



Core Planning Team Notes

Facilitator: Lauren Sosenko

Recorder: Sean Whaley

Date: April 28, 2021

Time: 1pm-2pm

Location: Zoom

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

<ul style="list-style-type: none"> ___ Richette Bell ___ Sheri Berger ___ Rebekah Blonshine ___ Carol DeLilly ___ Roza Ekimyan ___ Paul Flor ___ Mahmut Gundogdu ___ Susan Johnson 	<ul style="list-style-type: none"> ___ Katherine Marsh ___ Gayathri Manikandan ___ Jesse Mills ___ Minodora Moldoveanu ___ Sean Moore ___ Abiodun Osanyinpeju ___ Miguel Ornelas ___ Hoa Pham ___ Don Roach 	<ul style="list-style-type: none"> ___ Stephanie Schlatter ___ Lauren Sosenko ___ Juan Tavarez ___ Shirley Thomas ___ Sean Whaley ___ Valerie Woodward ___ Kendahl Radcliffe ___ Abdirashid Yahye
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AGENDA:

- Notes from March 2021
- eLumen-update

eLumen Update

- Lauren provided a brief synopsis of steps taken (technical implementation)
- Amber Gillis will provide an update of the assessment implementation at a future meeting

- College Goals Final Draft
- 2021-2020 Annual College Plan update
- Planning Summit – April 30, 2020
 - Institutional Set Goals, with a focus on:
 1. Applicant Yield Rate
 2. Enrollment/FTES
 - a. Applicant Yield Rate
 - b. Persistence
 - c. Course Success- Parking lot with assessment convo that we will talk about in the fall....
 - d. What else should we be looking at?
 3. Degree/certificate completion
 4. Transfer

Institutional Set Goals

- Goals (and recommendations from this committee) have been shared with multiple committees/councils
- The accountability matrix (who is responsible and when) will be incorporated into an action plan document (instead of the set goals document)
- Updated goals will be on the May Board agenda for final review
- Should 5,980 FTEs be incorporated to our Institutional Set Goals?

- Referencing the President/CEO message “Final Thought” on 4/19/21- how do we plan and fund new ideas?
 1. How do we, as an institution with declining enrollment, strategically invest across our campus?
 2. What safeguards do we put in place to ensure the long-term fiscal stability for our campus?
 3. How do we learn what works and what doesn't work and pivot to re-purpose resources rather than always asking for more?
 4. Should we treat enhancements (ongoing) and augmentations (one-time) requests the same?
 5. How could we strengthen our planning process to be more driven by demonstrated need and evidence of effectiveness?
- Desired outcomes
 1. Participants gain knowledge about Institutional Set Goals
 2. Participants consider progress toward goals related to enrollment, course success, degree completion, and transfer
 3. Recommendation to updated Institutional set standard for completions and transfer
 4. Participants will gain understanding of data sources available for enrollment, course success, degree completion, and transfer
 5. Participants consider and dialogue planning process questions that will inform the planning report and continuous improvement of that process

Planning Summit (April 30, 2020)

- Reviewed outline of the summit goals/activities (additional notes in agenda above)

Possible Activities

- CCCApply Application (complete the application process)
- change of major form, various A/R petitions (need comprehensive list)
- CTE Certificate Completion
- Cranium Café Appointments (interacting with Cranium Café from a student perspective)

Enrollment/Persistence Focus

- Review Successful Enrollment Dashboard
- Term-to-term persistence
- FAFSA completion?

Capturing Student Perspectives

- Instituting a “withdrawal survey” prior to the W date (current withdrawal survey is sent to students once they have withdrawn)
- Confirming participation in surveys/raffles via text (to capture correct phone #s)
- Incentivizing focus groups/surveys to improve participation

Future Agenda Items

- eLumen launch update

Next Meeting: May 26, 2021 1pm



2020-2021 COMPTON COLLEGE GOALS

1. Implement Tartar Completion by Design to ensure all students complete more quickly with fewer units, transfer, and 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 use to inform equity-minded practices, across the campus.
- 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. Implement a 504/508 Institutional Standing Committee to ensure Universal Design implementation in all institutional services campuswide.
- e. Implement and evaluate Directed and Focused Pathways to Completion (Guided Pathways).
- f. Implement and support the AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College.
- 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.

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 ADTs, associate degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study.

2. Grow enrollment to 5,980 Full-Time Equivalent Students (FTES) for the 2020-2021 year.

- a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.
- b. Offer 1,414 course sections during the 2020-2021 year.

Outcome: 5,980 FTES

3. Complete all Compton College Accreditation efforts.

- a. Complete the 2021 Accreditation Mid-term Report for submission to the Accrediting Commission for Community and Junior Colleges (ACCJC) by March 15, 2021.
- b. Fully implement Compton College Quality Focus Essay recommendations.
- c. 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.

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

- d. Establish a process to collect and house Compton College Accreditation evidence.

Outcome: Compton College maintains accreditation.

4. Continue to improve facilities to support student learning and success.

- a. Complete construction of the Instructional Building 1 capital outlay project.
- b. Monitor capital outlay construction projects: Instructional Building 2 and the Student Services Building.
- c. 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.
- d. Continue to explore potential student residential housing options on the Compton College campus.
- e. Prioritize scheduled maintenance/site improvements for Compton College.
- f. Responsiveness to day-to-day facility needs.

Outcome: Completion of Instructional Building 1; Construction continues on Instructional Building 2 and the Student Services Building projects; Employees and students report satisfaction with the learning environment.

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. Monitor implementation of 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 Compton Community College District that meets the needs of Compton College and Compton College students.
- d. Monitor implementation of College Promise programs with Lynwood, Paramount, and Compton unified school districts.
- e. Monitor the implementation of dual enrollment with our high school partners.
- f. Develop employment opportunities, paid internships, and apprenticeships for Compton College students through business partnerships.
- g. Establish and/or enhance partnerships with the four-year colleges/universities, including University of California, California State Universities, HBCUs, HSIs, and private colleges/universities.
- h. Establish and fortify relationships with the adult schools in Lynwood, Paramount, and Compton unified school districts.

Outcome: Maintain dual enrollment student count; Increase in count of students transferring to university partners (e.g., UCI, CSUDH, CSULB)

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

- a. Implement the *Collaborative Governance* document and recommendations to ensure multi-stakeholder participation in shared governance.
- b. Support and champion equity-minded practices designed to engage traditionally marginalized groups included but not limited to men of color, LGBTQ+, and foster youth.
- c. Increase student engagement in campus events among all students.

- d. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.
- e. Focus Professional Development Days on activities designed to increase community engagement and comradery, inclusive of staff, faculty, and administration.
- f. Conduct annual needs assessment about faculty and staff professional development, including technology needs.
- g. 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.