

2022 Annual Reflection Report

Start of Block: Instructions

Q1 Introduction

The 2022 ATD Annual Reflection is an important activity that allows your institution to engage in a reflection on your student success work through Achieving the Dream. The primary goal is to provide the space for reflective practice to allow your team to assess your work and progress over the past year and how you will move forward with the work to transform your institution. These reflections also provide feedback for our coaches, and the information that you provide through the Annual Reflection helps Achieving the Dream better understand the current landscape and informs the supports that we will provide to colleges over the coming months and year.

The 2021-2022 academic year took place against the continued challenges from the COVID-19 pandemic, a heightened awareness of racial justice, and economic challenges for many communities across the nation. Despite the many challenges and pressures, we know ATD Network Colleges moved their work toward student success forward. Part of reflecting on the year is to reflect on the community context for your institution and the successes and challenges of your work.

Instructions

The 2022 Annual Reflection Report process includes two components: 1) a college strategic plan, or report submission, and 2) an annual reflection report.

1. College Strategic Plan / Project Report

We ask you to submit a copy of your current institutional strategic plan. You may also choose to upload an Executive Summary. Tribal Colleges and Universities should upload their Project Success KPI Report (the excel template from ATD) along with their strategic plan.

2. Annual Reflection Report

The Annual Reflection is designed to facilitate engagement of a representative group of stakeholders to review and discuss your institution's student success and equity work. The annual reflection worksheet enables collaborative draft of the college response

that can later be uploaded to the online form. Your responses to each question should fall within the 150- to 300-word count, as indicated in the worksheet and online form.

Submission

The strategic plan and annual reflection report are submitted via an online form. Please note that the worksheet and the online form questions are the same despite a slight difference in the format design. You will be able to copy and paste your collective responses from the worksheet into the online form.

The strategic plan and annual reflection report are due June 10, 2022.

Questions

Please send an e-mail to network@achievingthedream.org or call 240-450-0075 if you have any questions.

Thank you for your participation in this important reflection, planning, and learning process.

End of Block: Introduction

Start of Block: Report Submission

Report Submission

Q2 Select your institution

When in the online form, you will be able to select your institution from a drop-down list. In the unlikely situation that your institution is not listed in the drop-down option, please email network@achievingthedream.org

Q3 College Strategic Plan

Please upload the most current college Strategic Plan or an Executive Summary of the plan. When in the online form, you will see a link that will allow you to browse your computer and upload your strategic plan.

Q4 TCUs Project Success KPI Report

Please upload Project Success KPI Report (2022). When in the online form, only TCUs will be directed to this step where you will see a link that will allow you to browse your computer and upload your KPI report.

Q3b If you have additional files you would like to add, upload them here. (Optional) When in the online form you will see a link that will allow you to browse your computer and upload any other document that you would like to add to your Annual Reflection report.

Q3c If you have additional files you would like to add, upload them here. (Optional) When in the online form you will see a link that will allow you to browse your computer and upload any other document that you would like to add to your Annual Reflection report.

End of Block: Report submission

Start of Block: Contributors

Q5 Contributors Please identify the stakeholders who contributed to the 2022 Annual Reflection with their names and titles. This reflective process is intended to be completed with cross-functional stakeholders for a stronger understanding of how the past year is shaping goals for the upcoming academic year. When in the online form, you will be provided with the option to add information on up to ten contributors via text boxes.

- Dr. Keith Curry (President/CEO)
 - Dr. Lauren Sosenko (Director of Institutional Effectiveness)
 - Sheri Berger (Vice President, Academic Affairs)
 - Nicole Jones (Vice President, Student Services)
 - Dr. Cesar Jimenez (Dean, Counseling)
 - Dr. Rebekah Blonshine (Dean, FACH)
 - Dr. Minodora Moldoveanu (Academic Senate President/Communications Faculty)
 - Pilar Huffman (Professional Development Manager)
 - Contributor 7 (name and title) (7)
 - Contributor 8 (name and title) (8)
 - Contributor 9 (name and title) (9)
 - Contributor 10 (name and title) (10)
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End of Block: Contributors

Start of Block: Student Success Priority Goals

Student Success Priority Goals

Q6 Please list your Student Success Priority Goals from this past year (2021-22) and describe the progress your college has made using the table below. (Colleges that joined ATD in 2019 or 2020 may use the priority goals established in the action plan they submitted at the end of the first year in ATD's Network). In the online form, you will see a table similar to the one below.

Respondents will be given a text box for each cell of the table.

	Student Success Priority Goals (List one per box) <i>Example: Increase enrollment and persistence of Black and Hispanic students in high demand/high mobility career paths</i>	Key strategies, interventions, and activities implemented to reach the student success strategic priority goal <i>Example: Develop pre-college program that includes career assessment, exploration, and advising for students in underrepresented high schools. Pilot with 5 high schools Formative assessment and improvements made Scale</i>	Outputs or outcomes achieved *Please provide evidence/metric <i>Example: Participants in the pre-college programs reflect the demographics of the high schools. (If high school A serves 72% Hispanic students, participation in the pre-college program for Hispanic students will be at least 70%) increased enrollment (from 60% to 70%)for students who completed the pre-college program</i>

<p>Goal 1</p>	<p>Improving teaching and learning delivery and support.</p>	<ol style="list-style-type: none"> 1. English community of practice (CoP) 2. Teaching and Learning Proposals/PD 3. Ongoing PD 4. Bringing in DEI to courses 5. OER Workgroup 	<ol style="list-style-type: none"> 1. Prior year evaluation for CoP was a challenge. The questions that will be answered this year (22/23) as part of CoP are: <ol style="list-style-type: none"> a. How was the Community of Practice implemented? How could it be improved? b. Does regular involvement/attendance in the community of practice (CoP) have quantifiable effects on success and retention in the classes taught by that instructor? c. Does regular involvement/attendance in the CoP help an instructor become more involved/attached to the department as a whole? d. What are the challenges for instructors? e. Is there a measurable difference in success and retention in co-taught classes? f. Do students qualitatively feel like they are more successful or more attached to their English classes? Conversely, do students dislike the co-teaching model? 2. Faculty Teaching and Learning Projects continue to provide faculty with effective student success strategies. This includes offerings such as: English Community of Practice, Reading Apprenticeship Program, and Teaching Strategies for Success. Professional learning opportunities have also been
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			<p>established for discipline faculty to review and update learning outcomes to support DEI initiatives and guided pathways for ensuring learning.</p> <ol style="list-style-type: none">3. 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.4. The Academic Senate formed the Diversity, Equity and Inclusion Taskforce that has been working on identifying ways to integrate DEI content into most of the courses offered at Compton College, when appropriate. In order to do so, the DEI Taskforce has identified the Course Outline of Record (COR) as
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			<p>a place to affect change that would lead to meaningful impact. We have identified several areas in the COR where DEI content can be infused to make course material more relevant to diverse students. One such area is the Student Learning Outcomes (SLOs). The Academic Senate tasked the Outcomes Committee to provide faculty with PD training in how to revise SLOs with a DEI lens. Additional workshops will be provided. The Taskforce is working on developing a guide that faculty can use to update CORs with a DEI mindset. Another area that would make courses more inclusive would be for faculty to select OER/ZTC for the course material. The Senate as well as the College has pledged to reach a goal of 85-100% reliance on OER/ZTC by the year 2035. Since then, the OER Committee has been working diligently on developing the plan that can help the campus meet this goal. (Minodora)</p> <p>5. OER workgroup has submitted the recommendations for creating OER Faculty Coordinator position and providing OER Training and incentives for faculty to offer OER/ZTC courses. (Gayathri)</p>
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Goal 2	Improving data use for decision making and continuous improvement.	<p>Compton College has been working to ensure administrators, faculty, and staff use data for decision making. These are key strategies that the college has accomplished over the last year:</p> <p>We focused on Early Momentum Metrics because AtD coaches encouraged us to look at them. We completed all of them and presented them to the Tartar Focused and Directed Pathways Committee. We built a dashboard to drill into the first-time zero unit earner population.</p>	<p>We need to plan for and implement more trainings to let more faculty, staff, and administrators know that these data exist. We were surprised by the large proportion of first-time zero unit earners at Compton College (27% in fall 2019). We developed a Design Team to consider the needs of this population. The Design Team completed their inquiry and provided findings and 12 recommendations to the Guided Pathways Committee for consideration.</p> <p>We will schedule data use training in fall 2022 and spring 2023.</p>
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Q7 Challenges and Responses

Please share any challenges in your community that were especially salient for your institution in 2021-2022, and how your institution is responding to these challenges. This may include economic changes, historical events, natural disasters, continued effects of the COVID-19 pandemic, and/or changing state legislative environments. (Optional). **In the online form, respondents will be given a text box in which to place their answers.**

Draft your answer here:

- The annual *Professional Development survey* helps to identify strengths and areas of growth concerning our effectiveness in professional development opportunities for faculty, staff, and administrators. Lack of survey participation may cause the results to be skewed. A communication strategy that includes ongoing contact with reminders has contributed to maximizing participation rates. The use of data-driven professional development leverages outcomes-focused, equity-minded processes to improve guided pathways, institutional policies, and student support services.
- Evaluation findings for continuous are essential to optimize the effectiveness of *Faculty Teaching and Learning projects*. To address equity gaps within diverse learning experiences, a summative evaluation report is needed. In consideration of the varying data experience among project leads, continuous training is available.
- The English Community of Practice met in 2021-2022 but did not complete an evaluation of process or impact, which limits the college's ability to understand what was implemented or what changes to teaching and learning can be attributed to the CoP investment. Although faculty anecdotally reported that the CoP was helpful in navigating online teaching during the COVID

pandemic, piloting team teaching and low class sizes, leaders acknowledged that a systematic evaluation was necessary to continue supporting the CoP beyond 2022-2023. In the Teaching and Learning application for 2022-2023, the CoP provided an evaluation plan that will contribute to the evidence about CoP.

- Students struggling with online class environment, which may impact success/retention rates from the last two years. During this time, it also became apparent that our students were lacking basic needs and how much the socio-economic level affected students' access to technology. Our campus worked diligently to try to fill the needs of the students, but initially, many students fell behind in school work due to lack of technology and access to reliable internet.
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Q8 Indicate the degree of difficulty your college faced in meeting Student Success Priority Goals in the following areas: In the online form, you will see a table similar to the one below, where respondents can select the degree for each item.

	Some difficulty <i>Minor challenges exist, but over time will be resolved</i>	Much difficulty <i>Infrastructure exists, but major resources needed</i>	Nearly impossible <i>NO infrastructure in place to support this initiative</i>	No difficulty at all <i>All the supports are in place</i>
Faculty/staff empowerment	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>
Senior leadership transition	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing for implementation	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X
Multiple/conflicting priorities	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate operational resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X
Cross-functional communication and student outreach	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability & continuous improvement (8)	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment change (persistence)	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/>	<input type="checkbox"/>
Add our own (please list and rate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 From the areas you rated **No difficulty at all**, please specifically explain **one** area that worked well and why it was successful. (Suggested length: 150-word count). In the online form, respondents will be given a text box in which to place their answers.
PD: Pilar

Draft your answer here: The faculty, staff, and administrators are valuable resources at Compton College and work collaboratively to ensure excellence in teaching and student success. Professional development training for all Faculty, staff, and administrators requires the continuous improvement of skills and knowledge, which relates to every employee's job responsibility, profession, and/or work environment in ways that fulfill the mission, vision, values, and goals of the institution. Professional learning is fundamental in maintaining trained, knowledgeable, and motivated employees.

Over the last year, professional development has worked towards cultivating a campus culture of collaboration that furthers student-centered college goals. Professional learning at the College is centered in collaborative efforts with partners like Achieving the Dream (AtD), St. John's Well Child & Family Center, and the USC Race & Equity Center. Through our partnership and engagement with AtD, Compton College actively strengthens our commitment to student success goals. It closes achievement gaps through customized professional learning initiatives that boost holistic student support services, teaching and learning, and data-driven collaborative work. Our partnership with St John's Well Child & Family Center has provided ongoing mental health and wellbeing support to all college employees. Lastly, the USC Race & Equity Center continues to deliver robust professional learning experiences for our faculty, staff, and administrators that help to improve and advance racial equity in higher education.

In Spring 2022, a Professional Development Needs Assessment was administered across the campus to assess what training and professional development would best provide support growth among faculty, staff, and administrators. The 2022-2023 Professional Development Calendar is supported by a report summarizing the findings from surveying efforts and recommendations achieved through shared governance. During 2021-2022, we prioritized diversity, equity, inclusion and accessibility (DEIA). Fundamental DEIA professional experiences were provided to all staff, including training on cross-cultural communication, implicit bias, and anti-racism. The College has also continued to provide routine technology training to faculty, staff, and administrators. More specifically, distance education training has been offered to faculty that focuses on instructional methods that complement the technology available at Compton College. Training topics include online assessment options, collaborative learning, portfolios, and innovative teaching and learning strategies. Additionally, the Distance Education department facilitated training courses on audio/video editing, Blackboard Ally, video captioning, Canvas accessibility, and @ONE professional development courses.

To promote an environment of learning, research, teamwork, communication, and positive employee morale, the following professional development activities occurred at Compton College:

1. The *Compton College Faculty Teaching & Learning Action Projects* were implemented in 2021-2022. A total of \$250,000 was designated to support the integration of innovative design and implementation of teaching and learning professional development activities. Every semester included collaborative learning activities, team-based learning communities (i.e., communities of practice (CoP), faculty-led workshops, lunch & learns, think/pair/share meetups, and labs.
 2. During 2021-2022, the Professional Learning and Engagement Committee, Classified Development Committee, and the Management Development. Committees worked collaboratively to assess and develop professional learning experiences for designated workgroups.
 3. In 2021-2022, WestEd provided Reading Apprenticeship training to help support faculty to create a more active and equitable learning environment in every discipline. A series of synchronous online workshops enabled faculty to acquire techniques to engage students in a metacognitive inquiry and deep learning.
 4. In 2021-2022, faculty participated in Structure Matters: 21 Strategies to Promote Student Engagement and Make Classrooms Fair and Inclusive workshop series featuring Dr. Jeff Schinske.
 5. In Spring 2022, all Guided Pathways Divisions were invited to submit Faculty Teaching and Learning Proposals for 2022-2023. Faculty were provided an opportunity to provide a strategic approach to creating a teaching and learning excellence culture.
 6. In February 2022, faculty were provided with a resume writing and interviewing skills workshop.
 7. In March 2022, employees were provided with diversity training focused on Black/African American Student Success.
 8. In April 2022, Dr. Beverly Browning, author of *Grant Writing for Dummies* facilitated a grant writing workshop for faculty.
 9. In May 2022, employees were provided with live webinars focused on diversity, equity, inclusion, and access. Valuable skills and knowledge that highlighted diversity, cultural differences, and increased awareness of cultural norms were shared with faculty, staff, and administrators. This was a weeklong cultural connection event.
 10. In May 2022, classified staff participated in a virtual all-day professional development event focused on role-related skills, work/life balance, and mental wellness.
 11. In July 2022, the #Real114 Leadership Academy commenced. The #Real114 Leadership Academy is a intensive four-day virtual conference that builds capacity and enhances the leadership skills of Classified staff. This is a cohort style (12 participant limit) developmental experience where participants will design and execute a leadership project upon completion of the academy.
 12. In August 2022, the in-person Management Retreat provided managers and supervisors offered executive leadership training and teambuilding.
 13. A series of Microsoft technology training workshops were offered to all employees throughout the year.
 14. Throughout the year, employees were offered an opportunity to engage in Anti-Racism dialogue in transformative professional learning forums.
 15. All employees were provided on-demand webinar training access to the Vision Resource Center, which launched in Fall 2020.
 16. The Professional Development webpage includes providing employees with upcoming professional development events and ongoing professional learning opportunities. More information on the Professional Development webpage can be found [here](#).
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Q10 From the areas you rated **Nearly impossible**, please specifically explain **one** area that was the most challenging and why. (Suggested length: 150-word count) In the online form, respondents will be given a text box in which to place their answers.

Draft your answer here:

No areas marked as “Nearly impossible.”

Q11 How are you leveraging your **institutional capacities** (Leadership & Vision, Data & Technology, Equity, Teaching & Learning, Engagement & Communication, Strategy & Planning, and Policies & Practices) to support your student success goals and address the challenges identified above. (Suggested length: 200-word count) In the online form, respondents will be given a text box in which to place their answers.

(Dr. Sosenko, Pilar)

Address “Much Difficulty” here.

Draft your answer here:

The college is focusing on leveraging institutional capacities to improve areas that were rated “much difficulty” in implementation. The AtD implementation team will consider what the college needs to do to increase faculty engagement in the teaching and learning projects and encourage evaluation completion of these projects. The major consideration about faculty empowerment is how reticent faculty can be inspired to actively participate in these opportunities. Further, the Office of Institutional Effectiveness will continue to provide training opportunities and support related to the evaluation of the teaching and learning projects. In addition, the AtD implementation team will consider how to empower faculty to address enrollment challenges in the classroom (e.g., course success, sense of belonging, and implementing anti-racist pedagogy/curriculum) in 2022-2023.

Q12 What are the key levers that are moving your work to scaled change, and what frameworks does your institution use to support your student success goals and address the challenges identified above. (Suggested length: 200-word count) In the online form, respondents will be given a text box in which to place their answers.

(Dr. Sosenko)

Draft your answer here: Completion by Design framework for student success and Guided Pathways

Several key levels are moving the work to scaled change, including: use of the Completion by Design framework, implementation of Guided Pathways, and investments in professional development related to teaching and learning. The Completion by Design framework provides a common structure and language that campus constituents use to plan and dialogue about the student experience. Guided Pathways also provides a common framework that the campus has used to reorganize the structure of the college, resulting in five Guided Pathway Divisions, that are represented by faculty professional development liaisons. Faculty are able to proposed Teaching and Learning projects

supported by \$250,000 of implementation funds each year. More faculty engagement in this work is desired to encouraged scaled change and impact on the student experience in the classroom that results in course success and persistence from term to term.

End of Block: Student Success Priority Goals

Start of Block: Areas of Focus

Areas of Focus

Q13 Please share any recent developments or trends you have seen with the labor market and workforce in the community you serve. What data sources are you using to track these trends? How are you responding to those trends and developments to strengthen your post-completion outcomes? (Suggested length: 150-word count) In the online form, respondents will be given a text box in which to place their answers.

(Dr. Sosenko)

Draft your answer here:

Compton College uses the EMSI Labor Market Data from Economic Modeling LLC. We can pull ad hoc reports for administrators, faculty, and staff interested in supply or demand information related to programs of study or industry sectors. Compton College also uses resources from the Center for Excellence which also supply and demand data for the Los Angeles region. Finally, the college collects employment data from the Career and Technical Education Outcomes Survey administered by Santa Rosa Junior College and employment outcomes on the Cal-PASS Plus dashboards. Recently, the Academic Senate has been considering labor market data and regional program completer data for potential new programs of study for the college and will make a recommendation to the Board of Trustees in the coming months. Individual CTE programs also meet with their advisory boards to consider local industry needs.

Q14 How are you addressing racial equity in your institutional and academic policies and practices? Describe the ways racial equity is embedded across the institution including in teaching and learning and student support services. How have these

changes impacted student success outcomes? (Suggested length: 200-word count) In the online form, respondents will be given a text box in which to place their answers.

(Dr. Sosenko, VP Berger, VP Jones, Pilar)

Draft your answer here:

Social Justice speaker series; strategies workshop, DEI efforts?

DEI in Course Outlines of Record, Culturally Relevant teaching practices. Increased focus on accessibility.

Compton College offers on-going professional development grounded in the fundamentals of racial equity. Beginning with our partnership with the USC Race & Equity Center, faculty, staff, administrators continue to have access to robust professional learning experiences that help to improve and advance racial equity campus wide.

Compton College provides data disaggregation through multiple data dashboards and sources to allow for faculty, staff, and administrators to look at student outcomes by race/ethnicity. Further, the college transitioned its assessment of outcomes platform to elumen so that faculty could look at student learning outcomes disaggregated by ethnicity.

Q15 What are 1-2 key lessons learned from your student success work that could be useful to other colleges in the Network?

(Suggested length: 300-word count total) In the online form, respondents will be given a text box in which to place their answers.

(Dr. Sosenko, Dr. Moldoveanu)

Lesson 1: Building better ways of evaluating impact: Although we have made many strides in data access and use over the last several years, we still have more work to do related to building capacity among our faculty in conducting their own evaluation and data use strategies. There is a sense that evaluation and data use is the job of institutional effectiveness staff. While IE staff provide support and expertise in this area, the vision of the department is to build capacity among faculty to use data for themselves in evaluating the impact of their work and in their decision-making. In year three of the AtD work and the teaching and learning series, this will be an continued area of focus.

Draft your answer for Lesson 2: DEI Work is a time-consuming process.

Although vital and very meaningful, DEI work is time consuming, and it requires sustained effort. Without additional resources, if this work is simply incorporated into current work processes, such as course evaluation timelines (which is every 6 years for academic courses), the change will happen very slowly, and it will be a long time before campuses will see the results and reap the benefits of these efforts. For the process to happen at faster rates, administrators must allocate additional resources to compensate faculty for the additional work performed outside of the normal course review schedule.

Q16 What key performance indicators are your institution using currently? (Select all that apply) In the online form, you will be provided check boxes similar to those below.

- Service Area Demographics vs. Enrollment Demographics
 - High school enrollment conversion rates for dual enrollment and non-dual enrollment students
 - X Zero credits earned in the first semester
 - X Completion of Gateway Math and/or English in Year one
 - Courses completed/attempted with C or higher grade in year one
 - Credit accumulation in first year
 - X Retention from Year one to Year two (fall-to-fall retention)
 - X Completion of a certificate or degree within four years of initial enrollment
 - Transfer metric and earned baccalaureate (BA or BS) degree within six years
 - X Job placement rates
 - Wages at 1, 3, and 5 years after completion- please note which time period you use.

 - X Add our own: Transfer count_____
 - None
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Q17 What are the high impact practices your institution is implementing now? (Select all that apply) In the online form, you will be provided check boxes similar to those below.

- X Active and experiential learning
 - Capstone projects
 - Collaborative assignments and projects
 - X Shortened academic terms
 - Undergrad research
 - X Work-based learning
 - Writing intensive courses
 - Add our own: _____
 - None
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Q18 Please briefly describe how each of the selected practices above is implemented at your institution, particularly any of the practices which your institution has scaled. In the online form, respondents will be given a text box in which to place their answers. (Dr. Sosenko, VP Berger, VP Jones, Dr. Jimenez)

Draft your answer here:

The college currently schedules short term classes and is working on creating a formal evening/weekend program. We are working with local employers to provide work-based, experiential learning.

End of Block: Areas of Focus

Start of Block: Looking into the future

Looking into the Future

Q19 What are your 2-3 goals for next year (2022-23) and what progress do you expect to make? Have any of your priorities changed since COVID-19? (Please scroll right for more questions) The Annual Reflection form will present you with a table to complete, like the one you see below. To aid you in preparing your answers, please scroll beyond the table to find ample space to craft your responses.

(Dr. Sosenko, VP Berger, VP Jones, Dr. Jimenez, Pilar)

	Student Success Strategic Priority Goal Category (please select goal categories from the drop-down menu)	Specific Student Success Strategic Priority Goals <i>Example: Increase fall-to-fall retention for all students by 3 percentage points for 2022-23</i>	Key strategies, interventions and activities you will implement/continue to implement <i>Example: Expand ALP English from pilot to full scale Develop math pathways based on program of study Redesign orientation/registration so non-academic needs are identified, and all students enroll in Math and/or English in first semester Reallocate lab personnel as embedded tutors in entry-level math</i>	Expected outputs or outcomes. Please provide specific, measurable metrics. <i>Example: Increase % of students completing college level English in year 1 from 40% currently to 65% by end of 2022-23</i>	Is this goal or strategy different from 2020 – 2021?	If you selected "Yes" in the question to the left (change in goal/strategy) please explain your changes here.
Goal #1	Develop an annual schedule of professional development activities (i.e. Virtual workshops	Increased Student Retention Increased student success	Spring 2022 a Professional Development Needs Assessment was conducted for faculty, staff, and administrators.	Baseline: Fall 2020 End Target: Ongoing	No.	

	and summits) for all faculty and staff. The Compton College 2024 Faculty Teaching & Learning Action Plans aim to provide a strategic approach to create a culture of teaching and learning excellence.		Additionally, in Spring 2022 the planning of the 2022-2023 professional development calendar commenced. Workshop surveys are debriefed in Summer 2021.			
Goal #2	Build additional data tools to support data use across the campus to enhance data use in program review, annual Service Area Outcome (SAO) or student learning outcome (SLO) processes. Provide data use training to administrators, faculty, and staff to increase data use.	Scaled	Complete research calendar with updated dashboards each term Increased report by faculty and staff of access to the right data to make informed decisions (IE SAO). Increased count and percentage of faculty and staff who report that they understand how to identify data to improve (IE SAO) Increased count and percentage of faculty and staff who report that they understand how to identify data to measure success (IE SAO)	84% of faculty, staff, and administrators surveyed (n=87) that they agree or strongly agree that they understand how to identify data to measure success (IE SAO) 91% of faculty, staff, and administrators surveyed (n=87) that they agree or strongly agree that they understand how to identify data to measure success (IE SAO)	No.	Text Box
Goal #3	Drop Down Menu	Text Box	Text Box	Text Box	Drop Down Menu	Text Box

Craft your responses to Question #19 here:

Goal #1 (Row #1)

Column #1—> Student Success Strategic Priority Goal Category (please select goal categories from the drop-down menu):

Align academic pathways with labor market outcomes

Build K-12 pathways

Build a culture of excellence in teaching and learning

Close equity gaps

Increase persistence/retention

Increase student completion

Redesign Advising

Redesign Gateway courses

Add our own

Column #2—>Specific Student Success Strategic Priority Goals *Example: Increase fall-to-fall retention for all students by 3 percentage points for 2022-23. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #3—>What key strategies, interventions and activities you will implement/continue to implement *Examples: Expand ALP English from pilot to full scale Develop math pathways based on program of study Redesign orientation/registration so non-academic needs are identified, and all students enroll in Math and/or English in first semester Reallocate lab personnel as embedded tutors in entry-level math. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #4—>Expected outputs or outcomes. Please provide specific, measurable metrics. *Example: Increase % of students completing college level English in year 1 from 40% currently to 65% by end of 2022-23. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #5—>Is this goal or strategy different from 2020 – 2021? Respondents will be provided with a drop-down menu.

- Yes
- No

Column #6—>If you selected "Yes" in the question to the left (change in goal/strategy) please explain your changes here. Respondents will be provided with a text box into which they can type or paste their answer.

Goal #2 (Row #2)

Column #1—> Student Success Strategic Priority Goal Category (please select goal categories from the drop-down menu):

Align academic pathways with labor market outcomes

Build K-12 pathways

Build a culture of excellence in teaching and learning

Close equity gaps
Increase persistence/retention
Increase student completion
Redesign Advising
Redesign Gateway courses
Add our own: Improve data use

Column #2—>Specific Student Success Strategic Priority Goals *Example: Increase fall-to-fall retention for all students by 3 percentage points for 2022-23. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #3—>What key strategies, interventions and activities you will implement/continue to implement *Examples: Expand ALP English from pilot to full scale Develop math pathways based on program of study Redesign orientation/registration so non-academic needs are identified, and all students enroll in Math and/or English in first semester Reallocate lab personnel as embedded tutors in entry-level math. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #4—>Expected outputs or outcomes. Please provide specific, measurable metrics. *Example: Increase % of students completing college level English in year 1 from 40% currently to 65% by end of 2022-23. Respondents will be provided with a text box into which they can type or paste their answer.*

Column #5—>Is this goal or strategy different from 2020 – 2021? Respondents will be provided with a drop-down menu.

- Yes
- No

Column #6—>If you selected "Yes" in the question to the left (change in goal/strategy) please explain your changes here. Respondents will be provided with a text box into which they can type or paste their answer.

End of Block: Looking into the future

Start of Block: Overall Reflection

Overall Reflection

Q20 Which of the following changes have occurred on your campus since you joined the ATD network? (Please check all that apply) In the online form, you will be provided check boxes similar to those below.

(Dr. Sosenko, VP Jones, Dr. Jimenez)

Lauren: I added the "Xs" below that I think are appropriate. Please edit as necessary.

- Alignment and integration of student success initiatives and strategic goals (1)
 - Attitudinal shift toward a student-focused culture (2)
 - Broader engagement with faculty, Board members, employers, K-12 partners, university partners, and community-based organizations (3)
 - Greater commitment to equity and closing equity gaps (4)
 - Improved student outcomes (5)
 - X Increased resources to support student success (6)
 - X Increased use of data to inform decision-making (7)
 - X Intensified focus on student success (8)
 - X More courageous conversations about racial equity (9)
 - X More courageous conversations about student success (10)
 - X Revised and/or new policies and procedures to support student success (11)
 - Structural/process changes toward a student-focused culture (12)
 - Add our own: (13) _____
-

Q21 What do you perceive are the top benefits of participating in the ATD network? Please rank up to five by typing numbers 1, 2, 3, 4, or 5 in the text boxes corresponding with your top five choices. In the online form, you will be provided check boxes similar to those below. (Dr. Sosenko)

- _____ Networking opportunities with peer colleges (1)
- ___1___ Coaching (2)
- _____ Peer Learning (3)
- _____ Distinction of being a part of the Achieving the Dream Network (4)
- _____ Learning about successful interventions in our areas of interest (5)
- ___5___ Attending ATD's Annual DREAM Conference (6)
- ___2___ Learning about the latest issues, trends, and strategies relevant to community college student success (7)
- _____ Distinction of becoming an ATD Leader College, Leader College of Distinction, or Leah Meyer Austin Award winner (8)
- _____ Grant opportunities (9)
- ___3___ Learning events (e.g., Holistic Student Supports Institute, Equity Institute, Data & Analytics Summit) (10)
- ___4___ Access to the Institutional Capacity Framework and Assessment Tool (ICAT) (11)
- _____ Toolkits and webinars (12)
- _____ Add our own: (13)

Q22 Reflecting on the last year and your work on institutional change, what is your ATD core team/Institution most proud of? Respondents will be provided with a text box into which they can type or paste their answer. (Dr. Curry)

Draft your answer here:

Q23 In terms of challenges, what is the toughest issue that your team/ institution is wrestling with? Respondents will be provided with a text box into which they can type or paste their answer.(Dr. Sosenko)

Draft your answer here:

As most community colleges across the nation, Compton College is struggling with low enrollment. The college has been undertaking a tremendous amount of investment in enrollment management to fight downward enrollment trends related to becoming an independent college and the COVID-19 pandemic. The college established a new Enrollment Management Plan in 2021 and has been working to implement strategies. Further, the college is currently drafting and Adult Learner Enrollment Management Plan to target students who are older or are in adult life circumstances (e.g., caregivers, working full-time). In 2022-2023 through the AtD work, we are prioritizing the consideration of enrollment management through persistence and considering how the college can empower faculty to focus on persistence of students in their classrooms.

Wrap up

Q24 In what ways can Achieving the Dream assist your institution in reaching your goals for the coming year? Select all that apply and provide a summary of your needs. (Suggested length: 150-word count per selection) In the online form, you will see a table similar to the one below. Check boxes will be provided in column 2 and a text box will be provided in column 3 (Dr. Sosenko, VP Berger, VP Jones, Dr. Jimenez)

As we embark on year three with a continued focus on teaching and learning and data use, Compton College could use coaching and resources related to these areas of focus. Antiracism pedagogy/curriculum, increasing sense of belonging, warm handoff strategies, and transfer-level math supports are topics that have percolated up through campus initiatives. Further, concrete examples of applied data use for improvement would help in the data use training activities.

	Check all that apply	Please provide a summary of your needs
Building a culture of equity		If applicable, draft your answer here:
Building a culture of evidence		If applicable, draft your answer here:
Dual enrollment/ Early college models		If applicable, draft your answer here:
Holistic student supports (i.e., academic advising)		If applicable, draft your answer here:
Pathways support for transfer and CTE/workforce programs		If applicable, draft your answer here:
Strategic enrollment management		If applicable, draft your answer here:
Teaching and Learning (i.e., faculty development)	X	If applicable, draft your answer here:
Building data capacity	X	If applicable, draft your answer here:
Strategic planning		If applicable, draft your answer here:
Technology system support		If applicable, draft your answer here:
Leadership development for emerging leaders		If applicable, draft your answer here:
Leadership development for mid-level leaders		If applicable, draft your answer here:
Leadership development for executive-level leaders		If applicable, draft your answer here:
Labor market outcomes/social and economic mobility		If applicable, draft your answer here:
Faculty/staff engagement		If applicable, draft your answer here:
Facilitation of network college connections		If applicable, draft your answer here:
Add our own		If applicable, draft your answer here:

Q25 What forms of professional development does your institution prefer to participate in during AY 22-23? (Select all that apply):

- National In-person Convenings/Institutes (1)
- Regional In-person Convenings/Institutes (2)
- Virtual Convenings/Institutes (multiple days) (3)
- Short Virtual Events (i.e., 60 to 90-minute webinars, half-day summits) (4)
- Asynchronous Virtual Learning Opportunities (5)

Q26 Please offer any additional comments and/or suggestions for ATD generally or about your ATD experience. Respondents will be provided with a text box into which they can type or paste their answer.

Draft your answer here:

Q27 Can we quote your answers in our promotional materials with attribution? (Dr. Curry)

- Yes, with attribution (your institution may be identified) (1)
 - Yes, but do so without identifying our institution (2)
 - No, do not quote our responses in promotional materials (3)
-

Q28 Please provide the best contact information for our Marketing and Communications team to use if we would like to quote your responses in ATD promotional materials.

- Name (1) Heather Parnock
- Title (3) Director of Community Relations
- Institution (4) Compton College
- Email Address (5) hparnock@compton.edu

End of Block: Wrap up
