

Annual Planning at Compton College

Update on the 2021-2022 Annual Planning Cycle

July 2021



During the 2020-2021 academic year, the College planned for the 2021-2022 academic and fiscal year presenting recommendations to meet the college goals (presented in the appendix). In this process, annual plans start at the program level, and roll up into a unit level, and then roll-up into an area level plan. The college's area plans then roll-up into this final college plan. The planning process differed from previous years because the college transitioned away from the Nuventive platform and is working to implement the eLumen strategic initiative module to support program review and annual planning. Since eLumen was not available until fall 2021, the 2021-2022 planning cycle was conducted offline using Excel and word.

This report is a summary of the planning cycle process and outcomes. This report describes how lessons learned from the previous year were integrated to refine the planning process; the 2021-2022 planning cycle; faculty professional development proposals; evaluation findings from the 2020-2021 planning recommendations; and, lessons learned from the 2021-2022 planning cycle.

Closing the Loop on Lessons Learned from the 2020-2021 Planning Cycle

During the 2020-2021 planning cycle, Compton College grappled with how to improve the planning process and presented several considerations about the process that were recorded in the [Annual Report](#). Specifically, the college identified ways to improve the process by:

- *Reducing the number of recommendations:* Participants were overwhelmed with too many recommendations to prioritize in the 2020-2021 cycle. This concern was mitigated in 2021-2022 with fewer recommendations across the campus, except for Academic Affairs. However, the new 2021-2022 planning instructions also encouraged participants to review their existing budget and consider if they could pay for new ideas with existing funds.
- *Simplifying the survey:* Participants still struggle with the survey and interpreting results although efforts were made to include more concise descriptions and add if the item was one-time or ongoing. One continuing concern is that the survey is categorized across expense categories at the program, unit, and area level. Then the survey is transitioned across expense categories as the plan is collated across the college. This ranking can be difficult to interpret.
- *Clarify the planning structure:* The Director of Institutional Effectiveness reviewed the structure of the planning process (e.g., program, unit, area, college) with President/CEO cabinet members in winter 2021. The program and unit structures were revised to reflect current programs of study and changes to titles/offices (e.g., Educational Partnerships). The new structure is provided in the appendix. In 2021-2022 planning, the functions of student equity and achievement were split across academic affairs and student services. This worked better than the year before.

- *Plan Completion and Voting Participation:* Participation continued to be a challenge in the plan development and the voting process. The President/CEO cabinet discussed consequences for non-participation related to program review and plan development. In the final college plan, programs or units that did not complete program review were not prioritized. Consequences for authors who do not send the survey out for voting is still an outstanding concern that should be addressed in the 2022-2023 planning cycle.
- *Integrating grants:* College leadership is integrating major grant funds into the planning process. During the 2021-2022 planning cycle, grant managers for student equity and achievement, strong workforce, adult education, and guided pathway grants met with the Director of Institutional Effectiveness to identify 2021-2022 grant monies, potential carryover funds, and priorities and recommendations for the funding. These recommendations were forwarded to the President/CEO who will consider approval in the coming months. This process will continue each May.
- *Include Tartar Success Teams:* In fall 2020, the President/CEO requested that the Tartar Focused & Directed Pathways to Completion and the Tartar Success Teams (TSTs) provide their recommendations through the planning process. These recommendations were added as its own area and integrated into the college plan in spring 2021.

Implementation of the 2021-2022 Planning Cycle

Compton College’s planning calendar is described in [Compton Community College District Academic Regulation 6200 - Budget Calendar](#). During this gap year we did not use an online platform for the annual plan process (e.g., Nuventive or eLumen), and the annual plan for program and unit-level plans consisted of two items:

- 1) the logic model (word document) and
- 2) the recommendation excel file.

The logic model, that maps recommendations to activities to outcomes, supports author understanding about how a recommendation is linked to activities, outcomes, and higher-level institutional set goals. The recommendation excel file required authors to define the recommendation, its expense category, its link to the college strategic initiatives and Tartar Completion by Design, the amount required, and whether it is an ongoing or one-time request. If a recommendation did not require new funds (i.e., existing budgets would be allocated or there was no expected cost for the recommendation), authors did not have to submit a recommendation excel file.

The table below presents the list of the program plans and their completion status for the 2021-2022 planning cycle:

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

Cosmetology	✓	BIST
Machine Tool Technology	X	BIST
Welding	X	BIST
Music	X	FACH
Communication Studies	✓	FACH
Creative & Performing Arts (Studio Art)	✓	FACH
General Studies/ Transfer Studies (including Dance, Film/Video, Theatre)	X	FACH
English Lit/Rhetoric & Composition, & Academic Strategies	✓	FACH
Foreign Languages (Spanish, Japanese, Sign Language)	✓	FACH
English as a Second Language	✓	FACH
Library Science	✓	FACH
Social Media	✓	FACH
Choir	✓	FACH
Kinesiology/PE/General Studies (including Contemporary Health and First Aid)	✓	HPS
Nursing (including Medical Terminology)	X	HPS
Administration of Justice	✓	HPS
Human Development	✓	HPS
Fire & Emergency Technology	✓	HPS
Biological Sciences (Biology, Microbiology, Anatomy, Physiology)	✓	STEM
Chemistry	✓	STEM
Earth Science (Geology, Geography)- <i>submitted logic model but did not submit recommendation file</i>	✓	STEM
Astronomy/Physics (including Engineering)	✓	STEM
Mathematics	✓	STEM
Childhood Education (Early Childhood Education/ Child Development)	✓	SOSC
History	✓	SOSC
Political Science	✓	SOSC
Psychology	✓	SOSC
Sociology	✓	SOSC
Ethnic Studies	✓	SOSC
General Studies (Includes Anthropology/ Women's Studies)	X	SOSC
Elementary Teacher Education/ Liberal Studies (Elementary Teaching)	✓	SOSC
Veterans Center	✓	Financial Aid
Foster Kinship Programs (Foster & Kinship Care Education, FKCE; Guardian Scholars)	✓	SEA
Orientation, Placement & Ed. Plans (formerly SSSP)	✓	SEA
Equity	✓	SEA

Note: BIST= Business & Industrial Studies; FACH= Fine Arts, Communications, & Humanities; HPS= Health & Public Services; STEM=Science, Technology, Engineering, and Math; SOSC= Social Sciences; and, SEA=Student Equity and Achievement. The Humanities/Philosophy plan for FACH was eliminated based upon feedback from the author as there is no program of study in the discipline. ✓ = plan completed; X = plan not completed.

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

Unit Plans	Status	Area
Adult Education*	✓	Academic Affairs
Business & Industrial Studies	✓	Academic Affairs
Child Development Center*	✓	Academic Affairs
Distance Education	✓	Academic Affairs
Fine Arts, Communication & Humanities	✓	Academic Affairs
Health & Public Services	✓	Academic Affairs
Library- <i>Library requests were submitted in the Library Science program plan</i>	X	Academic Affairs
Science, Technology, Engineering & Math (STEM)	✓	Academic Affairs
Social Sciences	✓	Academic Affairs
Workforce Development	✓	Academic Affairs
Student Success Center (including Basic Skills SEA)	✓	Academic Affairs
Auxiliary Services	X	Administrative Services
Business Services (incl. Accounting, Purchasing, Contracts)	X	Administrative Services
Facilities, Planning & Operations	✓	Administrative Services
Information Technology Services	✓	Administrative Services
Equal Employment Opportunity	✓	Human Resources
Professional Development	✓	Human Resources
Title IX	✓	Human Resources
Community Relations	✓	President’s Office
Institutional Effectiveness	✓	President’s Office
Admissions & Records*	X	Student Services
Athletics	✓	Student Services
CalWORKs	✓	Student Services
Campus Police	✓	Student Services
Counseling*	X	Student Services
Educational Partnerships	✓	Student Services
EOPS/CARE	✓	Student Services
Financial Aid	X	Student Services
First Year Experience	✓	Student Services
Special Resource Center (SRC)	✓	Student Services
Student Development	✓	Student Services
Student Equity and Achievement (SEA)*	X	Student Services
Transfer Center	✓	Student Services
Upward Bound Math/Science	✓	Student Services
Business and Industrial Studies (BIST) Tartar Success Team	✓	Guided Pathways

Fine Arts, Communications, and Humanities (FACH) Tartar Success Team	✓	Guided Pathways
Health and Public Services (HPS) Tartar Success Team	✓	Guided Pathways
Science, Technology, Engineering, and Math (STEM) Tartar Success Team	✓	Guided Pathways
Social Sciences Tartar Success Team	✓	Guided Pathways

Note: The “Graduation” unit plan was integrated into the Student Development plan.

*The Vice President collected recommendations that were included in the Area Plan for these units.

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

Voting Roll-up Process

In the previous year, different areas rolled-up their recommendations in different ways. To standardize this process, Compton College replicated a voting system previously employed by our Student Services department. In this system, respondents ranked the recommendations by expense category (e.g., furniture, facilities, instructional equipment, non-instructional equipment, software/hardware, staffing, and other). For each unit that has program annual plans rolling up into it, the Office of Institutional Effectiveness recommended that respondents include at least the following make-up to ensure representation of faculty, staff, or managers knowledgeable about the unit/area functions in the voting process:

Unit/Area Plan	Completed	Voting Groups/Individuals
College	✓	Cabinet
Academic Affairs	✓	<ul style="list-style-type: none"> • Faculty from each Guided Pathway Division • Managers who work with Academic Affairs • Staff who work with Academic Affairs
Administrative Services	✓	<ul style="list-style-type: none"> • All administrative services managers
Student Services	✓	<ul style="list-style-type: none"> • All student services managers
Human Resources	✓	<ul style="list-style-type: none"> • Managers who work in Human Resources
BIST	✓	<ul style="list-style-type: none"> • one faculty member in each program (8 total); • up to 5 staff who work with the BIS Guided Pathway Division; • the Tartar Success Team members for BIS; and, • any managers who work in the BIS division.
FACH	✓	<ul style="list-style-type: none"> • one faculty member in each program (10 total); • up to 5 staff who work with the FACH Guided Pathway Division; • the Tartar Success Team members for FACH; and, • any managers who work in the FACH division.
HPS	✓	<ul style="list-style-type: none"> • one faculty member in each program (5 total); • up to 5 staff who work with the HPS Guided Pathway Division; • the Tartar Success Team members for HPS; and, • any managers who work in the HPS division.

STEM	✓	<ul style="list-style-type: none"> • one faculty member in each program (6 total); • up to 5 staff who work with the STEM Guided Pathway Division; • the Tartar Success Team members for STEM; and, • any managers who work in the STEM division.
SOSCI	✓	<ul style="list-style-type: none"> • one faculty member in each program (7 total); • up to 5 staff who work with the SOSCI Guided Pathway Division; • the Tartar Success Team members for SOSCI; and, • any managers who work in the SOSCI division.

Note: The Student Equity and Achievement voting process was revised in 2021-2022; SEA topics rolled up through their Student Services and Academic Affairs processes. Then, the grant was reviewed by grant managers. Guided Pathways prioritization was completed by the committee chairs and discussed during the larger committee meeting; the Academic Senate President completed the prioritization of the Academic Senate plan; the managers of the Offices of Community Relations and Institutional Effectiveness met to discuss the priority within the President’s Office.

The Office of Institutional Effectiveness returned the voting results to the Dean, Director, or Vice President responsible for the unit or area plan for consideration. This manager then considered the voting results and provided a final recommendation to move the plan forward. The manager was also instructed to provide a reason if they did forward a specific recommendation, which was captured and published in the feedback report.

Managers, directors, deans, and vice presidents who were responsible for prioritizing unit and area plans created the feedback report that is posted publicly on the Institutional Effectiveness Planning webpage for stakeholders to review. The report authors show all recommendations considered and provide justification narrative for the recommendations that were elevated into the unit/area plan, as well as for those recommendations that were eliminated from consideration, revamped, or funded in a different way.

2021-2022 Planning Outcomes

The planning process produced 341 recommendation for funding across the campus including:

- 194 recommendations from academic affairs;
- 10 recommendations from administrative services;
- 81 recommendations from student services;
- 13 recommendations from human resources;
- 18 recommendations from the president’s office (institutional effectiveness and community relations);
- 19 recommendations from the Tartar Success Teams (TSTs); and,
- 6 recommendations from Academic Senate.

Of the 341 total recommendations identified during the planning process, the final college plan identified 34 items for immediate funding that are identified in the table below from HEERF II, Student Equity and Achievement, Guided Pathways, and the general fund totaling \$299,000 (all recommendations except the new Americans with Disabilities Act (ADA) Compliance Position):

	2021-2022 Funding Request	Amount Funded	President/CEO Recommendation

1	AA6: SSC 4: Continue NetTutor online tutoring services. – <i>Ongoing</i>	\$10,800	Approved. For the 2021-2022 year, we will utilize HEERF II Funding.
2	SS3: Counseling 5: Import Banner information into CRM Advise. – <i>One-time</i>	\$20,000	Approved. We will utilize 2021-2022 Guided Pathways Funding.
3	AA2: Distance Ed 1: Blackboard Ally: Software that will assist with the development and management of accessible documents for students. – <i>Ongoing</i>	\$8,000	Approved. For the 2021-2022 year, we will utilize HEERF II Funding.
4	AS7: ITS 4: Hire an Americans with Disabilities Act (ADA) Compliance Position. – <i>Ongoing</i>	TBD	Approved. This position is funded in the 2021-2022 Compton CCD General Fund Budget. More information on this position was included in the President/CEO Message – June 3, 2021 .
5	AA9: STEM:3 - Bio5: Purchase 6 microscopes with camera and connection to the AV system. – <i>One-time</i>	\$5,400	Approved
6	AA18: STEM:4 - Bio7: Purchase 8 Fisherband Bact-loop micro sterilizers. – <i>One-time</i>	\$3,200	Approved
7	AA29: STEM:6 - Phys4: Obtain six (6) 6” Schmitt-Cassegrain GoTo telescopes +accessories. – <i>One-time</i>	\$5,200	Approved
8	AS4: Facilities 1- Purchase new mowers for grounds. – <i>One-time</i>	\$30,000	Approved
9	AS5: Facilities 2- Purchase custodial floor equipment (i.e., vacuums, buffers, scrubbers, burnishers, extractors). – <i>One-time</i>	\$15,000	Approved
10	IE3: CITI Human Subjects Protection Training. – <i>Ongoing</i>	\$3,500	Approved
11	HR1: PD 3- Event comprised of a variety of activities that include: team building (e.g., manager's retreat), technical and soft skill knowledge sharing, and featured speakers. – <i>Ongoing</i>	\$10,000	Approved
12	IE5: Student Tracker Costs. – <i>Ongoing</i>	\$1,200	Approved

13	GP1: FACH_TST1: New Student Survival Kits. – <i>Ongoing</i>	\$15,000	Approved. The original request was \$6,000; I increased it to \$15,000 to provide for all new students. For the 2021-2022 year, we will utilize Student Equity and Achievement Funding.
14	Acad Sen4: Fund the purchase of books for the Book Club. – <i>Ongoing</i>	\$3,000	Approved
15	AA8: Distance Ed 2: Test Proctoring Service: Software that will perform Automated test proctoring in the Canvas Learning Management System. – <i>Ongoing</i>	\$14,200	Approved. For the 2021-2022 year, we will utilize HEERF II Funding.
16	AA12: STEM:5 - Bio8: Purchase 171 L Corning LSE Shaking incubator. – <i>One-time</i>	\$6,400	Approved
17	AA23: FASH4 - Comm2: Funding for intramural speech competition. – <i>Ongoing</i>	\$500	Approved
18	AA36: STEM:8 - Phys6- Obtain six (6) silicon PMT assemblies. – <i>One-time</i>	\$1,000	Approved
19	AA38: STEM:10 - Bio2: Purchase 6 Electric Micro-sterilizers. – <i>One-time</i>	\$2,300	Approved
20	AS8: Facilities 3 - Purchase new painting equipment. – <i>One-time</i>	\$15,000	Approved
21	SS1: Student Development 1: Student Development Office Renovation. – <i>One-time</i>	\$20,000	Approved
22	AA14: FASH11 - Art6: Purchase and install a gallery hanging system for the art gallery. – <i>One-time</i>	\$1,200	Approved
23	AA34: FASH3 - Comm1: Funding for debate tournaments. – <i>Ongoing</i>	\$3,000	Approved
24	AA56: STEM:15 - Chem7- Funding for sufficient equipment for each student in Chem 120 to have their own equipment set without sharing. – <i>One-time</i>	\$10,000	Approved
25	AA57: FASH29 - Choir2: Purchase choral risers and acoustical performance shells. – <i>Ongoing</i>	\$10,000	Approved
26	IE4: Qualtrics Upgrades: Connection to Banner, texting, Stats iQ, TextiQ, and report writing professional development. – <i>Ongoing</i>	\$6,000	Approved

27	SS10: Ed Partner 4: Increase funding for non-instructional supplies & promotional materials. – <i>Ongoing</i>	\$20,000	Approved. For the 2021-2022 year, we will utilize Student Equity and Achievement Funding.
28	A15: Distance Ed 3: Respondus 4.0: Software that allows the use of text files to upload exams to Canvas. – <i>Ongoing</i>	\$2,300	Approved. For the 2021-2022 year, we will utilize HEERF II Funding.
29	GP7: FACH_TST2: Student Academic Conferences. – <i>Ongoing</i>	\$15,000	Approved. For the 2021-2022 year, we will utilize Guided Pathways Funding.
30	SS17: Transfer_Center3: Fund Northern California University Tour. – <i>Ongoing</i>	\$15,000	Approved. For the 2021-2022 year, we will utilize Student Equity and Achievement Funding.
31	SS49: Ed Partner 3: Additional funding for Outreach publications and media to promote Compton College and the Promise program. – <i>Ongoing</i>	\$10,000	Approved. For the 2021-2022 year, we will utilize Student Equity and Achievement Funding.
32	AA51: STEM:7 - Phys5- Obtain four (4) Solar telescopes + accessories. – <i>One-time</i>	\$2,200	Approved
33	AA52: FASH15 - Lib1: Acquire additional e-textbooks to expand reserves collection. – <i>Ongoing</i>	\$10,600	Approved
34	UndocuAlly Taskforce Recommendation	\$4,000	Funded through Student Equity and Achievement

Note: The UndocuAlly recommendation was forwarded by a Task Force. Any ongoing recommendations funded with HEERF funding in 2021-2022 will be funded through the general fund in subsequent years.

In addition, 49 items in the planning cycle were identified for potential funding through grant funds, such as Student Equity and Achievement, Strong Workforce, Adult Education, and Guided Pathways grants. Additional items were also flagged for potential funding through enrollment management or lottery funds. The President/CEO is still considering approval of these items and will make a final decision by August 13, 2021. In the future our goal is to make this decision in May of each year.

The campus identified 15 recommendations that will not require additional funding, which are documented in the feedback report. This is a decrease from the previous year, however, authors of the plans were instructed that they did not need to submit a recommendation file when no new funds were required. Therefore, there are more recommendations using existing funds that are not accounted for in the feedback report. This will be modified for next year to create a more clear and comprehensive narrative of the planning process.

Teaching and Learning Professional Development Proposals

During the 2021-2022 planning cycle, faculty proposed recommended professional development to drive improved teaching and learning on the campus. The President/CEO approved 18 proposals totaling \$210,780.

	Teaching and Learning Professional Development Proposals	Amount Funded	President/CEO Recommendation
1.	Social Sciences 1; Learning and Understanding How to Apply the Eight Equity Minded Precepts in your Course Syllabus- Unknown	\$0	Approved
2.	Social Sciences 3: Life Post Pandemic: Navigating Trauma and Education in the Classroom	\$5,000	Approved
3.	FACH 4: Anti-Racist, Culturally Relevant Pedagogies	\$2,000	Approved
4.	Social Sciences 2: Supporting and Understanding the African American Male in Education	\$5,000	Approved
5.	STEM 1: Compton College Successful Teaching Strategies	\$0	Approved
6.	Counseling 1: Counseling Faculty will learn new strategies on advising students to increase degree completion.	\$40,000	Approved
7.	STEM 4: Four standardized, project-based, student-centered, and equitable course shells for Math 65, 150, 170, and 180.	\$14,400	Approved, one-time only
8.	STEM 7: OER training	\$6,000	Approved
9.	Counseling 3: Motivational Interviewing Training	\$5,500	Approved
10.	STEM 3: Implement an Evidence-based Teaching Workshop Series	\$28,640	Approved
11.	FACH 5: English Community of Practice	\$18,540	Approved
12.	STEM 5: Training for math faculty about new course shells	\$7,200	Approved, one-time only
13.	Counseling 2: Myer-Briggs Type Indicator Certification	\$47,000	Approved
14.	Counseling 4: Skill Scan Training	\$20,000	Approved
15.	College 1: Interview and CV Writing Workshops for Adjunct Faculty	\$5,000	Approved, campuswide for Adjunct Faculty
16.	FACH 2: On Course Training for Classroom Integration	\$4,000	Approved
17.	FACH 8: Building and Using Rubrics	\$500	Approved
18.	College 2: Grant finding and grant writing workshops	\$2,000	Approved, campuswide for Faculty

The funding for all Faculty Teaching and Learning Professional Development Proposals is for the 2021-2022 year only. These proposals are not funded ongoing for future years. During the 2021-2022 year, the Office of Institutional Effectiveness will evaluate these projects and the President/CEO cabinet working with the Academic Senate will determine the process for future Faculty Teaching and Learning Professional Development Proposals and identify potential funding sources.

2020-2021 Recommendation Evaluation

In the 2020-2021 planning cycle, the college identified 22 recommendations for funding. At the end of the fiscal year, the Office of Institutional Effectiveness conducted an evaluation of how the recommendations were implemented. This evaluation strived to answer two questions:

1. Was the recommendation implemented and the funds spent?
2. What were any challenges to implementing the recommendations?

The table below presents the results of which items were completed, partially completed, or not completed.

General Fund:

Recommendation	Completed	Funds Used	Anticipated Cost	Strategic Initiative	Funding Type
Student Services (A&R): As a result of the transition from El Camino College, the Admissions and Records Office needs an increase in the supply budget to cover costs related to resources that were previously covered by or supplied by El Camino College.	✓	Yes	\$6,000.00	A	Ongoing
Academic Affairs- Fund renewal for Turnitin/ Proctorio. Line item exists to cover Turnitin, but additional funds needed to support Proctorio if not covered by OEI.	✓	Yes	\$15,658.00	B	Ongoing
President's Office (IE): Increase of mandatory Student Right to Know Charge	✓	Yes	\$1,900.00	A	Ongoing
Student Services (Athletics): New 3-Point Lines for Gym Floor to be in CCCAA Compliance	✓	Yes	\$8,500.00	A	One-Time
President's Office (IE): Renew Nuventive Contract for support of planning, accreditation, and SLO data collection (Impact, Insights, Professional Services)	✓	Yes	\$70,000.00	A	Ongoing
Human Resources (PD): Establish a standardized New-Hire Orientation	✗	No	\$5,000.00	A	Ongoing
Academic Affairs (Academic Senate)- Continue funding Academic Senate for California Community Colleges (ASCCC) Annual Fees	✓	Yes	\$500.00	B	Ongoing
Academic Affairs (Academic Senate)- Continue funding ASCCC Conferences: Plenary Sessions and Curriculum Institute - Fall 2020 and Spring 2021.	✓	Partial	\$2,500.00	B	Ongoing

Human Resources (PD): Enhance the annual on-going professional development days (e.g., Classified PD Day, Flex Workshops, Brown-bags) Per Cabinet discussion, should also include AB 705 Professional Development (\$35,000) Revised to \$15,000	X	No	\$15,000.00	A	Ongoing
Academic Affairs (Student Success Center)- Instate web-based academic support curriculum.	✓	Yes	\$5,000.00	A	Ongoing
Student Services (Athletics): Increase Stipend Pool for Part-Time Staffing, minimum wage increase (Assistant Coaches, Athletic Trainers, Game Management Staffing)	P	Partial	\$19,942.00	A	Ongoing
Restricted Fund - Lottery Fund:					
Academic Affairs (STEM, Chemistry)- Buy Chem Draw Professional for the Chemistry faculty and staff.	✓	Yes	\$2,000.00	C	One-time
Restricted Fund - Guided Pathways:					
President's Office: Achieving the Dream - Half of enrollment fee	✓	Yes	\$112,500.00	A	One-Time
Measure CC Bond Fund:					
Administrative Services (ITS): Palo Alto Firewall Upgrade (\$250,000 one-time fee; \$50,000 on-going)	✓	Yes	\$250,000.00	C	Ongoing
Administrative Services (ITS): Upgrade District Wi-Fi System (\$150,000 one-time cost; \$40,000 on-going)	X	No	\$150,000.00	C	Ongoing
Restricted Fund - Parking:					
Student Services (Police): Replacement of Parking Citation Devices. Replacement of existing handheld parking citation machines	✓	Partial	\$6,000.00	A	One-time
Compton CCD Recovery Fund:					
Student Services (Student Development): ID Card System Maintenance	✓	Yes	\$9,000.00	A	Ongoing
Restricted Fund - Student Equity and Achievement:					
Student Services (Counseling): Increase the counseling hourly budget that can be divided up as needed during the non-primary terms	P	Partial	\$13,000.00	B	Ongoing

for career, transfer, or other counseling services.					
Restricted Fund - Strong Workforce:					
Academic Affairs (HEPS, FTEC) Hire a program director and a clinical coordinator	X	No	\$30,000.00	B	Ongoing
Academic Affairs (Student Success Center)- Provide additional communal space for student group and solo study. Revised to include additional sites across campus.	X	No	\$130,000.00	A	One-time
Academic Affairs (SOSC, Childhood Education): Hire a permit specialist to assist students with the requirements to apply and obtain the six different levels of the Child Development Permits given by the state of California. This person should also have the expertise to guide students with the appropriate professional growth requirements for upgrades in their permits.	✓	Yes	\$20,000.00	B	Ongoing
Academic Affairs (HEPS, FTEC): Complete recertification process and start classes. We expect this to be spring 2021 start with COVID-19 delays.	X	No	\$40,000.00	D	Ongoing

Note: Strategic Initiatives are: A - Enrollment/ Retention/ Completion; B - Student Success & Support - Education & Career Goals; C - Student Success & Support – Technology; and, D - Degrees & Certificates in Allied Health & Technical Fields

✓ = recommendation completed; P=recommendation partially completed; X = recommendation not completed

Challenges to Implement 2020-2021 Recommendations

The evaluation asked respondents to provide context for challenges faced in implementing these recommendations. Not surprisingly, COVID and the impact of transitioning online, cancelling athletics and closing the campus was one issue that several respondents cited as a challenge. Two respondents also cited challenges with the business office processes. For example, one respondent said “the length of time the Business office takes to reimburse faculty for conference dues...is a deterrent for many faculty to attend conferences, especially if those faculty are limited financially.” Finally, development of a fire technology program was hampered by lack of interest in an internal position announcement, and it was recommended to advertise for the position outside of the college.

Lessons Learned in 2020-2021 for the 2021-2022 Planning Process

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

- The college is integrating major grants into the planning process. The planning process will include a review of the grant budgets in May of each year, including: the Enrollment Management Plan fund, Student Equity and Achievement, Strong Workforce, Adult Education, Guided Pathways, and lottery funds. Below are the bodies who should submit recommendations to the President/CEO for consideration:
 - Enrollment Management Plan: Vice President of Student Services, and the Enrollment Management Committee;
 - Student Equity and Achievement (SEA): Director of Enrollment Services, Vice President of Student Services, and the SEA Work Group;
 - Strong Workforce: Director of Adult Education and Workforce Development, the Dean of Student Learning, and the Vice President of Academic Affairs;
 - Adult Education: Director of Adult Education and Workforce Development, the Dean of Student Learning, and the Vice President of Academic Affairs;
 - Guided Pathways: Dean of Guided Pathways and Counseling, and the Tartar Focused and Directed Guided Pathways Committee; and,
 - Lottery funds: Vice President of Academic Affairs.
- The transition to eLumen provided an opportunity to review the structure of program review and planning and alignment between the two processes. Several modifications were made based upon current programs of study, revised department names (e.g., Educational Partnerships), and alignment between the processes. This revised structure is provided in the appendix that will be implemented in fall 2021 for the 2022-2023 fiscal/academic year.
- Timely completion of program reviews, annual plans, and evaluations of annual activities are essential for continuous improvement at the college. While the President/CEO cabinet was able to prioritize based on completed program reviews this year, in the next cycle, timely completion of program reviews, annual plans, and evaluations will be required to be considered for funding through the planning process.
- Training of the business office processes should be offered regularly to support capacity to quickly and efficiently support purchasing and reimbursement needs. Timelines for business processes could also be documented and published for faculty, staff, and administrators.
- The logic model exercise in the planning process will not be integrated into the new eLumen platform. However, the logic model exercise will still be required to support participant linking of the recommendation to outcomes. The Office of Institutional Effectiveness will evaluate how the logic model supports this understanding in the 2022-2023 planning cycle.
- The planning cycle does not evaluate recommendations that use existing funds. As the college planning process develops it will be essential that departments continue to “pivot” and use existing resources for new ideas. This will require strong evaluation of current practices so that faculty, staff, and managers can determine which practices are effective and which can be stopped or repurposed for new, emerging ideas.

Appendix

eLumen structure

DEPT ID	DESC	ORG TYPE	PARENT ORG ID
ACDA	Academic Affairs	Dept	
ACDA001	Child Development Center	Program	ACDA
ACDA002	Distance Education	Program	ACDA
ACDA004	Strong Workforce Program	Program	ACDA
ACDA005	Adult Education	Program	ACDA
ACDA006	Student Success Center (including Basic Skills SEA, and tutoring)	Program	ACDA
ACDA007	Honors Transfer Program	Program	ACDA
ACDS	Academic Senate	Dept	
ACDS001	Academic Senate	Program	ACDS
ADSV	Administrative Services	Dept	
ADSV001	Auxiliary Services	Program	ADSV
ADSV002	Business Services (incl. Accounting, Purchasing, Contracts)	Program	ADSV
ADSV003	Facilities, Planning & Operations	Program	ADSV
ADSV004	Information Technology Services (ITS)	Program	ADSV
BIST	Business & Industrial Studies	Dept	
BIST001	Air Conditioning & Refrigeration	Program	BIST
BIST002	Auto Collision Repair/Painting	Program	BIST
BIST003	Automotive Technology	Program	BIST
BIST004	Business (incl Administration, Management, Marketing, Accounting, Real Estate, Law)	Program	BIST
BIST005	Computer Information Systems	Program	BIST
BIST006	Cosmetology	Program	BIST
BIST007	Machine Tool Technology & Manufacturing Technology	Program	BIST
BIST008	Welding	Program	BIST
BIST009	Engineering Technology	Program	BIST
EQTY	Student Equity and Achievement	Dept	
EQTY001	Equity	Program	EQTY
EQTY002	Basic Skills	Program	EQTY
FACH	Fine Arts, Communication, and Humanities	Dept	
FACH001	Communication Studies	Program	FACH
FACH002	Art	Program	FACH
FACH003	English as a Second Language	Program	FACH
FACH004	English Lit/Rhetoric & Composition, & Academic Strategies	Program	FACH
FACH005	Languages (Spanish, Japanese, Sign Language)	Program	FACH
FACH006	Humanities & Philosophy	Program	FACH
FACH007	Library and Library Science	Program	FACH

FACH008	Music (includes Choir and Commercial Music)	Program	FACH
FACH010	Social Media (includes Journalism)	Program	FACH
FACH011	Dance, Film/Video, Theatre	Program	FACH
FACH012	General Studies (FACH)	Program	FACH
GDPY	Guided Pathways	Dept	
GDPY001	FACH Tartar Success Teams	Program	GDPY
GDPY002	HEPS Tartar Success Teams	Program	GDPY
GDPY003	SSCI Tartar Success Teams	Program	GDPY
GDPY004	STEM Tartar Success Teams	Program	GDPY
GDPY005	BIST Tartar Success Teams	Program	GDPY
HEPS	Health and Public Service	Dept	
HEPS001	Administration of Justice	Program	HEPS
HEPS002	Fire & Emergency Technology	Program	HEPS
HEPS003	Human Development	Program	HEPS
HEPS004	Kinesiology and PE (including Contemporary Health, First Aid, Nutrition and Foods)	Program	HEPS
HEPS005	Nursing (including Medical Terminology)	Program	HEPS
HUMR	Human Resources	Dept	
HUMR001	EEO	Program	HUMR
HUMR002	Title IX	Program	HUMR
HUMR003	Professional Development	Program	HUMR
PRES	President's Office	Dept	
PRES001	Community Relations	Program	PRES
PRES002	Institutional Research	Program	PRES
SSCI	Social Science	Dept	
SSCI001	Childhood Education (Early Childhood Education/ Child Development)	Program	SSCI
SSCI002	Liberal Studies	Program	SSCI
SSCI003	Ethnic Studies	Program	SSCI
SSCI004	History	Program	SSCI
SSCI005	Political Science	Program	SSCI
SSCI006	Psychology	Program	SSCI
SSCI007	Sociology	Program	SSCI
SSCI008	General Studies (includes Anthropology, Women's Studies, Economics)	Program	SSCI
STDS	Student Services	Dept	
STDS001	Educational Partnerships (Promise Program & Dual Enrollment)	Program	STDS
STDS002	First Year Experience (FYE)	Program	STDS
STDS003	Foster & Kinship Care Education, FKCE	Program	STDS
STDS005	Transfer/Career Center	Program	STDS
STDS006	Upward Bound Math/Science	Program	STDS
STDS007	Veteran's Resource Center	Program	STDS
STDS008	Financial Aid	Program	STDS
STDS009	Admissions & Records	Program	STDS

STDS010	Athletics	Program	STDS
STDS011	CalWORKs	Program	STDS
STDS012	Campus Police	Program	STDS
STDS013	Counseling	Program	STDS
STDS015	EOPS/CARE	Program	STDS
STDS017	Special Resource Center (SRC)	Program	STDS
STDS018	Student Development	Program	STDS
STDS019	Student Equity and Achievement (SEA; including Equity and Basic Skills)	Program	STDS
STDS020	Guardian Scholars Program	Program	STDS
STDS021	Student Success Support Program (Assessment, Orientation, and Ed Plan, AOE; Welcome Center)	Program	STDS
STEM	Science, Technology, Engineering, and Math	Dept	
STEM001	Astronomy/Physics (including Engineering)	Program	STEM
STEM002	Biological Sciences (Biology, Microbiology, Anatomy, Physiology)	Program	STEM
STEM003	Chemistry	Program	STEM
STEM004	Earth Science (Geology, Geography)	Program	STEM
STEM005	Mathematics	Program	STEM
STEM006	General Sciences/ General Studies/ Biological and Physical Sciences	Program	STEM



2021-2022 COMPTON COLLEGE GOALS

1. **Implement Tartar Completion by Design to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study¹.**
 - a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data used to inform equity-minded practices campuswide.
 - b. Increase capacity and skill level among all faculty for online/remote instruction; strengthen and evaluate the Distance Education program at Compton College.
 - c. Enhance online student support services for Compton College students.
 - d. Monitor 504/508 concerns and implement Universal Design across all institutional services campuswide.
 - e. Implement and support the AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College. Create new and innovative ways to support student success in math and English.
 - f. Implement and evaluate Directed and Focused Pathways to Completion (Guided Pathways).
 - g. Coordinate and evaluate student success activities as they relate to the Student-Centered Funding Formula.
 - h. Enhance basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Tartar Support Network.
 - i. Implement a Cooperative Work Experience Plan for Compton College.
 - j. Develop courses specific to careers, such as math for nurses.
 - k. Implement eLumen as the learning outcome and planning repository for the college. Disaggregate learning outcomes.

Outcomes: Implement a plan for accessibility; More faculty certified to teach Distance Education; More faculty report that SLO findings result in changes in teaching practice; Employees report reduced silos; Increase in count of students who complete math and English in one year, earn Associate Degrees for Transfer (ADTs), associate degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study

¹ Outcomes are aligned with the Vision for Success goals from the California Community Colleges Chancellor's Office.

2. **Grow enrollment to 4,518 Full-Time Equivalent Students (FTES) for the 2021-2022 year.**
 - a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.
 - b. Offer 1,389 course sections during the 2021-2022 year.
Outcome: 4,518 FTES

3. **Complete all Compton College Accreditation efforts.**
 - a. Fully implement and sunset Compton College Quality Focus Essay recommendations.
 - b. Implement the items cited in the plans section of the 2017 ECC Compton Center Self-Evaluation Report and implement the recommendations for improvement cited in the 2017 External Evaluation Report. Sunset these action items.
 - c. Create a new accreditation system that reflects collaborative governance to complete the Institutional Self-Evaluation Report (ISER) and refine a process to collect and house Compton College Accreditation evidence.
 - d. Establish ISER timeline and start activities by fall 2021 for report due spring 2024.
Outcome: Compton College maintains accreditation

4. **Continue to improve facilities to support student learning and success.**
 - a. Prioritize scheduled maintenance/site improvements for Compton College to ensure health and safety of students and employees.
 - b. Establish, implement, and monitor a COVID-19 Safe Return to Campus Plan.
 - c. Complete capital outlay construction projects: Instructional Building 2 and the Student Services Building.
 - d. Monitor the planning for the Vocational Technology Building Renovation, the Math/Science Building Renovation, the new Physical Education Complex, and the new Performing Arts Complex.
 - e. Continue to explore potential student residential housing options on the Compton College campus.
 - f. Increase responsiveness to day-to-day facility needs.
Outcomes: Completion of Instructional Building 2 and the Student Services Building projects; Employees and students report satisfaction with the learning environment; Employees and students report feeling safe on campus

5. **Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.**

- a. Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.
- b. Continue to implement the College Futures Foundation funding that supports guided pathways, dual enrollment, opt-out scheduling, block scheduling, and aligned associate degree for transfer pathways at Compton College.
- c. Have a fully operational Foundation for the Compton Community College District that meets the needs of Compton College and Compton College students.
- d. Increase participation among the College Promise programs with Lynwood, Paramount, and Compton unified school districts.
- e. Maintain dual enrollment with our high school partners and explore dual enrollment options with local charter schools.
- f. Increase faculty voice in communication with dual enrollment partners, including faculty-to-faculty dialogues and the development and modification of program maps.
- g. Develop employment opportunities, paid internships, and apprenticeships for Compton College students through business partnerships.
- h. Establish and/or enhance partnerships with four-year colleges/universities, including University of California, California State Universities, historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and private colleges/universities.
- i. Establish and fortify relationships with the adult schools in Lynwood, Paramount, and Compton unified school districts.
- j. Establish the Community College Center for Educational Justice and Transformation.

Outcome: Maintain dual enrollment student count; Increase in count of students transferring to university partners (e.g., UCI, CSUDH, CSULB); Establish the Community College Center for Educational Justice and Transformation

6. Create a stronger sense of connection among employees, students, college, and the community.

- a. Implement the *Collaborative Governance* document and recommendations to ensure multistakeholder participation in collaborative governance at Compton College.
- b. Implement and evaluate Diversity, Equity, and Inclusion (DEI) activities, including the Compton College Response to the Chancellor's Call to Action.
- c. Support and champion equity-minded practices designed to engage traditionally marginalized groups, including but not limited to, men of color, LGBTQ+, persons with disabilities, and foster youth.
- d. Increase student engagement in campus events and programs among all students.
- e. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.

- f. Focus Professional Development Days on activities designed to increase community engagement and camaraderie, inclusive of staff, faculty, and administration.
- g. Conduct annual needs assessment about faculty and staff professional development, including technology needs.
- h. Continue to develop and be responsive to the Compton College employees' professional development needs in alignment with the Achieving the Dream, Inc. partnership.

Outcome: Increase response rate on school climate survey; Increase in positive responses by employees and students who report being connected to the college; Increase in student use of college services; Establish baseline measures from the National Assessment of Collegiate Campus Climates (NACCC)