Compton College Academic Senate
Agenda

President: Amber Gillis

Secretary: Nikki Williams

Date: April 4, 2019

Time: 12:30-2:00pm

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 environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Accreditation Standards
This meeting aligns to the following:

1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

___E. French Preston	___H. Estrada	___S. Thomas
___J. Evans	___H. Pham	___D. McPatchell
___A. Gillis	___J. Villalobos	___R. Ekimyan
___J. Mills	___K. Schwitkis	___A. Cortez-Perez
___M. Khan	___R. Sidhu	___M. Moldoveanu
___B. Kooiman	___A. Valdry	___S. Atkinson-Alston
___V. Haynes	___M. Roeun	
___P. Richardson	___ H. Schumacher	
___N. Williams	___ P. Flor	

Agenda Items

I.   CALL TO ORDER (12:30)

II.   APPROVAL OF AGENDA (12:30)

III.   APPROVAL OF MINUTES (12:35-12:40)
    March 21, 2019 Minutes

IV.   REPORTS (12:40-1:10)
1. President's Report
2. Vice President's Report
3. Faculty Representative
4. Curriculum Chair
5. Guided Pathways
6. Academic Affairs
7. Distance Education

V.   NEW BUSINESS/DISCUSSION ITEMS (1:10-1:20)
1. BP1200: First Read of proposed changes: Lauren Sosenko, Director of Institutional Research

VII.   INFORMATIONAL ITEMS (1:20-145)
1. Distance Education Annual Plan: Jasmine Phillips, Distance Education Coordinator
2. Distance Education POCR Process: Jasmine Phillips, Distance Education Coordinator
3. Making Decisions Document Working Table of Contents
4. Making Decisions Document Meeting Two Notes

VIII.   EVENTS/ANNOUNCEMENTS (1:45-2:00)
1. Making Decisions Document Meeting 3 – Friday, April 5th
2. Student Leadership Conference – Thursday, April 4th
3. Transition Celebration – May 30, 2019 Compton College Gym

IX.   FUTURE AGENDA ITEMS
1. Tartar Support Network Update: Food Pantry and Food Survey Results
2. Flex Credit Matrix – Faculty Development Committee

X.   ADJOURNMENT

The Next Scheduled Meeting: April 18, 2019
12:30pm / Boardroom

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.

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

FALL 2018		SPRING 2019	
~~August 30~~	Board Room	~~February 21~~	Board Room
~~September 6~~	Board Room	~~March 7~~	Board Room
~~September 20~~	Board Room	~~March 21~~	Board Room
~~October 4~~	Board Room	April 4	Board Room
~~October 18~~	Board Room	April 18	Board Room
~~November 1~~	Board Room	May 2	Board Room
~~November 15*~~	Board Room	May 16	Board Room
~~December 6~~	Board Room	May 30 (Tentative)	Board Room

*Adjusted for the holiday

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2018		SPRING 2019	
~~September 4~~	Dist. Ed. room 166	~~February 19~~	Dist. Ed. room 166
~~September 18~~	Dist. Ed. room 166	~~March 5~~	Dist. Ed. room 166
~~October 2~~	Dist. Ed. room 166	~~March 19~~	Dist. Ed. room 166
~~October 16~~	Dist. Ed. room 166	April 2	Dist. Ed. room 166
~~November 6~~	Dist. Ed. room 166	April 16	Dist. Ed. room 166
~~November 20~~	Dist. Ed. room 166	May 7	Dist. Ed. room 166
~~December 4~~	Dist. Ed. Room 166	May 21	Dist. Ed. Room 166
~~December 11 (Tentative)~~	Dist. Ed. room 166	June 4 (Tentative)	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

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

2018-2019 (19 members)

Officers:

President/*Chairperson*	Amber Gillis (18-21)
Past President/*Past Chairperson*	Paul M. Flor (18-19)
President-Elect/*Chairperson-Elect*	
Vice President/*Vice Chairperson*	Jesse Mills (18-19)
Secretary/*Secretary*	Nikki Williams (18-19)
Curriculum/*Curriculum Representative*	Roza Ekyiman (18-19)
Adjunct Representative	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)
Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)
Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)
Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)
Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)
Malinni Roeun (19-20)
Jose Villalobos (18-19)

Science (2)
Kent Schwitkis (18-19)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)
Andree Valdry (20-21)

Counseling (2)
Holly Schumacher (20-21)
Vanessa Haynes (18-19)
Paul M. Flor, Past President/*Past Chairperson*

At-Large (2)
Jerome Evans (20-21)
Amber Gillis (18-19)

Adjunct Representatives (2)
Mahbub Khan (18-19), *Adjunct Representative*
_____ (20-21)

ATTENDANCE

Senators	Visitors
Jerome Evans	Aurora Cortez- Perez
Paul Flor	Axa Maradiaga
Amber Gillis	Nelly Alvarado
Brent Kooiman	Kendahl Radcliffe
Kent Schwitkis	Susan Johnson
Hoa Pham	Liza Rios
Rajinder Sidhu	David McPatchell
Holly Schumacher	Judy Crozier
Shirley Thomas	
Nikki Williams	
Mahbub Khan	
Harvey Estrada	
Minodora Moldoveanu	

I. **CALL TO ORDER –** Amber Gillis 12:49 p.m.

II. **APPROVAL OF AGENDA –** Evans/Schwitkis – vote taken and approved

III. **APPROVAL OF MINUTES** – Mills/Schwitkis - vote taken and approved

IV. **REPORTS**

President's Report- Amber Gillis reporting.

- The 2nd meeting for the Making Decisions document is March 22, 2019, in the Staff Lounge from 9-12pm. Please bring your laptop because we will be writing and working. Please sign up on flex reporter and let me know so that we can try to make accommodations to ensure that there is enough food for everyone.

- At the Board meeting this week, I gave a brief report on a few items: AB 705 and Accreditation. We still keep hearing in the community that we are not an accredited institution. We are an accredited college, so you need to make sure that when we hear this in the community we help make this correction. I talked a bit about meeting with Q. We are going to start looking at some equitable hiring practices. I have a meeting with some people at Cal State Fullerton during spring break to develop some workshops to have more equitable hiring practices.

- I met with the Faculty Development Committee this week. I asked them to complete a couple of tasks. I want them to look at the approved flex activity list and gave out the ASCCC guidelines for the flex calendar list and gave them an April deadline for any additions that they would like to have. We will bring this for a first reading in May. H6

Pham- Dr. Curry asked that the Professional Development Committee to form workgroups to work on flex activities. A. Gillis- I have given that same task to Faculty Development to make some recommendations and this will then be reported to Senate and we will vote on our formal recommendation which we will then forward to the board.

Vice President- Jesse Mills reporting.

- Program Review: IR just completed the Academic and CTE templates. I just sent this out to the deans and all of the authors. This continues to move forward although we do have a few stragglers who have not completed past program review.
- SLO process: We reached an agreement with Isabel Pena from El Camino to teach the SLO team from Compton so that we will have the capacity to do all of things that they did on their campus.

Board Representative – Jerome Evans reporting

- Consultative Council: 2019- 2020 Compton College Goals. I discussed this briefly at the board meeting. If anyone has any feedback, please let Amber or myself know.
- Southern California Caravan Transfer Fair- Flyer was given. There were some HBCU that did some signing up of students who qualified for enrollment.
- Celebration for our partnership termination on May 30th. As I come to a close with my meetings, I would like to thank you for all of your support. We raised a total of $1411 and disseminated over 600 books.

Curriculum: Roza Ekimyan reporting.
- No report

Academic Affairs- Stephanie Atkinson- Alston reporting.
- No report

V.   ACTION ITEMS-UNFINISHED BUSINESS
- None

VI.   NEW BUSINESS

- Compton College Update- Dr. Keith Curry reporting- Good afternoon. I try to come to an Academic Senate meeting at least once a year to begin having the conversation in regards to the college and the District and where we are headed. Thank you Academic Senate for the work that you have done over the past year. There is more work ahead. I want to take a couple of minutes to talk about what is on my mind as we move forward. The 2019-2020 goals are what we will be utilizing for our planning process. I want to talk a bit about my priorities from now to June 2020. One that is important is the implementation of AB 705 and continuing to support students as they complete first year math and English. There has been a lot of work done and there's more work to be done. If our students are not completing English and math, it does not matter what majors we offer them on campus, since they will not be able to complete them.

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Another goal is Distance Education, which is part of our Quality Focus Essay. I did not know how bad the problems were with Distance Education. We have made progress but there is more work to be done. At the next board meeting, I will provide an update in regards to Distance Education. I want to move forward with hiring a staff position for Distance Education. I have asked Dr. S. Atkinson-Alston and Dr. R. Murray to begin working with DEAC and the DEFC as it relates to that position. I will be attending the Distance Education Advisory Committee meeting next week to speak about the IEPI visit and the funding that we requested to help support the improvements of our Distance Education program. Enrollment Management- this is not just talking about outreach. Everyone is involved in Enrollment Management. We have to continue to work with our neighboring school districts. I am excited with the work that is being done with dual enrollment. We started at 100 students and now we are at over 1,400 students. We need to make sure that we are providing support services for the students who are taking classes from our local high schools. This fall, we have agreements with all three of our major feeder school districts. We are offering classes during the day and after school.   That is a good thing, but we have to continue to monitor it because of the paperwork from our students. We have to find a way to streamline the process. When we talk about the new funding formula, colleges are paid approximately $5,000 for dual enrollment students. It does not include their success matrix. If they are successful, then we get paid more. Dual enrollment is a great strategy, as we move forward, because our local districts want it and it relates to our funding formula. I also want to talk about accreditation at our institution.   There is a lot of work being done with it. We want to make sure that we have faculty and staff involvement in accreditation. Yesterday we had our first Steering Committee meeting of the semester, and I want to make sure that these are working meetings; I don't want to waste anyone's time. I want to make sure that the agendas and minutes come out before the meeting so that we can know what is happening at the meetings. We have to do a better job at being prepared for these meetings; we also have to make sure that people show up. On March 15, 2021, our midterm report is due and we cannot wait until the last minute to submit this report. We have created a draft timeline and we want to make sure that over the next 12 months we can complete the next midyear report because we want to have it done by December 2020. There is going to be a lot of work to do with that and we need to make sure that we are following up with the recommendations from the report.   Amber Gillis and I worked on a document called the Actionable Improvement Document that has every single item that we have to follow up on and who is involved in this. A. Gillis- I sent it out this week. It is in your packet. K. Curry- We also want to work on the Quality Focus Essay. One of the things that has happed by hiring our Director of Research and Planning is that our planning efforts have been solidified because someone has taken responsibility for that. One of the other areas that I want to talk about is where we are with facilities construction. I am excited about the row buildings being demolished. On April 16th at 3pm we will have the ground breaking for that. You will have the opportunity to see what it looks like back there. We are excited about this $18.4

million facility that will be completed in 2021. Our goal is that we will have ground breaking for 3 buildings this year. In 2021 we will have 3 new buildings opening at the college: Instructional Building 1, Instructional Building 2, and Student Services Building. My last piece is in regards to professional development. I had the opportunity to visit Guttmann College in New York and learn from them as to what they are doing in regards to Guided Pathways. I visited the Professional Development Committee here at Compton and gave them a directive on how we should be providing professional development on our campus. One of my recommendations is to hire an administrator to oversee professional development and this will be housed in the Human Resources office.   I am excited that we are getting some traction. We need to work on how we develop our employees. One of the things that we need to look at is some of our practices to make sure that we have an onboarding process for our new employees as well as assigning any new employee that comes on our campus a mentor. We need to look at doing a needs assessment of all our employees. Asking "what are your needs for the upcoming academic year?" Tomorrow is the next meeting for the Making Decisions Document. We have over 30 people signed up. We will start at 9am and end at noon. One last thing. The Nursing program last week met with the licensing committee, BRN, and they approved the separation from El Camino. Thank you nursing faculty for making that happen. I am really excited about the separation. We are in the process of hiring an Associate Dean of Nursing and 3 faculty members. It is difficult to hire nursing faculty members, but we really have to hire these positions this next year. The Nursing Program is one of our flagship programs and I want to say thank you for all of the work that they did.

- Lori Sanchez- Dr. Curry asked me to come here and share some data about the work that we are doing at the Centers of Excellence for Labor Market Research.   We are a grant funded initiative working out of the Chancellor's Office under the Workforce and Economic Development Division. The data is available to all colleges free of cost. What the Center's focus on is labor market data and provide this for a variety of uses such as with substantial changes to career programs. I work closely with Dr. Wiggins and Dr. Murray. We can provide data for program reviews for career education programs. Colleges use our data to substantiate grant applications. We focus on the labor market and what it is that employers are signaling to the labor market that their need is for employment. They use data from the CTE Outcome Survey. I will share all of this information with you so you do not have to feel the need to memorize everything I am showing you. Cal-PASS Plus Launch Board: Calpassplus.org/launchboard. This is a great tool for faculty. Everyone who has an .edu email address can access this. It is very easy to use. You can get very useful data about programs. You can see how your program fairs in relation to other programs in the county as well as demographic, wage, and employment data. I would encourage you to use this. If you are interested in, I can come back to do a 1 hour hands on training? Our website for the Center's for Excellence- www.coeccc.net. Some of the things that are useful on the website are the Supply and Demand Tables. The Demand Tables are password protected and the password is GetLMI. If you have any questions

you are welcome to email me: lsanchez144@mtsac.edu. Questions and discussion followed. A. Gillis- I have your information and I can email it out as well.

- Nelly Alvarado presenting on the Promise Program. We started the College Promise Program to help students from low income and middle income families assist with going to college and provide access. These programs are opening access and making college more affordable. These programs have the potential to increase college enrollment, persistence, and completion. We have an agreement with Compton Unified and are in the process of solidifying our agreement with Lynwood School District. Our pledge is that students will have guaranteed enrollment, priority registration, assistance with support services and financial aid. We provide Summer Bridge classes. All students who want to be part of The Promise have to complete the steps of enrollment: submit an application, orientation, placement testing (Level-Up survey or meet with a counselor), Compton College Promise application, enrolled full-time (they can enroll winter and summer), maintain a 2.0 GPA, and complete 67% of their courses. Fees that are not covered are $19 Health fee, student representation fee, parking, or ASB activity fee. Books are now covered because of the Oliver Connor donation that we received. We will be able to purchase books for them for the first two years. Promise students pay $71 for the entire year of school. We encourage students to be part of FYE and EOPS. This year we are filtering all students through FYE. We are recruiting in the schools. Once students have been identified as Promise students we invite them on campus. We are hoping to have registrations parties at their high schools. We are hoping to develop and strengthen it. Does anyone have any questions?

VII.   Information- Discussion Items
- AR 5520 and AR 5530- Some of the formatting has changed but not the content. We will not vote on these again. This is just informational for us.
- The Making Decisions document timeline is include in the packet as well as the Making Decisions Meeting 1 notes.
- Accreditation Actionable Items included in the packet. We have 24 actionable items which is very good; other colleges have 50+ items.

VIII.   Events/Meetings
- Student Leadership Conference
- Transition Celebration- May 30th in Compton College gym.
- Faculty Development Committee is looking at a flex activities list and J. Crozier would like to open it up to more people so that it is not just their small group providing feedback. Please email J. Crozier if you have any additions to the list.
- H. Estrada- In our archives we should have several templates moving forward for the accreditation reports. A couple of my students mentioned that they are having problems registering for summer. They are on MyECC and there is not a Compton schedule in the online searchable. This may discourage students and we may lose them. We may want to have a message for students to let them know so that we do not lose them.

IX.   **MOTION TO ADJOURN –**Approved – 2:04 p.m.

BP 1200 Mission, Vision, and Strategic Initiatives	**Issued:** October 20, 2009
	Revised: December 15, 2015
	Revised: April 16, 2019

Reference:
    WASC/ACCJC, Standard I

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* ~~environment~~ where ~~the diversity of our~~ *diverse* students ~~is~~ *are* supported to pursue and attain ~~academic and professional excellence~~ *student success*. Compton College ~~promotes~~ *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* ~~transfer, completion and lifelong learning~~.

Institutional Effectiveness Outcomes
Institutional Effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater Institutional Effectiveness—more students from our diverse communities attaining educational success and achieving their academic *and career* goals.

The Tartar Completion by Design provides a framework for the student experience, which is organized around the College's outcomes and strategies: student connection (how a student learns about the college through when they apply), entry (enrollment through gatekeeper courses), progress (through 75% of program of study), completion (the last 25% of coursework to earning a degree or certificate), and transition (into employment or transfer to a four-year institution).

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at Compton College*:*

Connection
Successful Enrollment
Number of Dual Enrollment Students

Entry
Student Readiness Rate
~~Remedial English Completion Rate~~
~~Remedial Math Completion Rate~~
Completion of transfer-level English in first year
Completion of transfer-level math in first year
All student fall to spring persistence rate
Three-Term Persistence Rate (first-time, full-time students)

Progress
Successful Course Completion Rate
~~30-Units Achievement Rate~~
Average Units Completed per Academic Year

Completion
~~Completion Rate~~
~~Transfer Rate~~
~~Degrees and Certificates awarded~~
Number of Associate Degrees awarded
Average units acquired per Associate Degree
Number of Associate Degrees for Transfer awarded
Average units acquired per Associate Degree for Transfer
Number of Certificates awarded
Number of students completing 9+ CTE units
Number of CTE students employed in their field of study

Transition
Number of Transfers

The College originally developed improvement goals through a consultation process ~~consultation~~ from the 2015-2016 through the 2019-2020 academic year, and comparing annual progress ~~compared~~ with a baseline year. *In spring 2019, the College updated its improvement outcomes and align them with the California Community College State Chancellor's Office Vision for Success.* Institutional effectiveness outcomes will be monitored annually for progress on each ~~goal~~ *outcome*. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives
In order to fulfill the mission and make progress toward the vision *from 2017 to 2024*, ~~Compton Center and the future~~ Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative. ~~Measures assess that progress during the period of the Strategic Plan (2017-2018 to 2021-2022)~~

~~GOAL 1:~~ Improve recruitment, enrollment, retention, and completion rates for our students.
Objective 1. Tailor degree and certificate programs to meet the needs of our students.
Objective 2. Educate students about pathways to graduation.
Objective 3. Enhance student preparation for academic success and completion.
Objective 4. Provide a student-centered environment that leads to student success.

~~GOAL 2:~~ Support the success of all students to meet their education, and career goals.
Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.
Objective 2. Minimize the equity gap for access, retention, and graduation rates.
Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

~~GOAL 3:~~ Support the success of students through the use of technology.

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.
Objective 2. Provide robust distance education course and service offerings.
Objective 3. Enhance technology for teaching and learning through professional development.

~~GOAL 4:~~ Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.
Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.
Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

~~GOAL 5:~~ Establish partnerships in the community and with the K-12 schools.
Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.
Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.
Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON COLLEGE

DISTANCE EDUCATION DEPARTMENT
2018-2019 PROGRAM PLAN

Distance Education Faculty Coordinator
Jasmine Phillips

Instructional Division Coordinator Distance Education
Celia Valdez

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Compton College Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Distance Education Mission

The mission of the Distance Education Department is to serve the diverse needs of the faculty and student populations at Compton College by providing high-quality educational experiences that utilize the latest technologies in electronic course delivery methods.

To achieve this mission, the Distance Education Department will:

- Provide services to support the technological requirements of the faculty and student body.
- Ensure that student instruction, services and support comply with accessibility standards and requirements.
- Support the development and assessment of learner-centered online and hybrid Certificate, Associate Degree, Transfer, Career and Technical Education (CTE) and Continuing Education courses.
- Create opportunities for faculty training and development that focus on new trends and effective practices for online technology and pedagogy.
- Serve as a liaison between the Division Departments and other campus stakeholders regarding Distance Education policies and procedures.

Compton College Vision

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

Developing and establishing Compton College's Distance Education program aligns with the college vision in that DE offers access to higher education and learning opportunities via Distance Education.

The vision of the Distance Education Department is to be a global leader of educational excellence, innovation, training, delivery and support of online, hybrid and web-enhanced instructional modalities within and beyond the Compton Community College District.

The Distance Education Department will

- Offer greater access to education via alternative delivery approaches to the present student population, local school districts and businesses, and currently underserved communities within the College's district.
- Broaden the College's outreach beyond the District to include out of state and international markets.
- Foster lifelong learning opportunities to meet the changing needs of students throughout their academic and working careers.
- Enhance, maintain and promote extensive online academic student services to support student retention and success.

<u>Compton College Values</u>

Compton College values are grounded on the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting 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.

Distance Education mirrors the college's established values as demonstrated by the dedication of faculty, staff and administration to uphold and ensure the quality of education provided to our students.

The Distance Education Department values are grounded on the following principles:

- **Leadership** technological and instructional innovation
- **Commitment** to best practices in Distance Education for student success
- **Dedication** to open communication and collaboration among key stakeholders
- **Transparency** in the decision-making shared governance process
- **Professionalism** and integrity
- **Excellence** in support services
- **Cultivation** of lifelong learning and development

<u>Initiatives and Research</u>

Given the many initiatives of Compton College, such as Tartar Completion By Design and the broader community college system initiatives of the Vision for Success, a student centered investment in Distance Education is imperative to the future success of Compton College students.

Enrollment Growth & Academic Course Performance:
Traditional vs. Distance Education Courses, 2014–2015

The Enrollment Growth and Academic Course Performance report concluded that it would be necessary to review the course material as well as the online resources and presentation to see if they are compatible with positive online implementation.

Spring 2016 Distance Education Student Survey Results

The Spring 2016 Distance Education Student Survey Results concluded that "Overall, students are satisfied with their DE courses. There are a few expected differences between students taking hybrid courses and those that take fully online courses. The majority of students that take DE courses are not taking advantage of the online services offered, which suggest that there is a need for proactive measures to increase awareness and usage." These findings indicate the necessity of the Quality Focussed Essay Special Report.

[Distance Education Online Success and Retention Rates 2017-2018](#)
According to our research, our success rates for the past year at Compton College in Distance Education are as follows:
- Summer 2017: 72%
- Fall 2017: 57%
- Winter 2018: 74%
- Spring 2018: 60%

Therefore, it is evident that our focus should be to increase the success rates of our fall and spring semesters. According to our research, our retention rates for the past year at Compton College in Distance Education are as follows:
- Summer 2017: 84%
- Fall 2017: 82%
- Winter 2018: 88%
- Spring 2018: 76%

Therefore, it is evident that our focus would be to increase retention across all sessions and semesters to increase FTES and assist graduation rates.

DE Program Goals Aligned with Quality Focus Essay Action Plan 2 for DE

The following table displays the Quality Focus Essay Goals and their alignment with the DE Goals. Also the plan demonstrates the necessity for cross departmental support of Distance Education and Distance Education students. The necessary links for the alignment can be found at this link.

DE Goal 1A:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 1: Create a Clear Organizational Management Structure for Distance Education Rationale: The DEFC will coordinate the functions of the DE Department to increase the effectiveness of online courses and online/hybrid faculty teaching.	1A: Hire a DEFC. a) Train the DEFC b) Assign the DEFC to 100% Release Time. c) Acquire necessary DE Equipment for DEFC. d) Survey and organize faculty training pertinent to the development and success of the DE Department.	Hiring Committee DE Dean	Begin: Summer 2018 Complete: January 2019 with required release time.	1Aa: Establish and run DE at CC. 1Ab: Provide robust DE course and service offerings. Improved student success and retention in online courses. 1Ac: Enhance the effectiveness of the DEFC to communicate via teleconference in the assigned office. 1Ad: Provide regular training to faculty.	100% Release Time to effectively fulfill position duties. Reimbursement for attending conferences for proper DEFC training. Video camera in office to hold teleconferencing meetings. Dedicated training space on campus in a computer lab for faculty and students.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 1B:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 1: Create a Clear Organizational Management Structure for Distance Education Rationale: Provide full time administrative support for the initiation and implementation of the new LMS (Canvas) for Compton College.	1B-Hire a classified Canvas Administrator. a) Train the Canvas administrator. b) Train backup team for Canvas: Dean of DE, DEFC, IT Rep, Instructional Classified Rep.	Hiring Committee DE Dean	Begin: February 2018 Complete: On Going	1Ba: Effectively run the Canvas LMS for the entire district. 1Bb: Provide technical support for backend Canvas issues between Banner and the LMS. 1Bc: Maintain current course rosters and faculty shell distribution.	Hire full time 12 month classified salary. Continued training for Canvas and technological support.	Master Plan Goals 1 ,2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 1C:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 1: Create a Clear Organizational Management Structure for Distance Education Rationale: Provide online and hybrid faculty with a support system for instructors to meet regular and effective contact standards, deliver best practices and maintain a high quality of online learning throughout DE at Compton College.	1C-Establish formal sub-senate Distance Education Advisory Committee. a) Establish voting members: DSPS Rep, Student Rep, Academic Affairs Rep, Counseling/Union Rep, Div 1 Rep, Div 2 Rep, Div 3 Rep, Student Services Rep, MIS Rep, Curriculum Rep & DEFC. b) Establish a note taker. c) Update agenda and minutes on DE website for all meetings.	Academic Senate Faculty DEFC DE Dean	Begin: Summer 2018 Complete: September 2018	1Ca: Implement the shared governance process for creation of the policies and procedures that DE will opperate from in compliance with state, federal, ACCJC and district requirements essentially creating of the DE Handbook. 1Cb: Maintain shared governance compliance and district transparency of DEAC meetings. 1Cc: Maintain shared governance compliance and district transparency of DEAC meetings.	Continued training for DEAC members to stay current in DE knowledge and best practices. (i.e conference reimbursement). Assign a classified note taker for DEAC.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 2A:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: Provide online and hybrid faculty with a support system to meet regular and effective contact standards, deliver best practices and maintain a high quality of online learning throughout DE at Compton College.	2A-Create a CC Distance Education Handbook emphasizing regular and effective contact guidelines and accessibility standards. a) Document requirements of online and hybrid training. b) Document best practices for faculty principles of pedagogical online/hybrid teaching. c) Document ADA compliance requirements. d) Document regular and effective contact requirements.	Faculty Staff DEAC DEFC DE Dean Curriculum Committee Academic Senate	Begin: Fall 2018 Complete: December 2018	2Aa: Increased awareness of required training in Introduction to Online Teaching, Teaching with Canvas and Accessibility Standards. 2Ab: Increased awareness of the requirement, principles and pedagogical online/hybrid teaching practices. 2Ac: Increased awareness of ADA compliance, technology and software use. 2Ad: Increased awareness of acceptable regular and effective contact.	Research on best DE practices. Training on what is to be included in the DE Handbook. Reimbursement for OTC and curriculum conference training.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 2B:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: To increase student success and retention, our course shells will be reviewed by trained faculty peer reviewers. This will increase effectiveness of online and hybrid courses. The DE courses at CC will be pre-aligned to the OEI Rubric.	2B-Construct and train <u>a core group of faculty pilot peer mentors</u> to review course shells in the spring semester. a) Train team in Accessibility provided by CCC Technology Center. b) Train team in POCR Training provided by <u>@ONE for POCR Certification</u>. c) Review faculty course shells via <u>OEI Rubric</u>. d) Provide on campus <u>training during the semester</u> to faculty members.	DEFC DE Dean CCC Technology Center @ONE Faculty	Begin: Fall 2018 Complete: June 2019	2Ba: Establish an Accessibility Faculty Peer Review Team. 2Bb: Establish a POCR Certified Faculty Peer Review Team. 2Bc: POCR's review faculty course shells for OEI Rubric compliance to increase the effectiveness of our online and hybrid course offerings. 2Bd: Increase the consistency of pedagogical teaching strategies in online and hybrid course offerings across the district disciplines.	<u>Hourly pay rate for completion of faculty peer pilot mentor training in Winter 2019. (i.e. POCR Certification)</u> Hourly pay rate for faculty during the fall semester to review course shells. Hourly pay rate for POCR's to teach trainings on going at Compton College.	<u>Master Plan Goals 1, 2 & 3</u> <u>Quality Focus Essay Action Plan 2</u> <u>Campus Mission, Vision & Values</u>

DE Goal 2C:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: To address closing equity gaps and increasing online success and retention rates, faculty will need to multiple opportunities to get training on Accessibility, the OEI Rubric, Canvas Best Practices and Canvas Open Labs.	2C-Provide regular ongoing distance education training workshops for faculty. a)<u> Survey Faculty on desired training subjects and times.</u> b<u>) Provide multiple opportunities for faculty to attend workshops on Accessibility, the OEI Rubric, Best Practices and Canvas Open Lab.</u> c) Provide faculty peer course review opportunities for <u>new</u> and <u>returning faculty</u>.	DEFC CCC Technology Center @ONE Faculty Canvas	Begin: February 2018 Complete: June 2018 - Ongoing training will be continuously provided.	2Ca: Determine what the pertinent faculty training subjects are. 2Cb: Increase online and hybrid faculty success rates. 2Cc: Complete faculty peer course shell review process to enhance the online and hybrid courses.	Hourly pay rate for POCR's to teach trainings on going at Compton College. Reimbursement for conference trainings and professional development. Flex credit approved and recorded appropriately for faculty attending review session.	<u>Master Plan Goals 1, 2 & 3</u> <u>Quality Focus Essay Action Plan 2</u> <u>Campus Mission, Vision & Values</u>

DE Goal 2D:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: To efficiently run Canvas for all faculty, students and departments it is imperative to sign the IPA, hire a full time classified Canvas Administrator and to understand how to integrate all consortium equity tools into Canvas.	2D-Adopt a Canvas course management system with an Online Ecosystem of OEI Consortium Equity Tools. a) Schedule meetings with Canvas to discuss choosing them as CC LMS. b) Receive board approval for the DEAC and Academic Senate recommendation to choose Canvas as our district LMS. c) Train classified canvas administrator and faculty on how to use Canvas.	Canvas DEFC DEAC Academic Senate DE Dean VP Academic Affairs CEO Board	Begin: September 2018 Complete: December 2018	2Da: Understand the needs of CC, DE and how Canvas can meet our district needs after we separate from El Camino College. 2Db: Sign and return the Institutional Partnership Agreement/Canvas Contract with Instructure. 2Dc: Improve the effective use of Canvas with online and hybrid faculty and the hired classified Canvas Administrator.	Research on partnership agreement with OEI, Canvas and CCC. Research the ongoing cost of Canvas if subsidized funding decreases.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 2E:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources Needed	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: Provide guidelines and a standard of online teaching as well as incorporate feedback from students about the effective practices of DE to continually improve online and hybrid student success and retention.	2E-Adopt the OEI Course Design Rubric and incorporate the student survey. a) Review and vote on passing the OEI Rubric in DEAC and Academic Senate. b) Train the faculty on how to best implement the OEI Rubric. c) Provide students/faculty with the CCC DECO student/faculty satisfaction survey for online and hybrid courses.	DEAC DEFC Staff Faculty Academic Senate	Begin: Fall 2018 Complete: December 2018 and continually administer survey and trainings.	2Ea) Adopt the OEI Rubric as a standard of online and hybrid teaching. 2Eb) Increase faculty awareness and implementation of the OEI course design standards. 2Ec) Document data and report on findings from students and faculty to implement changes that will increase the effectiveness of DE and increase student success and retention rates of online and hybrid students.	Training on the OEI Rubric and reimbursement for conference attendance. Research of online students and communication with the CCC DECO survey.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 2F:

Goal/Objective _Rationale_	Activity	Responsibility	Timeline _Begin & Complete_	Outcome _Measurable Metric_	Resources Needed	Cross-Reference _Document_
QFE Action Plan 2: Project 3: DE Goal 2: Implement Best Practices to Increase Online Student Success Rationale: Faculty need to understand the best practices for delivering course material in an online and accessible format. Students need to be able to progress through Canvas courses with more ease to complete degree requirements.	2F-Implement model course shell program. a) The QFE states that the DEFC will be supported by the DE Instructional Coordinator who will oversee technical support for online students and faculty. b) The DE Instructional Coordinator will also be responsible for the creation of the model course shell program.	DE Instructional Coordinator	Begin: Fall 2019 Complete: June 2020	2Fa) Increase the ability for students to progress through online courses. 2Fb) Increase the ease of students to progress through online courses. Increase the faculty's understanding of best practices in creating accessible online content.	DE Instructional Coordinator 20% release time.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 3A:

Goal/Objective Rationale	Activity	Responsibility	Timeline Begin & Complete	Outcome Measurable Metric	Resources Needed	Cross-Reference Document
QFE Action Plan 2: Project 3: DE Goal 3:Promote Student Awareness of Distance Education Resources and Develop New Tools to Facilitate Success Rationale: Utilize the Compton.edu website efficiently for communicating resources that are available to all students. Maintain accessible content creation.	3A-Update website to reflect full transition to Canvas LMS. Update the Compton College campus website to be accessible. a) Update accessible student services information on CC website for online and hybrid students in each department. (i.e. financial aid, counseling, EOP&S etc.) b) Assign a person in each department to maintain their website pages and to create a plan and processes for addressing online and hybrid student needs. c) Update DE Website.	Webmaster DEAC DEFC Classified Canvas Administrator Staff assigned in each department	Begin: Spring 2019 Complete: Ongoing	3Aa) Address the needs of the online and hybrid students in an online format. 3Ab) Monitor and keep up to date with accessible content on assigned pages in order to make it easier for online students to get their request met and remove barriers to their success. 3Ac) Update the DE website with the latest DE information for faculty and students.	Train all student services departments on accessibility and website content. Assign time to representatives to maintain their online pages and address the needs of the online and hybrid student populations.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 3B:

Goal/Objective Rationale	Activity	Responsibility	Timeline Begin & Complete	Outcome Measurable Metric	Resources Needed	Cross-Reference Document
QFE Action Plan 2: Project 3: DE Goal 3:Promote Student Awareness of Distance Education Resources and Develop New Tools to Facilitate Success Rationale: Increase the number to students enrolling into DE courses, and increase the awareness of resources available to online and hybrid students in Canvas.	3B-Increase awareness of online student support services. a) Create marketing DE video. b) Create a DE Orientation video for students.	DEAC DEFC Heather Parnock Faculty	Begin: August 2019 Complete: December 2019	3Ba) Create and distribute marketing video for DE to increase students awareness of DE course offerings and their ability to successfully complete online courses. 3Bb) Create and distribute to faculty a DE orientation video to increase students' awareness of the OEI Online Ecosystem of Tools.	Cost of marketing video estimated at $10,000. Cost of orientation video estimated at $5,000.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DE Goal 3C:

Goal/Objective *Rationale*	Activity	Responsibility	Timeline *Begin & Complete*	Outcome *Measurable Metric*	Resources **Needed**	Cross-Reference *Document*
QFE Action Plan 2: Project 3: DE Goal 3:Promote Student Awareness of Distance Education Resources and Develop New Tools to Facilitate Success Rationale: Joining the OEI will provide the college with resources and connection to a larger network of support for faculty and students.	3C-Join the Online Education Initiative (OEI). a) Develop OEI implementation sub committee to construct and review the OEI Letter of Interest and to complete the OEI Self-Assessment Packet (MJC SAMPLE) in order to sign the OEI Master Consortium Agreement (MCA). b) Improve the online counselor to student ratio as well as all students support services in the online ecosystem. c) Train counselors, faculty and staff on how to use the online ecosystem of tools.	DEFC DEAC Academic Senate DE Dean VP of Instruction VP of Student Services Board of Trustees CEO Financial Aid Director Information Technology Classified Canvas Administrator Staff Faculty	Begin: January 2019 Outcome: June 2019 Training will be ongoing on how to effectively implement the OEI Online Ecosystem Tools.	3Ca) Sign MCA with the OEI after completing Letter of Interest and the Self-Assessment Packet. 3Cb) Receive access to Online Ecosystem of Consortium Equity Tools: Quest Readiness, Name Coach, Note Bowl, NetTutor, World Wide Whiteboard, Proctorio, Vericite-TurnItIn and Cranium Cafe. 3Cc) Document the use and effectiveness of the online ecosystem tools and implement changes that will increase student success rates.	Meetings with parties of interest to discuss trajectory of events that need to take place in order to join the OEI. Training and reimbursement of conference attendance. Create surveys for faculty and students to document use and effectiveness of tools.	Master Plan Goals 1, 2 & 3 Quality Focus Essay Action Plan 2 Campus Mission, Vision & Values

DISTANCE EDUCATION PROPOSED TIMELINE 2018-2019

This timeline conveys the necessary steps that need to take place to initiate and complete the implementation of the Learning Management System (LMS) Canvas as the chosen Compton College LMS. Also, these steps are necessary for joining the Online Education Initiative (OEI) supported by the California Community College Chancellor's Office (CCCCO).

Month	Activities/Task	Responsible Party	Cost
Aug 2018	DEFC and Dean Co-Chair DEAC	DEFC & Dean	0
Sept 2018	Write DE Handbook	DEFC and DEAC	0
	Generate Proposal for DE Program Cost and Canvas transition	DEFC	100% Release Time
Oct 2018	Submit request for new hire of Classified Canvas Administrator	DEAN/DEFC	0
	Create a comprehensive DE Program Plan 2018-2019	DEFC	100% Release Time
	Review DE Handbook across disciplines	DEAC and Faculty	0
	Create Alternative Certification Process Form	Celia & DEFC	0
Nov 2018	Curriculum Reviews Distance Education CurriCUNET Course Outline of Record Fillable PDF	Curriculum Committee	0
	DEAC Passes DE Handbook and OEI Course Design Rubric	DEAC	0
	Curriculum passes DE Handbook	Curriculum Committee	0
	Faculty Peer Reviewers begin to examine the OEI Rubric	8 Select Faculty and DEFC	0
Dec 2018	Academic Senate passes DE Handbook-first read	Academic Senate	0

	Receive and Review Letter of Interest from OEI	Marissa Jackson mjackson@cvc.edu Kate Jordahl kjordahl@cvc.edu	0	
	Sign Canvas/Instructure Contract	Board CEO	0	
	Develop spring training schedule with topics of Accessibility, OEI Rubric, Best Practices, Canvas Open Lab and Peer Review Time Slots.	DEFC	100% Release Time	
Jan 2019	Hold faculty training at CC for Accessibility and Peer Online Course Review Training (POCR)	8 Select Faculty & DEFC CCC Technology Center @ONE	Hourly pay for peer faculty reviewers 100% Release time for DEFC.	
	Hire Classified Canvas Administrator (*until hiring pay Gema part time to complete any work that needs to be done*)	Hiring Committee & DE Dean	Classified Salary (*Gema-part time hourly rate*)	
	Review Letter of Interest from OEI with Self-Assessment Packet	Dean/DEFC & OEI Committee	0	
	Compton is assigned a Customer support Manager from Canvas to walk Compton College through implementation: Canvas weekly admin calls.	Dean, DEFC, Canvas Admin, IT	0	
	Faculty Peer Review Process begins and POCR Class Starts	8 Faculty Peer Reviewers and @ONE	Hourly Rate for Peer Reviewers and Flex for faculty attending	
Feb 2019	IEPI Partnership Resource Team visits Compton College DE Project Director and CEO to begin to discuss Innovation and Effectiveness Plan	Selected Committee Members & *IEPI Contacts* Matthew C. Lee, Ph.D., IEPI Project Director: matthew@mcleeconsulting.com Catherine Johnson, IEPI Program	0	

			Specialist II: catherine.johnson@canyons.edu	
	Training for Canvas administrator will begin: Classified Canvas Administrator, IT Rep, DEFC, Dean	Canvas Admin, IT Rep, DEFC, Dean	0	
	Begin to work on making Compton College website Accessible and up to date.	Webmaster and respective department personnel	0	
	Academic Senate passes DE Handbook- second read	Academic Senate	0	
	Digital Literacy Day on Feb 28: Free Conference Training on Campus	DEAC and DEFC & Faculty	Lunches for the all day conference	
	Flex Day 1 Hour Accessibility Workshop	DEFC	100% Release Time	
	Provide Accessibility training to faculty	Faculty POCR	Hourly Rate for Peer Reviewers and Flex for faculty attending	
March 2019	IEPI Visit for Status Reports	Dean/DEFC & Committee	0	
	Update DE Website to reflect new changes	Webmaster & DEFC	0	
	Design plan to construct DE Orientation Video for course shells	DEAC & DE Department	0	
	Construct a marketing video to recruit DE students	Heather Parnock	$10,000	
	Turn in Self Assessment Packet to OEI	Dean/DEFC & Committee	0	
	Review faculty course shells via OEI Rubric.	8 Faculty POCR	Hourly Rate for Peer Reviewers	

			and Flex for faculty being reviewed
	Provide Accessibility and OEI Rubric training to faculty	Faculty POCR	Hourly Rate for Peer Reviewers and Flex for faculty attending
April 2019	IEPI Visit for follow up	Dean/DEFC & Committee	0
	Develop standard DE Feedback Survey and faculty evaluation online course student survey	DEAC & DEFC	100% Release Time
	Review returning faculty course shells via OEI Rubric.	Faculty POCR	Hourly Rate for Peer Reviewers and Flex for faculty being reviewed
	Provide OEI Rubric, Best Practices, Canvas Open lab training and Peer Review begins for new faculty	Faculty POCR	Hourly Rate for Peer Reviewers and Flex for faculty attending
May 2019	IEPI Visit for summary and results report	Dean/DEFC	0
	Review faculty course shells via OEI Rubric.	Faculty POCR	Hourly Rate for Peer Reviewers and Flex for faculty being reviewed
	Complete DE Orientation Video for Course Shells	DE Department	$5,000
June 2019	Implement Canvas for Summer course. June 7, 2019	Distance Education Department, IT and Dean	$39,664 (see proposal)

		Hold faculty training for Canvas Open Labs	DEFC	100% Release Time
		Implement Quest Readiness	Distance Education Department, Canvas Administrators & IT	0
		Implement NetTutor	Distance Education Department, Canvas Administrators & IT	0
July 2019		Train counselor for online counseling with Cranium Cafe	VP Martinez/Dean of Student Services & Counselors	0
Aug 2019		Sign Master Consortium Agreement with OEI to join new OEI cohort	President/ CEO Board of Trustees	$60,338.82 paid by OEI $0 paid by Compton College
		Sign Financial Aid Agreement for SIS with OEI to join new cohort	Financial Aid Director President/ CEO Board of Trustees	0
		Receive access to Online Ecosystem of Consortium Equity Tools: Quest Readiness, Name Coach, Note Bowl, Nettutor, World wide Whiteboard, Proctorio, Vericite, Cranium Cafe (prepayment and reimbursement formula)	Distance Education Department and Dean, IT	0
		Able to implement online counseling and virtual office hours.	Counseling, Tutors, Faculty	0
		Begin to implement model course shell program in fall semester	DE Instructional Coordinator	20% Release Time

DE Budget Proposal: The DE Budget Proposal is located at this link, screenshots have been provided below for convenience. *(Proposal Based on 2017-2018 FTES: 4,956)*
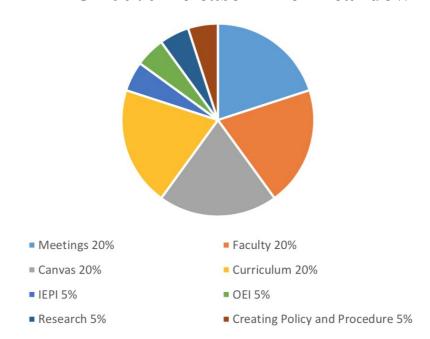
DE Program Needs	Resource	Cost (Based on current FTES: 4,956)	Time Frame
LMS/CMS	Canvas - The Learning Management System that Compton College has selected to use for distance education and traditional classes. Canvas is at no cost for Online Education Initiative college members.	$0	Annually
Canvas Support:	Adjust-All HQ: Etudes - Integrated into Canvas that provides adjustment of dates that is not currently in Canvas.	1,200	Annually
	CourseEval HQ: Etudes - Integrated into Canvas for faculty evaluations.	3,500	Annually
	Net Tutor: 23.5 - Integrated into Canvas for provide tutoring online to the students. There is a partial cost.	partial cost	Annually
	TurnItIn: Integrated into Canvas for faculty to use in regards to plagiarism. Subscription.	2,000	Anually
	Turnit In: FTE	14,000	Annually
	IT Support from MIS - Designated IT Technician to assist with the SIS and Canvas issues.	will a percentage be needed	Annually
	Quest Readiness: CVC-OEI provides online preparedness assessment	$0	Annually
	Canvas Train the Trainer (10 faculty/administrator) included for 12m	$0	12months
Transitional Support:	Etudes: hold 3 years of records - The college will have access to the instructors' course shells for three years.	10,000	One time cost

Program Support:	Vice President of Academic Affairs (overseas the DE Program)		Annually/Ongoing
	Dean of Student Learning (Dean overseeing the Distance Education Program)		
	Distance Education Faculty Coordinator	100% Release Time	Annually/Ongoing
	Canvas Administrator - Dean, DE Faculty Coordinator, IT Technician	**(Gema: part-time hourly rate)**	Annually/Ongoing
	DE Promotional Video	10,000	One time cost
	DE Orientation Video	5,000	One Time Cost
	DE Conferences, Workshops, Seminars (food expenses when necessary)	**10,000**	Annually/Ongoing
	Canvas Certification Training - Faculty to teach classes on-campus	**Hourly ($8-10,000 per year)**	Annually/Ongoing
	Intelecom-Videos that are Captioned and can be used campus-wide	**0**	Annually/Ongoing
	Canvas IT Help Day Time	**3,964.80**	Annually/Ongoing
	Trainer for Canvas workshops.	**$5,000**	**Annually/Ongoing**
	Total	**$64,664**	
Recommendations:			
Program Support:	Full Time Distance Education Faculty Coordinator	**100% Release Time**	**Annually**
	Classified Canvas Administrator	**$59,503-$88,193**	**Annually**
	Faculty Course Creation: Faculty will receive a stipend for creating a course that has "not been offered/created" online.	**5,000**	**Annually**
	Marketing	**$10,000 first year/ $5,000 continuing**	**Annually**
Student Support Technology	ADA Compliance Options:		
	Canvas Accessibility Checker	0	Annually
	UDOIT-Accessibilty App	0	Annually
	ConexEd: Online counseling platform and virtual office hours	0	Annually
	NameCoach/ Notebowl/ WorldWide Whiteboard	0	Annually
	Quest-Smart Measures Program	0	Annually
	Proctorio: Colleges may not charge students for proctored assignments	0	Annually
	Vericite Plagiarism Detection (TurnItIn purchased Vericite)	0	Annually
	Total		

The Distance Education Faculty Coordinator (DEFC) is a complex and robust position due to the fact that Compton College (CC) is in a unique situation of separating from El Camino College (ECC), beginning our Distance Education (DE) program, establishing our DE Curriculum, creating our DE Policies and Procedures, joining the Online Education Initiative (OEI) and implementing the Institutional Effectiveness Partnership Initiative (IEPI) grant and establishing Canvas as our chosen Learning Management System (LMS).

This results in there being a high demand of equally necessary tasks that need to be completed in a relatively short time frame of one semester. Consequently, the DEFC position needs to be readjusted to 100% release time to fulfill the tasks in order for our DE goals and strategic initiatives to maintain the timeline put forth in the Quality Focus Essay (QFE).

DEFC 100% Release Time Breakdown

- Meetings 20%
- Faculty 20%
- Canvas 20%
- Curriculum 20%
- IEPI 5%
- OEI 5%
- Research 5%
- Creating Policy and Procedure 5%

The DEFC performs the following tasks in the following areas:

Meetings- 20%

Meetings are continually conducted in multiple areas to achieve our DE goals. Not only does the DEFC co-chair the Distance Education Advisory Committee (DEAC) but the DEFC must also represent DE at the Curriculum Committee and Academic Senate. Furthermore, the DEFC must attend the state DECO meetings and report back to the campus about state updates to DE. Additionally, the DEFC has meetings with OEI to establish our timeline to join, Canvas to generate our Institutional Partnership Agreement and timeline of separating from El Camino College, vendors to establish our cost of service to our students such as Etudes, TurnItIn, NetTutor, Adjust All, Ally, ConnexEd, Proctorio, Canvas IT Help Desk, BlackBoard, etc. The DEFC also meets with El Camino College to help establish best practices as we separate as well as meeting with other DE Coordinators to gain clarity on these processes. Lastly, the DEFC meets with the Institutional Planning Committee to strategically address the needs of DE as it pertains to the IEPI. As expected the DEFC reports all findings and updates the campus accordingly. Furthermore, it is expected that the DEFC meet with the IEPI Committee to establish the implementation of the IEPI grant.

Faculty- 20%

The DEFC works with faculty in a multitude of areas which will increase in the Spring 2019 semester because of the timeline initiative to review faculty shells. The DEFC assists faculty with creating accessible course shells, trouble shooting in Canvas since we do not have a designated trainer currently to do so and providing training such as CannInovate and Digital Literacy Day as on campus opportunities for online professional development. More trainings are scheduled for the Spring semester and the DEFC will produce the schedule to inform faculty on the OEI Rubric requirements giving them time to update their course shells before the summer at which time all shells will need to be reviewed via the faculty peer review program coordinated by the DEFC. Lastly, working with faculty hopes to generate new out of the box ideas about how to better engage students who are in an online environment.

Canvas- 20%

It is the responsibility of the DEFC to be trained as one of the Canvas Administrators on campus and this requires training as well as weekly calls with the Canvas Customer Management Representative once the contract is signed. The DEFC will also work hand in hand with IT to maintain prime connectivity with campus program and Canvas such as Banner and BlackBelt Help.

Curriculum- 20%

In the spring semester, the review process for curriculum will continue and the DEFC will be present as a key participant vital to approving our DE Curriculum in conjunction with the Curriculum Committee. There are a plethora of courses to review and the DE Course Addendum that the DEFC and Curriculum Committee created will be used to establish new courses as DE courses.

IEPI- 5%

The DEFC has the charge to work with the IEPI in terms of creating reports and attending meetings to establish a grant plan to implement the grant awarded to Compton College to develop and increase the effectiveness of our DE Program as stated in the QFE. This includes meetings, managing the grant, accepting proposals and generating reports not only when the IEPI team arrives but also over the life of the grant.

OEI- 5%

The DEFC is charged with being the liaison between the OEI and CC in which the timeline will be maintained to turn in our letter of interest, generate our self-assessment packet and sign the Master Consortium Agreement by fall 2019. The main component of being ready to join the OEI is adopting the OEI Rubric which we have accomplished but then also getting all the faculty to then use the OEI Rubric when creating online content. This not only applies to online and hybrid faculty but also on ground faculty as well. Like many components of DE, the requirements and services potentially improves the experience of all students in attendance.

Research- 5%

On any given day and time the DEFC conducts research to determine if our newly created practices are in line with state, federal and Accrediting Commission for Community and Junior Colleges (ACCJC) expectations as well as incongruence with other community colleges DE program

practices. This is to ensure that we are doing what is best for our students and what is most appropriate and right for CC. This entails calling upon the wisdom of those on the DE Listserv who are experiencing their own challenges and victories which we can learn from.

Policy and Procedure- 5%

As we continue to grow, the DEFC works to create, establish and promote practices, policies and procedures, maintain compliance with state, federal and ACCJC standards to avoid any pitfalls for CC such as ADA lawsuits. This is mainly done through researching requirements and then cross comparing DE Handbook of other colleges before creating CC's DE Handbook. As a newly established working document, the DE Handbook will undoubtedly be updated to maintain the highest standard of DE and CC's commitment to giving our students the best online education possible. Furthermore, the DEFC created the DE Plan and Proposal with the help of those in the DE department and will oversee the follow through of said plan.

It is with these tasks in mind that the DEFC receive 100% release time in order to fulfill the charges placed on said faculty given 6 hours of current release time.

This concludes the Compton College Distance Education Program Plan for 2018-2019. Revisions will be made as needed.

DE: Faculty Peer Online Course Review (POCR)
Background and purpose of this recommendation from DEAC

The Vice President of Instruction, the Dean over Distance Education along with full time and adjunct online faculty agree that a robust review of online courses is essential to the success of goal 2 of the Quality Focus Essay which is to "Implement best practices to increase online student success." Therefore, given the purview of the Vice President of Instruction, 8 faculty members were trained by @One as local Peer Online Course Reviewers. These 8 volunteers were also trained in accessibility by the CCC Technology Center. Now that they are trained, the next step is to implement the CVC-OEI local POCR process.

DEAC voted and approved the following POCR process as a recommendation to forward to Academic Senate. As DEAC is a sub-Senate committee and the decision on how to review courses is in the purview of faculty, we bring the vote to Academic Senate to gain traction with supporting our faculty members to conduct Peer Online Course Reviews. The following is the suggested POCR process taken from the CVC-OEI.

LOCAL POCR PROCESS IN STAGES

Stage 1-Currently we are here	Stage 2	Stage 3	Stage 4	Stage 5
1. DEAC reviews POCR process. 2. POCR is certified by DEFC to review course shells after completing the CVC-OEI local POCR training course. 3. POCR is assigned their faculty to review (6 or 7 each) 4. POCR Pow Wow scheduled by DEFC to explain template email. 5. POCR's send email to chosen faculty. 6. DEFC sends out training schedule for faculty for the Spring semester to all spring 2019 online and hybrid faculty. 7. Faculty attend training and improve course shells.	1. POCR emails the DE faculty consent form, resources, the review ready checklist, the OEI Rubric, and encourage them to go to the trainings provided by DE. 2. DEFC will provide the finished template email. 3. DEFC asks Gema to create master course shells by spring break. 4. Faculty attend training and improve shells.	1. POCR's stay in contact with 3 faculty and sends a doodle link to schedule review meeting (preparing for stage 4 step 2). 2. Faculty member attends trainings to become familiar with the OEI Rubric. 3. Faculty email Gema consent form. 4. Faculty fill out the doodle to meet with POCR. 5. Faculty fill out the review ready checklist and send to DEFC and POCR. 6. Faculty have access to the course submission form and send when ready. 7. Faculty attend training and improve shells.	1. POCR reviews the course and fills out the OEI Rubric. 2. POCR meets with the faculty member to give OEI rubric ABC area results in a 1 hour meeting. 3. POCR fills out shared doc for changes. 4. Accessibility rep fills out section D of the OEI Rubric. 5. Accessibility rep fills out shared doc for changes. 6. POCR & Accessibility rep report to DEFC that results have been given. 7. Faculty reviews shared doc and updates changes as they fix their shell. 8. Faculty attend training and improve shells. 9. Faculty notifies DEFC for final review.	1. DEFC will set up final review meeting to approve course shell. 2. DE will provide a local peer online course review certificate for faculty member for the course reviewed.

DEAC Recommendations

DEAC recommends pushing the review schedule out to December 2019 for the following reasons:

1. There are 46 courses that need to be reviewed.
2. There are 6-7 faculty members per POCR who will need to be reviewed.
3. While learning from the trainers in the POCR course, we all can see that one person reviewing a faculty course shell is not going to suffice.
4. We will institute a 5 stage review process consisting of a faculty peer review, then an accessibility review and then a DEFC lead review structure to accommodate this process.
5. We are expecting that each of the POCR's will peer review at least three faculty course shells by May 2019, and complete four more in the fall semester.

6. [Please find the list of who the POCR's will be reviewing at this link.](#)
7. I will provide a [template email](#), [consent form](#), [resources](#), the [review ready checklist](#) and the [OEI Rubric](#) for the POCR's to email their faculty letting them know that their course is scheduled to be peer reviewed along with [the training schedule for this semester.](#)

Spring 2019 Distance Education Classes

[DE Online & Hybrid Schedule](#)

Cost: Hourly Proposal Rate

Faculty POCR will review up to three courses a semester for 10 hours at their hourly rate each starting in week 8 of the Spring 2019. This is to give the faculty enough time to review each course shell via the OEI Rubric while putting a limit on the cost of review to not overburden the college budget. In total, this cost is approximately $32,000 for the entire review which would finish in December 2019. This is a one time cost due to the fact that all courses need to be reviewed to bring our online standards up to par. This is especially important as we begin the discussion of joining the OEI Consortium.

Cost Moving Forward

There is zero cost moving forward. After this initial review process, only new faculty would need to be put through this POCR review process. That is to say that it is expected that what faculty learn and implement in one course shell will then be translated across the board to all of their online and hybrid courses. Moving forward DEAC recommends that future POCR's receive flex credit for reviewing course shells according to the OEI Rubric as it is expected that there would be a handful of faculty a year needing this extensive, in depth and detailed review.

Each division would be assigned POCR's to review only new course shells. If at any time a POCR needs to be replaced, then another faculty member from the division would be trained to take their place.

Notations from *Making Decisions at Compton College*
Document Meeting
Friday, March 22, 2019
9:00am-12:00pm
Staff Lounge

Introductions: name, department, and one thing they found positive about the last meeting.
Review of last meeting notes and ground rules. Looking for content errors.

Review of Gavilan College Document – Holly Schumacher
Flow of content goes well; very clear and easy to read.
Definition and philosophy of shared governance inform the entire document.
Thinks that we should include our mission statement and visions – adding principles of community (going to the right place for the answer that you are looking for; page 7). This also includes their BP on "Principles of Community."
Organizational Charts – we have these but we should add an explanation of what each of these on our campus does so that people know what the roles and responsibilities are. For example: What's under Student Services? Keith Curry: AREA Descriptions? Holly Schumacher: Yes, for example, see pages 10-11 in the document.
Governance relationships – how all of these interact with each other (on page 12). Accreditation standards are listed and then all the stakeholders are listed. Many references to AB1725.
Overall the structure is put together very well and is clear. Committees need to start working together to make sure that everyone has an understanding of what their roles are on campus and in the decision-making process.
Keith Curry: a conversation between participatory governance and shared governance needs to happen. We need to be clear as a group to define the governance structure. It should be laid out at the beginning so that we all understand what it means to us. This will help us as it relates to roles, relationships, and committee responsibilities. Holly Schumacher: we can look at what they did to define and organize their narrative. Lauren Sosenko: in the field, there are two distinct meanings. We need to make sure that our definitions reflect what we are actually doing on campus.
Nikki Williams: What I like about the document is that everyone is represented on an organizational chart – even the maintenance. Everyone knows where they are and where they can go to for answers. The roles and responsibilities are clear.
Elizabeth Martinez: we should go back to the terms shared and participatory governance and decide what these terms are before we move forward.
Steve Haigler: first sentence of page three: it's not the organizational chart that's needed as much, but the committee flow chart is what is needed. Keith Curry: I agree. Then it's clear when we close the loop.
Holly Schumacher: we need to consider how committees report information.
Keith Curry: True. How is loop closed? Decisions are in fact made, but no one knows or knows the outcomes, whys, etc.
Steve Haigler: It says in the document that if a recommendation was not taken, then it's sent back to the originating source with an explanation. This is a great example of closing the loop.
Dr. Lewis: recommend summarizing AB1725 at the beginning of the document and then delineating our definition to show how it relates to the law.
Dr. A: I'd like to piggyback on Holly; people don't understand how the decisions as made. This is related to accreditation as well.

Kendahl Radcliffe: it's a communication flowchart that's needed.
Keith Curry: I don't disagree; however, a narrative and the context has to be included as well to accompany the flowcharts.

Review of Cerritos College Document – Citlali Gonzales

It was lengthy; repetitive in structure.
Definition of shared governance is given.
They discuss at length the 27 committees are established on their campus; very detailed and structure of committees and how they are related to one another. Doesn't have the community feel that Gavilan does.
Committee structure dominate the document and no planning narrative is provided. Committees involved in the decision making are listed but there are no organizational charts or integration information that tells anything about how decisions are actually made (no process).
Dr. Preston – committees should be included but this is not the focus of the whole document.

Review of El Camino College Document – Juan Tavares

We liked that they included online sites for evidence and planning.
On page six, they also included the role of students, followed by the role of faculty on page seven. Then on page eight, the role of staff. They also outline the roles of administration – where things and people overlap; page 10 included the role of cabinet, president and BOT.
We need to be specific about what the responsibilities are. There are no pictures; we need to have some pictures – should include students.
Dr. Preston – everything is research-based, so this was great because it grounds the document.

Review of Mt. San Jacinto Document – Lynell Wiggins

Specific in their definitions; nice to see the breakdown of memberships and what the campus constituents roles would be.
Paul Flor recommended adding/replacing our terms and positions.
Committees complete a midterm/annual report to communicate to the campus the on-goings of the year.
It's a practical document; very specific.
Decision-making occurs in the committees.
This is connected to their board docs. Even students can be directed here and can include their own ideas and recommendations.
Section of committee requirements – what committees should be doing on a yearly basis and is broken down by months; add agenda items and minutes. These are all housed in one area.
There is a report-out template that looks advantageous (status report template).
Lynell Wiggins: I have heard that people are not aware of what's going on on various committees on our campus, so the report out template might be something that we can adapt.
All committees have webpages where they post their information, agendas, and minutes.
Keith Curry: I like the report-out document.

Draft Table of Contents

The workgroup made suggestions.
Keith Curry: Consultative Council drafted a Table of Contents – he provided context for this and then asked tables to review, comment, and provide suggestions. We should add in organizational charts, organizational relationships and also BP2500.
Tom Norton: we should add a section of definitions.

Paul Flor/Amber Gillis: we need to make AR on committees to be more robust – we might be needed to change the title of some of the committees.

Citlali Gonzales: many of the sections are committee-based or related, so can we combine these areas? Where can we add the philosophy that Gavilan College uses?

Holly Schumacher: we start with AB1725, then tie these into our board policies.

Keith Curry: everyone look at Gavilan's driving principles area. We can start with the message from Consultative Council and then include our own driving principles.

Essie French-Preston: not use the word "driving" but something more positive like "guiding" when talking about principles.

Roza Ekimyan, Paul Flor, Amber Gillis: we need to clarify the current board policies and include Academic Senate bylaws and subcommittees.

Citlali Gonzales: define roles and then list committees so that people know the roles of the committees/key stakeholders.

Keith Curry: consultative process and committees areas can be combined so that the process is clear.

Lauren Sosenko: glossary in the appendix.

Discussion of Shared Governance and Participatory Governance terms ensued. The overall takeaway from this conversation is that we need to move away from terms and instead move towards defining what it is that we would like to see from processes on our campus. The biggest area of concern and a main goal is "closing the loop." Amber Gillis suggests focusing on identifying the workings of our decision-making process and then come up with a new name to call this decision-making process that is exclusive to Compton College. The caveat is embracing and actively using this term, once we identify it, and not fall back onto, "well it's basically just this term or the other;" otherwise, we will never graduate beyond this semantic argument.

Workgroup Agrees to the Tentative Table of Contents:
1. Guiding Principles – Holly Schumacher and Dr. Curry: Tom Norton, Nikki Williams, Roza Ekyiman, Kendahl Radcliffe, Amber Gillis
2. Organizational Chart – Rachelle Sasser (to add information/definitions to roles)
3. Decision Making Flow Chart – Lauren Sosenko and Paul Flor: Gerson Valle
4. Key Stakeholders – Ekko Blake, Dr. Preston, and Dr. A: Kristen Johnson, Teresa Barrigan, Roberto Campos
5. Institutional Standing Committees – Heather Parnock, Citlali Gonzales, and Amber Gillis: Juan Tavarez, Axa Mariaga, Aurora Cortez-Perez, Sylvia Barakat, Domenic Cappozolo, David Turcotte
6. Planning and Budget – Steve Haigler and Dr. Lewis: Rashid, Diane Collins, Gwen Johnson, Keith Cobb, David McPatchell
7. Appendix – Amber and Consultative Council: Travis Martin

Co-Chair responsibilities – writing the narrative, drafting ideas for subheadings

For the Future and for Next Time

To Do List:

1) Meeting with Holly, Amankwa, Amber, and Keith Curry to write on a working definition of Shared/Participatory Governance. We will bring information back to the workgroup.

2) Work with Academic Senate information sent out. Send out an email to senators and to the campus to reintroduce the faculty to their senators. Ask Division Chairs to include time on their agendas to allow Senators to report out on Senate matters and Academic Senate meetings.

Parking Lot Items Follow-up

1) Spearheading communication issues (report out, social media, and students) – we will be adding a report out tool to our appendix.
2) Definitions of Shared Governance and Participatory Governance.
3) Committees and definitions.

Homework

1) Read AB1725 so that everyone is familiar with the law.
2) Table of Contents Subcommittees to meet and work.

Draft Table of Contents from *Making Decisions at Compton College* Document Meeting
Friday, March 22, 2019
9:00am-12:00pm
Staff Lounge

1. Message from Consultative Council

2. Guiding Principles
   - Mission Statement
   - Principles of Community
   - Philosophy
   - Board Policy 2510 and Board Policy 2520

3. Organizational Chart

4. Decision Making Flow Chart with Narrative (name subject to change)

5. Key Stakeholders

6. Institutional Standing Committees
   - Guiding Principles for Committees
   - Committee Roles
   - Committee Evaluations

7. Planning and Budget

8. Appendix
   - Accreditation Standards
   - Glossary
   - Reporting Tools