



Academic Senate AGENDA

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: October 3, 2019

Time: 12:30-2:00 p.m.

Location: Boardroom

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.

SENATORS:

__ Estrada, Harvey	__ Mills, Jesse	__ Schwitkis, Kent
__ Evans, Jerome	__ Moldoveanu, Minodora	__ Sidhu, Rajinder
__ Gillis, Amber	__ Moore, Sean	__ Thomas, Shirley
__ Khan, Mahbub	__ Pham, Hoa	__ Valdry, Andree
__ Kooiman, Brent	__ Richardson, Pamela	__ Villalobos, Jose
__ Maruri, Carlos	__ Roeun, Malinni	__ Williams, Nikki
	__ Schumacher, Holly	

AGENDA:

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from September 19, 2019 Meeting**
- 4) **Reports**
 - a) President's Report
 - b) Vice President's Report
 - c) Faculty Board Representative Report
 - d) Academic Affairs Report
 - e) Accreditation Report
 - f) Curriculum Report
 - g) Distance Education Report
 - h) Faculty Development Report
- 5) **Unfinished Business**
 - a) Second Read and Vote: Compton College Technology Plan – Lauren Sosenko, Manager of Institutional Research
- 6) **Actionable and Discussion Items**
 - a) First Read: Enrollment Management Plan 2019-2020 – Elizabeth Martinez, VP of Student Services
 - b) First Read: BP7120 Recruitment and Hiring
- 7) **Informational Items**
 - a) BP3330 Access to Facilities and Property
 - b) BP3720 Computer and Network Use
 - c) AR5011 Admission and Concurrent Enrollment of High School and Other Younger Students

8) Announcements

9) Future Agenda Items

- a) Committees and Faculty Participation
- b) Curriculum Handbook Revisions

10) Adjournment

Next Scheduled Meeting: October 17, 2019 at 12:30pm
Boardroom



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions, and committee structure shall be developed by the Academic Senate.

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
September 5	Board Room	February 20	Board Room
September 19	Board Room	March 5	Board Room
October 3	Board Room	March 19	Board Room
October 17	Board Room	April 2	Board Room
November 7	Board Room	April 16	Board Room
November 21	Board Room	May 7	Board Room
December 5	Board Room	May 21	Board Room
		June 4	Board Room

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster

2019-2020 (19 members)

Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary

Social Sciences and Fine Arts (2)

Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)

Jerome Evans (19-21)
Amber Gillis (19-21)

Adjunct Representatives (2)

Mahbub Khan (19-21), Adjunct Representative
Vacant (19-21)



Academic Senate Minutes

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: September 19, 2019

Time: 12:30-2:00 p.m.

Location: Boardroom

Vision:

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SENATORS:

- | | | |
|--------------------|--------------------------|----------------------|
| __ Estrada, Harvey | _v_ Mills, Jesse | _v_ Schwitkis, Kent |
| _v_ Evans, Jerome | _v_ Moldoveanu, Minodora | _v_ Sidhu, Rajinder |
| _v_ Gillis, Amber | _v_ Moore, Sean | __ Thomas, Shirley |
| _v_ Khan, Mahbub | _v_ Pham, Hoa | _v_ Valdry, Andree |
| __ Kooiman, Brent | __ Richardson, Pamela | _v_ Villalobos, Jose |
| _v_ Maruri, Carlos | __ Roeun, Malinni | v Williams, Nikki |
| | _v_ Schumacher, Holly | |

AGENDA:

- 1) **Call to Order-** 12:43 Amber Gillis
- 2) **Approval of Agenda-** Motion to approve the agenda- Schwitkis/Mills
- 3) **Review and Approval of Minutes from May 30, 2019 Meeting-** Motion to approve the minutes as mailed out- Schwitkis/Mills
- 4) **Reports**
 - a) **President’s Report-** Amber Gillis
I had a meeting and it was brought to my attention that there are some issues with curriculum. Our curriculum was kicked back to us from the Chancellor’s Office because there were some problems with credit and clock hours. The District has been saying that this is a relatively easy fix, however it does require us to make these changes and if we do not meet the deadline of December 31st we will not be able to teach these courses. This is an ongoing conversation that I have been having with the District and I wondered why senate was not notified.
 - b) **Vice President’s Report-** Jesse Mills
We had 4 program reviews come in for the first IBC meeting this month, this is good although they are not all in. On the SLO front, there is a big reorganization effort as we got our Guided Pathway Divisions; we are having to reshuffle everything. There is still an SLO coordinator position and we really need an SLO coordinator. This will help get our SLO and program review process on track.
 - c) **Faculty Board Representative Report-** Jerome Evans
I have my little brown envelope. I am asking for donations for the Latino Heritage Month Book Fair.
 - d) **Academic Affairs Report-** No report
 - e) **Accreditation Report-**Amber Gillis
The Accreditation Steering Committee met yesterday. We are in the middle of our Mid-Term Report cycle. We are writing to the quality Focus Essay. We need to show how we are addressing the recommendations and making changes. We are putting out an open call to anyone who would like to join a writing team.

f) Curriculum Report- Sean Moore

A. Gillis- I would like to introduce our new Curriculum Chair, Sean Moore who is taking over R. Ekimyan's last year as chair. S. Moore- I uploaded all of necessary documents to our One Drive for transparency. One of the documents includes all of the courses that need to be reviewed. In the next 11 weeks we need to get these classes approved by all necessary groups. It is very important because of the December 31st deadline that they are done accurately so they do not get sent back by the Chancellor's Office. If a course is attached to a degree, then the program can become inactive so this is a big deal. Discussion followed. We have vacancies in the Curriculum Committee- 1 Business and Industrial Studies representative, 1 Social Sciences representative, 2 Health and Public Services representatives, SLO Coordinator, and student representative.

g) Distance Education Report- Jasmine Phillips

DEAC is meeting on September 24, 2019 from 1-2 and FCRC meeting on September 24 from 12-1 in VT 212A. Friday, September 20 there is a faculty professional development for LTI from 11-1. We need to form workgroups to work on some of the issues that we have in Distance Education. We need workgroups for accessibility, the DE Handbook, revamping the website, AS 60 revise, conferences, LTI research, best practices, and marketing and orientation videos. We have an October hire date for the LMS Specialist and he will be taking over Gema's position.

h) Faculty Development Report- Judy Crozier

We had our second meeting of fall. Our book club book is Teachin' It. There are still a few books left if you want to sign up for them on Flex Reporter. The meeting dates are September 27, October 25, and November 15 from 12-2 and the author will do a Zoom conference with us from 2-2:30 on those dates. We also discussed our books for spring 2020. We are also working on our process for how we want to do our call for proposals for flex days.

5) Unfinished Business

a) Second Read and Vote: IEPI Report, Distance Education: Jasmine Phillips, Distance Education Faculty Coordinator

Motion to open discussion for the IEPI Report- Mills/Evans. A. Gillis- One of the recommendations is that we are supposed to be looking at another sub-committee for Senate and I would like some clarification on this. J. Philips- This is a subcommittee of DE. Discussion followed. Motion to approve the document as is- Schwitkis/Schumacher. Ayes have it and the document is approved.

b) Second Read and Vote: Needs Assessment Document: Lauren Sosenko, Manager of Institutional Research

Motion to open discussion for the Needs Assessment Document- Schwitkis/Mills. L. Sosenko- I am here to answer any questions or concerns. This is pretty comprehensive and can change over time. Motion to close discussion for the Needs Assessment Document- Moldoveanu/Mills. Motion to approve the Needs Assessment Document- Schwitkis/Evans. Ayes have it and the document is approved.

c) Second Read: 2019-2020 Academic Senate Goals

Motion to open discussion for the Academic Senate Goals Document- Moldoveanu/Villalobos. A. Gillis- Any discussion. J. Mills- Did we strike a couple of goals because we already accomplished these. A. Gillis- Yes, this was determined at the Senate Retreat. Motion to close discussion for the Academic Senate Goals Document – Schwitkis/Evans. Motion to approve the Academic Senate Goals document as amended– Schwitkis/Mills. Ayes have it and the document is approved.

6) Actionable and Discussion Items

a) ASB Commissioner of Classes and Curriculum and ASB Ambassador – Christopher Perez,

Motion to open discussion-Moldoveanu/Evans. This is Latino Heritage Month and the Book Fair is October 8 and 9 from 11am-2pm and 6-8pm in the Student Lounge. I would like to introduce Benson Atkins. B. Atkins- I am the Commissioner of Classes and Curriculum. I have an open door policy and free to help when you need. C. Perez- I need your assistance in breaking down a silo here on campus, this is the Ambassador program in ASB. It was formerly known as the Delegate program and we have renamed it to the Ambassador Program so that it is more leadership focused. We are trying to have this as an introduction to ASB. This is for students who want to get involved but may not know in what role or capacity. What I would like from you is to know what leadership skills I can teach ASB members that will help them in the classroom. Discussion followed. Please send any feedback directly to me, I will leave my cards here for everyone. Motion to close discussion- Villalobos/Maruri.

b) First Read: Compton College Technology Plan – Lauren Sosenko, Manager of Institutional Research
Motion to open discussion-Schwitkis/Mills. Compton College Technology Plan is something that we are working on updating. There was one written not too long ago in 2017. We thought about how to align this with the states vision for success, our Guided Pathways, and Distance Education. We worked to do a Compton College 2024 Technology Plan that is a bit broader that covers our needs. You have the draft and I am seeking your feedback. Discussion followed. A. Gillis- Please send feedback to L. Sosenko by Tuesday, September 24, 2019. Motion to close discussion
Moldoveanu/Evans.

7) Informational Items

- a) ASCCC Fall Plenary, November 7-9, 2019
- b) Dr. Cornel West Event at CSUDH: Friday, September 27th 2019 from 4-6pm
- c) 3rd Annual Tenure Reception: Wednesday, September 25, 2019 from 6-8pm, StudentLounge

8) Announcements

9) Future Agenda Items

- a) Committees and Faculty Participation
- b) Board Policies and Administrative Regulations – Fall 2019 Review Schedule
- c) Curriculum Handbook Revisions

10) Adjournment- 1:55

Next Scheduled Meeting: October 3, 2019 at 12:30pm
Boardroom

Table of Contents: [to be constructed upon completion of final Word doc draft to ensure correct pagination]

CHAPTER 1: Plan Background, Overview, and Purpose

In 2017 Compton College developed a Technology Master Plan for the expansion and support of future technologies to fulfill the College’s mission as it prepared for its transition to an independent community college ~~district~~. To that end, the *2017 Technology Master Plan* identified technology guidelines through 2022 and established “a set of visions and recommendations that determine technological improvements for the educational experience for all students at the College.” A number of the *2017 Technology Master Plan* objectives were completed or initiated by 2019.

Subsequently, in the spring of 2019, the College updated its comprehensive master plan, *Compton College 2024*, establishing a student-centered focus to all College planning via the Tartar Completion by Design framework and Guided Pathway Divisions, which called for a revised technology plan. Thus, this *Compton College 2024 Technology Plan* will assess the outcomes of the *2017 Technology Master Plan*, evaluate current and anticipated conditions, identify the technology implications of the *Compton College 2024* plan, and ascertain the resources needed to support Tartar Completion by Design and Guided Pathway Divisions through 2024.

CHAPTER 2: College Mission and Vision, and Implications for Compton College 2024 Technology Plan

The Compton College mission statement, which serves as the cornerstone of all planning by representing the College’s most fundamental purposes, is as follows:

Compton College is a welcoming and inclusive environment 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.

The vision statement, which articulates what the College wants to achieve through its mission, states: *Compton College will be the leading institution of student learning and success in higher education.*

Compton College’s values, which articulate the College’s operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the following principles:

- *Student-centered focus in providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Supportive and nurturing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in ~~adapting~~ adopting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal integrity in the transparent and efficient use of financial resources to support student success.*

Compton College’s mission, vision, and values carry important implications for the *Compton College 2024 Technology Plan*. Specifically, ensuring the success of all students by fostering a welcoming, inclusive, innovative, and student-centered approach to all institutional functions requires the strategic deployment of technology resources. Thus, the analysis of current and future technology needs, as well as the establishment of the goals and objectives in the *Compton College 2024 Technology Plan*, will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions.

CHAPTER 3: Compton College 2024 Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Implications for the Compton College 2024 Technology Plan

Section 1— Compton College 2024 Strategic Initiatives

As noted in the *Compton College 2024* plan, the College’s five over-arching strategic initiatives, which align to the California Community Colleges Chancellor’s Office *Vision for Success* goals, serve as the blueprint for all College planning. These strategies also guide the College’s implementation of Tartar Completion by Design to focus on the student experience and organize strategies and measurable outcomes around students’ connection, entry, progress, completion, and transition to employment or transfer to a four-year institution. Therefore, considering the central role of technology in the implementation of this framework, an evaluation of the implications of these initiatives for technology planning is essential to understanding current conditions as well as to [the framing frame of](#) the goals and objectives established in the *Compton College 2024 Technology Plan*. Accordingly, Table 1 correlates the *Compton College 2024* strategic initiatives’ objectives and key actions with significant implications for technology planning, as well as for other related collegewide planning.

Table 1: Strategic Initiatives, Key Actions, and Implications for Technology Planning

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
1: Improve enrollment, retention, and completion rates for our students.	Obj. 1: Tailor degree and certificate programs to meet the needs of our students.	Refine existing Program Mapper guides for students. Provide orientation and customer service training for all campus personnel.	Faculty experts must vet and approve Program Mapper guides. Orientations and customer service trainings must be made available in-person and online; customer service programs and ongoing technology support require investments in ITS personnel and infrastructure.
	Obj. 2: Educate students about pathways to graduation.	Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process.	Requires an annual professional development plan, which includes technological trainings related to student education planning software (e.g., degree audit, career pathways web applications).
	Obj. 3: Enhance student preparation for academic success and completion.	Research current student needs and programs.	Given the notable percentage of households in service area cities without current access to computers or broadband, the College’s Institutional Research staff may assess students’ technological needs and develop a plan to address those needs to support equity among students.

<p>2: Support the success of all students to meet their education and career goals.</p>	<p>Obj. 3: Enhance student preparation for academic success and completion.</p>	<p>Offer more courses that are in demand.</p> <p>Improve and expand the most successful programs with <u>the</u> highest enrollment to meet supply and demand.</p>	<p>Will require increasing online offerings for high demand courses and plans to ensure that students have access to the computer technology needed to enroll and succeed in these courses.</p> <p>Ensure students can access support when they need it, during the school day and afterhours.</p>
<p>3: Support student success through the use of technology.</p>	<p>Obj. 1: Implement an Early Alert program to identify and notify students of support services and programs in a timely manner.</p>	<p>Acquire Early Alert system, implement, and provide training.</p>	<p>The College has initiated implementation of the Ellucian CRM (Constituent Relationship Management) Advise ERP (Enterprise Resource Planning) Module, but will need to continue CRM Advise training to support the full operation of this module by Spring 2020.</p>
	<p>Obj. 2: Provide robust distance education course and service offerings.</p>	<p>Improve technical support for faculty and staff.</p>	<p>Requires filling of critical position vacancies [e.g., Helpdesk Technicians for onsite support for staff and faculty computer and other technologies (e.g., A/V, printers), Business Application Support Analyst for onboarding new employees, conducting end-user training, and acting as a liaison between the technical and non-technical users].</p>
	<p>Obj. 3: Enhance technology for teaching and learning through professional development.</p>	<p>Upgrade/recycle computers and other technology equipment on a scheduled basis.</p> <p>Upgrade classrooms to smart classrooms.</p>	<p>Support from the California Virtual Campus-Online Education Initiative (CVC-OEI), the Distance Education Advisory Committee (DEAC), and the Distance Education Faculty Coordinator to fully-implement faculty training and student supports for distance education courses.</p> <p>Smart classroom technology will have to be incorporated into future classrooms or presentation spaces, and provide regular upgrades <u>will be scheduled</u> to keep current with changing technologies – all of which requires planning for additional hardware, software, training, and the staffing needed for implementation.</p> <p>The Manager of Professional Development in coordination with the ITS department and the Professional Development committees, will provide needed professional development to faculty and staff.</p>
		<p>Improve the reliability of Wi-Fi access across the campus.</p>	<p>Requires planning for additional human resources (e.g., Network Support Specialist to maintain updates, monitor device status, network traffic performance, document all network changes, and perform configuration backup.)</p>

Note: Compton College 2024 [sStrategic iInitiatives](#) and objectives that do not have technology implications are not highlighted in this table. Please see the Compton College 2024 plan for the comprehensive list of [sStrategic iInitiatives](#).

Section 2 —Tartar Completion by Design, Guided Pathway Divisions, and Technology Plan Implications

Tartar Completion by Design focuses and organizes the College on the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition). Therefore, the College designs instructional and support services around the complete student experience—a departure from organizing programs around department silos.

Guided Pathways ~~provide comprehensive and strategic approaches to piloting~~ [pilot guide](#) students from connection through completion via a structured approach to academic and career choices. Four pillars serve as the supporting objectives for Guided Pathways: 1) create clear curricular pathways to employment and further education; 2) help students choose and enter their pathway; 3) help students stay on their path; and, 4) ensure that learning is occurring with intentional outcomes.

Compton College has organized instructional units into Guided Pathway Divisions, which represent collections of academic majors with related courses, including:

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The full and effective implementation of Tartar Completion by Design and Guided Pathway Divisions will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas, including, but not limited to:

- enrollment services (e.g., Banner registration and advising modules), financial aid (e.g., automated processing and disbursements through Ellucian Banner Financial Aid module);
- universal design tools and techniques ([Universal Design for Learning framework¹](#)) to ensure consistent and equitable access among all course offerings;

- counseling, advising, mentoring, tutoring, student equity, and special programs (e.g., First Year Experience, Promise Program); ~~and~~
- information technology (e.g., technology to support the student experience and to enhance teaching and learning); and,
- categorical programs (CalWORKs, Special Resource Center, EOPS, Foster Youth, Veterans).-

Compton College also is working to put technology in students’ hands to improve their experience and success, which is supported by evidence that many students in the service area may have limited access to computers. There are several initiatives to improve student success with technology:

- Through the Oliver W. Conner College Promise Program students will receive a laptop computer if they meet requirements by their third primary term;
- The College has invested in class laptops for English courses to support the implementation of Assembly Bill 705, the Seymour-Campbell Student Success Act of 2012;
- Math students now have access to scientific calculators through a library loan program; and,
- The College is currently assessing the current computer labs across campus to refresh the computers and environments (e.g., chairs) for direct student access.

Each of these investments should include an implementation plan to ensure the College can successfully launch and manage these technology projects now and in the future. In addition to these efforts to increase student access to computers, Table 2 illustrates how technology implementation will support students as they progress from connection with the College through transition. Further, in the coming years, the College may consider additional resources not currently being implemented that will support student success, such as BlackBeltHelp for afterhours student supports.

Table 2: Technology Supports for Completion by Design

SOFTWARE/SYSTEMS CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
Connection	Entry	Progress	Completion	Transition
CRM Recruit Identifies and tracks students recruited to attend Compton College				

CCApply Application to the college				
	Comevo Online orientation			
	NetTutor Online tutoring			
	MyCompton Sharepoint portal for all students and faculty to access account and college information			
	CRM Advise Early alert system for faculty and staff to identify and support students who may struggle. Allows for faculty and staff to communicate with these students and connect them to resources.			
	Canvas Distance education platform			
	Alma and Primo Library Services Platform			
	Canvas Distance education platform			
		Degree Works Degree audit program to track progress toward a degree/certificate		
	Banner Student Information System and mobile application			
	Campus Logic Financial aid eligibility verification system. Generates award letters to students.			
	High Tech Center Computer lab for students with referral for prescribed accommodations that includes assistive technology, test accommodations, equipment loan, and alternative media			
	Payment Gateway Online payment center for students			
	OneCard Generates Student ID cards and can be used to track the student experience (e.g., scanning cards at events, services).			
	Maxient Incident reporting (e.g., discipline, grievance, AIMS, Title IX reporting) for students, faculty, and staff.			
	Career Cruising/True Colors/Eureka Career assessments and programs to help students choose a career path and program of study			

	Cranium Café (offered through Canvas) Online counseling for students	
	Credentials System to buy parking permits and order transcripts online	
	Compton College Website Key communication tool to new and existing students, staff, and faculty about campus information.	
	Program Mapper Provides specific information about what courses to take and when to take them by major/ degree. Currently available for Associate Degrees at Compton College. Planned to map to Bachelor Degrees with CSU Dominguez Hills.	
	NexGen Web Solutions Scholarship management system	

In addition to these technology platforms and software that directly serve students, Compton College ~~also is~~ also launching and supporting software that empowers the campus community to be more efficient in their work. Some of these programs include:

- Argos—creates data reports from the Banner SIS;
- Asset Essentials (*School Dude*)—online facilities work order system;
- California Virtual Campus- Online Education Initiative—provides resources for faculty teaching online courses;
- Cornerstone—tracks faculty professional development opportunities and participation (fall 2020);
- Curricunet- system that tracks curriculum offering with the Chancellor’s Office;
- [Distance Education Resources](#)—instructional media, web accessibility, and online communication tools for faculty teaching online courses; professional development and policy information;
- Nuventive—faculty and staff use it to track annual planning documentation and Student Learning Outcome data for the College;
- Office 365—provides a secure file sharing system in the cloud for faculty, staff, and students;
- Police emergent and business communications systems;
- Qualtrics—online survey system for students, faculty, and staff to collect evidence for continuous program improvement;
- SolarWinds—online ITS helpdesk;
- Transfer Evaluation System (*College Source*)—online system for counselors and deans to evaluate and articulate courses across colleges and universities; and,

- WebCRD—online copy center ordering for faculty and staff.

Compton College is continually assessing the functionality of these technology systems. While the systems or the system names may change, the College intends to maintain this type of technological functionality for students, faculty, and staff.

The Community Relations Department also will be redesigning the College website to improve the design, navigation, and responsiveness of the site. An outside vendor will support the redesign and data migration. Until that time, the Office of Community Relations will work with faculty and staff to update the content of the website, with particular focus on the Future Students webpage and the new Guided Pathway Division webpages. Training will be made available in the current content management system (OU Campus) to faculty and staff who maintain webpages for their program or department.

The ITS department in coordination with offices across the campus ~~have~~, has been implementing the new Enterprise Resource Planning system, Banner. This system houses the College's student information and course information. It includes several modules for different users to enter data into the system, as well as use data from the system. This system has been supported by the Recovery Fund that will sunset by 2022. The College is considering how to institutionalize support for this integral system. The College also is considering how to best house its historical data and may build a Data Warehouse to support research efforts.

CHAPTER 4: Accrediting Commission for Community and Junior College (ACCJC) Accreditation

Standard IIIC

The *Compton College 2024 Technology Plan* correlates to the following ACCJC Accreditation Standards:

Standard III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

C: Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

This technology plan ~~supports~~ provides for ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.

CHAPTER 5: Assessment of Conditions

Section 1— External Environmental Conditions

Examining the technological environment in the local area is critical to developing a relevant, student-centered technology plan that will ensure that Compton College is meeting its mission and fulfilling its strategic initiatives. Thus, it is important to consider local data regarding residents’ access to computers and broadband so that the College crafts goals, objectives, and strategies to service current and future students whose access to information technology may be significantly limited.

First, while a growing number of Americans use smartphones as the primary means of internet access, dependency on smartphones for this purpose is more common among younger adults who are also non-white and ~~lower-lower~~-income.² Mobile devices enable students to access College information and services, and communicate with faculty and staff, but smartphones cannot support many learning-related functions (e.g., writing papers) that require using Microsoft Word or other similar software programs. ~~Additionally, not all smart devices have features that allow students to access the instructional features in online courses. Moreover, as noted in a recent Georgia Tech study, while students with disabilities (who are also more likely to be low income) have access to smart devices that offer many assistive technologies that meet their needs, limitations persist.³ As this study notes, “[O]n average, only half, or in some cases less than half, of the accessibility features that are important for people with dexterity/mobility, hearing, vision, and cognitive disabilities were found when the data were parsed by accessibility features based on disability type.”⁴ A recent study in Los Angeles confirmed that lower-income households in South Los Angeles are more likely than higher-income households to rely only on smartphones for connectivity.⁵~~ Thus, to ensure equity and achievement for all students, Compton College must address, in its technology planning, students’ access to computing technologies beyond smartphones.

In addition to considering students’ access to computing technologies, the College must consider the internet access needs of current and future students, which is also critical to their successful completion of courses and programs. Accordingly, it is important to reflect on the percentage of households in local cities with computers and broadband, which is presented in Table 3.

Table 3: Residents’ Access to Computers and Broadband Subscription in Local Cities (2013-2017)

CITIES	% COMPUTER	% BROADBAND
Lakewood	92.4	87.6
Carson	90.1	82.5
Long Beach	89.7	79.9
Downey	90.1	79.2
Bellflower	86.3	75.9
Gardena	85.0	75.0
Norwalk	88.1	73.9
Artesia	85.7	73.6
Paramount	85.2	72.6
Lynwood	85.3	69.7
Compton	83.9	67.8
Bell	80.6	67.3
Bell Gardens	80.7	64.5

Source: U.S. Census Bureau Quick Facts

As the data in Table 3 indicates, most students coming to Compton College from local area cities do have household access to computers or broadband. Specifically, on average, approximately 86% of area residents have computer broadband in their homes and 75% have broadband. However, access in certain neighborhoods is still limited. For example, in Bell Gardens, about one out of five people do not have a computer in their home and two out of five do not have access to the internet. Thus, students coming from households without computers and broadband will likely rely on College technology (e.g., computer labs, campus Wi-Fi) to complete assignments and access course information.

Furthermore, as the Public Policy Institute of California (PPIC) has noted, a “digital divide persists,” particularly for “low-income, less educated, rural, African American, and Latino households.”⁶ Additionally, while state and federal support for digital infrastructure and technology has helped roughly 90% of California schools to meet Federal Communication Commission minimum standards for digital learning, gaps continue to persist in the home. The PPIC notes, “22% of low-income households with school-aged children did not have any internet connection at home, and 48% reported no broadband

subscription at home. Nearly half (44%) of these households said cost was the main barrier.”⁷ Thus, students from low-income households are disproportionately impacted by the lack of technological resources at home, which ultimately will impact both their access to and completion of college-level courses and programs once they arrive at Compton College. Therefore, considering local data concerning household access to information technology, which echoes that for California as a whole, the College must develop plans to meet the technology needs of current and future students.

Section 2 – Internal Conditions and the Status of 2017 Technology Master Plan Objectives

In its *2017 Technology Master Plan*, Compton College established objectives to maintain a ~~21st~~ 21st-century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems. An assessment of the status of these objectives provides important context for the development of updated goals and objectives, which align ~~to~~ with the College’s strategic initiatives. Table 4 provides a summary assessment of ~~the current status of~~ the 2017 objectives as completed, in progress, or pending.

Table 4: Assessment of 2017 Technology Master Plan Objectives

OBJECTIVE	STATUS	COMMENTS
Objective 1: Improve systems management by implementing Microsoft System Center (a modular technology).	a) Completed: Microsoft System Center Configuration Manager (SCCM).	a) This system deploys computer images, install software and Microsoft updates, maintain asset inventory, and monitor anti-virus status of all workstations.
	b) In progress: Microsoft System Center Data Protection Manager.	b) This system backs up data and virtual machines.
	c) In progress: Microsoft System Center Operations Manager (SCOM).	c) This system monitors the performance of all servers and network devices, network traffic, and status of applications.
Objective 2: Implement business continuity and disaster recovery with cloud backup.	In progress	Compton College will utilize Data Protection Manager to back up data and then send backup data to the Azure cloud.
Objective 3: Create a responsive website and student portal	Website: In progress	The Director of Community Relations oversees updates to the College website.

aligning to mobile devices' popularity trend.	Portal: Completed	MyCompton SharePoint portal, a mobile-friendly platform, stores all student, staff, and faculty applications and other internal resources.
Objective 4: Implement a single sign-on, identity management services system.	Completed	The Azure Active Directory Single Sign-On platform authenticates all users.
Objective 5: Campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.	In progress	The Special Resource Center is working with ITS to deploy Assistive technology. Installs are pending for several rooms including TV8, VT125, VT 212A. Compton College is working with an IEP team about Distance Education, and the faculty coordinator is coordinating faculty training. MIS staffing will be needed to complete this goal.
Objective 6: Continue enriching classrooms with interactive audio-visual systems.	Completed	College is completing the audio-visual upgrades of the last eleven classrooms on campus, which will be completed by August 2019.
Objective 7: Secure student and employees' confidential information with best methods in the industry.	In progress	The College has planned enhancements to existing security when additional staff are on board.
Objective 8: Optimize contract management and procurement processes.	Pending	The estimated start date for this objective will be mid-fall 2019.
Objective 9: Implement document management system.	In progress	Entering the final phase of the Banner Document Management system. Remaining tasks are configuring user security and scanner deployment.
Objective 10: Migrate all users to Office 365.	Completed	Office 365 provides cloud-based Microsoft tools for users.
Objective 11: Develop equipment life cycle program.	Pending	ITS is currently conducting an inventory of equipment and will identify a life cycle and replacement policy in 2019-2020.

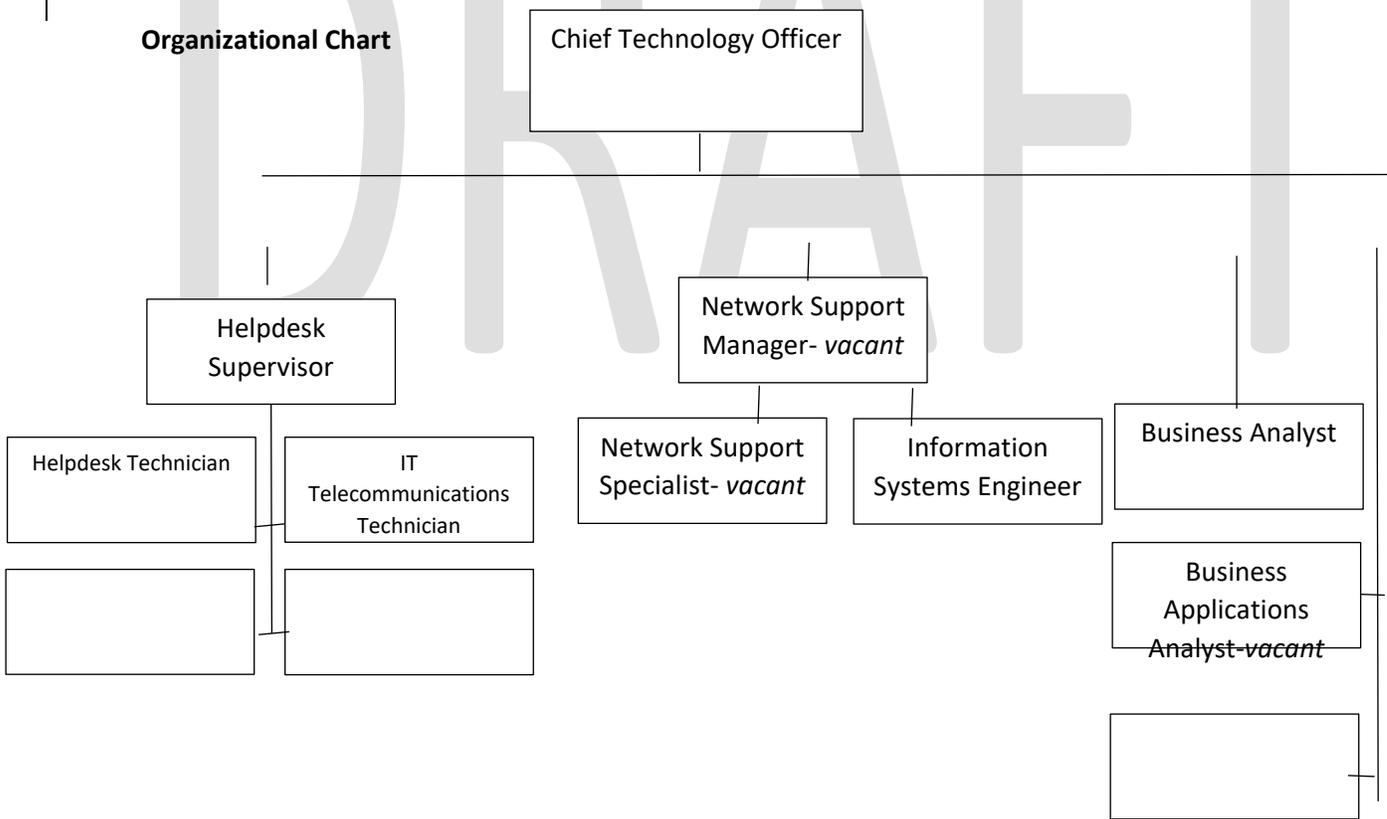
Section 3 — Current Staffing that Supports Technology at Compton College

Human capital is the most important resource for any organization, which is why Compton College strives to recruit, hire, retain, and develop the talents of highly qualified professionals who are

passionate about student success and dedicated to Compton College’s mission and vision. Providing the information technology and support services, which are essential to the successful implementation of the College’s strategic initiatives will require additional human resources. Given that information technology skills are in extremely high demand and garner salaries in the private sector that far exceed salary ranges in the public sector, Compton College will need to consult salary studies and review educational requirements for new positions to be competitive in this complex, fast-growing informational age. Furthermore, the College must also develop innovative approaches to attract and retain qualified technology personnel.

As the ITS organizational chart in Figure 1 illustrates, the College has filled some of the ITS department vacancies proposed in 2017 (i.e., Help Desk Supervisor and Business Analyst); however, several other specialized positions (e.g., database administrator, business applications support) remain unfilled.

Figure 1: Management Information Systems/Information Technology Services (ITS/MIS) Department Organizational Chart



While the College has filled key vacancies in the [MIS-ITS](#) department, other important positions will need to be addressed in the future (e.g., web developer, network support specialist, business applications support specialist). Persistent vacancies have impacted the College’s ability to fully implement high-priority ITS projects, including limiting the scope of the new implementation of essential services (e.g., implementation of the new Banner system and the MyCompton portal). Furthermore, the College needs to identify permanent on-going funding for [MIS-ITS](#) positions, as several of them have been funded using Recovery Fund dollars that will sunset in 2022. Permanent funding is critical to maintaining a robust [MIS-ITS](#) department that serves the college in 2022-23 and beyond.

As Compton College has transitioned to an independent institution, the [MIS-ITS](#) team has prioritized critical services while placing less critical priorities (e.g., creating College policies, implementing a computer replacement process) in an implementation pipeline as the College builds its ITS team. To fill gaps in service until a local team can be established, the ITS department has also considered consultant contract services when necessary; however, implementing technology plan goals and objectives will require the College to invest in permanent employees who are fully engaged members of the campus community.

In addition to the ITS staffing, the Community Relations department manages website updates and development with contract support and Academic Affairs includes staff who support Distance Education (e.g., Instruction Specialist, Learning Management System Specialist, Faculty Coordinator).

Section 4 — Technology Governance

Compton College has two Collaborative Governance Committees that inform and support technology use: the Technology Committee and the Distance Education Advisory Committee (DEAC). The Technology Committee is a standing institutional committee of the College charged with addressing priorities and changes in technology strategies. As the advisory group for technology-related planning, the Technology Committee’s scope of responsibility includes:

- recommending new technology (equipment or systems) and potential purchases;
- reviewing on an annual basis technology needs, policies, and procedures; and,
- determining the best allocation of donated or granted technology equipment.

The Technology Committee volunteers meet monthly to evaluate and set technology practices and strategic priorities as part of the annual plan updates, and provides a report to the Planning and Budgeting Committee each spring semester.

The DEAC is a sub-committee to Compton College’s Academic Senate. This committee coordinates distance learning and related instructional technology activities for faculty and students. DEAC meets monthly and provides reports and recommendations regularly to the Academic Senate. More information about DEAC and Distance Education at Compton College is described in the next Chapter.

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Chapter 6 — Distance Education

Compton College is investing in and developing its Distance Education offerings for students. The College identified Distance Education in its November 2017 [Quality Focus Essay Special Report](#) that was submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) with three main goals: 1) create an organizational management structure for distance education, 2) implement best practices to increase student success , and 3) promoting student awareness and investing in success tools. To support the College’s efforts to meet these goals, the College started participating in an Institutional Effectiveness Partnership Initiative (IEPI) in spring 2019 with support from the California Community College Chancellor’s Office and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) Consortium. This section provides a description of the progress that the College has made toward the Quality Focus Essay goals for Distance Education and plans for distance education through 2024.

Section 1- Organizational Management Structure for Distance Education

Compton College has developed its own support and management structure for Distance Education with its independence from El Camino College. The College established a Distance Education Faculty Coordinator who facilitates the College’s faculty training and certification processes and leads DEAC. The College also hired a Learning Management System Specialist who will help manage the Canvas system, support faculty using Canvas, and operate the Distance Education Technological Learning Center. Furthermore, the College has an Instructional Coordinator who supports distance education at Compton College. These three positions are housed in Academic Affairs. The Learning Management System Specialist is funded through the 2020-21 year with money that will expire, and the district needs to consider a permanent funding source for this position.

In addition to the human resources deployed to support Distance Education, the College also has established DEAC in spring 2017. In support of the institution’s Mission, Vision, Quality Focused Essay (QFE) and Compton College 2024 master plan, DEAC works with the Deans, the Distance Education Faculty Coordinator, Curriculum Committee, Academic Senate as instructional program leaders to facilitate and improve online teaching, learning, and technology.

With the understanding that faculty should have the primary responsibility for developing policies and promoting Distance Education practices, DEAC will support a learner-centered program designed to

further student success by making recommendations to Curriculum and reporting to Academic Senate. Each DEAC member will represent his/her division/department and act as a resource to all faculty and staff members within their division regarding exploration, development and implementation of robust pedagogical online strategies in the Distance Education environment. Also, departments such as the library and student services, etc. will collaborate with DEAC to strategize ways to enhance the online experience for our students.

Section 2- Implement Best Practices to Increase Student Success

The Distance Education Faculty Coordinator and DEAC have developed a [Distance Education Handbook](#) for Compton College that outlines best practices and guidelines for Compton College faculty. In addition, Compton College has joined the CVC-OEI in spring 2019 to support the College as it builds its capacity to create strong Distance Education course offerings.

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC) which is responsible for determining the College's Peer Online Course Review (POCR) training process. This will ensure that all faculty who teach online have a standard level of expertise in distance education teaching practices. In addition to the POCR process, Compton College also will host professional development workshops and a Digital Summit about distance education in the coming year.

Section 2—Promote Student Awareness and Develop Tools for Student Success

Compton College is investing in providing faculty with ongoing technological professional development as well as resources to support our online student experience. These support services are provided through the partnership with the CVC-OEI as an online ecosystem of support including online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. Compton College plans to equitably expand the use of this platform to all students and student services areas.

CHAPTER 6: Compton College 2024 Technology Plan Goals and Objectives

The *Compton College 2024 Technology Plan* goals and objectives detailed in this chapter build upon those established in the *2017 Technology Master Plan*, which align with and support the College’s strategic initiatives, Tartar Completion by Design, and Guided Pathway Divisions. To implement these goals and objectives, the College will develop key action steps and regularly monitor and report progress toward goal completion.

Goal 1: Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.
- Objective 2: Conduct a full assessment of the existing campus ITS environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.
- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.
- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and Early Alert).

Goal 2: Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit and Program Mapper modules.
- Objective 2: Implement program maps of all Compton College degrees and certificates, and link to CSU Dominguez Hills Bachelor degrees.

Goal 3: Provide students and employers with digital resources ~~which-that~~ connect students with opportunities and information related to students’ academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

Goal 4: Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design.
- Objective 1: Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.
- Objective 2: Assess students' access to personal computer technology and the internet, and implement strategies to increase student access to computers and the internet.
- Objective 3: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.
- Objective 4: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.
- Objective 5: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement Distance Education professional development and student supports, including online tutoring and counseling for all Compton College students.
- Objective 6: Ensure the implementation of regular technological trainings related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.
- Objective 7: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.

CHAPTER 7: Implementation and Assessment of the Compton College 2024 Technology Plan

To implement and assess the *Compton College 2024 Technology Plan*, College leadership and the Technology Committee will engage in annual technology planning and evaluation using established planning protocols: annual planning and program review.

The annual planning process, which includes:

- defining annual goals for the ITS department, Distance Education, and Community Relations based upon *Compton College 2024 Technology Plan* goals and objectives;
- defining recommendation(s) to meet each goal;
- defining which Completion by Design area(s) each goal and recommendation will impact (e.g., Connection, Entry, Progress, Completion, Transition);
- defining a measurable outcome for each goal;
- defining responsibilities for the recommendation, implementation and assessment; and,
- archiving the elements of the annual program planning document depository.

In addition to annual program planning, the ITS department is scheduled to complete program review in spring 2020, which will provide an opportunity to assess the outcomes of the *Compton College 2024 Technology Plan* and the ITS program via:

- surveys and other quantifiable data concerning student/client outcomes;
- assessment of the collaborative efforts with the campus and external community;
- appraisal of the current state of the ITS program's facilities and equipment;
- evaluation of the adequacy/inadequacy of the program's current staffing level and training needs; and,
- recommendations appropriate to the current and future resources needed to fulfill the ITS program's goals and objectives.

CHAPTER 8: Conclusions

- The *2017 Technology Master Plan* established objectives to maintain a ~~21st~~21st-century campus, develop technological enhancements in all classrooms, and optimize administrative technologies to improve the accessibility of institutional systems. These objectives have been completed or were in progress by 2019.
- The goals and objectives established in the *Compton College 2024 Technology Plan* will allow the College to operationalize its strategic initiatives and implement Tartar Completion by Design and Guided Pathway Divisions. However, the full implementation of Tartar Completion by Design will necessitate increasing institutional capacity through additional technological infrastructure, staff, and/or professional development in key areas (e.g., enrollment services, universal design tools, counseling, online tutoring).
- Compton College continues to improve students' experiences in distance education by establishing the Distance Education Advisory Committee, a Distance Education faculty coordinator to facilitate the College's faculty training and certification processes and lead DEAC, and a Learning Management System Specialist to help manage the Canvas system and support faculty access and use. Notably, the College is also participating in the California Virtual Campus – Online Education Initiative (CVC-OEI) partnership, which will help support effective practices and technology and improve students' access to and completion of online courses and programs. However, to provide all Compton College students with access to programs and the support needed to complete them the College must develop and implement plans to address students' access to critical computing technologies.
- This technology plan supports ACCJC Standard IIIC by identifying specific, critical institutional planning needs and establishing measurable goals and objectives for technology services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes. Furthermore, the *Compton College 2024 Technology Plan* furthers the College's commitment to continuous quality improvement by incorporating the means to implement and regularly assess its progress toward meeting the established goals and objectives.
- Future funding for foundational MIS-ITS and technology platforms that are supported by Recovery fund or grant dollars must be considered in budget planning in the coming years. Of importance, the Recovery Fund will be exhausted by June 2022, which supports the Banner ERP

system implementation. The district anticipates future costs over \$5 million through 2027-28 for Banner. Currently, the district has set aside \$2.5 million in the final 2019-2020 district end balance to support this need. Several positions across the campus (e.g., [MIS-ITS](#) staffing and the LMS specialist) are supported by the Recovery fund or grant dollars that will end, and the College should consider permanent funding sources for these positions.

¹ http://www.cast.org/our-work/about-udl.html?utm_source=udlguidelines&utm_medium=web&utm_campaign=none&utm_content=homepage#.XYVffShKiUk

² <https://www.pewinternet.org/fact-sheet/internet-broadband/>

³ <http://www.wirelessrerc.gatech.edu/wireless-rerc-publishes-mobile-phone-accessibility-review>

⁴ <http://www.wirelessrerc.gatech.edu/>

⁵ <https://arnicus.org/publications/mapping-digital-exclusion-in-los-angeles-county/>

⁶ <https://www.ppic.org/wp-content/uploads/jtf-californias-digital-divide.pdf>

⁷ <https://www.ppic.org/publication/californias-digital-divide/>

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Enrollment Management Plan Outline 2019-2023

1. Introduction
 - a. Tartar Completion by Design
 - b. New Student-Centered Funding Formula
 - i. Student Equity
 - ii. Financial Aid
 1. Promise Grant, Pell Grant, AB540 Students
 - c. Guided Pathways
 - i. Tartar Success Teams
 - d. Vision for Success
2. Enrollment Management Oversight Committee Membership and Resources
3. Connection: Initial Interest through Submission of Application
 - a. Marketing and Communication
 - i. Revise the Compton College Communications Guide and Processes
 - b. Outreach and Recruitment
 - i. Promise Program
 - ii. FYE
 - iii. Program Maps
 - iv. Guided Pathway Division Outreach
 - v. Financial Aid
 1. Completion Grants
 - vi. Technology-CRM Recruit
 - c. Faculty and Staff Diversity
 - i. Validation Theory
 - d. Hours of Operation
 - e. Timeline 2019-2023
 - i. 2018-2019 Development of Plan
 - ii. 2019-2020
 - iii. 2020-2021
 - iv. 2021-2022
 - v. 2022-2023
4. Entry: Enrollment through Completion of Gatekeeper Courses
 - a. Career Exploration and Program Maps
 - i. Student Orientations
 - ii. Implement Career Services for Compton Students by Guided Pathway Division
 - b. Math and English Completion
 - c. Early Alert Technology- CRM Advise
 - i. Counseling
 1. Cranium Café--Online Counseling Tool
 - ii. Financial Aid
 1. Completion Grants
 2. Scholarships
 - d. Marketing and Communication
 - i. Create a Compton College Mobile Application



Enrollment Management Plan Outline 2019-2023

- e. Student Welcoming Environment
 - i. Wayfinding
 - 1. Improve Campus Signage
 - ii. Student Common Areas with resources
 - f. Guided Pathways Welcome Activities
 - i. Welcome Center and Steps to Enrollment
 - ii. New Student Welcome Day
 - iii. Week of Welcome
 - iv. Faculty & Staff Welcome Days (Professional Development)
 - 1. New Faculty Orientations
 - 2. Adjunct Faculty Orientations
 - 3. All Staff Professional Development
 - g. Expanding our Footprint
 - i. Dual Enrollment
 - ii. Adult Education
 - h. Timeline 2019-2023
 - i. 2018-2019 Development of Plan
 - ii. 2019-2020
 - iii. 2020-2021
 - iv. 2021-2022
 - v. 2022-2023
5. Progress: Entry into Course of Study through Completion of 75% of Requirements .
- a. Program Maps and DegreeWorks
 - i. Revise the Compton College Student Program Maps
 - b. Curriculum
 - i. Transfer Alignment (Program Mapper Associate in Degree for Transfer alignment with California State University, Dominguez Hills)
 - ii. Degrees, Certificates of Accomplishment and Achievement
 - iii. Distance Education
 - iv. Fully implement OER campus-wide by Fall 2021
 - c. Ensure Student Learning
 - i. Student Learning Outcomes
 - d. Early Alert Technology- CRM Advise
 - e. Student Milestones and Checkpoint Communications
 - f. Block Scheduling
 - g. Opt-Out Scheduling
 - h. Student Retention and Success
 - i. Student Support for Online Learners
 - j. Student Wellness
 - i. Student Health Center
 - 1. Mental Health
 - ii. Tartar Support Network
 - 1. Food and Housing Insecurities
 - iii. Basic Need—Childcare
 - 1. Child Care for Students and Potential Students
 - k. Timeline 2019-2023



Enrollment Management Plan Outline 2019-2023

- i. 2018-2019 Development of Plan
- ii. 2019-2020
- iii. 2020-2021
- iv. 2021-2022
- v. 2022-2023

6. Completion and Transition: Complete Course of Study through Earning a Credential with Market Value

- a. Marketing and Communication
- b. Student Milestones and Checkpoint Communications
- c. DegreeWorks (Auditing)
- d. Workforce Development
- e. Transition and Continued Connection
- f. Evaluation
- g. Timeline 2019-2023
 - i. 2018-2019 Development of Plan
 - ii. 2019-2020
 - iii. 2020-2021
 - iv. 2021-2022
 - v. 2022-2023

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COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 7120 Recruitment and Hiring

Issued: October 20, 2009
Revised: October 15, 2019

References:

Education Code Sections 70901.2, 70902
subdivisions (b), (7), & (d), 87100 et seq., and
87458;
Title 5 Sections 51023.5, and ~~Section~~ 53000, et
seq.;
ACCJC Accreditation Standard III.A.1

The CEO shall establish procedures ~~regulations~~ for the recruitment and selection of employees including, but not limited to, the following criteria:

An Equal Employment Opportunity Plan shall be implemented ~~afforded~~ according to Title 5 and BP3420, Equal Employment Opportunity ~~all potential employees meaning that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by a community college district.~~

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

Classified employees shall be recruited and selected in accordance with the provisions of the merit system.

Applicable Administrative Regulations:

AR 7121 Administrative Recruitment and Selection
AR 7122 Faculty Recruitment and Selection
AR 7123 Classified Recruitment and Selection
AR 7124 Unclassified Recruitment and Selection
AR 7125 Verification of Eligibility for Employment
AR 7126 Applicant Background Checks



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

BP 3330 Access to Facilities and Property

Issued: February 16, 2010

Revised: October 15, 2019

Reference:

Education Code Section 81600

All employees share in the responsibility of safeguarding District assets. To that end, the CEO shall issue regulations controlling access to campus facilities; the management, issuance and return of keys; and safeguarding of District property. Regulations and procedures developed are to recognize that all facility access, keys, and property issued to employees shall be handled on a “need to have basis” related *to* individual employment; that access to facilities and/or District property is limited to official District use only; that any item(s) issued to an employee remains District property and that such item(s) must be returned to the District upon management request or upon termination of employment. Failure to return or reimburse District property ~~shall be cause to withhold an employee’s final paycheck.~~ *may result in disciplinary and/or legal action.*

Applicable Administrative Regulation:

- AR 3331 Key Issuance and Return
- AR 3332 Property Issuance and Return
- AR 3333 Campus Closure



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 3720 Computer and Network Use

Issued: October 20, 2015
Revised: October 15, 2019

References:

Education Code Section 70902;
Government Code Section 3543.1(b);
Penal Code Section 502;
Cal. Const., Art. 1 Section 1;
17 U.S. Code Sections 101 et seq.;

The District owns, leases, and/or operates a variety of computer and communication systems, including but not limited to, voicemail, electronic mail (e-mail), telephone, and access to the internet, which are provided for the use of District faculty, administrators, staff, and students (hereafter referred to as employees and students) in support of the programs of the college and District. Hereinafter, this system and all of its component parts shall be referred to as the "District Network."

Employees and students who use District computers and networks and the information they contain, and related resources ~~have a responsibility not to abuse those resources and to respect the rights of others.~~ *are required to use these resources responsibly.* The *President/Chief Executive Officer (CEO)* shall establish procedures that provide guidelines to students and ~~staff~~ *employees* for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

Students who do not observe the requirements of this Policy may be in violation of the Student Code of Conduct and subject to student discipline. Employees who do not observe the requirements of this Policy may be subject to disciplinary action up to and including termination.

Applicable Administrative Regulations:

AR 3721 Computer and Network Use



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**AR 5011 Admission and Concurrent Enrollment of
High School and Other Young Students**

Issued: October 15, 2019

References:

Education Code Sections 11300, 48800, 48800.5, 4880, 4901 66010.4, 76001, 76002, 76004, 76060.5, 76140, 76223, 76300, 76350, 78401, 87010, 87011, and 79121

Eligibility for Admissions

The District authorizes the admission of K-12 students who can benefit from advanced scholastic or vocational work to take credit courses as special part-time students or special full-time students. The District may also admit K-12 students to take noncredit and community education classes. The limitations described in this policy only apply to the admission of K-12 students to take credit courses. The Vice President of Academic Affairs in consultation with the appropriate dean shall establish procedures for concurrent enrollment in noncredit and continuing education courses.

All courses will be taken for college credit. The student's K-12 school of attendance maintains the right to grant course credit for courses taken at Compton College.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, unless a legal exemption applies, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission of 9th -- 12th Grade Students

To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. To be considered for admission as a special full-time student, the student must meet the eligibility standards set forth in Education Code Section 48800.05. The Vice President of Academic Affairs shall establish procedures for the admission of special part-time and special full-time students. Special part-time students may be enrolled in up to 11 units per semester or 5 units per session. College and Career Access Pathway (CCAP) students may be enrolled in up to 15 units or more per session.

The student must be recommended by his/her high school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

Any student that has not completed the 9th and 10th grade student must verify they have a 2.0 grade point average upon the time of admission.

Limitations on Enrollment of 9th -- 12th Graders

- Students may not enroll full-time unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must meet with a counselor to enroll in subsequent terms.
- Students will not receive priority registration status.
- Students will be charged applicable fees in accordance with BP 5030 Fees.
- Students who are given permission to enroll full-time (12 units or more in a session) will be assessed the enrollment fee.

Admission of K-8 Grade Students

To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. The District may admit highly gifted elementary and secondary students as a special part-time student based on the criteria established herein. Admission is subject to seat availability.

The student must be recommended by his/her school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.

Limitations on Enrollment of K-8 Grade Students

- Students will be allowed to enroll in a single course each semester or session unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must receive approval from a counselor to be allowed to enroll in subsequent terms.
- Students will not receive priority registration.
- Students will be charged applicable fees in accordance with BP 5030 Fees.

Admission of Students into College and Career Access Pathways (CCAP)

Notwithstanding the process for admission of K-12 students by grade level described above, the District shall admit students into established CCAP programs who are

recommended by the CCAP School District partner in accordance with the laws and regulations governing CCAP partnerships.

Procedures for Reviewing K-12 Student Admission

The Vice President of Academic Affairs or designee will determine if a student has the ability and sufficient preparation to benefit from instruction and whether the student's safety and that of other students will not be affected by their enrollment. The decision of the Vice President of Academic Affairs or designee shall be final. Once a decision has been made, the student and his/her parent or guardian shall be informed of the decision. This determination may be done by applying one or more of the following criteria:

- a review of the materials submitted by the student;
- meeting with the student;
- consideration of the welfare and safety of the student and other students;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the student;
- requirements for supervision of the student; and/or
- location and/or meeting times of the class(es).

Denial of Requests for Admission

If the District denies a request for special part-time or special full-time enrollment for a student who is identified as highly gifted, the District shall record and issue to the student its findings and the reason for denying the request in writing within 60 days.

Apportionment

The attendance of a student at a community college as a special part-time or special full-time student pursuant to this section is authorized attendance, for which the community college shall be credited or reimbursed pursuant to Education Code Sections 48802 and 76002.

Claims for state apportionment for K-12 students must meet all of the following criteria:

- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
 - The college catalog
 - The regular schedule of classes
 - An addenda to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or special full-time students.

College and Career Access Pathways (CCAP)

The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010, or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.

- include a certification by the participating community college district of all of the following:
 - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
 - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
 - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade-level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course to eligible high school students solely if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per term;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the District shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance following information:

- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.