 2022
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)	1	Educate students about pathways to graduation	QFE Action Plan	Director of Institutional Effectiveness	In-progress	See number 13, above. The campus is also discussing data collection adherence and how to increase the data collection among all faculty. The Director of Institutional Effectiveness will complete the first and second ILO report in winter 2023 and have the campus discuss the findings during the Assessment Summit in spring 2023.	Outcomes Assessment Committee, Director of Institutional Effectiveness, Distance Education Manager	Academic Senate, Vice President AA, academic deans, and discipline faculty.	Ongoing	Success will be indicated when faculty are able to grade assessments through Canvas and have this data transfer to eLumen.	N/A	Lauren Sosenko, December 8, 2022

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15	Enter all Program Reviews into Nuventive system.	1	Educate students about pathways to graduation	QFE Action Plan	Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator	In-progress	Program Reviews are currently publicly posted online, and will continue to be. In addition, program reviews will be completed in ELumen. Entry templates for academic, student service, and administrative and President's Office program review documents have been drafted, and will be beta tested throughout March. Evaluation rubrics (for Institutional Effectiveness Committee members who evaluate the documents) are being created, so authors have easy access to committee feedback. Over Summer 2022, Lauren Sosenko and Jesse Mills entered program review templates with instructions into ELumen, and the system is set up for program review authors to enter their documents online beginning Fall 2022. Committee evaluation of those documents in ELumen is also set up to begin Fall 2022.	All divisions, departments, units.	All programs campus wide, which author program reviews. Institutional Effectiveness Committee Members who will evaluate program reviews in ELumen.	Fall 2022	Success will be indicated when all 2022 program reviews are input into ELumen.	None at this time	Lauren Sosenko, December 8, 2022
16	Improve strategies related to the Program Review process: complete Program Reviews in a timely manner.	1	Educate students about pathways to graduation	QFE Action Plan	Vice President of Academic Affairs, Vice President of Student Services, Director of Institutional Effectiveness, and Program Review Faculty Coordinator	Ongoing	The Program Review Faculty Coordinator aids authors in timely program review submissions. He developed a comprehensive handbook, which outlines all the steps in the program review process and provides detailed instructions and due dates for all programs. The Faculty Coordinator sends monthly emails to the entire campus, indicating which program reviews are coming due in the next year. The Faculty Coordinator works with Deans, Supervisors and Directors, providing a list of programs which do not submit their documents on time, so authors can be held accountable. Authors who do not complete their documents in a timely manner may be subject to sanction (for faculty, this includes the withholding of "overloads" and other special assignments). The Faculty Coordinator also holds monthly training sessions, where he aids authors in data acquisition and analysis, and answers general questions about the process. Finally, the Faculty Coordinator and Director of Institutional Research have readied ELumen to accept program reviews from all programs on campus, beginning Fall 2022. Instructions for each section are provided in the platform. This should aid faculty in completing their documents in a timely manner.	All divisions, departments, units.	All faculty and staff are made aware of the program review schedule.	This work is ongoing.	Success will be indicated by all programs submitting documents by their assigned due dates.	Working on this item has shown all involved how much support is necessary to aid program authors in document creation. The Director of Institutional Research and Faculty Coordinator are fluent in data analysis and have learned that many faculty need extra instruction on this aspect. Stakeholders involved in this goal have also learned that for some noncompliant programs, sanctions may be necessary to spur authors to action.	Lauren Sosenko, December 8, 2022
17	Disaggregate learning outcome data for SLOs, PLOs, and SAOs (I.B.6)	1	Educate students about pathways to graduation	Accreditation Action Plan	Director of Institutional Effectiveness, and SLO Faculty Coordinator	In-progress	See number 13, above. The Director of Institutional Effectiveness has been working on data quality issues and fixing demographic data in the system. Data reports will be completed in the winter 2023, and the first Assessment Reports will be due 3-30-23. Lauren Sosenko sent college leaders instructions to complete SAO development, data collection, and assessment in August-October 2022. The templates are due to the Sharepoint site on October 13, 2022. This year, Dr. Sosenko will work to integrate the SAO template into eLumen so all assessment data is housed in the same place. Discussions need to continue on a potential universal SAO rubric for the College to collect robust data.	All divisions, departments, units.	All divisions, departments, units.	This work is ongoing.	Success will be indicated when the Office of Institutional Effectiveness can draw down disaggregated assessment data to evaluate the needs of programs and departments.	Campus faculty and staff will need to continue or begin adding their assessment data to eLumen on a regular and consistent basis.	Lauren Sosenko, December 8, 2022
18	Delineate Program Learning Outcomes among the general program, degrees, and certificates	1	Educate students about pathways to graduation	Accreditation Action Plan, SOAA 4a	Vice President of Academic Affairs and SLO Faculty Coordinator	Completed	All programs have identified program learning outcomes, which are included in the College Catalog.	All faculty, chairs, Academic Senate, Outcomes Assessment Committee	Academic Senate, Vice President AA, and discipline faculty	Spring 2022 for alignment grid completion and late spring/early summer 2022 for webpage hosting.	Success will be seen when campus constituent groups and the general public can view a complete and current listing of all outcomes assessment alignment grids on the College website.	SLO Facilitators and SLO Coordinator will guide faculty in this process and might need the support of area deans and the Vice President of Academic Affairs.	Sheri Berger, December 5, 2022
19	Disaggregate learning outcomes data between Distance Education and traditional courses	1	Educate students about pathways to graduation	Accreditation Action Plan	Director of Institutional Effectiveness, SLO Faculty Coordinator, Distance Education Manager and Distance Education Faculty Coordinator	In-progress	See number 13, above. The Director of Institutional Effectiveness has been working on data quality issues and fixing demographic data in the system. Data reports will be completed in the winter 2023, and the first Assessment Reports will be due 3-30-23. A connection between eLumen and Canvas needs to be attempted again. eLumen must be loaded with Learning Outcomes that can be tested for accuracy in Canvas.			2022-2023	Collection and comparison of student data related to online learning.		Airek Mathews November 28, 2022; Lauren Sosenko, December 8, 2022

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20	Develop a course articulation process at the Compton College	1	Educate students about pathways to graduation	Accreditation Action Plan	Dean of Counseling and Guided Pathways, and Counselor/Articulation Officer	In-progress	**1.**Course Articulations and Curriculum Development System (Curriqunet): Course articulations are dependent on curriculum development. The articulation process is embedded in the curriculum approval process. We currently use Curriqunet (Cnet) as our curriculum development system for approving and updating courses. Cnet has a General Education/Transfer (GE/T) tab that provides articulation information for each course. The GE/T tab is currently open for anyone to make changes. The GE/T tab needs to be updated to allow: i). Faculty to submit course articulation requests. ii). Display approved course articulations (including a field for Notes).These fields must only be editable by the Articulation Officer (AO). Since Fall 2019, the AO has requested GE/T tab changes with Cnet through several meetings and numerous emails. As of August 2022, Cnet changes are incomplete; Cnet attempted to update the GE/T tab, but it is unsatisfactory. **2.**Articulation Training and Updates for Faculty: Articulation updates to faculty are provided at Curriculum Committee Meetings and Guided Pathway Divisions (GPDs) Meetings. Articulation trainings for counseling faculty is provided during the Counseling Department meetings. The Articulation Canvas shell is now active; Compton employees may request access via an MS Excel file. Some articulation information has been uploaded. After Cnet is updated, videos about using the system for articulation requests and articulation compliance will be created and uploaded to the Articulation Canvas shell. **3.** Articulation websites: The student articulation website was launched in Spring 2022. The Articulation Personnel website continues to be updated at least once a year with Compton's transfer curriculum changes.	Academic Affairs (Vice President of Academic Affairs, Curriculum Analyst, Curriculum Chair)	Academic Affairs (Vice President of Academic Affairs, Curriculum Analyst, Curriculum Chair), Counseling	Spring 2023 (goal for Cnet but this is fluid & challenging); Fall 2022 for Articulation info Canvas Shell	The Course Outline of Records (CORs) accurately reflect the articulations in ASSIST and Compton College employees can access Articulation resources via Canvas.	Curriculum Development System that facilitates articulation requests and captures accurate approvals. Articulation Canvas Shell that provides articulation information and resources for Compton College employees.	Cesar Jimenez 03/11/2022
21	Complete another cycle of evaluations of institutional standing committees	1	Educate students about pathways to graduation		President/CEO, Academic Senate President, and Director of Institutional Effectiveness	Completed	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. Dr. Lauren Sosenko completed the survey reports and sent them to the Institutional Standing Committee co-chairs on Friday, September 2, 2022. In addition to the most recent findings, the co-chairs also received a new version of the Institutional Self-Evaluation Form. This form, revised by the Core Planning Team in August 2022, allows committees to reflect on the previous year's findings and goal achievement, create new goals for 2022-2023, and record meeting process information (e.g., how many meetings were held, who participates).	All college stakeholders who answer the survey.	Academic Senate body, Institutional Standing Committee chairs.	Complete	Improved scores during the following Institutional Committee evaluation cycle.	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.	Lauren Sosenko, December 8, 2022
22	Strengthen curriculum to match students' needs and expectations for transfer and awards.	2	Attract and retain traditional students and focus on retaining nontraditional students	CC 2024	Vice President of Academic Affairs	Ongoing	The College has established 16 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.	Academic Senate, Curriculum Committee chair, Instructional faculty	student services advisors, Guided Pathway Divisions, Tartar Success Teams, Counselors	Ongoing	Increase in number of awards		Sheri Berger, December 5, 2022
23	Improve and expand the most successful programs with highest enrollment to meet supply and demand.	2	Attract and retain traditional students and focus on retaining nontraditional students.	CC 2024	Vice President of Academic Affairs	Ongoing	Deans work with chairs in reviewing fill rates and data from field-work conducted by a CSULA graduate student and updated by Academic Affairs in preparation for scheduling future terms. Deans have been working together to schedule general education classes at times to give students more options.	Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness	Dean of Counseling, Counseling faculty	Ongoing	Fill rates at census increase by 5-10% for 2022-2023		Sheri Berger, December 5, 2022

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24	Expand mental health services for both students and staff.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Vice President for Student Services, and Vice President of Human Resources	In-progress	Mental health training is currently being provided for employees through professional development workshops. Additionally, professional development provides monthly correspondence from EASE with periodic mental health resources and St. Johns Family wellness clinic. Mental Health was also expanded for students at St Johns. Effective 6/20/22 St Johns is providing mental health services 8:30-5:00 M-F. Also virtual healthcare services are being contracted for 2022-2023 to give access to virtual mental health care.	PD Manager	Campus Community	Ongoing	Increase employee and student morale, productivity, and motivation.	None at this time.	Nicole Jones and Barb Perez, Sept. 2, 2022
25	Expand resources and services for students in need of housing, food, clothes, child care, transportation, technology and other essentials.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Director of Basic Need and Success	In-progress	The Mobile Food Pantry and Farmers Market are going well, and students are taking advantage of the services. There is a proposal to hire to provisional employees to work the food pantry so that can be up and running for students to access daily. Projected opening date of the food pantry is February 2022. The metro partnership is going well, however we have to continue to find more effective ways to get the code out to students.	Tartar Support, LA County, St. Johns, Community Food Resources	Campus Wide	On-Going	Access to services	Continued advertisement to students on campus	L. Willis 11/28/22
26	Improve campus signage at Compton College as identified at the Tartar Success Institute.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Chief Facilities Officer	In-progress	signage is on order and will be installed once received	Director, Community Relations	campus	1 month	less confusion regarding building locations	signage has to be updated annually as we continue to add more buildings	Linda Owens Jackson, August 29, 2022
27	Establish student commons across campus as identified at the Tartar Success Institute.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Chief Facilities Officer, and Director of Adult Education and Workforce Development	In-progress	Furniture has been ordered and items are being constructed.	AA Deans and Facilities Committee	campus	By 12/30/2022	to see students enjoying common spaces; furniture paid for and plans for installation are underway.	Pay remaining cost for on-site implementation; Approximately $30K	Linda Owens Jackson, August 29, 2022; Lynell Wiggins 9/6/2022
28	Increase student engagement activities across campus for all students.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Director of Student Development and Athletics	In-progress	During the fall, OSD and ASG were able to successfully put on multiple in-person and virtual events. Currently, the partnership is in the process of planning upcoming Spring 2023 events.	Other Student Services departments	Campus Community	On-going	Increasing the amount of in-person student activity events		Mercedes Luna, December 5, 2022
29	Implement a career services education plan for Compton College students by Guided Pathway Divisions.	2	Attract and retain traditional students and focus on retaining nontraditional students.	EMP	Vice President of Academic Affairs, and Vice President of Student Services	Not started	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. Dean of Student Success worked with Dean of Counseling and Guided Pathways to create tutoring referral in CRM Advise. Training was provided and will scale in fall 2022.	Career Clarity Committee, Transfer and Career Center Counselor, Director of Adult Education and Workforce Development	Dean of Counseling and Guided Pathways, Counselors	Ongoing	Students have a career services education plan		Sheri Berger, December 5, 2022
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.	2	Attract and retain traditional students and focus on retaining nontraditional students.	SOAA 2b,c,d,e	Dean of Student Success and Student Success Coordinator	Ongoing	The SSC offers embedded tutoring/coaching for targeted gatekeeper math, English courses; drop-in tutoring in English, math, science, ESL, and Spanish; free 24/7 online tutoring via NetTutor; EdReady for foundational English and math support; and various success strategies workshops. SSC services are promoted via flyers, emails, Canvas, CRM Advise, SSC webpage, and social media. The faculty Instructional Specialist for math and English coordinate Just In Time (JIT) topic specific math workshops and English research paper bootcamps as well as lead summer bridge to incoming students and summer/winter refresher workshops for students who were not successful in their first transfer level attempts.	SSC Instructional Specialists for Math and English, Division Chairs, Academic Deans	Faculty, Counselors, Student Services Advisors		Increase tutoring usage and student success in our gateway classes. Providing various times and modalities for tutoring to meet the needs of students (online, in-person, NetTutor 24/7, in class embedded tutors)	Measuring tutoring usage with course outcomes. Working with IE on JIT math workshop course success data. Need to review course success of winter and summer refresher participants . English is starting Just in Time workshops for 22-23 that will have to be evaluated	Rebekah Blonshine - Dean of Student Success 8/30/22

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29c	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	2	Attract and retain traditional students and focus on retaining nontraditional students.	SOAA 4f	Director of Adult Education and Workforce Development	In-progress	College Central Network has been fully implemented and the portfolio development component is available to establish academic and career-based accomplishments in an electronic portfolio. Resource is currently available at www.collegecentral.com/compton.The Experiential Learning Manager allows us to have students apply for the Cooperative Work Experience Education program and faculty/employer workflow is managed through this process. Utilization of LinkedIn Learning and Canvas can also offer a portfolio component to students	Deans of Student Learning, Guided Pathways Division Department Chairs	Deans of Student Learning, Counseling, Athletics/Student Life, EOPS, CalWORKs, Foster Youth, other support programs.	2022-2023 implementation of LinkedIn Learning through workshops and one-on-one meetings with Workforce Development staff.	1.LinkedIn Learning use by 15% more students in Fall 2022 and 25% more in Spring 2023	Post pandemic efforts to train students on the use of portfolio tools has been slow to implement. Plans need to involve collaborating with faculty by discipline and department presentations to increase faculty awareness.	6-Sep-22
30	Acquire Early Alert system, implement, and provide training.	3	Implement an early alert program to identify and notify students of support services and programs in a timely manner.	CC 2024, Tech	Dean of Counseling and Guided Pathways, and Dean of Student Success	Completed	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 spring 2021, submitting alerts became a part of the faculty contract. Early alerts have increased greatly. As of December 1, 2021, we had over 3,000 alerts submitted by 93 faculty. In winter 2021 we had an early alert winter institute. We discussed new ideas and review current practices and identify areas of growth. Continued trainings and presentations during flex day for all faculty and staff take place. We also received data on CRM Advise Early Alerts. Last, we worked with DE to create a short, concise, tutorial on how to submit alerts.	Vice President of Academic Affairs, Vice President of Student Services, Counselors, Advisors, and Tartar Success Teams	Faculty and students	Ongoing	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.	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 will be a fall Professional Development training 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 will be 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 will take place during inf all 2021 Flex to provide training. | Cesar Jimenez 03/11/2022 |
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).	3	Implement an early alert program to identify and notify students of support services and programs in a timely manner.		Dean of Counseling and Guided Pathways, and Dean of Student Success	Completed	We updated the CRM Advise Early Alert timeline, to include DE information. Additionally, a Standard Operating Procedure (SOP) was revised and updated. This outlines what Student Services Advisors do when responding to early alerts. However, this continues to be reviewed and evaluated. Dr. Mathews also created a video and we offer office hours for support with submission of early alert. We offer campus wide PD on CRM Advise.	Vice President of Academic Affairs and Vice President of Student Services	Faculty, students, Tartar Success Teams, Counselors and Advisors	Ongoing	Increase usage of early alerts and increase in student persistence, retention, and completion	We have learned from listening to feedback from faculty, advisors, and counselors who have been using the platform for the past few semesters, and have adjusted our protocols, timelines, and trainings accordingly. Additionally, we have many alerts and not enough staff to follow up.	Cesar Jimenez September 1, 2022
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.	3	Provide robust distance education course and service offerings.	CC 2024, HR, EMP	Dean of Counseling and Guided Pathways	Ongoing	All counselors meet with students via Cranium Café. Counselors meet with students via video, phone, or cranium café chat. OEI produces ongoing Cranium Café refresher trainings. Additionally, Counselors meet with students via lobby, video, or remote. We are partnering with ConexED to have ConexED Hubs on campus.	Counselors and Guided Pathways Coach	Campus and students	Ongoing	Increase in student persistence, retention, and completion	None at this time.	Cesar Jimenez September 1, 2022
33	Offer online tutoring for distance education courses.	3	Provide robust distance education course and service offerings.		Dean of Counseling and Guided Pathways, and Student Success Coordinator	Complete	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. Dean of Student Success worked with Dean of Counseling and Guided Pathways to create tutoring referral in CRM Advise. Training was provided and will scale in fall 2022.						Cesar Jimenez September 1, 2022
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.	3	Provide robust distance education course and service offerings.	CC 2024, Tech, EMP	Distance Education Manager	Ongoing	Compton College is now a Teaching College within the CVC-OEI student exchange system. A connection has been established between the CVC-OEI servers and our Banner system that allows students to seamlessly cross-enroll into our online courses without needing to fill out an application. Currently a system is being developed that will allow for student pre-requisite checking to take place allowing the college to list courses with pre-requisites. We also need to develop a system that allows for eTranscript transfer (send and receive) to be fully implemented on the exchange.	Admissions and Records, IT, VP of Academic Affairs	Director of Financial Aid, VP of Student Services,	Completion goal: Summer of 2022	Established connection allowing students to enroll into courses through the cvc.edu website and a variety of courses appealing to students state-wide.	With the new DEFC hired more faculty from a variety of disciplines are needed to expand our course offerings through the CVC exchange.	Airek Mathews November 28, 2022

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35	Hire web developer to highlight online student support services	3		CC 2024, HR, Distance Education IEPI (DE IEPI)	Director of Community Relations	On-hold	The President/CEO has approved the creation of a full-time, permanent, web developer/social media coordinator position. (COVID-19 Block Grant funded) Justification Form to be submitted to Cabinet/HR for review by Dec. 15, 2022. New job description to be Board Approved in January 2023; open position in Winter 2023.	Human Resources	President/CEO and ITS	Start date in spring 2023	The hiring of a full-time, permanent position who reports to the Office of Community Relations.	Develop job description, recruit for position, and hire an employee.	Heather Parnock, 11/30/2022
36	Develop and implement Distance Education annual plan and budget	3	Provide robust distance education course and service offerings.	DE IEPI	Vice President of Academic Affair and Distance Education Manager	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).	DE Faculty Coordinator, LMS Specialist	Campus community	2021-2022	Budget Established	Through the annual planning process, a review and determination of the appropriate level of ongoing funding is needed	Sheri Berger, December 5, 2022
37	Develop a Professional Development Plan for Compton College Distance Education. Provide Distance Education Professional Development activities for Compton faculty.	3	Provide robust distance education course and service offerings.	DE IEPI	Vice President of Academic Affairs and Distance Education Manager	On-going	A survey will be sent to the campus community in order to get feedback on topics for DE Professional Development for the Spring 2023 semester. Once feedback is received a training schedule will be developed.	DE Faculty Coordinator, LMS Specialist	Campus Community	2022-2023	Offering of Distance Education professional development events.	Continue to survey faculty on topics of interest for distance education.`	Airek Mathews November 28, 2022
38	Establish a partnership with Calbright College for Compton Community College District residents with pathways to Compton College and four-year universities.	3	Provide robust distance education course and service offerings.	EMP	President/Chief Executive Officer and Vice President of Academic Affairs	Completed	The MOU between Compton College and Calbright was approved in June 2020 and amended in June 2021. New furniture and equipment is in place in Voc Tech 212A/B. The DE area opened after spring break 2022 for Calbright students to use in person. A data sharing agreement is established.	Distance Education Manager, Director of Institutional Effectiveness, Dean of Student Learning	Campus Community	Ongoing	Completed lab renovation, credit for prior learning		Sheri Berger, December 5, 2022
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.	4	Increase the number of degrees and certificates awarded in the health and technical fields.	CC 2024, HR	Dean of Student Learning over Business and Industrial Studies, and Director of Adult Education and Workforce Development	In-progress	Fall 2022 enrollment has shown modest signs of a return to normalcy. Select programs have started overhauls of course outlines of record (COR) and certificate programs through the curriculum committee process. According to the Fall 2022 Compton College Course Review timeline, a significant number of BIS courses are past due and 38 are due this semester.	CTE faculty, division chair, and Standard 2A leads		Ongoing	Increasing enrollment in noncredit CIS Apple Swift Coding program. Progressive increases in enrollment across all CTE programs, expansion of course offerings in response to greater enrollment.	Review enrollment data, student surveys, and faculty input to determine which evening programs are most in demand.	P. Flor 12/2022
40	Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).	4	Increase the number of degrees and certificates awarded in the health and technical fields.	CC 2024	Dean of Student Learning over Business and Industrial Studies, and Director of Adult Education and Workforce Development	In-progress	Incremental increases of Apple Coding Initiative; First Lynwood HS cohort started and second cohort of certificate earners in Spring 2022; ACN training to begin in academic year 2023-24. Sequential CDEV cohorts with LACOE and area child care center referrals continue through Spring 2022. The California Mentor Program returned to Compton College in Fall 2022. MTT/aerospace manufacturing collaboration with Fastener Innovation Technology, Inc. (FIT) for Header operation training	External partners: Apple, FIT Inc., LACOE, LUSD		Ongoing	Higher enrollment in CTE programs. Some programs have greater growth potential than others. Augment courses through the curriculum and DE addendum process, increase the number of certificates approved by Curriculum Committee.	Review enrollment data, student surveys, and faculty input in program reviews, program and unit plans to determine which evening programs are most in demand.	P. Flor 12/2022
41	Develop a method to improve the Compton College tracking of results for external certification exams for programs offered at Compton College	4	Increase the number of degrees and certificates awarded in the health and technical fields.	Accreditation Action Plan	Vice President of Academic Affairs and Academic Deans	Completed	The Nursing and Cosmetology programs have their licensure passage rates on their respective webpages.	Deans and Division Chairs of BIS and HPS	Counselors, Dean of Counseling and Guided Pathways	Completed 6/1/2022	Data on licensure pass rate & certification shall be reported on program webpages	Designate individuals by division who continue to collect data to post on division websites	Sheri Berger, December 5, 2022
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)	4	Increase the number of degrees and certificates awarded in the health and technical fields.	Accreditation Action Plan	Dean of Student Success, and Dean of Student Learning who has oversight of Business and Industrial Studies	In-progress	Our library faculty have purchased CTE textbooks on reserve for student usage. Division chair and dean have discussed referral process if tutoring is needed in a CTE subject. For fall 21 we identified a need for Business tutor and provided this information to students and counselors. Spring 22 worked with CIS to provide tutors for Apple Coding students. Cosmetology faculty will identify potential tutors to answer a SRC request for student support.	Division Chairs, Library faculty	faculty, counselors, student services advisors	Ongoing	Increase success and completion in technical fields	More faculty referrals of CTE tutors needed. We will continue to collaborate with the Dean and Chair in the CTE areas to establish areas for additional supports	P.Flor -Dean of Student Learning 12/2022
43	Improve transportation options for our campus.	5	Strengthen our focus on the broader needs of the community served by Compton Community College District.	CC 2024	Director of Basic Needs and Success	In-progress	More students are becoming aware of the gopass program and requesting their activation code for the gopass. So far the program has been a success however we need access to data tracking with Metro to learn how many of our students are taking advantage of the program.	Dr. Curry, Tartar Support, Sheri Berger	Campus Wide	Ongoing	Amount of students who take advantage of the Metro GoPass	Data tracking system	L.Willis 11/28/22

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1	May need to consider hiring additional personnel to assist with the implementation of the 2019- 2024 Enrollment Management Plan.	1	Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design	CC 2024, HR	President/CEO	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 2021, 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 June 30,2023, with immediate action and state outreach funds that were provided by the state of California. In fall 2021, we hired two additional student services advisors, one for CalFresh outreach and the other for Black and Males of Color Outreach. As of September 2022, we are not currently hiring based upon FCMAT Recommendations from January 2022 .	Vice President of Student Services, Director of Educational Partnerships.	Vice President of Human Resources and collaborating school districts.	Spring 2020	State budget	None at this time	Keith Curry, September 9, 2022
2	Consider staffing needs to best support student connection, entry, progress, completion, and transition (e.g., outreach, Information Technology), HR	1	Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design	HR	President/CEO	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 June 30,2024, with immediate action and state outreach funds that were provided by the state of California. As of September 2022, we are not currently hiring based upon FCMAT Recommendations from January 2022	Vice President of Student Services, Director of Educational Partnerships.	Vice President of Human Resources and collaborating school districts.	Spring 2020	Number of students enrolling at Compton College	None at this time	Keith Curry, September 9, 2022
3	Customer service programs and ongoing technology support require investments in Information Technology Services personnel and infrastructure.	1	Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design	CC 2024, Tech	President/CEO, and Chief Technology Officer	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 2021-2022 budget various faculty and staff. This year we will be hiring a Compliance Investigator & ADA Compliance Coordinator, and have hired a Director of Black and Males of Color Success.	Vice President of Human Resources, Vice President of Academic Affairs, Vice President of Student Services, and the Vice President of Administrative Services.	Human Resources Staff	Ongoing	Student success metrics	Monthly conversation with President/CEO Cabinet members.	Keith Curry, September 9, 2022
4	Monitor hiring priorities based on informed scheduling and expanding, high-demand programs of study.	1	Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design	HR	Vice President of Academic Affairs	In-progress	Seven new faculty hired for fall 2022 in: Sign Language, Art, History/Ethnic Studies, Sociology, Spanish, Theater, and Counseling. The Anatomy/Biology and History/Ethnic Studies have conducted final interviews. Nursing and Air Conditioning and Refrigeration faculty recruitment has been extended for a fall 2023 start.	Academic Affairs Deans and Division Chairs	Campus Community	Ongoing	All open positions are filled		Sheri Berger, December 5, 2022

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5	Staffing needs given priority and continuously assessed in preparation for College/District status	1	Tailor degree and certificate programs to meet the needs of our students/ Prioritize hiring and training based upon Tartar Completion by Design	Accreditation	*President/CEO*	Completed	As of September 2022, we are not currently hiring based upon recom	Director of Community Relations	None	As soon as possible	Students receiving onsite support	President/CEO involvement in BlackBelt meetings.	Keith Curry, June 24, 2022
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 of commerce, religious organizations, alumni, non- profit organizations, diversity program directors/ administrators, and participatory community bodies and those targeting primarily minority populations.	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	HR	Vice President of Human Resources	In-progress	Participated in a job fair sponsored by Supervisor Holly Mitchell in November. Recruited for several key classified positions such as Foundation manager, accountants, help desk supervisor, police officer, human resources representative, and FT HVAC and nursing instructors.	none	Campus Community	2022-2023	Supporting the achievement of Compton College 2024 Masterplan. In addition to confirmation of participants in activities such as the job fair. Interacted with more than 200 job seekers at the District 2 Job Fair.	None at this time	B. Perez, December 5, 2022
7	Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules).	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	HR	Vice President of Human Resources	In-progress	Employee incentives are continuously posted on the HR webpage, communicated via email, and through professional development webinars.	none	Campus Community	2022-2023	Supporting the achievement of Compton College 2024 Masterplan	None at this time	B. Perez, December 5, 2022
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.	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	HR, EMP	President/CEO, and Vice President of Human Resources	In-progress	Anticipated start date in 2023.	Campus community	Campus community	2022-2023	Supporting the achievement of Compton College 2024 Masterplan	None at this time	B. Perez, December 5, 2022
9	Implement the Equal Employment Opportunity (EEO) Plan.	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	EMP	Director of Diversity, Compliance, and Title IX	In-progress	Plan continues to be reviewed for Chancellor's office multiple measures.	EEO Committee	Campus and community	2021-2022	Supporting the achievement of Compton College 2024 Masterplan	None at this time	Abe Ali, March 12, 2022.
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.	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	CC 2024, HR, EMP	President/CEO, and Vice President of Human Resources	In-progress	During this quarter, the District hired 16 permanent classified staff members. 38% were men and 31% were men of color.	Hiring committees, Faculty, Staff, and key stakeholders	Campus community	2022-2023	Supporting the achievement of Compton College 2024 Masterplan	None at this time	B. Perez, December 5, 2022
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	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates		Director of Diversity, Compliance, and Title IX	In-progress	Several recruitment measures in the EEO plan have been met with regard to the structure of the job announcements, expanding advertisement in several diversity oriented publications, and interview processes. Additionally, interview questions have been modified to align with DEIA efforts.	Hiring committees, Faculty, Staff, and key stakeholders	Campus community	2021-2022	Supporting the achievement of Compton College 2024 Masterplan	None at this time	Abe Ali, March 12, 2022.
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	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	EMP	Vice President of Human Resources	On-going	The District is successfully utilizing teaching demos and writing exercises throughout the interview process.	Hiring committees, Faculty, Staff, and key stakeholders	Campus community	On-going	Process established and implemented.	None at this time	B. Perez, December 5, 2022
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	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	EMP	Vice President of Academic Affairs	In-progress	Now that AR 7211 is in place, the Human Resources Office is developing a form for faculty to submit equivalency requests. The first equivalency request has been submitted and the Academic Senate President is forming the committee for review.	Academic Senate President, Vice President of Human Resources	Faculty, Academic Affairs Deans	June 2022	Process established and implemented.		Sheri Berger, December 5, 2022

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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	1	Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates	HR	Vice President of Human Resources	On-going	The District is successfully utilizing teaching demos in the interview process.	Hiring committees, Faculty, Staff, and key stakeholders	Campus community	On-going	Process established and implemented.	None at this time	B. Perez, December 5, 2022
15	Expanding schedule offerings and sections of in- demand courses may necessitate recruiting, hiring, training, and retaining additional faculty.	1	Enhance student preparation for academic success and completion.	CC 2024, Tech, HR	Vice President of Human Resources	On-going	HR staff has been working with Guided Pathway Divisions to recruit both FT and PT faculty for the winter and spring sessions.	Hiring committees, Faculty, Staff, and key stakeholders	Campus and community	On-going	process established and being implemented.	None at this time	B. Perez, December 5, 2022
16	Monitor hiring needs to implement online counseling.	3	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.	HR	Dean of Counseling and Guided Pathways	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. We are working with ConexED to implement ConexED Hubs. We have the ConexED Hubs but have an issue with the cable that connects to the card reader. We will meet with ConexED once a month, with all stakeholders.	Counseling, ConexED, DE, and all Cranium Café users	Campus and community	Complete	Reviewing data from Cranium Café, including video, phone, chat usage.	Our students need to have continued access to online counseling.	Cesar Jimenez September 1, 2022
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	3	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.	HR	Vice President of Student Services, and Director of Basic Need and Success	In progress	Provisional employee and student worker approved for the BMOC program to support implementation and activities related to this initiative. Received state funding to support LGBTQ+ students and created a proposal for provisional staffing support. Created 2022-2023 budget for LGBTQ+ funds.	Human Resources	Campus Community	2021-20222	Not Complete	None at this time	Nicole Jones September 1, 2022
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.)	3	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.	CC 2024, HR	Chief Technology Officer	On hold							

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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.	3	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	CC 2024, Tech, HR	Chief Technology Officer	In-Progress	202 replacement computers are in the process of being ordered for Student Success Center. IB1 has state of the art systems installs. IB2 & SSC has not been completed yet, but equipment has already been allocated.	Linda Owens-Jackson	Vice President of Academic Affairs	Summer 2022			David Simmons, March 14, 2022
2	Adopt a course management system (Canvas).	3	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	CC 202	Vice President Academic Affairs	Completed	Canvas has been adopted and implemented since Summer 2019. The DE Manager and LMS Specialist continue to maintain Canvas and support faculty, staff, and administrators. The DE Department offers professional development opposites every semester covering accessibility, canvas features, and other technologies that support teaching and learning. For the Spring 2022 semester the following topics are being covered: Microsoft Word Accessibility, Canvas MasteryPaths, Canvas Studio, using HTML in Canvas, and making course mobile friendly.	Distance Education Manager, Learning Manageme nt Specialist	Faculty, Staff	Completed			Sheri Berger, December 5, 2022
3	Improve the reliability of Wi-Fi access across the campus	3	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	CC 2024, Tech	Chief Technology Officer	In-Progress	Wi-Fi installed across campus and will be installed in all new building. Wi-Fi was also included in the 2022-2023 annual plan.		Faculty, Staff, Students				Lauren Sosenko, September 9, 2022
4	Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	3	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	Tech, Equity	Chief Technology Officer	In-Progress	Kurzeweil 3000 has been added to MyCompton portal. Kurzeweil provides access to our curriculum with a powerful multisensory approach to learning built innovative, research-based technology.	Clifford Seymour	Faculty, Staff, Students				David Simmons, March 14, 2022

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5	Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.	3	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	Tech	Chief Technology Officer, and Director of Institutional Effectiveness	In-Progress	Students can request Laptops & Wi-Fi hotspots via MyCompton Student Resources. The Office of Institutional Effectiveness is currently reviewing census data to understand service area access to computer technology and Wi-Fi. Questions about technology were added to the student survey used for program review.		Faculty, Staff, Students				Lauren Sosenko, December 8, 2022
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.	3	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	Tech	Chief Technology Officer	In-Progress				Fall 2022			David Simmons, March 14, 2022
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)	3	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	Tech, EMP, DE IEPI, SOAA 3c	Vice President of Student Services, Dean of Counseling and Guided Pathways, and Chief Technology Officer	In-Progress	Additional professional learning provided with Degree Works and best practices. Provided continuous trainings for TSTs on utilizing CRM Advise Early Alert and continued refinement of program for added value. 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 MS Office 365 that we utilize such as Microsoft Teams (Interdepartmental Communication), SharePoint (Out of District Data Hub), OneDrive (Interdepartmental Communication), Exploring use of ConexED Hubs, follow up meetings with Ellucian	Staff, Faculty, Students	Campus Communit y	Ongoing	increase usage of technology platforms	Provide staff with more training on technology features and use	Nicole Jones, September 1, 2022
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)	3		Accred	Director of Community Relations	In-Progress	Webpages are maintained by respective offices/departments and reviewed for content and accuracy by the Dir. of Community Relations. The Dir. of Community Relations schedules web training through Professional Development for faculty and staff to support the maintenance of webpages using Modern Campus CMS.	ITS, Professiona l Developme nt, faculty and staff as assigned, and 508/504 Technolog	faculty, staff	New website will go live in the spring 2023 semester (six months behind schedule).	Successful redesign of the College website based on the users' experience; provide clear, accurate and useful information.	UAT completed; new sitemap in progress; training on new templates completed. Content Migration pending new sitemap; training for content editors to be scheduled for January/February 2023	Heather Parnock, 11/30/2022

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9	Update Technology Plan	3	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	Accre ditatio n Action Plan	Chief Technology Officer	Completed	Completed in 2018-2019.	Campus	Campus	2018-2019	Completed Plan		
10	Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design, including fully implementing the student laptop loan program.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	Tech, EMP	Chief Technology Officer	In-Progress	Students can request Laptops & Wi-Fi hotspots via MyCompton Student Resources	Lydell Willis	Faculty, Staff, Students				David Simmons, March 14, 2022
11	Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	Tech	Chief Technology Officer, and Chief Facilities Officer	In-Progress		Linda Owens-Jackson	Faculty, Staff, Students				David Simmons, March 14, 2022
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.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	EMP	Director of Educational Partnerships, Dean of Counseling and Guided Pathways	In-Progress	Pending. Conversations between A&R and Docu-Sign are taking place to begin contract in 2022-2023 academic year. We have confirmed funding for Docusign via College Futures Foundation Grant. Director of A&R provided initial quote.	Director of Admissions and Records, Dean of Counseling and Guided Pathways	K-12 Partner School Districts	On-Going	Successful implementation.		Nelly Alvarado 06/16/22 and Cesar Jimenez September 1, 202
13	Develop Distance Education advisory committee at the Compton College	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	Accre ditatio n	Distance Education Faculty Coordinator	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 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. However, for 2021-2022 year, DEAC has not met since the DE Faculty Coordinator stepped down prior to the start of fall 2021. The DEAC will resume now that a DEFC has been hired for fall 2022.						Sheri Berger, December 5, 2022

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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.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Distance Education Faculty Coordinator	Completed	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.						Sheri Berger, December 5, 2022
15	Hire a Distance Education Faculty Coordinator from the ranks of full-time instructors on reassigned time.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	President/CEO and Vice President of Academic Affairs	Completed	The Distance Education Faculty Coordinator (DEFC), full time Learning Management Systems Specialist, and Distance Education Manager are filled. The College hired an Instruction Designer/Faculty Trainer during fall 2020. Prior to fall 2021, they stepped down. No faculty have applied for the Instructional Designer position.	Vice President of Human Resources	Academic Senate and Faculty	spring 2023		DEFC Hired	Sheri Berger, December 5, 2022
16	Develop and adopt the Compton College DE Faculty Handbook.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Distance Education Faculty Coordinator	Completed	The Handbook was completed in February 2019 and was approved by the Academic Senate. The Handbook began the revision process in spring 2021, but was not completed since DEAC has not met in 2021-2022. It is anticipated that DEAC will continue to review and revise now that there is a DEFC.			spring 2023			Sheri Berger, December 5, 2022
17	Implement a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Distance Education Faculty Coordinator	Completed	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.						Sheri Berger, December 5, 2022
18	Increase awareness and use of Distance Education support services.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Distance Education Faculty Coordinator	Completed	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. The following platforms are being used and are fully integrated into Canvas: Cranium Cafe Student Hub, NetTutor, Proctorio, Labster, and Ally.						Sheri Berger, December 5, 2022

No.	Key Action Step	SI	Objective	Plan Align ment	Lead	Status	Update- (300 word limit)	Who else is contributin g?	Who else needs to know?	Timeline	Measuring success:	Closing the Loop	Update:
19	Produce an online student orientation video that will be required viewing for all Distance Education students.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Distance Education Manager	Completed	The Distance Education has completed production of a DE Orientation Video. The video is available on the DE Website and is posted to Canvas as an announcement at the beginning of every semester.						Sheri Berger, December 5, 2022
20	Oversee the transition from Etudes to Canvas.	3	Provide technologies that create and maintain equitable, learning ready experiences, which support the physical, cultural, and cognitive needs of all students.	QFE	Vice President of Academic Affairs	Completed	Transition completed on June 7, 2019.						Sheri Berger, December 5, 2022

No.	Key Action Step	SI	Objective	Plan Alignment	Lead	Status	Update- (300 word limit)	Who else is contributing?	Who else needs to know?	Timeline	Measuring success:	Closing the Loop	Update
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.	1	Enhance student preparation for academic success and completion.	CC 2024, Tech	Director of Institutional Effectiveness	In-progress	Compton College continues to study student need including technology need, especially as it relates to basic needs and the COVID-19. Institutional Effectiveness is currently working on an outcome analysis for students who borrowed basic need resources from 2020-2021 through to the present. IE also is preparing a COVID-19 enrollment report for the college to inform the new Outreach Plan. In spring and fall 2021, IE surveyed students related to returning to campus, which included questions about access to computers and internet. These findings were discussed with Consultative Council. The College is embarking on its next Institutional Self-Evaluation Report and the Core Planning Team is working on an environmental scan to support upcoming strategic planning efforts. These two major activities focus on student needs and programs.	Instructional Faculty, Counselors and Advisors, Distance Education Committee, Student Services Directors, Student Success Center, Strong Workforce and Adult Education/CTE.	Library, Campus Community, Community, K-12 Districts, 4-year colleges and universities, Elected officials, Chancellor's Office.	Ongoing	Increased course success among students who access technology resources.	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.	Lauren Sosenko, Dec 9, 2022
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.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	Tech	Vice President of Student Services, and Director of Institutional Effectiveness	In-progress	The One Touch card is finally working and capturing the students who access free meals from the EveryTable cafeteria. Unfortunately, they system will not capture more sophisticated data like time in and out, needed to support library tutoring data. IE has set up a OneDrive file to capture data from student services offices at the end of each term. On June 14, 2022, the Data Governance Work Group met to discuss new basic need data collection required by the Chancellor's Office MIS system. A data collection and entry into Banner plan will be developed over the coming weeks. Further, the student success center requested a new system to capture positive attendance for tutoring services, which was approved in the 2022-2023 planning cycle. IE will support vetting and implementation of such a system.	Academic Affairs, Student Success Center, Tartar Success Teams, STEM Center, Information Technology Services	Distance Education Committee, Professional Development Committee, Counselors/Advisors	Ongoing	College is able to track and evaluate the student experience in relation to student outcomes (e.g., participation in events linked to persistence)	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.	Lauren Sosenko, Dec 9, 2022
3	Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	EMP	Director of Institutional Effectiveness	In-progress	Institutional Effectiveness is administering the fall 2022 withdrawal survey in December 2022.	Academic Affairs, Core Planning Team	Campus community	Ongoing	The Core Planning Team and the Consultative Council will consider reasons why students are withdrawing from classes.	The college is interested in the racial equity lens. The survey needs more respondents to accurately complete disproportionate impact analysis.	Lauren Sosenko, Dec 9, 2022
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.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	DE IEPI	Director of Institutional Effectiveness	In-progress	Institutional Effectiveness has published a Tableau dashboard about student success and retention disaggregated by modality, and has updated the dashboard to include the Guided Pathway Divisions and the most recent terms of data. 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. However, this effort has slowed because of other priorities, the lack of a faculty Distance Education Coordinator. IE is currently reviewing the DE evaluation plan and considering next steps.	Distance Education Faculty Coordinator, Distance Education Manager, Learning Management System Specialist	Faculty, Academic Affairs, Academic Senate, Human Resources	Spring 2022	Increased distance education success rate.	The data dashboard needs to be refined based upon feedback from the Distance Education Advisory Committee and the Director of Distance Education.	Lauren Sosenko, Dec 9, 2022

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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)	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	Accreditation Action Plan	Director of Institutional Effectiveness, and Vice President of Administrative Services	Complete	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. The Collaborative Governance Handbook, written by a cross-college workgroup, and published in May 2020, provides a detailed process for funding decision making. Most recently, Compton College completed the planning process for 2022-2023 with recommendations for over $338,000 in augmentations/ enhancements.	Core Planning Team, Institutional Effectiveness Committee	Campus community	Ongoing	Increased rate of complete and on-time annual plans and program reviews	None at this time	Lauren Sosenko, Dec 9, 2022
6	Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	Accreditation Action Plan	Director of Institutional Effectiveness, and Director of Basic Needs and Success	In-progress	The Office of Institutional Effectiveness (IE) is working to disaggregate data in all available data sources.	Institutional Effectiveness, Gensler	Campus community	SEA Report Due in September 22	SEA Plan completion	Incorporating campus voice in the SEA report	Lauren Sosenko, Dec 9, 2022
7	Reorganize and develop committee responsibilities across the campus.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE Action Plan	President/CEO	Complete	The President/CEO continues to seek feedback from the Academic Senate and union representation to ensure all institutional standing committees are fully represented. He sends out the list of committee members every primary term. Each committee completes a self-evaluation form annually, and has their goals defined annually. The self-evaluation form was just updated by the Core Planning Team and disseminated by Dr. Lauren Sosenko. Dr. Keith Curry will convene Administrative Assistants to conduct annual training on committee responsibilities, posting agenda and minutes, and maintaining website content.	Consultative Council, Academic Senate, Classified Union, Faculty Union, Associated Student Body	Campus community and students	Complete	All committees are meeting with full participation and making recommendations to the college.	None at this time.	Keith Curry
8	Develop Core Planning Workgroup attached to the Institutional Effectiveness Committee (IEC).	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE Action Plan	Director of Institutional Effectiveness	Completed	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, then the SLO/PLO disaggregation and the Planning Summit in 2020-2021, and now the next Environmental Scan. Upon reflection, the college leadership have assigned the Core Planning Workgroup to be a subcommittee of the Planning & Budget Committee, and the chair provides updates to the PBC starting in summer 2021.	Core Planning Workgroup	Planning and Budget Committee, Campus community	Complete	Core Planning Team is meeting with full participation and making recommendations to the Institutional Effectiveness Committee	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.	Lauren Sosenko, Dec 9, 2022

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9	Establish an institutional-wide program review timeline and ensure that program reviews are evaluated and completed in accordance with this timeline	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	Accreditation	Vice President Academic Affairs, Vice President Student Services, and Program Review Faculty Coordinator	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 chairs 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. Most recently, the faculty coordinator, working with the director of Institutional Effectiveness have enabled authors to complete documents in the ELumen platform. Each section is outlined in the platform, with accompanying instructions. This should make it easier for faculty to complete their documents in a timely manner.	Institutional Effectiveness Committee, Faculty, Staff, Program Review Faculty Coordinator, Vice Presidents, Deans and Supervisors campus-wide.	All members of the faculty and staff.	This was instituted in 2016, and has been continually updated since.	Number and rate of completed program reviews.	Implementation of this item indicated the need for regular reminders of due dates, and regular trainings for faculty authors. In addition, 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.	Sheri Berger, December 5, 2022
10	Program review reports and shared governance committee meeting minutes are to be disseminated in a timely manner	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	Accreditation	President/CEO, Vice President of Academic Affairs, Vice President of Student Services, Vice President of Human Resources, and Vice President of Administrative Services	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/.	Administrative Assistants, committee co-chairs	Campus community	Ongoing	The number, rate of posted agendas and minutes	None at this time	Sheri Berger, December 5, 2022
11	Hire Manager of Research and Planning	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	President/CEO	Completed	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."	None	Campus community	Complete	Fully-functioning IE department	None at this time	Keith Curry
12	Implement a Program Review and Planning (PRP) system to strengthen the link between Program Review and annual planning.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	Director of Institutional Effectiveness, Vice President of Academic Affairs, and Program Review Faculty Coordinator	Completed	In January 2021, the College began implementing eLumen for SLO and program review after the Core Planning Team made a recommendation to switch from Nuventive. The program review faculty coordinator and the director of Institutional Effectiveness have worked to enable authors to write their program review documents in ELumen beginning Fall 2022. Templates and instructions accompany each section, and having the documents housed in ELumen will help strengthen the link between program review and annual planning.	All faculty and staff who complete annual plans and program reviews.	The campus community	Complete	The number, rate of completed program reviews and annual plans	None	Lauren Sosenko, Dec 9, 2022
13	Enter all annual plans into PRP system.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	Director of Institutional Effectiveness	Completed	The Office of Institutional Effectiveness (IE) is working with the faculty program review coordinator to launch the Strategic Initiatives module in eLumen in spring 2022. Upon detailed review, it was determined that the system was not as robust as the word/excel process to map requests to outcomes and to submit recommendations for funding. IE will continue this home grown process and collect these plans using a Sharepoint site. The planning process reports are available online.	Faculty and staff who serve as annual plan leads.	Campus community	Complete	Number, rate of completed annual plans	Through the annual plan evaluation, Institutional Effectiveness has identified a number of opportunities for improvement, including the voting roll-up system.	Jesse Mills, August 25, 2022

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14	Improve strategies related to the Program Review process: communication.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	Vice President of Academic Affairs, Academic Deans, Institutional Effectiveness Committee, and Program	Completed	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.	Discipline faculty, Institutional Effectiveness committee (IEC) and Institutional Effectiveness office.	Campus community	Ongoing	Number and percentage of completed program reviews, reduce the number of overdue PR and two-year CTE supplemental reports.	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.	Lauren Sosenko, Dec 9, 2022
15	Update and maintain Planning and Budget Calendar.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	Vice President of Administrative Services, and Director of Institutional Effectiveness	Completed	The Planning and Budget Calendar has been created and updated for the current academic year and is posted as Administrative Regulation 6200.	None	Campus community	Complete	Deadlines are met	None at this time.	Jesse Mills, August 25, 2022
16	Communicate deadlines related to Planning and Budget to faculty and staff.	1	Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer	QFE	Vice President of Administrative Services, and Director of Institutional Effectiveness	Completed	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. These administrators also regularly provide updates to the Planning and Budget Committee. Timelines also are available in Administrative Regulation 6200.	None	Campus community	Complete	Deadlines are met	None at this time.	Lauren Sosenko, Dec 9, 2022
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.	2	Enhance student preparation for academic success and completion.	CC 2024, Tech, HR	Vice President of Academic Affairs	Ongoing	Field work student from CSULA provided an analysis of courses that have not been offered in the last 3 years. The document was provided to deans and division chairs to use in preparing the 2022-2023 schedule and is maintained by the Academic Affairs Analyst.	Deans of Student Learning, Dean of Student Success, Division Chairs, Academic Affairs Analyst, Director of Institutional Effectiveness	Counseling	On-going	Fills rates at census increase by 5-10% for 2022-2023.	Enrollment is a concern and understanding new enrollment patterns resulting from the pandemic is a challenge.	Sheri Berger, December 5, 2022
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	2	Enhance student preparation for academic success and completion.	EMP	Vice President of Academic Affairs, and Director of Institutional Effectiveness	Not started	The major survey that IE will implement in spring 2023 will include questions about hours of operation. Additionally, the new Adult Strategic Enrollment Management Plan will include a tactic related to understanding desired hours of operation for students aged 20 or older.	Vice President of Student Services, Vice President of Administrative Services	Campus community	December 2022	Increased student persistence and course success	COVID provided an opportunity to look at this issue differently, and we are integrating into new Normal Plan	Lauren Sosenko, Dec 9, 2022
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.	2	Enhance student preparation for academic success and completion.	EMP	Director of Institutional Effectiveness, and Vice President of Academic Affairs	In-progress	Institutional Effectiveness and the Core Planning Team are embarking on a new environmental scan that will include 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.	Core Planning Team	Campus community	Fall 2022	Increased enrollment and persistence	None at this time	Lauren Sosenko, Dec 9, 2022
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 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).	2	Enhance student preparation for academic success and completion.	EMP	Director of Institutional Effectiveness, and Vice President of Academic Affairs	Not started	IE will create and administer a major survey in spring 2023. This survey will ask current students their major and their preferred class times. These findings will be shared with chairs, deans and the vice president of Academic Affairs to support course scheduling efforts. In addition, program review surveys in individual disciplines ask these questions. The Office of Institutional Effectiveness will work to mine these survey results in fall 2022.	Research Analyst	None	Spring 2022	Increased enrollment and persistence	None at this time	Lauren Sosenko, Dec 9, 2022
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.	2	Enhance student preparation for academic success and completion.	SOAA 4g	Director of Institutional Effectiveness, and Vice President of Academic Affairs	In-progress	The college will move forward with a survey in 2022-2023 through annual planning funding for the implementation of the CCSSE in spring 2023. We have signed up for the survey.	PD Manager	Campus community	Ongoing	Improved outcomes on the surveys when they are administered	None at this time	Lauren Sosenko, Dec 9, 2022

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21	Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.	2	Enhance student preparation for academic success and completion.	Tech	Director of Institutional Effectiveness, Chief Technology Officer and Chief Facilities Officer	In-progress	IT staff regularly communicates with faculty about technology needs. Compton College also participated in the statewide COVID- 19 survey. IE staff is currently preparing these data for publication. Further, faculty identified technology professional development needs in the needs assessment administered in spring 2021. The findings are available online.	Faculty, Open Educational Resource Committee, Facilities, Students/ASB, St. John's Health Center,	Facilities, Special Resource Center, Campus Police	Ongoing	Increased student course success in online classes		Lauren Sosenko, Dec 9, 2022
22	Analyze workforce trends to identify two new CTE program areas.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	CC 2024	VP Academic Affairs; Deans	In progress	The CNA program started in fall 2021. Program continues every regular semester with a cohort in the first eight weeks and another in the second eight weeks. The application for the LVN program for the 2022-23 cycle is still on hold. We now have an EMT program. The first cohort of the program will start in spring 2023. Clinical sites have been secured. Skills technician has been recruited. Clinical coordinator has been hired. Real Estate Sales Associate Certificate of Achievement seeking approval for Fall 2022, and Biomanufacturing gained approval in 2021-22.	Director of Adult Ed and Workforced, Nursing Program Director. EMT program coordinator.	Nursing faculty and assistant nursing director. HEPS division chair.	LVN-On hold. EMT- program starts 2/13/2023.	Enrollment in the CNA and EMT programs	LVN approval process is on hold. Nursing Director has recommended utilizing a LVN Curriculum Consultant to provide curriculum developent to complete the new LVN Program Board of Voactional Nursing application packet. Due to the moratorium on new program development the LVN Program application is now on hold. Continue to advertise the CNA and EMT program as much as possible.	Abiodun Osanyinpeju, Nov 23, 2022
23	Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	EMP	Director of Institutional Effectiveness	Completed	Compton College has established data sharing partnerships with its K-12 feeder districts, the Los Angeles County Department of Public Social Services (DPSS), and California State University, Dominguez Hills (CSUDH). Data sharing is underway.	Vice President of Student Services, K-12 and university partners, and county department staff	Campus Community	Ongoing	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.	None at this time.	Lauren Sosenko, Dec 9, 2022
24	Analyze workforce data to determine critical regional needs and how the college can meet those needs through a combination of strengthening/reworking existing programs or investing in new programs as resources (including facilities) and capacity (including staff capacity) permit. a. Dr. Sosenko has submitted Exploratory programs through the LA Regional Consortium (may want to ask her what programs she submitted) b. VP Berger is working on a new CTE program recommendation process with Academic Senate c. Real Estate Sales certificate of achievement was approved by the LARC in November 2022 and EMT will be offered in Spring 2023.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	California Competes Report	Dean of Student Learning, BIS/SS	In-progress	1. Implement recommendations to create CTE pipelines to gainful employment. 2. Ensure access to data that connects students with employers for networking, entry-level jobs, and internships. 3. Explore options based on data on which new programs the College should pursue with available resources. 4. Examine labor market trends and forecasts. 5. Offer accessible programs (i.e., small cohort nursing program admitted with many students applying). First-time CNA program offered in 2022. 6. Employ the Chancellor's Office model of building local campus programs through leveraging the Los Angeles Regional Model. 7. Utilize the Director of Workforce Development to vet program options aligned with Adult Education, the local LA County Workforce plan by sector, and with the current needs of the surrounding Compton College feeder districts.	Director of Institutional Effectiveness, Lynell Wiggins, Abiodun Osanyinpeju, Theresa Echeverria Barragan, Cesar Jimenez, Carol DeLilly	Academic Senate, Career Clarity Committee	In-progress	Establish a questionnaire with Institutional Effectiveness on the viability of current program offerings. Identify a sustainable number of CTE programs for appropriate enrollment management at Compton College.	Establish whether the Strong Workforce Committee or sub-committee deliberates on program ideas.	Paul Flor, Dec 5, 2022
25	Clarify roles and responsibilities for those individuals who drive the CTE planning process. a. In November 2022, Director of Workforce Development presented to the Student Services staff on CTE and Workforce-related programs. Spring 2023 plans to engage in career-specific training with counselors on CTE b. Director of Workforce invited to attend Curriculum Committee meetings and report on program recommendations at LA Regional Consortium.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	California Competes Report	Dean of Student Learning	In-progress	Focus on implementing the following key objectives: 1. Invite Counselors to talk to students in each classroom, especially during the beginning of classes to inform students about career options 2. The Director's responsibility is to clarify which funding is available and to which program and to know how the process works, including timelines. 3. Offer CWEE 95 classes as paid experience with CTE programs to encourage enrollment and use it as on the job training for students to gain experience while working towards their certificate, degree and/or transfer. 4. CTE Implementation team has morphed into the Strong Workforce Committee and recommends that Dr. DeLilly implement an advisory committee for allied health to enhance program awareness and connection to local community partners.	Assoc. Dean of Nursing, Deans of Student Learning - Health & Public Safety / BIS, Counselors, CTE Faculty, Job Placement Specialist, Career Pathways Coordinator, and Transfer/ Career Center.	Cesar Jimenez, GPDs	January 2022 – December 2022	1. Presentation to Academic Senate and other constituents related to CTE Program development on LMI data for new program consideration. 2. The number of counselor presentations to HD classes to increase major decision-making 3. Funding delegation by project development and participation for CTE programs 4. Increase CWEE course offering from previous academic year. 5. Creation of Allied Health advisory to focus on industry integration and new program creation.	1. Appears the Academic Senate is the primary body involved in making program recommendations, despite their being a management professional expert on staff to offer guidance. The Director of Workforce will address this body in presentation format, as well as to the CTE Faculty in BIS GPD. 2. Offer training to counselors on CTE and Work-based learning structures of success; 3. Equitable distribution of Strong Workforce funds should be extended in alignment with project submission ideas that align with SWP metrics; 4. Recommendation from Chancellor's Office and Region is that President/CEO holds primary responsibility for new program development and update of current programs through alignment with the LA Regional Consortium. 5. CTE programs should use CWEE structure to engage companies and build transition to work access for students.	Lynell Wiggins, Dec 5, 2022

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26	Provide regular opportunities for individuals with responsibility for key workforce-related action items in the strategic plan to share and evaluate overall progress to date, to review and refresh objectives in the context of any changes that have occurred since the plan was written, and to strategize about action items moving forward.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	California Competes Report	Vice President of Academic Affairs	In-progress	The Director of Workforce Development and Adult Education presented workforce-related action items at Deans and Directors Council on December 2, 2021. The Strong Workforce Advisory Committee was formed during spring 2022 and will continuye to meet to address how to implement the California Competes recommendations.	Director of Workforce Development and Adult Education, Dean of Student Learning	Managers and Supervisors, Guided Pathways Committee, Career Clarity Committee, Division Chairs.	Ongoing	CTE programs enhanced or developed based on the findings		Sheri Berger, December 5, 2022
27	Strengthen and utilize the existing GP structure to increase horizontal integration and collaboration.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	California Competes Report	Dean of Counseling and Guided Pathways	In-progress	Focus on implementing the following key objectives: 1. Invite Counselors to talk to students in each classrooms, especially during the beginning of classes to inform students about career options 2. Encourage instructors to share their personal stories on how they became where they are and show them that they can do it too. 3. Provide ongoing CTE workshops to counselors and student services programs to inform, counselors, faculty and Student Services Departments about all our CTE programs, job and internship opportunities to increase the communication and information between CTE, Student Services and Counseling. The STEM and SSCI GP Counselor and SSA presented in classrooms on program of study and careers. GP Counselors attend the Career Clarity Committee meeting. The Director of Workforce Development attended and presented at the Counseling Department meeting on Tartars@Work – College Central Network. The Director of Workforce Development presetned on Careers for a Cause program in spring 2022. Recently hired a Adult Education Guided Pathways Counselor and will work collaborativelyw with Adult Education and Workforce Development.	Sean Moore, Paul Flor, Raquel Michel-Jackson,Counseling, SSAs, and Workforce Development	Campus community and students	In progress	Increase attendance in career fair.		Cesar Jimenez, Sept 1, 2022
28	Clarify role and responsibilities for Director of Workforce Development and Adult Education. Senior leadership can position the Director for success by clarifying expectations and key goals; being transparent with others about his role and specific assignments; and ensuring that he gets and provides key information.	5	Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.	California Competes Report	Dean of Student Learning, BIS/SS	On-going	Regular meeting between Paul Flor and Lynell Wiggins to review annual goals and their implementation have not occurred with any frequent pattern. L. Wiggins has not provided monthly reports and status updates since July 2022.	VP of Academic Affairs	Director for Workforce Development and Adult Education; Dean of Counseling & Guided Pathways; Deans of Student Learning; VP of Academic Affairs; VP of Student Services	On-going	Establish regular connections with differenct stakeholders on campus.	In collaboration with other departments and to promote transparency, the Director of Workforce Development will engage Student Services, multiple Guided Pathway Divisions, presenting information to and soliciting input from various constituencies, including the Academic Senate.	Paul Flor, Dec 5, 2022

No.	Key Action Step	SI	Objective	Plan Alignment	Lead	Status	Update- (300 word limit)	Who else is contributing?	Who else needs to know?	Timeline	Measuring success:	Closing the Loop	Update:
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)	1	Assess costs to maintain existing and planned facilities.	Accreditation Action Plan	President/CEO, and Chief Facilities Officer	In-progress	The Chancellors office conducted a facilities assessment of the entire campus sans MLB. Documents due by NLT October 2022. This information will assist in compiling info for the total cost of ownership.	chancellors office	campus	2 months	established protocols for assessing TCO	several more steps required after receiving info from chancellors office	Linda Owens Jackson, August 29, 2022
2	Ensure all meeting agenda and related documents include the college mission statement.	1		Accreditation Action Plan	President/CEO	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.	None	None	Complete	None	None	Keith Curry, September 9, 2022
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)	1		Accreditation Action Plan	President/CEO and Academic Senate President	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.	None	None	Complete	None	None	Keith Curry, September 9, 2022
4	Develop board policies and procedures for Compton College under the authority of CCCD (II.A.10)	1		Accreditation Action Plan	President/CEO	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.	None	None	Complete	None	None	Keith Curry, September 9, 2022
5	Develop a curriculum process at Compton College	1		Accreditation Action Plan	Vice President of Academic Affairs, and Curriculum Committee Chair	Completed	The Curriculum Committee was formally established in spring 2018 under the Academic Senate. The Curriculum Handbook was approved by the Board of Trustees on December 11, 2018. The College uses Curricunet as its curriculum management system.						Sheri Berger, December 5, 2022
6	Develop a Program Discontinuance Policy for CCCD	1		Accreditation Action Plan	Vice President of Academic Affairs	Completed	The District established BP 4021 on program discontinuance. AR 4021 outlines the collaborative and collegial procedures by which a committee, comprised of representatives across major constituent groupings determine those programs to be recommended for discontinuance.						Sheri Berger, December 5, 2022

No.	Key Action Step	SI	Objective	Plan Alignment	Lead	Status	Update- (300 word limit)	Who else is contributing?	Who else needs to know?	Timeline	Measuring success:	Closing the Loop	Update:
7	Digitize student records currently stored as hard copies	1		Accreditation Action Plan	Vice President of Student Services, Vice President of Academic Affairs, and Chief Technology Officer	Completed	On January 11, 2019, all CC Student Services managers met with ECC's Vice President of Student Services and ECC's respective Student Services department managers to address the ECC Compton Center/CC student records from 2006 through June 2019. It was determined that all student records during that time period belonged to ECC, and as such, the records would need to be classified, packed up, and picked up by ECC. ECC 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. At present, the College has begun to digitize all forms in Admissions and Records. For example, many of the Admissions and Records forms and petitions, such as the Steps to Enrollment, Section Transfer, and Reinstatements, are accessible online in a fillable PDF format. Additionally, petitions such as overload, AB540, residency, grade change, and course repeat are also online for students and faculty to access and use.						Sheri Berger, December 5, 2022