



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: October 6th, 2022

Time: 2:00-3:30 p.m.

Location: Zoom Conference

<https://compton-edu.zoom.us/j/93197856136>

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

___ Asistio, Lesley
 ___ Barragan-Echeverria, Theresa
 ___ Ellis, Stephen
 ___ Estrada, Harvey
 ___ Corona-Ramirez, Desiree
 ___ Hobbs, Charles
 ___ Kahn, Mahbub
 ___ Madrid, Vanessa
 ___ Mason, Don
 ___ Martinez, Jose Manuel
 ___ Martinez, Victoria

___ Maruri, Carlos
 ___ McPatchell, David
 ___ Mills, Jesse
 ___ Moldoveanu, Minodora
 ___ Monterroso, Noemi
 ___ Moore, Sean
 ___ Morales, Janette
 ___ Phillips, Jasmine
 ___ Phillips, Marjeritta
 ___ Schwitkis, Kent
 ___ Sidhu, Rajinder
 ___ Skorka, Evan

___ Thomas, Shirley
 ___ Van Overbeck, Michael
 ___ Villalobos, Jose
 ___ West, Pamela
 ___ Woodward, Valerie
Ex-Officio Voting Members
 ___ Conn, Brad-DEFC
 ___ Moore, Sean-Curric. Chair
 ___ Morales, Janette-Un. Pres.
 ___ Valdry, Andree-FDC Chair
Guests
 ___ Berger, Sheri-VP Acc. Aff.
 ___ DeLilly, Carol-Dean of Nurs.

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from September 15th, 2022**
- 4. Reports (10 min)**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
 - j. LGBTQ+ Committee Report
 - k. FYE Committee Report
- 5. Presentations (30 min)**
 - a. LGBTQ+ Committee Presentation & Teaching and Learning Action Plan (15 min)
- 6. Consent Items (2 min)**
 - a. AB 361 – October
 - b. Course Inactivation: COSM 160 - Cosmetology Client Lab.
 - c. 6-Year course Review—SLO Update: COMS 100 - Public Speaking; COMS 120 - Argumentation and Debate; COMS 130 - Interpersonal Communication; COMS 270 - Organizational Communication; and FILM 110 - Film Analysis and Appreciation.
 - d. 2-Year CTE Course Review—No Proposed Changes: CIS 102 - Office Applications
 - e. 2-Year CTE Course Review—SLO Update: COSM 112 - Advanced Cosmetology; and COSM 140 - Cosmetology Practicum.
 - f. 2-Year CTE Course Review—Update Conditions of Enrollment/Requisites: ATEC 135 - Manual Transmission, Drive Train and Drive Axles; and COSM 112 - Advanced Cosmetology.
 - g. Course Review—Update Minimum Qualifications: ART 101 - Art and Visual Culture: A Global Perspective.
 - h. Distance Education—EFOMA/Hybrid: ATEC 135 - Manual Transmission, Drive Train and Drive Axles; COSM 112 - Advanced Cosmetology; and COSM 140 - Cosmetology Practicum
 - i. Textbook Update: COSM 112 - Advanced Cosmetology; and COSM 140 - Cosmetology Practicum.
 - j. Course Inactivation: APHY 134 - Anatomy and Physiology I; APHY 135 - Anatomy and Physiology II; MATH 100 - Supervised Tutoring: Mathematics; and SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences.
 - k. CTE Two-Year Course Review; SLO Update; Distance Education EFOMA; and Textbook Update: COSM 101 - Introduction to Cosmetology Procedures; COSM 105 - Introduction to Cosmetology II; COSM 110 - Intermediate Cosmetology; COSM 114 - Advanced Cosmetology and Introduction to State Board Review; COSM 116 - Advanced Preparation for State Board Review; COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam; COSM 125 - Cosmetology Applications; COSM 126 - Cosmetology Applications and Theory; and COSM 130 - Advanced Cosmetology Applications.

- l. Conditions of Enrollment/Requisites Revision Update: COSM 105 - Introduction to Cosmetology II.
- m. Course Description Update: COSM 116 - Advanced Preparation for State Board Review.

7. Unfinished Business

- a. New Programs Updated List

8. New Business

- a. First Read: Student Equity Plan
- b. First Read: 2022-2023 Academic Senate Goals
- c. First Read: Application Forms for Faculty Equivalency
 - i. For New Job Applicants
 - ii. For Current Faculty
- d. First Read: Academic Internship Document

9. Discussion Items (42 min)

- a. Stagger Senator Terms. (5 min)
- b. Offering Compton College Honorary Degrees to Commencement Speakers – Revised
- c. Should the Academic Senate Meetings Remain Remote Only, or Be Available as a Hybrid Option in the Future.
- d. Should Compton College Adopt HyFlex as a Teaching Modality (HyFlex courses offers class meetings and course materials both online and in person).
- e. All Campus Committees Should Select Specific Weeks when They Meet (E.g. 1st & 3rd, not “Every Other Week”).

10. Informational Items

- a. Campus Climate Flyer
- b. The LA County Health Department listed the vaccination requirement, however the Health, Safety, and Parking Committee proposed maintaining the vaccination requirement, and maintaining current plexiglass through the end of the semester.

11. Future Agenda Items

12. Public Comment

13. Adjournment

Next Scheduled Meeting: October 20th 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/93197856136>

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

| <u>FALL 2022</u> | <u>LOCATION</u> | <u>SPRING 2022</u> | <u>LOCATION</u> |
|-------------------------|-----------------|--------------------|-----------------|
| September 1 | Zoom | March 2 | Zoom |
| September 15 | Zoom | March 16 | Zoom |
| October 6 | Zoom | April 7 | Zoom |
| October 20 | Zoom | April 21 | Zoom |
| November 3 | Zoom | May 4 | Zoom |
| November 17 | Zoom | May 18 | Zoom |
| December 1 | Zoom | June 1 | Zoom |

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

| | |
|---------------------------------|-----------------------------|
| President/Chairperson | Minodora Moldoveanu (22-24) |
| Vice President/Vice Chairperson | Carlos Maruri (21-23) |
| Secretary/Secretary | Noemi Monterroso (21-22) |

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Desiree Corona-Ramirez (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (21-24)
 Pamela West (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 Sean Moore (20-23)
 Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Rajinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Lesley Asistio (22-25)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Janette Morales – Union President (22-24)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

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Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order at 2:04pm**
2. **Approval of Agenda**
 Pamella W. motioned to approve agenda. Carlos M. seconded. Approved
3. **Review and Approval of Minutes from September 1st, 2022**
 Harvey E. motioned to approve minutes. Carlos M. seconded. Approved
4. **Reports (10 min)**
 - a. President's Report – Minodora Moldoveanu

- BOT will only be meeting in person beginning in October 2022. No longer Zoom option to attend meetings. Dr. Curry will be in contact with legal to advise if Academic Senate can legally continue virtual/Zoom meetings. We will continue to have remote Academic Senate meetings as long as it is legal
- BOT candidate forums. One forum will take place after Senate meeting, 2 more forums tomorrow morning 9-11am. All faculty should have received calendar invites for the forums
- Regarding New Programs: Carlos M., Minodora M., and Andree V. have already met to reevaluate options for program proposals. Have already made a preliminary determination and will bring proposal to next Senate meeting
- Group that is going to Ghana conference will be leaving tomorrow evening. 4 have Visa and are ready to go, 2 are waiting for items to get cleared to go
- b. ASG Report – Paul Medina
 - ASG has been representing the student voice in participatory and governance committees such as consultative council, mascot review, and BOT meetings. ASG is planning to attend Student Senate for California community colleges and other leadership training. Sept 6th was the latest bimonthly ASG meeting. Currently reviewing applications and interviewing students for vacant positions in ASG. ASG attended the grand opening of the Compton College e-sports center. Attending LatinX activities/events this month
- c. Vice President’s Report – Carlos Maruri
 - October 17-21 is undocumented student action week. Events to follow
 - There will be a Black Graduation Ceremony. Committee will be formed, if interested in committee contact Dr. Antonio banks
 - October 14th is the last day for students to petition for degree and certificates
 - There is a Women’s soccer game today at 4pm and Saturday there is a Football game
- d. Accreditation Faculty Coordinator Report – Amber Gillis
 - VP Berger: Next week, at Accreditation Steering committee meeting, Kevin Bottenbal (ACCJC), will be here to answer questions about the process as we are moving along with the final draft of the ISER (which has to be completed by end of Fall 2022). We will be posting for Public Comment in January. Final report is due to commission on August 1, 2023. The next Accreditation Steering Committee meeting will be held both remotely and in person; everyone is welcome to join
 - Amber Gillis Report sent via email: “... major accreditation update this week is that we are expecting ACCJC Vice President, Kevin Bottenbal, to visit us in person at our Accreditation Steering Committee meeting next week. He’ll be having lunch with Lauren Sosenko, our Accreditation Liaison Officer at Every Table. The primary purpose of his visit is to check in with us to listen to an update on the progress of our ISER and to answer any questions that we may have around our accreditation team and site visit beginning in fall 2023. Additionally, I would like to remind you that the ACCJC has released a draft of the new accreditation standards and has asked for feedback. Dr. Moldoveanu has forwarded a copy of these standards via the ASCCC President’s Listserv, so please take a look at them and if you have any questions or would like to submit feedback, please let the Accreditation Steering Committee know so that we can pool our feedback and send them to the Commission. Finally, I just want to also say that Compton College is not responding to these standards, but we will be the next time we write an ISER in 2028-2029. Thank you.”
- e. Academic Affairs Report – Sheri Berger
 - We are interested in Senate input regarding honorary degrees.. It went to BOT for their review during last meeting. Deans and Directors reviewed this morning and had some feedback
- f. Curriculum Report – Sean Moore
 - Attending ASCCC Plenary Session as voting delegate for Compton College

- BIS, FACH, adjunct faculty position open in Curriculum Committee
- Required CCC training scheduled for September 27th, during next Curriculum Committee meeting
- Approved Fall 2022 curriculum open labs scheduled for 12-2pm on 10/10, 10/18, 10/31, 11/1, 11/15. Pilar has sent an email to all faculty
- There are new Title V revisions that will cause significant changes to the CWEE (work experience) courses. As a result, we will need to make revisions on new regulations.
- Adjunct faculty is proposing paralegal program at Compton College. She will be listed on Sept 27 CC meeting agenda to discuss further
- CC handbook needs updating, call out for authors will be sent in next meeting
- g. Faculty Development Report – No Report
- h. Enrollment Committee Report – No Report
- i. OER Committee Report – No Report
- j. LGBTQ+ Committee Report – No Report

5. Presentations (30 min)

- a. LGBTQ+ Committee Presentation & Teaching and Learning Action Plan (15 min)
Carlos M. motioned to open item 5a. Michael V. seconded.
Michael V. motioned to table item 5a to next meeting on 10/6/22. Carlos M. seconded.
Approved
- b. CVC-OEI Exchange Presentation (15 min)
Desiree C.R. motioned to open item 5b. Charles H. seconded.
 - Dr. Airek Mathews provided presentation.
 - CVC-OEI allows students to cross enroll into eligible online classes at other California Community colleges. Goal is to build a comprehensive catalog of courses that students have access to. Eligibility includes GPA 2.0, no outstanding fees, in state address on file, not allowed to take more than 2 courses per semester or enroll in more courses at teaching college that is not part of the exchange.
 - Home colleges receives Student Success credit, teaching college received the FTES credit.
 - Compton College achieved Teaching College status in Spring 2022. Students that want to take courses at our college through the CVC-OEI do not need to submit the Compton College application, they'll just be able to add the course through the CVC-OEI.
 - Currently, only courses that have no prerequisites are showing on the CVC-OEI. Working on a process to also include courses with prerequisites. Goal is to complete this process early 2023
 - Summer 2022 (6 visiting students), Fall 2022 (1 visiting student, 2 CC students visiting other colleges)
 - How are classes sorted in CVC-OEI?
 - Course listing are based on priority system through badges and Teaching College status (Quality Reviewed, Zero Textbook Cost, Teaching College Status, Online Tutoring, Online Counseling, Student Readiness Support, OEI Consortium). The more badges a college has, the higher they show up on the list of results for other students. Compton College has achieved all badges.
 - Once a student is registered...
 - Canvas course will show up in their colleges canvas. They don't have to log in to Compton College to access the course.

- They will appear as regular students on our end. There is no way to know if they are a visiting student.
 - Vanessa M: what is the process to getting the courses POOCR approved.
 - Dr. Mathews: We needed to establish a local POOCR. The university that used to do it will no longer be available. Locally, DEAC will probably have to create the process
- Vanessa M. motioned to close item 5b. Pamela W. seconded**

6. Consent Items (2 min)

a. AB 361

- Resolution to meet remotely pending feedback from Legal.

Jasmine P. motioned to approve AB 361 resolution. Charles H. seconded. Approved.

7. Unfinished Business

8. New Business

9. Discussion Items (42 min)

a. Course Textbook Problems (5 min)

Desiree C.R. motioned to open discussion item 9a. Carlos M. seconded.

Carlos M. motioned to table discussion item 9a. Shirley T. seconded. Approved.

Carlos M. motioned to re-open discussion on item 9a. Desiree C.R. seconded.

- Minodora M. reviewed document shared in previous Senate meeting “Course Textbooks Issues”. A question in previous meeting was if bookstore would price match or provide a discount if publisher offers discount directly to student
 - Princess: Some courses already have lower textbook prices than publisher. Bookstore is okay with providing discount but they need time to establish that partnership with the reps to also get discounted textbook.
- Vanessa M.: Does it only apply to textbooks? What about instructional supplies?
 - Princess: The policy is more for textbooks than instructional materials. We do have partnerships with instructional materials but its not as strong as the textbooks. Sending students elsewhere for materials is fine
 - Sheri B.: Instructional materials should also be requested/reported to the bookstore because there are some students that receive vouchers to purchase all their textbooks and instructional materials and can only use the voucher at the bookstore
- Princess: Some faculty submitted OER but faculty are uploading a copy or scanned pictures of the text. If it not truly OER, submit the request to make sure students have access to physical copy. As long as bookstore gets the information early enough, they can reach out to publisher to get copy

Carlos M. motioned to close discussion on item 9a. Desiree C.R. seconded.

b. Keynote Speaker for Spring 2023 (2 min)

Don M. motioned to open discussion on item 9b. Vanessa M. seconded.

Vanessa M. motioned to close discussion on item 9b. Shirley T. seconded.

c. Offering Compton College Honorary Degrees to Commencement Speakers

Desiree CR motioned to open discussion on item 9c. Shirley T. seconded.

- Vanessa: Why do this?

- Sheri B: It is not just to commencement speakers but also posthumously. Some commencement speakers do not have a degree and other colleges have a policy similar to this
- Carlos M.: An example from the past was when Michael Odanaka awarded honorary degrees posthumously for Japanese students that were not able to finish their degrees due to WWII or being sent to internment camps. There was a ceremony and their families picked up their awards.
- Theresa: Is there a process of deciding to award an honorary degree.?
 - Sheri B.: The Board Policy says that BOT would have to approve. Dean and Directors also wanted to add procedures to the AR. These are honorary degrees, it would not be on a transcript or anything

Carlos M. motioned to close discussion on item 9c. Shirley T. seconded.

- d. Students Earning an Incomplete in a Course Are Able to Register in the Following Course in the Sequence (10 min)

Carlos M. motioned to open discussion on item 9d. Theresa B.E. seconded.

- Minodora: An issue came up with a student in COSM that was able to enroll in the next course without having a grade in the prerequisite. Student received an Incomplete in the prerequisite but was able to enroll in the next level course. What happens in other areas like ENGL that enroll in ENGL 103 without having a passing grade ENGL 101.
 - Janette M.: This will negatively affect students that want to transfer. For example, UCs will not accept courses that are taken out of order; for example, if they receive a letter grade in ENGL 103 before passing ENGL 101.
 - Sheri B.: If students have the I (incomplete), the system will not allow for registration. Because Title V allows students to enroll in the next level course if they are registered in the prerequisite, once they are registered the system did not allow for a check to drop from the next course if they received an I in prerequisite. Usually there is a sweep to check for completion of prerequisite, but with an I since the grade is pending, it will allow students to register for the next course. I are only supposed to be awarded to students with unforeseeable emergency circumstances that have completed majority of course and are projected to pass the class, it shouldn't be awarded to students that are earning F or D since they shouldn't be doing the work for the entire class, they should only be needing to turn in a few assignments at end of course.
 - Carlos M.: it might conflict with catalog. If at the time the next class starts they still have an I, then they haven't met the condition of enrollment (i.e., passing grade for prerequisite)
 - Sheri B.: Dropping students for not having met prerequisite is not an automatic process. There is a report that is run and every student needs to be looked at individually. Will look into it further.

Don M. motioned to close discussion on item 9d. Michael V. seconded.

- e. Review Academic Senate Goals (10 min)

Vanessa M. motioned to open discussion on item 9e. Carlos M. seconded.

- Minodora M.: Some items to consider adding
 - Reassess Senate constitution and the 10+1 “rely primarily” verbiage
 - Jasmine P.: We want to change “rely primarily” to something else?
 - Minodora M: Goal would be to reassess if all the 10+1 have to say “rely primarily” or if some can be mutually agree or other similar language. Based on Collegiality in Action meeting, many campuses

that have “rely primarily” on their 10+1 also get a lot of release/reassigned time to do all of that work. Since we don’t get as much release time, we might want to consider if there are areas that we don’t have to do all the work like accreditation.

- Increase avenues to include DEI in Program Review
- Create a study abroad program
- Making sure faculty complete SLO’s on regular bases and making sure that correct SLOs are listed on our syllabi
- Establish a relationship with BOT
- Maintaining positive Senate/Union relations and provide each other mutual support on areas of overlap

Shirley T. motioned to close discussion on item 9e. Harvey E. seconded.

- f. 2022-2023 Compton College Club Involvement (3 min)

Shirley T. motioned to open discussion on item 9f. Pamela W seconded.

- Chris Perez: shared Club Charter policies for advisors. Some new changes/highlights:
 - Only need two students to start a club
 - Now any full-time employee can be an advisor
 - Need to write a constitution. The handbook provides questions that will inform the constitution to make it an easier/faster process
 - Advisor and co-advisor responsibilities have been broken down as well as approval process
 - Clubs do not have to be academic, they can also be based on personal interest like video games
 - Club Charter packet provided in chat

Carlos M. motioned to close discussion on item 9f. Michael V. seconded.

- g. LatinX Graduation Celebration on June 7 (2 min)

Michael V. motioned to open discussion on item 9g. Carlos M. seconded.

- Chris P.: LatinX Graduation Celebration will be on June 7th around 5:30pm for the 22-23 graduates. Planning committee will be formed, monthly meetings for Fall 2022 and biweekly meetings in Spring 2023.

Michael V. motioned to close discussion on item 9g. Charles H. seconded.

Carlos M. motioned to extend senate meeting by 5 minutes. Desiree C.R. seconded. Approved.

- h. Updated Compton College Organizational Chart (5 min)

Desiree C.R. motioned to open discussion on item 9h. Michael V. seconded.

- Jesse M.: Reviewed Master document that can be used to track SLO, SAO, program review, annual plan deadlines. This will help with creating timelines. It is also good to have one place where everyone on campus can see when something is due for their area and make everyone aware of the changes in how the departments are organized .
- Lauren S: There has been some changes to the organization of departments. Document is meant to make everyone aware of the work that is coming

Jesse M. motioned to close discussion on item 9h. Michael V. seconded.

- i. Stagger Senator Terms (5 min)

Jesse M. motioned to table discussion 9i. Charles H. seconded. Approved

David McP. motioned to adjourn meeting. Desiree C.R. Seconded. Approved

10. Informational Items

11. Future Agenda Items

- a. College Student Equity Plan

12. Public Comment

13. Adjournment at 3:37pm

Next Scheduled Meeting: October 6th 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/93197856136>



Academic Senate Resolution for Remote Senate Meetings

October, 2022

Whereas, Assembly Bill 361, which was passed on October 6, 2022 to amend Government Code 54953 and allow teleconference meetings to take place, in order to alleviate imminent risk to the health and safety of attendees; and

Whereas, the State of Emergency declared by the Governor, pursuant to section 8625 of the California Emergency Service Act continues; and

Whereas, the Compton College Academic Senate is committed to the health and safety of all attendees while fostering public participation in Academic Senate meetings; and

Be It Resolved, that the Academic Senate and its subcommittees shall conduct meetings via teleconference for the next 30 days, until November 5th, 2022.

Be It Further Resolved, that this Resolution should take effect immediately upon its adoption and shall be in effect until November 4th, 2022, at which time, the Academic Senate shall adopt a subsequent resolution in accordance with Government Code section 54953 to extend the time during which the Academic Senate may continue teleconferencing without compliance with Government Code section 54953 and other applicable provisions of the Brown Act.

Minodora Moldoveanu
Academic Senate President

October 6th, 2022

Updated

New Programs at Compton College

Prioritization – Based on the Criteria of Labor Demand Trends and Salary

1. Game Design/ Special Effects Animators
2. Computer Software/Application Design
3. Machine Learning/Artificial Intelligence
4. Paralegal Studies

No longer recommended

- Radiologic Technologies
- Special Education
- Addiction Studies

New Program Information Template

Date: Click or tap to enter a date.

Name of Program: Click or tap here to enter text.

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

Click or tap here to enter text.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

Click or tap here to enter text.

3. Explain how the program fits within the existing GPD structure.

Click or tap here to enter text.

4. How many full-time equivalent faculty are needed for the program?

Click or tap here to enter text.

5. How many full-time faculty will need to be hired to launch the program?

Click or tap here to enter text.

6. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

Click or tap here to enter text.

7. Describe how the program articulates to 4-year colleges and universities, if applicable.

Click or tap here to enter text.

8. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the [Data Mart](#).

Click or tap here to enter text.

9. Describe the projected impact on overall educational program at Compton College.
Include the advantages and disadvantages of bringing in the program to the college.

Click or tap here to enter text.

Compton College – Student Equity Plan (2022-2025) Draft

Details

Assurances

Legislation

× I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation. EDC_78220.pdf

Additional 78220 Acknowledgement

× I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo - (USC Statewide CUE Report)

Race Consciousness in Equity Plan Development*

Compton College has raised its level of race consciousness by engaging in training opportunities and implementing strategies that assist in supporting the employee and student experiences and by focusing more intently on race-specific student disproportionate impact metrics. Many of the activities and strategies noted in the Compton College 2019-2020 Student Equity Plan are race-neutral following traditional planning protocols and state reporting practices. However, with training and guidance from the Center for Urban Education (CUE), the Community College Equity Assessment Laboratory (CCEAL), and the Student Equity and Achievement Program: 2022-2025 Student Equity Plan (SEAP) directive, Compton College has identified race-specific disproportionately impacted student groups for the 2022-2025 SEAP aligned with the five SEAP metrics. Specifically, these metrics include Successful Enrollment; Completion of Transfer Math and English; Persistence: First Primary Term to Secondary Term; Transfer; and Completion.

Consistent with the state’s 2022-2025 SEAP directive, colleges “...are only required to address one population per metric but may choose to address more than one population.” A goal of identifying only one student population is to sharpen the College’s “...focus on dismantling institutional barriers while intensifying its resolve to achieve racial equity in outcomes for students of color...” This shift in the state’s directive serves to encourage colleges to hone equity-minded activities aligned to race-specific

student metrics to achieve racial equity for disproportionately impacted students. To that end, Compton College is committed to assessing race-specific disproportionately impacted student needs and creating equity-minded activities aligned with race-specific metrics.

It should be noted that Compton College is unique in that the student body is primarily comprised of Black or African American and Latinx students. Based on the 2021-2022 Academic Year, student demographics comprised as follows: Latinx (64%); Black or African American (22%); Asian (3%); Unknown (3%); Multi-Ethnicity, White, and Filipino (each at 2%); Pacific-Islander and American Indian/Alaskan Native at less than 1% of the student population. The resulting implication is that Compton is predominately Black or African American and Latinx with many of its existing practices aimed at supporting students of color. Nonetheless, the College recognizes that more can be done to improve successful enrollment, engagement, and student outcomes with respect to Black or African American, Latinx and Males of Color students.

The following highlights Compton College’s planning activities, trainings, and initiatives intended to assess and raise race consciousness among employees and students.

Compton College – Comprehensive Planning Documents

The College has current and active planning documents that integrate the College’s mission, vision, and values with the [Vision for Success](#). For example, the College has implemented the Guided Pathways [\(EDC 78220-78222\)](#) framework to meet college and state student equity goals. The [SEAP](#) Plan relies on the implementation of the [Guided Pathways](#) framework and the [Governor’s Office Roadmap](#) aligned with the [Student Centered Funding Formula](#). A core tenet of the 2022-2025 SEAP is to raise race consciousness in classrooms, in the delivery of support services, and College policies, procedures, and practices for purposes of supporting the student journey.

CUE Recommendations – A Focus on Racial Equity and Faculty and Administrator Hiring Report

Compton College has had two CUE reports issued with respect to student equity and equity-minded race-specific metrics and race-specific activities. The first report, “...A Focus on Racial Equity...” resulted in a total of nine recommendations designed to enhance equity-minded planning practices based on disaggregated racial data. These recommendations focus on race consciousness and includes activities to support disproportionately impacted students.

The second CUE project resulted in a [Faculty and Administrator Hiring Report](#). CUE hosted a Compton College Faculty and Administrator Institute whereby participants conducted reviews of job

announcements, job descriptions, interview questions and more. College faculty and staff participated in activities designed to raise awareness and understanding around equity-minded processes in hiring. Many of CUE's recommendations have been embedded into faculty and administrator hiring practices with a focus on strategic hiring and aligned with College goals and student success.

Strategic New Hires In Support of Student Success

Recruitment measures consistent with the Equal Employment Opportunity Plan and the CUE Faculty and Administrator Hiring Report are being implemented with regards to job announcements, job descriptions, and the expansion of advertising to include diversity-oriented publications with improved interview processes. In addition, interview questions have been modified to align with equity-minded and DEI practices. The College has recently added the following positions to align with College and student success goals:

- Fall 2021 – Director of Basic Needs and Student Success
- Spring 2022 – Director of Black and Males of Color Success
- Spring 2022 – Seven faculty hires – all people of color and consistent with meeting the needs of students and Compton 2024

Open for Antiracism Faculty Program (OFAR)

Compton College was accepted as an Open for Antiracism Faculty Program (OFAR) site. Six faculty will participate in the program starting in 2022. This program is focused on how faculty can learn and design how to change classroom practice and introduce Open Education Resources (OER) to create anti-racism classrooms.

Men of Color Initiative

Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution. This position has been integrated into the Guided Pathways and Student Equity frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty. With respect to raising race consciousness, across the College, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS; BMCS professional development; and fostering an increased “sense of belonging for BMCS population by way of intentional programming to support their growth, development, and success.”

In addition, CCEAL has recommended faculty participation in the Center for Organizational Responsibility and Advancement (CORA) with training and certificates programs in Racial Micro-Aggression and Unconscious Bias for College employees.

Institutional Effectiveness Partnership Initiative (IEPI)

Compton College participated in an IEPI project with a primary focus on professional development and diversity, equity and inclusion practices. A specific focus was on creating a more inclusive classroom and integrating culturally relevant teaching. The College continues to offer ongoing Professional Development on DEI for faculty, staff, and management as a means to raise race consciousness in the delivery of instruction and support services.

College Mascot Review

In 2021, the Compton College Associated Student Government (ASG) initiated a discussion with regards to the current mascot – the Tartars. The Tartar mascot is a male Mongolian Warrior and the ASG indicated it did not want a mascot that “characterized a specific group of people.” President Curry called for a Task Force to assess the issue.

In June 2022, the Tartar Mascot Review Task Force made a recommendation to “retire all iterations of the Tartar Mascot and to replace the “Tartars with a brand-new mascot.” The ASG and Tartar Mascot Review Task Force actions reflects the student voice in raising race consciousness concerns with respect to depicting a group people as a mascot and gained the Tartar Mascot Task Force’s concurrence on the issue.

Tartar Completion by Design

Many of the activities listed in the Compton 2024, Every Student is a Success, Comprehensive Master Plan (Master Plan), is related to the student journey - *Connection, Entry, Progress, Completion, Transition*. Like most college Master Plans, the goals, objectives, and vision are written to all students in a race-neutral manner. While the College will continue to support all students, the 2022-2025 SEAP will focus on race-specific students who are notably disproportionately impacted. Briefly, the College has identified the following student populations for each metric: **Successful Enrollment** – Males of Color; **Completion of Transfer-Level Math and English** – Black or African American and Latinx; **Persistence: First Primary Term to Secondary Term** – Males of Color; **Transfer** – Black or African American and Latinx; **Completion** – Black or African American and Latinx. Details related to the current and ideal structures for enhancing the student experience for each of these metrics are included in this plan.

Last, Compton College is proactively ensuring that diversity, equity, and inclusion become a cornerstone of the College's planning processes across college programs and committees and in College policies, procedures, practices. Further, the impact of COVID-19 on College planning and implementation measures is noted in the Pandemic Acknowledgement section of this plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

- **Target Population(s): Males of Color**
- **Target Outcomes:**
 - Increase the number of Males of Color enrolling at the College by 3,120
 - Increase a sense of belonging among Males of Color with targeted academic and personal support to promote student persistence and completion
 - Increase student awareness and participation in the Guided Pathways Divisions (GPD) to gain a deeper understanding of the Colleges programs of study, careers, and pathway teams (GPD)

Completed Transfer-Level Math & English

- **Target Population: Black or African American**
- **Target Outcomes:**
 - Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level English courses
 - Increase the number of Black or African American students by a minimum of 13 percentage points who enroll in and complete transfer-level Math
 - Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule aligns with student need and demand for English and Math courses in the first primary academic year
 - Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term
- **Target Population: Latinx**
- **Target Outcomes:**
 - Increase the number of Latinx students by a minimum of 8 percentage points who enroll in and complete transfer-level English courses
 - Increase the number of Latinx students by a minimum of 8 percentage points who enroll in and complete transfer-level Math courses

- Guide and counsel students to enroll in English or Math in the first or secondary term and ensure Student Educational Plans and the College course schedule aligns with student need and demand for English and Math courses in the first primary academic year
- Ensure students have the academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

Persistence: First Primary Term to Secondary Term

- **Target Population: Males of Color**
- **Target Outcomes:**
 - Increase the number of Males of Color persisting from term-to-term by a minimum of 15 percentage points
 - Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

Transfer

- **Target Population: Males of Color**
- **Target Outcomes:**
 - Increase the number of Males of Color students transferring by a minimum of 3 percentage points
 - Increase the number of Males of Color in Guided Pathways Divisions with academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term
 - Increase the number of Males of Color in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60 units; decrease the number of unit accumulated (ADT = 94 units for Black; ADT = 93 units Latinx; ADT = 146 All Masked Values)
- **Target Population: Black or African American**
- **Target Outcomes:**
 - Increase the number of Black or African American students transferring by a minimum of 3 percentage points
 - Increase the number of Black or African American students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term
 - Increase the number of Black or African American students in Associate Degrees for Transfer (60 Units) programs of study and explore why students are earning 30+units beyond the ADT of 60

units; decrease the number of unit accumulated (ADT = 94 units for Black; ADT = 93 units Latinx; ADT = 146 All Masked Values)

Completion

- **Target Population: Black or African American and Latinx**
- **Target Outcomes:**
 - Increase the completion rate by a minimum of 7 percentage points for Black or African American students
 - Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term
- **Target Population: Latinx**
- **Target Outcomes:**
 - Increase the completion rate by a minimum of 6 percentage points for Latinx students
 - Ensure students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term

District Contact Information Form

| Name | Responsibility | Institution | Email Address | Phone Number |
|---------------|----------------|-----------------|---------------------|----------------|
| Lydell Willis | Project Lead | Compton College | Lwillis2compton.edu | (310) 900-1600 |
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Equity Plan Reflection

2019-22 Activities Summary

- Veteran Support
- Intentional Outreach
- Professional Development
- STEM Support
- Tartar Support Network
- Academic Support

- Transfer/Career Center Support
- Academic Support
- Special Resource Center

Key Initiatives/Projects/Activities

- **Veteran Support** – Support Veterans Resources Center counselor, FA, and other staff to connect with veteran students.
- **Intentional Outreach** – Increase SS Advisors, Ambassadors and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups. Activities include community events with high-interest guest speakers. Additional publicity to targeted areas in the community, such as community centers, library groups, and health centers; high visible electronic signage on campus to inform student of upcoming events; develop Men of Color initiative to promote welcoming and supporting campus environment.
- **Professional Development** – Specific training of staff, faculty, counselors, and advisors regarding working with diverse student populations.
- **STEM Support** – STEM Center offers workshops, tutoring, internship assistance, study space, field trips, and computer lab for student in STEM pathways.
- **Tartar Support Network** – Staff to manage caseload of students using food pantry and shower/locker services, connect with on-campus and off-campus resources, and identify needed services.
- **Academic Support** – Expand in-class “pop up”, and other tutoring formats based on research of turning points for disproportionately impacted groups during the semester.
- **Transfer/Career Center Support** – Expand staffing to assist with outreach to identified groups during key points of transfer application cycle.
- **Academic Support** (Overall: Attained Vision Goal Completion Definition) - Expand in-class “pop up”, and other tutoring formats based on research of turning points for disproportionately impacted groups during the semester. For “overall – all” Attained VOS Completion and Complete Transfer-level math and English.
- **Special Resource Center** – Support for note-takers and in-class tutoring for Educational Development courses to assist students with disabilities.

During the past two years, Compton College has dedicated itself to developing and updating College Plans to align with its goals and the Vision for Success. The development of College Plans has been initiated and completed pre- and post – COVID-19.

The 2019-2020 Compton College (CC) Student Equity Plan (SEP) focused on nine activities: Veteran's Support, Intentional Outreach, Professional Development, STEM Support, Tartar Support Network, Academic Support, Transfer/Career Center Support, and Special Resource Center. As noted in the Race Consciousness in Equity Plan Development section of this plan, many of the activities and strategies noted in the Compton College 2019-2020 SEP are race-neutral following traditional planning protocols and state reporting practices. The state's 2019-2020 SEP planning process did not require colleges to identify race-specific metrics aligned with race-specific activity descriptions.

However, the 2022-2025 SEAP directs colleges to be more intentional and to identify race-specific target populations and target outcomes. Compton College has identified Black or African American, and/or Latinx or Males of Color as disproportionately impacted in the five SEAP metrics.

A stark difference in the state's mandated reporting for the 2019-2020 SEP and the 2022-2025 SEAP, is the directive to focus on race-specific disproportionately impacted students and to use the CUE recommendations to "...create equity-minded race-specific activities" and strategies to eliminate equity gaps. Research shows that activities and strategies that work for one student group may not resonate with other student groups and therefore, it is critical to offer race-specific activities and strategies for disproportionately impacted student groups.

To support colleges with student equity planning, the California Community Colleges Chancellor's Office enlisted the assistance of the Center for Urban Education (CUE) to conduct a review of each colleges 2019-2020 SEP. With respect to Compton College, CUE offered nine recommendations:

- Develop detailed plans of action that illustrate concrete and measurable steps to implement equity activities.
- Create equity activities that explicitly align the race-specific metrics to race-specific activity descriptions.
- Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
- Include equity-minded inquiry as a strategy to better understand inequities.
- Include transfer-specific equity activities.
- Align equity planning with AB 705, Guided Pathways and Vision for Success.
- Focus on specific racially minoritized student populations rather than all students.
- Adopt equity-minded language, including operationalizing a definition of equity for the college.
- Include evaluation plans using disaggregated racial data.

The Race Consciousness in Equity Planning Development section of this plan is also a reflective piece and provides additional details with respect to how Compton College has engaged in training opportunities, activities, and planning to support the employee and student experiences.

The goals, objectives, and key actions found in Compton College's family of integrated plans [Compton 2024 (Comprehensive Master Plan), Compton 2024 Technology Plan, Compton 2024 Human Resources Staffing Plan, and Compton 2024 Enrollment Management Plan] demonstrate that the college is aligning activities and strategies with the CUE and CCEAL recommendations in support of increasing student success for disproportionately impacted students.

Evidence of Decreased Disproportionate Impact

For the 2019-2022 academic year, the Compton College SEP focused on nine activities to improve the overall student experience to include: Veteran Support, Intentional Outreach, Professional Development, STEM Support, Tartar Support Network, Academic Support, Transfer/Career Center Support, Academic Support, and Special Resource Center. With the 2022-2025 SEAP guidance, Compton College will assess and evaluate disaggregated student outcomes based on race and ethnicity, gender, age, financial aid status, and special populations as deemed relevant and necessary by state mandates to home in on activities that lead to improved student outcomes. In addition, a review of disaggregated student outcome data will encourage race-gender-age specific activities to enhance and support the student journey.

2022-25 Planning Efforts

Compton College is committed to ensuring the review of disaggregated student data in support of the 2022-2025 SEAP to ensure improved student outcomes. Further, Compton College, is dedicated to the review of race-specific planning efforts and race-specific activities as deemed necessary to garner greater student success within each of the five 2022-2025 SEAP target student outcomes: Successful Enrollment – Males of Color; Completed Transfer-Level Math and English – Black or African American and Latinx; Persistence: First Primary Term to Secondary Term – Males of Color; Transfer – Males of Color; and Completion – Black or African American and Latinx. The review of race-specific student success metrics and race-specific activities is aligned with the Center for Urban Education (CUE) recommendations.

The Director of Institutional Effectiveness and the Director of Basic Needs and Success supported development of this plan through consultation with the Student Success Committee and the Core Planning Team, which recommended focus groups, structural challenges, and activities for this plan.

Further, faculty, staff, and administrators participated in an Equity Summit on September 16, 2022, reviewing data, recommended target groups, and considering structural challenges on the campus.

An overall goal of the 2022-2025 SEAP is to assess and evaluate race-specific student success metrics using the California Community College State Chancellor's Office [Launchboard](#) application and to scale activities and/or revise college efforts in support of the student experience from entry to transfer, career education, and completion.

Pandemic Acknowledgement

✓ **Interrupted Work Fully**

✓ **Catalyzed Work**

✓ **Delayed Work**

Provide an explanation (optional)

Interrupted Work Fully:

- The pandemic interrupted instruction as faculty pivoted to an online (remote/synchronous) platform
- Faculty required professional development, including Canvas training, with respect to teaching online (many faculty had not taught online courses)
- Student enrollment decreased as students did not have access to computers, tutoring or in-person support services, or were dealing with personal health and familial emergencies
- Limited student connection, support services, academic support, mentorship, in-person services, student outreach and building community
- Part-time faculty had to learn different protocols for the different colleges and teaching assignments
- AB 705 implementation interrupted as most of that work and student support was designed for an in-classroom student experience

Catalyzed Work:

- The pandemic forced the College to improve the delivery of online courses and sped up the transition across all departments – it also forced the College to rethink the delivery of student support services with more online workshops, tutoring and related services
- Realization that after a steep learning curve, almost everyone can teach/work online and remotely
- All employees are using technology in ways not imagined prior to the pandemic – employees are working smarter – paper processes streamlined and available online

- Faculty knowledge and training in an online and remote environment with required certifications have increased and online courses may be an area for growth – benefits of Canvas training has been beneficial and offer online options and increase student success
- Students have become better online students and have learned new ways to communicate and receive support
- Employees do not necessarily have to be physically in an office or classroom to conduct their work – the downside is the boundaries between home and work became nebulous

Delayed Work:

- The pandemic delayed work for employees with a range of issues, technology, health issues, childcare – employees were striving to meet work responsibilities while also facing serious issues at home
- Other delayed activities included student onboarding and student appointments
- Many initiatives and activities revolved around in-person classroom and support services – the College shifted quickly to learn new ways to reach students and to provide timely support

Executive Summary URL

<https://www.compton.edu/student-services/student-equity-program/>

Student Populations Experiencing Disproportionate Impact and Metrics

| Student Populations for Metric Workflow | Metrics | | | | |
|---|-----------------------|---|---|----------|------------|
| | Successful Enrollment | Completed Transfer-Level Math & English | Persistence: First Primary Term to Secondary Term | Transfer | Completion |
| Males of Color | ✓ | X | ✓ | ✓ | X |
| Black or African American | X | ✓ | X | ✓ | ✓ |
| Latinx | X | ✓ | X | X | ✓ |

Successful Enrollment

MALES OF COLOR

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction

point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

- Compton College is recognized as an HSI with student enrollment at approximately 30% Black or African American and 70% Hispanic/Latinx. Most of the support and hiring is labeled or focused on Black or Men of Color or non-Hispanic label. This may present an issue with new initiatives or programming as recruitment is for all students.
- Current focus of inviting keynote speakers or speaker series is centered on faculty – consideration should be given to expanding the keynote speakers/ speaker series for students with speakers they identify with.
- Issue with classroom notetakers – it's unclear if the notetakers are paid positions or volunteers. There is a need for SRC paid classroom note-takers particularly as volunteers may not be available.
- Ensure the list of student support services and workshops are shared broadly. How is information shared with students and the community and is the college assessing the degree to how often services are utilized.
- Ensure virtual support and in-person accommodations for all students.

According to the Community College Equity Assessment Lab (CCEAL): the state's community colleges have responded to outcome disparities affecting students experiencing disproportionate impact (DI) by implementing initiatives (e.g., basic skills, student equity) to improve student success measures. The colleges' most recent response, the Student Equity Initiative, is a byproduct of the Student Success Taskforce and associated legislation that implemented statewide equity plans. While these programs are certainly important for addressing challenges facing highly vulnerable populations (e.g., re-entry students, homeless students), they do not adequately address, as a sole intervention, the complex institutional barriers facing the over 550,000 underserved men of color in the California community college system. In fact, many institutions have approached disproportionate impact (both historically and contemporarily) by enacting interventions that target students (e.g., mentoring programs, student clubs) rather than building the institutional capacity that is necessary to redress the myriad of practices and climate issues that systematically inhibit student success (Bensimon, 2007). Thus, meaningful interventions are needed to inculcate an environment of compensatory support for these men. Source: Supporting Men of Color in Community Colleges CCEAL_CUE (2017)

As CCEAL noted in 2017, like many community colleges, Compton College has focused on interventions that target the overall student population, rather than focusing on institutional capacity. Thus, in its prior SEP/SEAP and other college plans, Compton has focused its efforts on a host of initiatives and

activities as noted in the 2019-2022 Activities Summary. These include **Veteran Support, Intentional Outreach, STEM Support – STEM Center, Tartar Support Network, Academic Support** (retention), **Transfer/Career Center Support, Academic Support** (Vision Goals), and the **Special Resource Center – Support**.

Beyond activities identified for prior SEAP's, Compton College has also proactively engaged in a number of initiatives and activities to accomplish what CCEAL described as, "building the institutional capacity that is necessary to redress the myriad of practices and climate issues that systematically inhibit student success." For example:

Compton College provides support and resources to all AB 540, DACA, TPS, undocumented students, and students with mixed-status families to help them overcome the unique challenges that get in the way of achieving their academic, personal and professional goals. Virtual and in-person services include:

- Assistance with AB 540\SB 68 Forms
 - CA Dream Act Application Assistance\Workshops
 - Free Immigration Legal Services through CHIRLA
 - Mental Health Support through the UndocuAlly Connect Group
 - Access to Community Resources
 - Financial/ Academic Guidance
 - Scholarship resources & resume building
 - Connections to other support programs on campus
 - Transfer Guidance
- The College currently offers all students enrolled in the current semester one free meal a day at the Everytable cafeteria. Additionally, Compton College has partnered with the Los Angeles County Food Bank to provide food for all its students and the surrounding community.
 - Several recruitment measures in the EEO plan have been met with regard to the structure of the job announcements, expanding advertisement in several diversity-oriented publications, and interview processes. Additionally, interview questions have been modified to align with DEIA efforts.
 - Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution. This position has been integrated into the Guided Pathways and Student Equity frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty.

- With respect to raising race consciousness, across the College, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS; BMCS professional development; and fostering an increased “sense of belonging for BMCS population by way of intentional programming to support their growth, development, and success.”
- In 2017, CCEAL conducted for Compton College an assessment (Improving Student Success Outcomes for Men of Color at Compton College: Student Perspectives) and consequently recommended faculty participation in the Center for Organizational Responsibility and Advancement (CORA) with training and certificates programs in Racial Micro-Aggression and Unconscious Bias for College employees.

However, as CCEAL notes, “[M]en of color often experience external pressures that shape their collegiate experiences in ways that differ from their peers,” and these external environmental stresses (e.g., housing and food insecurities, care for dependents, access to transportation, physically demanding and temporary occupations) can impede both access and success.

Another major access barrier is digital technology. As PPIC recently reported, “Full digital access remains lower among Latino (63%), Black (71%), and low-income households with school children (59%).” [Source: <https://www.ppic.org/publication/the-digital-divide-in-education/>] Additionally, as U.S. Census Bureau’s Household Pulse Survey data “also makes clear that during the during the fall term, racial and economic inequality has remained significant, with African American and Hispanic households being 1.3 to 1.4 times as likely as white households to experience limited accessibility.” [Source: UCLA Newsroom-digital-divide-persists-for-minority-low-income-students-Dec2020]. While lack of access to computing technology and internet broadband is a barrier to student success, it is also a barrier to successful college enrollment in an environment where critical steps associated with applying for college and financial aid and enrolling in courses is conducted on online platforms.

Notably, during the COVID-19 pandemic, the College assessed students’ technological needs and loaned approximately 725 laptops to students who needed them. In spring and fall 2021, the College surveyed students related to returning to campus, which included questions about access to computers and internet and the Core Planning Team will be working on an environmental scan to support upcoming strategic planning efforts, which will also have a focus on students’ technology needs. While this survey is limited to current students, the data gleaned from this survey will be useful to informing future strategies and key actions to address digital inequities, which disproportionately impact students of color. Further, the Office of Institutional Effectiveness has assessed the impact of technology on course success with positive and mixed findings.

Structure Evaluation

Current Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Consideration of hiring practices aligned with HSI status and student demographics
- Funding for classroom note-takers to better support students
- Need for broad dissemination of student support services for new and current students and the community

Ideal Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Host workshops for parents or even create a support group for parents to encourage college enrollment for their children
- Expand general outreach: high school classroom presentations
- Targeted activities to specifically increase access for men of color to include:
 - Outreach and recruitment efforts to high school, middle school, and elementary students and parents, as well as to community, faith-based organizations, and local agencies with both an approach and messaging with geared toward increasing college access for Black and Latinx males, which would include, for example:
 - summer programs for a cohort of Black and/or Latinx male students designed to help them transition to college (e.g., meet faculty and staff members, accumulate initial class credits, become familiar with and comfortable with seeking support).
 - providing specific information in both English and Spanish and direct “hands-on” support about applying and enrolling at Compton College and applying for financial aid;

- Guided Pathways and accessing support from the Tartar Success Team for those GP's and establishing an education plan;
- available housing and food resources;
- providing information about accessing needed computing and information technology;
- connecting future students with mentors;
- highlight and widely publicize men of color success stories; and,
- providing information about job opportunities while attending college.
- Outreach (i.e., text, emails, phone calls) sent to males of color who started registration process but did not complete

Structure Evaluation: Necessary Transformation to Ideal

To reach the ideal, Compton College would need to focus on developing, implementing, and accessing two or three very specific programs aimed at reaching young men of color in elementary, middle, and high schools. Plans for these programs should be aligned directly with and support the College's goals and objectives established in the Comprehensive Master Plan (Compton 2024), as opposed to creating new, unaligned initiatives. For example:

- Compton 2024 - Goal 5 (ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS), Objective 3 (Strengthen our focus on the broader needs of the community served by Compton Community College District) with Key Actions such as re-establishing "Kollege 4 Kids," could be tailored to outreach directed at young men of color); and,
- Compton 2024 Technology Plan - Goal 4 (PROVIDE TECHNOLOGIES THAT CREATE AND MAINTAIN EQUITABLE, LEARNING READY EXPERIENCES, WHICH SUPPORT THE PHYSICAL, CULTURAL, AND COGNITIVE NEEDS OF ALL STUDENTS), Objective 3 (Assess students' access to personal computer technology and the internet, and implement strategies to increase student access to computers and the internet), which can be aligned with activities conducted as part of outreach efforts to young men of color in local K12 schools.
- Compton 2024 Enrollment Management Plan – Goal 1 (DEVELOP AND IMPLEMENT A LONG-RANGE, COMPREHENSIVE, AND STRATEGIC PLAN FOR INCREASING OUTREACH TO FIRST-TIME STUDENTS, INCLUDING TRADITIONAL AND NON-TRADITIONAL STUDENTS), Strategy 1 Marketing and Communication Strategies, Key Actions such as, "[D]evelop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study."

In sum, Compton College has completed a family of plans, which include objectives and actions that are already specifically focused on serving disproportionately impacted students or which could be easily

tailored to do so. Thus, the College is positioned to now “work the plan,” meaning focus more intently on implementation and tailoring implementation to specific student populations, such as males of color. So, determining how these plan goals can be mapped to and implemented as part of the current objectives in already-existing plans would be essential.

Additionally, these two or three programs would need to be planned as part of the integrated annual planning and budgeting cycle to ensure that they are not simply “pilot” programs, which are often temporary in nature and frequently abandoned; but rather long-term projects with clear outcomes and performance metrics that are regularly assessed.

Ensuring reliable, consistent funding for all needed resources would likewise be critical to reaching the ideal.

Professional development related to addressing institutional and environmental barriers to improve access and enrollment for men of color would also be critical to achieving the idea.

By the end of Fall 2022, identify responsible administrator and committee(s) to determine specific action steps that are part of an implementation protocol, which includes, but is not limited to, specific actions, timeline, resources needed, benchmarks and KPI’s, and state reported student success metrics.

1. Implement BMOC mentor program
2. Implement BMOC and targeted outreach to recruit men of color to enroll at Compton College

Action

Action steps

1. Fully implement the Black and Males of Color Success program with engagement activities for potential students, outreach, and academic success, cultural awareness, and personal development for current students
 - a. Lead: Director Black and Males of Color Success
 - b. Who else is contributing: Vice President of Student Services
 - c. Who else needs to know: Campus community, service area
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in student count of males of color
 - g. Closing the loop: None at this time.
2. Refine outreach and recruitment materials and strategies to attract males of color, including images and messaging in materials
 - a. Lead: Director of Community Relations

- b. Who else is contributing: Director Black and Males of Color Success; Vice President of Student Services
 - c. Who else needs to know: Campus community, service area
 - d. Timeline: Fall 2024
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in student count of males of color
 - g. Closing the loop: None at this time.
3. Implement CRM Recruit and include potential males of color student lists to the BMOC program
- a. Lead: Director of Education Partnerships
 - b. Who else is contributing: Director Black and Males of Color Success; Vice President of Student Services
 - c. Who else needs to know: Education Partnerships staff; Street Teams
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in student count of males of color
 - g. Closing the loop: None at this time.

Table 1. Unique students by academic year and gender

| | 2018-2019 | YOY (+/-) | 2019-2020 | YOY (+/-) | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|--------|---------------|-----------|---------------|-----------|---------------|------------------|------------------|------------------|
| Female | 6589 (65%) | -32% | 4465 (66%) | -21% | 3541 (71%) | 4349 (65%) | 5043 (60%) | 5566 (55%) |
| Male | 3531 (35%) | -34% | 2329 (34%) | -38% | 1434 (29%) | 2341 (35%) | 3362 (40%) | 4554 (45%) |

Note: Data are from the Cal-PASS Plus Student Success Metrics dashboard. Not using Successful Enrollment Rate because the count of applications looks wrong for 2020-2021, which skews the percentage.

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- Interested in a clearinghouse of proven strategies for Males of Color (target population/outcomes)

- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latinx)
- Continued flexibility in state funding needed to support positions and activities to support target population/outcomes
- The College would benefit from all the supports noted for the target population and related outcomes.

Completed Transfer-Level Math & English

BLACK OR AFRICAN AMERICAN

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

According to the PPIC:

[C]ompletion of transfer-level courses has risen by about 20 to 25 percentage points for all racial/ethnic groups. However, Latinos and African Americans continue to see lower completion rates than their peers, even in corequisite courses. At most colleges, Latinos are now more equitably represented among students completing transfer-level courses than they were four years ago, but African Americans remain substantially underrepresented, especially in math...[and] Colleges with relatively lower levels of access have larger racial inequities in transfer-level enrollment, particularly in math.

Moreover, the PPIC recommends that community colleges “...identify areas of concern that may limit student access and success, including certain placement methods, instructional approaches, and the availability of nonacademic supports.” Thus, the structural analysis here addresses several key friction points in each of these general areas of concern.

Although extensive professional development has been provided to faculty on the topic of improving students’ completion of transfer-level Math and English, it is unclear how the practices presented in

these sessions are implemented or measured to increase in student retention and course completion. There has been no action steps related to faculty implementation of strategies to improve retention and course completion for Black or African-American students. Consequently, there are no accountability mechanisms to ensure changes in teaching practices in the classroom. Additionally, a pervasive deficit mindset regarding this group of students, which is exemplified by student-blaming or attributing students' lack of completion to factors outside of the classroom.

Additionally, some students have reported a lag time of several weeks for students to complete the paperwork needed to obtain a loaner laptop and access to WI-FI hotspots, which results in students falling behind in transfer-level English and Math from the very beginning of the term. Calculators are also essential for Math courses, so students who do not have these from the first day or two of the semester are likely to quickly fall behind.

Compton College does provide students with technology resources, such as laptops, wifi hotspots, and calculators on a first-come, first serve basis. Students can apply for these resources by completing a form online.

Compton College staff will confirm students' enrollment in courses for current academic year – after which students can pick up or have these resources delivered to an address. Unhoused students can also request assistance via this same online platform.

Compton's Student Success Center offers in-person tutoring for English (reading and writing) and all levels of Math. The SCC is open Monday - Thursday: 9:00 a.m. - 6:00 p.m and Friday 10:00 a.m. - 1:00 p.m but is closed Saturday and Sunday. However, online (Zoom) tutoring for Math and English is available on Saturdays.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Professional development opportunities exist to support the target population/outcome:
 - English and Math for AB 705
 - Evidence Based Teaching Workshop Series
 - Reading Apprentice Workshops
 - English Community Practice

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Students are not able to obtain equipment (laptops), access technology or related classroom materials needed to support their educational journey – entry, persistence, and successful completion in a timely manner
- Improved outcomes for target population requires access to equipment, technology and materials
- Access to student support services – tutoring, counseling, targeted interventions

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Identify and remove barriers to the process of students obtaining equipment, access to technology and materials
- Host a campaign as early as is possible (at the start of the term) to connect students to available equipment and materials and/or assign or allow staff to volunteer (college representatives) to present on day 1 in all classes to provide students with immediate resources – equipment, technology, materials
- Scale the OFAR *Teaching & Learning Professional Development* focused on anti-racism across the college
- Encourage Organizational Responsibility and Advancement (CORA) training and certificate programs in *Racial Micro-Aggression and Unconscious Bias for College* employees

Structure Evaluation: Necessary Transformation to Ideal

Ideally, faculty would need to demonstrate that they have incorporated strategies and approaches learned through professional development into practice through syllabi review, classroom observation, and make Diversity, Equity, and Inclusion requirements part of the faculty evaluation process.

Moreover, the analysis of retention and completion metrics for Black or African American students would be a required component of program reviews, which serve as the basis for all resource allocations.

Also ideal would be an administrative or quasi-administrative employee with the responsibility to review syllabi and classroom practices and support faculty in their development of a fully inclusive mindset.

To ensure that students have the technological tools needed to succeed from the very beginning of the terms, a College employee would be present at every class at the start of the semester to immediately provide every student with a temporary loaner laptop and assist them with the paperwork needed to obtain a loaner laptop for the remainder to the term. These temporary laptops would also be pre-loaded with all of the software students need to complete the assignments for the course. Additionally, at the time that the temporary laptops are distributed to students, the employee could check with each student to see if they need any kind of technical support to successfully use the computer they have been provided.

As CUE observes, Culturally Relevant Curriculum Development is a key equity asset; thus, the redesign of curriculum to be more culturally relevant is critical. Moreover, Consequently, to incorporate more classroom-focused equity efforts and engage instructional faculty more intentionally, the College would ideally engage in an examination of the curriculum to incorporate learning objectives, subject matter, approaches, assignments, and methods of evaluation, which focus on Black or African American students' interests, values, perceptions, communication styles, and emphasize contextualized and collaborative learning and active participation.

Transformation to reach the ideal also includes:

- Review and redesign of Math and English curriculum to develop culturally relevant course content and instructional approaches .
- Continue and expand evidence-based teaching workshops and ensure that adjunct faculty are included in these important activities, as they serve the greatest number of students across the College and in math and English courses.
- Syllabi in math and English are reviewed annually.

- Retention and completion metrics for Black or African American students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations.
- Computers and Wi-Fi hotspots would be provided to Black or African American students beginning the first day of class, which requires outreach to enrolled students prior to the first class meeting.
- Offer support services weeknights and weekends during fall, spring, and both summer sessions.

Action

Action Steps

1. Implement retention and completion metric review in guided pathway division meetings for Fine Arts, Communications, and Humanities (FACH) and Science, Technology, Engineering, and Math (STEM), and Counseling with a focus on black or African American enrollment and success in English and math
 - a. Lead: Academic Deans, Dean of Counseling and Guided Pathways
 - b. Who else is contributing: Division Chairs, Director of Institutional Effectiveness, Vice President of Academic Affairs
 - c. Who else needs to know: Faculty
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase in faculty awareness of black or African American completion of transfer-level math and English; increase enrollment of black or African American students in transfer-level math and English in first year
 - g. Closing the loop: None at this time.
2. Implement student academic supports in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or use of CRM Advise alerts with a focus on black or African American students
 - a. Lead: English and Math Faculty Coordinators
 - b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
 - c. Who else needs to know: Campus community, students
 - d. Timeline: Fall 2024
 - e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities
 - f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in first year
 - g. Closing the loop: None at this time.
3. Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in FACH and STEM
 - a. Lead: Faculty Professional Development Coordinators for FACH and STEM
 - b. Who else is contributing: Division Chairs, Deans, Faculty
 - c. Who else needs to know: Vice President of Academic Affairs

- d. Timeline:2024-2025
- e. Anticipated challenges: None
- f. Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased transfer-level math and English success by black or African-American students
- g. Closing the loop: None at this time.

Table 2. Black or African American Students who Complete Transfer-level Math and English in Year 1

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022- 2023 | Target 2023- 2024 | Target 2024- 2025 |
|---------------------------|---------------|---------------|---------------|-------------------------|-------------------------|-------------------------|
| Black or African American | 6 of 214 (3%) | 7 of 205 (3%) | 7 of 101 (7%) | 11% | 15% | 20% |

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- Interested in a clearinghouse of proven strategies for Males of Color (target population/outcomes)
- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latinx)
- Flexibility in state funding needed to support positions and activities to support target population/outcomes
- The College would benefit from all the supports noted for the target population and related outcomes.

Completed Transfer-Level Math & English

LATINX

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing

structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

According to the PPIC:

[C]ompletion of transfer-level courses has risen by about 20 to 25 percentage points for all racial/ethnic groups. However, Latinos and African Americans continue to see lower completion rates than their peers, even in corequisite courses. At most colleges, Latinos are now more equitably represented among students completing transfer-level courses than they were four years ago, but African Americans remain substantially underrepresented, especially in math...[and] Colleges with relatively lower levels of access have larger racial inequities in transfer-level enrollment, particularly in math.

Moreover, the PPIC recommends that community colleges “...identify areas of concern that may limit student access and success, including certain placement methods, instructional approaches, and the availability of nonacademic supports.” Thus, the structural analysis here addresses several key friction points in each of these general areas of concern.

Although extensive professional development has been provided to faculty on the topic of improving students’ completion of transfer-level Math and English, it is unclear how the practices presented in these sessions are implemented or measured for increase in student retention and course completion. There has been no action steps related to faculty implement of strategies to improve retention and course completion Latinx students. Consequently, there are no accountability mechanisms to ensure changes in teaching practices in the classroom. Additionally, a pervasive deficit mindset regarding this group of students, which is exemplified by student-blaming or attributing students’ lack of completion to factors outside of the classroom.

Additionally, there is a lag time of several weeks for students to complete the paperwork needed to obtain a loaner laptop, which results in students falling behind in transfer-level English and Math from the very beginning of the term. Calculators are also essential for Math courses, so students who do not have these from the first day or two of the semester are likely to quickly fall behind.

The College is investing in professional development for math and English faculty related to AB 705 implementation (i.e., legislation requiring community colleges to increase students' likelihood of completing transfer-level coursework in English and math within a one-year timeframe) to build innovation teaching and learning around these gatekeeper courses. Evidence Based Teaching Workshop Series met throughout the Fall 2021 semester and resumed in Spring 2022. Faculty Teaching and Learning Projects continue to provide faculty with effective student success strategies. This includes offerings such as: English Community of Practice, Reading Apprenticeship Program, and Teaching Strategies for Success. Professional learning opportunities have also been established for discipline faculty to review and update learning outcomes to support DEI initiatives and Guided Pathways Pillar 4 (ensuring learning).

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the College's major program areas, in program-relevant "gateway" math courses by the end of their first year, in program-relevant "gateway" English courses by the end of their first year and provided to help very poorly prepared students to succeed in college-level courses as soon as possible. Specifically, the SSC offers embedded tutoring/coaching for targeted gatekeeper math, English courses; drop-in tutoring in English, math, science, ESL, and Spanish; free 24/7 online tutoring via NetTutor; EdReady for foundational English and math support, and various success strategies workshops. SSC services are promoted via flyers, emails, Canvas, CRM Advise, SSC webpage, and social media. The faculty Instructional Specialist for math and English coordinate Just- In-Time (JIT) topic specific math workshops and English research paper bootcamps as well as lead summer bridge to incoming students and summer/winter refresher workshops for students who were not successful in their first transfer level attempts. However, these services are available to all students and do not focus specifically on supports for Latinx students.

The SCC is open Monday - Thursday: 9:00 a.m. - 6:00 p.m. and Friday 10:00 a.m. - 1:00 p.m. but is closed Saturday and Sunday. However, online (Zoom) tutoring for Math and English is available on Saturdays.

Additionally, Compton College does provide students with technology resources, such as laptops, Wi-Fi hotspots, and calculators on a first-come, first serve basis. Students can apply for these resources by completing a form online. Compton College staff will confirm students' enrollment in courses for current academic year – after which students can pick up or have these resources delivered to an address. Unhoused students can also request assistance via this same online platform.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Students are not able to obtain equipment (laptops), access technology or related classroom
- Professional development opportunities exist to support the target population/outcome:
 - English and Math for AB 705
 - Evidence Based Teaching Workshop Series
 - Reading Apprentice Workshops
 - English Community Practice

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Students are not able to obtain equipment (laptops), access technology or related classroom materials needed to support their educational journey – entry, persistence, and successful completion in a timely manner
- Improved outcomes for target population requires access to equipment, technology and materials
- Access to student support services – tutoring, counseling, targeted interventions

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

Ideal Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Focus on Program review
 - Faculty collaboration through curriculum development

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Students would receive timely and targeted support - diverse backgrounds
- Create dedicated tech support lab and center for access to resources and orientation to systems such as Canvas, MyCompton, Office Suite

- Math & English
 - Embedded Tutoring for MOC
 - Perhaps a Student Ambassador
 - Peer to Peer learning
 - SI Structures + Focus Support for target population

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

Structure Evaluation: Necessary Transformation to Ideal

As CUE observes, Culturally Relevant Curriculum Development is a key equity asset; thus, the redesign of curriculum to be more culturally relevant is critical. Moreover, Consequently, to incorporate more classroom-focused equity efforts and engage instructional faculty more intentionally, the College would ideally engage in an examination of the curriculum to incorporate learning objectives, subject matter, approaches, assignments, and methods of evaluation, which focus on Latinx students' interests, values, perceptions, communication styles, and emphasize contextualized and collaborative learning and active participation.

Additionally, faculty would demonstrate that they have incorporate strategies and approaches learned through professional development into practice through syllabi review, classroom observation, and make DEI requirements part of the faculty evaluation process. Moreover, the analysis of retention and completion metrics for Latinx students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations.

Also ideal would be an administrative or quasi-administrative employee with the responsibility to review syllabi and classroom practices and support faculty in their development of a fully inclusive mindset.

To ensure that students have the technological tools needed to succeed from the very beginning of the terms, a College employee would be present at every class at the start of the semester to immediately provide every student with a temporary loaner laptop and assist them with the paperwork needed to obtain a loaner laptop for the remainder to the term. These temporary laptops would also be pre-loaded with all of the software students need to complete the assignments for the course. Additionally, at the time that the temporary laptops are distributed to students, the employee could check with each student to see if they need any kind of technical support to successfully use the computer they have been provided.

Transformation to reach the ideal also includes:

- Review and redesign of Math and English curriculum to develop culturally relevant course content and instructional approaches
- Continue and expand evidence-based teaching workshops and ensure that adjunct faculty are included in these important activities, as they serve the greatest number of students across the College and in math and English courses
- Syllabi in math and English are reviewed annually
- Retention and completion metrics for Latinx students would be regularly reviewed at all department meetings and would be a required component of program reviews, which serve as the basis for all resource allocations
- Computers and Wi-Fi hotspots would be provided to Latinx students beginning the first day of class, which requires outreach to enrolled students prior to the first class meeting.
- Offer support services weeknights and weekends during fall, spring, and both summer sessions.

Action

Action Steps

1. Implement retention and completion metric review in guided pathway division meetings for Fine Arts, Communications, and Humanities (FACH) and Science, Technology, Engineering, and Math (STEM), and Counseling with a focus on Latino/a/x enrollment in and achievement in English and math
 - a. Lead: Academic Deans, Dean of Counseling and Guided Pathways
 - b. Who else is contributing: Division Chairs, Director of Institutional Effectiveness, Vice President of Academic Affairs
 - c. Who else needs to know: Faculty
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase in faculty awareness of Latino/a/x completion of transfer-level math and English; increase enrollment of Latino/a/x students in transfer-level math and English in first year
 - g. Closing the loop: None at this time.
2. Implement student academic supports in math and English through Just-in-Time workshops, tutoring with a warm handoff from teaching faculty or use of CRM Advise alerts with a focus on Latino/a/x students
 - a. Lead: English and Math Faculty Coordinators
 - b. Who else is contributing: Deans, Student Success Coordinator, Dean of Counseling and Guided Pathways
 - c. Who else needs to know: Campus community, students
 - d. Timeline: Fall 2024
 - e. Anticipated challenges: Ability to ramp up warm hand-off is still unclear, need to define roles and responsibilities

- f. Measuring success: Increase in transfer-level math and English success rates for black or African-American students; Increase in completion of transfer-level math and English in first year
 - g. Closing the loop: None at this time.
3. Math and English faculty participation in Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in FACH and STEM
- a. Lead: Faculty Professional Development Coordinators for FACH and STEM
 - b. Who else is contributing: Division Chairs, Deans, Faculty
 - c. Who else needs to know: Vice President of Academic Affairs
 - d. Timeline:2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased transfer-level math and English success by Latino/a/x students
 - g. Closing the loop: None at this time.

Table 3. Latino/a/x Students who Complete Transfer-level Math and English in Year 1

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|------------|----------------|----------------|-----------------|------------------|------------------|------------------|
| Latino/a/x | 32 of 703 (5%) | 42 of 588 (7%) | 30 of 256 (12%) | 14% | 17% | 20% |

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- Interested in a clearinghouse of proven strategies for target population and outcomes
- Interested in learning more about proven strategies with shared student demographics (predominately Black or African American and Latinx)
- The College would benefit from all the supports noted for the target population and related outcomes.

Persistence – First Primary Term to Secondary Term

MALES OF COLOR

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

In 2017 CCEAL completed a report for Compton College entitled, “Improving Student Success Outcomes for Men of Color at Compton College: Student Perspectives.” Using the Socio-Ecological Outcomes (SEO) Model, this study, which was grounded in student focus groups of predominantly men of color (i.e., 9 African American, 8 Mexican/Mexican American) the majority of whom indicated a goal of transfer to a 4-year institution. Two of the four guiding questions for this study focused on persistence:

- What factors (e.g., people, programs, campus services, resources, etc.) that are situated within the campus context enable men of color to persist at Compton College despite the challenges they face?
- What factors (e.g., people, programs, campus services, resources, etc.) that are external to the campus context enable men of color to persist at Compton College despite the challenges they face?

While this is a 2017 report (five years old at the time of this planning effort), the findings are important to understanding the context related to both internal and external barriers to persistence. From the student perspective, a variety of factors either impeded or facilitated their persistence. A summary of these viewpoints is provided below.

- Impediments or Barriers
 - Lack of belongingness
 - Stereotyping and stigmatizing
 - Low expectations
 - Lack of engagement in the classroom
 - Bureaucratic “run-around”
- Supports or Persistence Factors

- Validating agents, particularly faculty
- Peer Support
- Counselors
- Centralized student support services
- Textbook supports
- High expectations for achievement
- Academic, intellectual engagement
- Other ongoing issues
 - Application processes (CCCAPPLY)
 - Stereotyping and stigmatizing
 - Low expectations
 - Lack of engagement in the classroom
 - Connection to support programs
 - Bureaucratic “run around”
 - Commuter campus (strategies to increase sense of belonging)

CCEAL recommended a number of strategies to support the persistence and success of men of color, including:

- Instruction/Academic Division Strategies
 - Set targets for improving disproportionate impact (DPI) groups for each department
 - Set a standing division agenda item focused on the progress of DPI groups
 - Encourage all faculty and staff to participate in the CORA program on teaching college men of color
 - Use resident disciplinary experts to support the infusion of culturally relevant teaching (CRT)
 - Establish professional learning communities to continue the dialogue on CRT throughout the academic year
 -
- Recommendations for Classroom Faculty
 - Require conferencing with all students throughout the semester
 - Discuss challenges you’ve experienced and overcame
 - Structure success early on
 - Recognize the influence of microaggressions on student success
 - Require supplemental instruction for classes with high D, F, W rates
 - Be intentional about warmly welcoming all students to each class session

- Initiate communication with students who miss two or more class sessions

While Compton College has acted upon many of the CCEAL recommendations, as captured in the analysis of the current structure below, more intentional and focused actions around these strategies are critical to improving persistence rates for males of color.

Compton College has strengthened its initiatives and activities related to improving persistence for men of color, which align with and help implement a number of CCEAL's recommendations. For example, Compton College hired a Director of Black and Males of Color (BMCS) to support and promote greater student retention and improved outcomes among Black or African American and Males of Color students with the understanding that the responsibility for student success rests with both the student and the institution. This position has been integrated into the Guided Pathways and Student Equity frameworks and works closely with the Professional Development manager to provide guidance on activities for faculty, which will be important to acting on recommendations, such as CORA training opportunities, recognizing the impact of microaggressions on student success, and authentically creating a warm welcoming environment at each class session.

Moreover, the Director of BMCS is responsible for campus/division/department consultation and integration of BMCS, which will help provide the structure and support needed to implement CCEAL's recommendations for instructional divisions (e.g., setting targets for improving disproportionate impact (DPI) groups for each department, setting a standing division agenda item focused on the progress of DPI groups, use resident disciplinary experts to support the infusion of culturally relevant teaching).

Other important activities designed to improve persistence for men of color include:

- hiring of a student services advisor for outreach for Black and Males of Color initiative;
- faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- successfully employing men of color and culturally competent employees;
- to improve cultural competence, Cultural Connection events provide employees with the ability to engage in cultural events and practice that help to establish cross-cultural skills;
- the UndocuAlly Taskforce hosted the "Supporting Undocumented Students" – a professional development workshop (May 2022) for Faculty and Classified staff with goals of understanding existing immigration laws and state policies impacting our student dreamer population and sharing information about various resources for Dream Act students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Need for Professional Development
- Embed culturally relevant pedagogy

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Cultural Connection
- Professional development – cultural competencies

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Structure Evaluation: Necessary Transformation to Ideal

The ideal structure to support the persistence of men of color would be built around the basic recommendations provided to Compton College in the 2017 CCEAL report, which focused on this specific topic. These recommendations are centered in several specific areas:

1. Guided Pathways Division Activities
 - a. Coordinated and commonly structured division meetings across all GPD's

- b. Setting targets for improving persistence of men of color for GP Division and each department.
 - c. Establishing and implementing specific strategies across all GP Divisions and departments for improving persistence for men of color, including-
 - required, documented conferencing with male students of color throughout the semester;
 - structuring successes early in the term;
 - required supplemental instruction for classes with high D, F, W rates;
 - warmly welcoming all students to each class session; and,
 - initiating both Early Alerts and personal communication with students who miss two or more class sessions.
 - d. Setting a standing division agenda item focused on the progress of these groups and providing time for dialogue and the sharing of ideas and resources at each division meeting.
2. Professional Development for Faculty and Staff
- a. Encourage all faculty and staff to participate in the OFAR or CORA program on teaching college men of color by providing the time and resources needed to participate
 - b. Expand faculty professional development opportunities related to anti-racist strategies
 - c. Use resident disciplinary experts to support the infusion of culturally relevant teaching (CRT)
 - d. Establish professional learning communities to continue the dialogue on CRT throughout the academic year
 - e. Coordinated schedule of professional development opportunities throughout each academic year specifically focusing on strategies and activities inside the classroom and across campus to increase persistence rates for male students of color
 - f. Support for GP Division deans to provide data and resources needed for GP Division activities
 - g. Resources (time and budget) for faculty and staff to complete CORA trainings related to issues impacting persistence for male students of color and strategies and activities inside and across campus the classroom to increase persistence rates for male students of color

Action

Action Steps

- 1. Fully implement the Black and Males of Color Success program with academic success, cultural awareness, and personal development for current students

- a. Lead: Director Black and Males of Color Success
 - b. Who else is contributing: Vice President of Student Services
 - c. Who else needs to know: Campus community, service area
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in student count of males of color
 - g. Closing the loop: None at this time.
2. Campuswide faculty participation in Teaching & Learning Professional Development focused on anti-racism informed by the OFAR participants or retention and completion metric review in all Guided Pathway Division meetings
- a. Lead: Faculty Professional Development Coordinators for all Guided Pathway Divisions
 - b. Who else is contributing: Division Chairs, Deans, Faculty
 - c. Who else needs to know: Vice President of Academic Affairs
 - d. Timeline:2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Anti-racist pedagogy and curriculum implemented in classrooms; increased persistence by males of color
 - g. Closing the loop: None at this time.
3. Explore how Guided Pathways activities related to persistence (e.g., Call Center Campaign, Outreach activities within GPD, Canvas training for Distance Education) can target males of color
- a. Lead: Dean of Counseling and Guided Pathways, Distance Education Manager
 - b. Who else is contributing: Guided Pathways Committee, Success Teams
 - c. Who else needs to know: Campus Committees
 - d. Timeline: 2022-2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increased persistence by males of color
 - g. Closing the loop: None at this time.

Table 4. Males of Color who Persist from First Primary Term to Second Term

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022- 2023 | Target 2023- 2024 | Target 2024- 2025 |
|---------------------|---------------------|---------------------|---------------------|-------------------------|-------------------------|-------------------------|
| Males of Color | 291 of 537 (54%) | 207 of 426 (49%) | 173 of 384 (45%) | 50% | 55% | 60% |
| Females of Color | 366 of 618 (59%) | 322 of 546 (59%) | 256 of 482 (53%) | | | |

Note: Compton College institutional set goal is 60%.

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development

- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- The College would benefit from all the supports noted for the target population and related outcomes.

Transfer

BLACK OR AFRICAN AMERICAN

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

COVID-19 impacted the College's ability to promote and host four-year college tours. By way of the Compton College survey results, Compton College should look for opportunities to provide student with four-year campus tours that also include Compton College Student Success Stories.

Compton College took students on college tours in spring 2022, which are funded and implemented on an annual basis. In addition, in summer 2022, the College offered three summer residential transfer experiences at Arizona State University-West; University of Irvine; and Clark Atlanta University. The College is currently considering how to implement this program again in summer 2023 and beyond.

The College may also opt to conduct a study of Student Educational Plans and consider multi-year course scheduling based on student demand and programs of study to ensure students have access to the courses they need to complete their respective goal(s).

In addition, the College should optimize how best to provide students with resources – both financial and with supplies (books – ZTC, art supplies, laptops/tablets, etc.) to support the student experience.

The College has adopted the Guided Pathways framework by establishing the Guided Pathways Divisions (GPDs) at Compton College. More marketing and outreach activities needed (post-COVID-19) to ensure College employees and the College community are well versed in the GPDs.

While the College does offer transfer and career services, opportunities and partnerships are being explored to offer targeted transfer opportunities for Black or African American students.

Also, based on the California Community Colleges Chancellor's Office Student Success Metrics, Black or African American students earn nearly 84 units in programs of study that *do not* lead to transfer; and on average, earn 91 units in Associate Degree for Transfer (ADT, 60-unit degrees) programs of study. Based on the state's data, Compton College Black or African American students earn 30+ units (on average) *above and beyond* a 60-unit ADT degree. Using these data points, the College will initiate activities to understand the accumulation of units and to better support the Black and African American student journey within the Transfer process.

Structure Evaluation

Current Structure

✓ Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Structure Evaluation: Necessary Transformation to Ideal

As noted, ensure student support activities with the Transfer Center and GDP and an awareness of four-year college opportunities, and application and financial aid deadlines. Offer four-year college tours and encourage and provide student success stories to inspire prospective transfer students. Assess student-readiness for transfer and conduct outreach activities to support student transfer.

Action

Action Steps

1. Establish a partnership between the Black and Males of Color program and the transfer center to design programming to target black or African American students early in student experience. Consider how this programming can be integrated into Guided Pathways and success teams across the campus.
 - a. Lead: Dean of Counseling and Guided Pathways and Director of Black and Males of Color Success
 - b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Counseling Guided Pathways Tri-chair; Success Team Leads
 - c. Who else needs to know: Success Team members
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university
 - g. Closing the loop: None at this time.

2. Continue to build partnerships with universities through local coordination and programming (e.g., California State University, Dominguez Hills; University of California, Irvine) to provide transfer pathways for black or African American students
 - a. Lead: President/CEO
 - b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Dean of Counseling and Guided Pathways; Director of Institutional Effectiveness; Transfer and Career Center Counselor
 - c. Who else needs to know: Faculty, staff
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of black or African American students who transfer to a university
 - g. Closing the loop: None at this time.

3. Explore the transfer goals of the Compton College student population, and how more students may identify the transfer goal, and how the college may consider refined cohorts of students related to the transfer goal. Seek to answer how are we increasing the number/percentage of students who are seeking transfer and honoring those who do not want transfer?
 - a. Lead: Student Success Committee Co-chairs
 - b. Who else is contributing: Committee members, Dean of Counseling and Guided Pathways, Transfer and Career Center Counselor
 - c. Who else needs to know: Faculty, staff
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase the number of male students who transfer to a university
 - g. Closing the loop: None at this time.

Table 5. Black or African American Students who Transfer to a 4-year University

| | 2014-2015 | 2015-2016 | 2016-2017 | Target 2022- 2023 | Target 2023- 2024 | Target 2024- 2025 |
|---------------------------|-------------------|-------------------|-------------------|-------------------------|-------------------------|-------------------------|
| Black or African American | 19 of 220 (9%) | 11 of 193 (6%) | 11 of 165 (7%) | 8% | 9% | 10% |

Note: Vision for Success calls for a 35% increase in transfer.

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- The College would benefit from all the supports noted for the target population and related outcomes.

Transfer

MALES OF COLOR

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The current structure is not offering targeted activities to meeting the needs of Males of Color specifically. Instead, Males of Color are grouped into the general student populations. Compton College

understands that a “blanket approach” to transfer is not indicative of a “student ready college” and has established a BMOC support center. While the college does offer support structures for students who need academic assistance, the College needs to assess the effectiveness of its services. In addition, the College needs to evaluate if all classes required for transfer are offered when students need the classes. At times, classes required for transfer are canceled due to low enrollment and this impacts student completion rates and delays the student journey to transfer.

The College needs to ensure that Males of Color are aware of and have an understanding of college-transfer requirements and options. Coordinate and offer Males of Color opportunities to visit four-year institutions and highlight student success stories. Identify gender-specific activities that support the transfer journey. Help student envision a future that includes a transfer option and that accepts them at receiving institutions. Coordinate with the Black and Males of Color Office to offer opportunities regular an ongoing transfer support.

Monitor Males of Color datasets and assess “why” Males of Color are more likely to accumulate more units prior to transfer. Based on the California Community College Chancellor’s Office Launchboard data, Compton College “All Males” earn on average 110 units – that’s 50 more units than a traditional 60-unit ADT. The average Bachelor’s Degree is approximately 124-130 – not including STEM or high-unit majors. Nonetheless, the College has an opportunity to assess the Males of Color student experience and offer activities to enhance their student journey.

Based on survey results, the “current structure” for improving the rate of Males of Color to transfer is not well known since Transfer activities are focused on all students, which is a consistent practice among colleges across the state. However, based on the 2022-2025 SEAP, the College will prioritize specific activities to support the transfer of Males of Color. A primary issue may be to gain a better understanding of why “Males of Color” are accumulating on average 110 units – as noted above.

As noted earlier, Compton College took students on college tours in spring 2022, which are funded and implemented on an annual basis. In addition, in summer 2022, the College offered three summer residential transfer experiences at Arizona State University-West; University of Irvine; and Clark Atlanta University. The College is currently considering how to implement this program again in summer 2023 and beyond.

Structure Evaluation

Current Structure

- ✓ Instruction
- ✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

X Instruction

✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)

X Budgeting and Administration (HR, Purchasing, Processes, etc.)

X General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Structure Evaluation: Necessary Transformation to Ideal

Compton College to offer targeted and personalized, “high touch” approach to evaluating and implementing action with customized resources and information to meet Males of Color and individual’s needs. Initiate and expand student support groups which are critical to student success. Promote affinity groups for cultural groups and GPDs with activities to support and Males of Color. Ensure Compton College is recognized as a “Student Ready College” with clear steps to meeting student transfer goals aligned with the Vision for Success using the GDP framework. Commit to offering all required transfer courses to support student goal completion and student transfer.

Action

Action Steps

1. Establish a partnership between the Black and Males of Color program and the Transfer Center to design programming serving males of color early in the student experience. Consider how this programming can be integrated into Guided Pathways and Success Teams across the campus.
 - a. Lead: Dean of Counseling and Guided Pathways and Director of Black and Males of Color Success
 - b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Counseling Guided Pathways Tri-chair; Success Team Leads
 - c. Who else needs to know: Success Team members
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university

- g. Closing the loop: None at this time.
2. Continue to build partnerships with universities through local coordination and programming (e.g., California State University, Dominguez Hills; University of California, Irvine) to provide transfer pathways for males of color
 - a. Lead: President/CEO
 - b. Who else is contributing: Vice President of Student Services; Vice President of Academic Affairs; Dean of Counseling and Guided Pathways; Director of Institutional Effectiveness; Transfer and Career Center Counselor
 - c. Who else needs to know: Faculty, staff
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase male engagement in transfer planning and activities; increase the number of male students who transfer to a university
 - g. Closing the loop: None at this time.

 3. Explore the transfer goals of the Compton College student population, and how more students may identify the transfer goal, and how the college may consider refined cohorts of students related to the transfer goal. Seek to answer how are we increasing the number/percentage of students who are seeking transfer and honoring those who do not want transfer?
 - a. Lead: Student Success Committee Co-chairs
 - b. Who else is contributing: Committee members, Dean of Counseling and Guided Pathways, Transfer and Career Center Counselor
 - c. Who else needs to know: Faculty, staff
 - d. Timeline: Spring 2023
 - e. Anticipated challenges: None
 - f. Measuring success: Increase the number of male students who transfer to a university
 - g. Closing the loop: None at this time.

Table 6. Males of Color who Transfer to a 4-year University

| | 2014-2015 | 2015-2016 | 2016-2017 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|------------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Males of Color | 34 of 354 (10%) | 28 of 328 (9%) | 22 of 268 (8%) | 9% | 10% | 11% |
| Females of Color | 43 of 376 (11%) | 37 of 338 (11%) | 45 of 352 (13%) | | | |

Note: Vision for Success calls for a 35% increase in the transfer rate.

Chancellor’s Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research

- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- The College would benefit from all the supports noted for the target population and related outcomes.

Completion

BLACK OR AFRICAN AMERICAN

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

Compton College is currently engaged in a variety of initiatives to improve completion rates for Black or African American students, including, but not limited to:

- faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- successfully employing Black or African American and Males of Color and culturally competent employees; and,
- improve cultural competence, cultural connection events provide employees with the ability to engage in cultural events and practice that help to establish cross-cultural skills.

As the 2017 CCEAL report (referenced previously) identifies a variety of factors either impeded or facilitated their persistence, which also impact students' completion of both courses and programs. A summary of these viewpoints is provided below.

- Impediments or Barriers

- Lack of belongingness
- Stereotyping and stigmatizing
- Low expectations
- Lack of engagement in the classroom
- Bureaucratic “run-around”

Compton College needs to ensure Black or African American students are familiar with the host of student support services and offer targeted academic and personal support to promote successful course completion and student goal attainment. The College needs to include more classified employees in the participation of cultural connections and initiate and expand Black or African American student mentorship.

Structure Evaluation

Current Structure

- ✓ Instruction
- ✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
- X Budgeting and Administration (HR, Purchasing, Processes, etc.)
- X General Operations (A&R, Parking, Campus Policing, etc.)
- X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

- ✓ Instruction
- ✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
- X Budgeting and Administration (HR, Purchasing, Processes, etc.)
- X General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Structure Evaluation: Necessary Transformation to Ideal

Implement the strategies and activities noted in the Action/Action Steps section and study and determine how best to improve Completion by implementing race-specific activities to meet the state’s *Vision for Success* goals.

Action

Action Steps

1. Fully implement the Black and Males of Color Success program with academic success, cultural awareness, and personal development for current students
 - a. Lead: Director Black and Males of Color Success
 - b. Who else is contributing: Vice President of Student Services
 - c. Who else needs to know: Campus community, service area
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in number/percentage of black or African American students who complete a degree or certificate
 - g. Closing the loop: None at this time.

2. Explore how program maps and Degree Works (i.e., Degree Audit) are supporting completion, as well as auto-awarding certificates
 - a. Lead: Vice President of Student Services
 - b. Who else is contributing: Dean of Counseling and Guided Pathways; Director of Admissions & Records
 - c. Who else needs to know: Vice President of Academic Affairs
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in number/percentage of black or African American students who complete a degree or certificate
 - g. Closing the loop: None at this time.

Table 7. Black or African American who Complete

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022-2023 | Target 2023-2024 | Target 2024-2025 |
|---------------------------|---------------|---------------|---------------|------------------|------------------|------------------|
| Black or African American | 6 of 214 (3%) | 7 of 205 (3%) | 7 of 101 (7%) | 9% | 11% | 14% |

Note: Vision for Success asks for a 20% increase; however, Latino/a/x is 14%, which we would like to match. Doubled students from 7 to 14 to get target.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions

- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- The College would benefit from all the supports noted for the target population and related outcomes.

Completion

LATINX

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

As noted earlier, Compton College is currently engaged in a variety of initiatives to improve completion rates for Latinx students, including, but not limited to:

- faculty teaching and learning opportunities for discipline faculty to review and update learning outcomes to support DEI initiatives and GP Pillar 4 (ensure learning);
- successfully employing men of color and culturally competent employees; and,
- improve cultural competence, cultural connection events provide employees with the ability to engage in cultural events and practice that help to establish cross-cultural skills.

As the 2017 CCEAL report (referenced previously) identifies a variety of factors either impeded or facilitated their persistence, which also impact students' completion of both courses and programs. A summary of these viewpoints is provided below.

- Impediments or Barriers
 - Lack of belongingness
 - Stereotyping and stigmatizing

- Low expectations
- Lack of engagement in the classroom
- Bureaucratic “run-around”

Compton College needs to ensure students are familiar with the host of student support services and offer targeted Latinx academic and personal support to promote successful course completion and student goal attainment. The College needs to include more classified employees in the participation of cultural connections and initiate and expand Latinx student mentorship.

Compton College needs to raise awareness among all employees of available services to support the student experience – “...in a way, the College is still learning and adjusting to a post-COVID 19 environment.” Need to scale strategies and practices used in student support programs.

Structure Evaluation

Current Structure

- ✓ Instruction
- ✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
- X Budgeting and Administration (HR, Purchasing, Processes, etc.)
- X General Operations (A&R, Parking, Campus Policing, etc.)
- X Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Ideal Structure

- X Instruction
- ✓ Wrap Around Services (Counseling, Support Programs, Textbook Programs, etc.)
- X Budgeting and Administration (HR, Purchasing, Processes, etc.)
- X General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Structure Evaluation: Necessary Transformation to Ideal

Implement the strategies and activities noted in the Action/Action Steps section and study and determine how best to improve Completion by implementing race-specific activities to meet the state’s *Vision for Success* goals.

Action

Action Steps

1. Explore how program maps and Degree Works (i.e., Degree Audit) are supporting completion, as well as auto-awarding certificates
 - a. Lead: Vice President of Student Services
 - b. Who else is contributing: Dean of Counseling and Guided Pathways; Director of Admissions & Records
 - c. Who else needs to know: Vice President of Academic Affairs
 - d. Timeline: 2024-2025
 - e. Anticipated challenges: None
 - f. Measuring success: Increases in number/percentage of Latino/a/x students who complete a degree or certificate
 - g. Closing the loop: None at this time.

Table 8. Latino/a/x who Complete

| | 2018-2019 | 2019-2020 | 2020-2021 | Target 2022- 2023 | Target 2023- 2024 | Target 2024- 2025 |
|------------|-------------------|-------------------|--------------------|-------------------------|-------------------------|-------------------------|
| Latino/a/x | 32 of 703 (5%) | 42 of 588 (7%) | 30 of 256 (12%) | 14% | 16% | 18% |

Note: Vision for Success asks for a 20% increase, which would be 14%. Added 15 students to find target

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

- The College would benefit from all the supports noted for the target population and related outcomes.



2022-2023 Academic Senate Goals - Draft

Ongoing

1. Establish a diverse representation on all campus committees.
2. Increase faculty attendance and involvement at Academic Senate meetings. (discuss strategies)
3. Support the growth of faculty professional development activities on campus.
 - a. Faculty Development Committee
 - b. Book Club
 - c. Suggestions during Academic Senate meetings, FDC, PD Liaisons, Academic Senate President, and Senators of desired PD topics.
 - d. Increase cultural awareness and cultural intelligence (CQ) on our campus.
 - e. Establish an Equity Certificate Program. (moved from long term goals)
 - i. The Equity centered syllabus
 - ii. Equity centered pedagogy
 - iii. Culturally relevant pedagogy
 - iv. African centered pedagogy (new addition)
 - v. Equitable grading practices (new addition)
4. Increase transparency and communication between:
 - a. Faculty and administration.
 - b. Faculty members.
5. Increase reliance on OER across all subjects.
6. Continue to work on making our campus more inclusive and more equitable.
7. Focus on increasing accessibility to all course material to achieve 504/508 compliance. (moved from long term goals)
8. Implement data driven decision-making and evidence-based practices. (moved from long term goals)
 - a. Increase awareness of available student success and student retention data.
 - b. Create dialogue based on the data.
 - c. Change practices to improve student success and retention.

Short Term

9. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.
10. Finalize list of new programs to be added to Compton College. (new)
11. Support recruitment and enrollment efforts. (new)
12. Ensure faculty have the correct SLOs listed in their syllabi, and increase faculty completion of SLOs. (new)
13. Support the redesign of the FYE Program. (new)

14. Establish a succession process for Senate sub-committee chairs. – design document needed info and provides to incoming chair. (new)

Long Term

15. Explore avenues to include DEI in the COR and Program Review. (moved from short term goals)
16. Design and implement a Study Abroad Program.
17. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.
- ~~18. Add more Ethnic Studies courses.~~

Application for Equivalency for Job Applicants

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the applicant's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources as part of the application packet. Once received, Human Resources will determine initial equivalency and forward the application to the screening committee compliance with AR 7211. If the hiring committee is not unanimous in its agreement about the applicant's initial equivalency, the equivalency will not be granted.

Name: _____

I am applying for equivalence in which discipline: _____

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

- ___ Official Transcripts (Highlight pertinent coursework and/or degrees.)
- ___ Work experience/Employment (Provide documentation.)
- ___ Specialized Training (specify)
- ___ Licenses or Certificates (specify)
- ___ Awards and/or Commendations (specify)
- ___ Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Print Name

Signature

Date

Human Resources:

Initial Equivalency Granted _____ Initial Equivalency Denied _____

Signature: VP Human Resources or Designee

Screening Committee: _____ Approve _____ Deny

Signature: Chair

Date

Application for Equivalency for Current Faculty

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the employee's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: _____

What discipline are you currently providing service? _____

I am applying for equivalence in which discipline: _____

The discipline is in: BIST FACH HEPS STEM SSCI Division

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

- Official Transcripts (Highlight pertinent coursework and/or degrees.)
- Work experience/Employment (Provide documentation.)
- Specialized Training (specify)
- Licenses or Certificates (specify)
- Awards and/or Commendations (specify)
- Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Print Name

Signature

Date

Equivalency Committee:

Equivalency Granted _____

Equivalency Denied _____

Rationale:

Signature: Division Chair, Chair

Signature: Dean

Effective Date

Academic Senate: _____

Approve

Deny

Signature: Academic Senate President

Date

President/CEO: _____

Approve

Deny

Signature: President/CEO

Date

Board of Trustees: _____

Approve

Deny

Board of Trustee Approval Date



**Compton College
Academic Internship Program
For Practicum Teaching Experience**

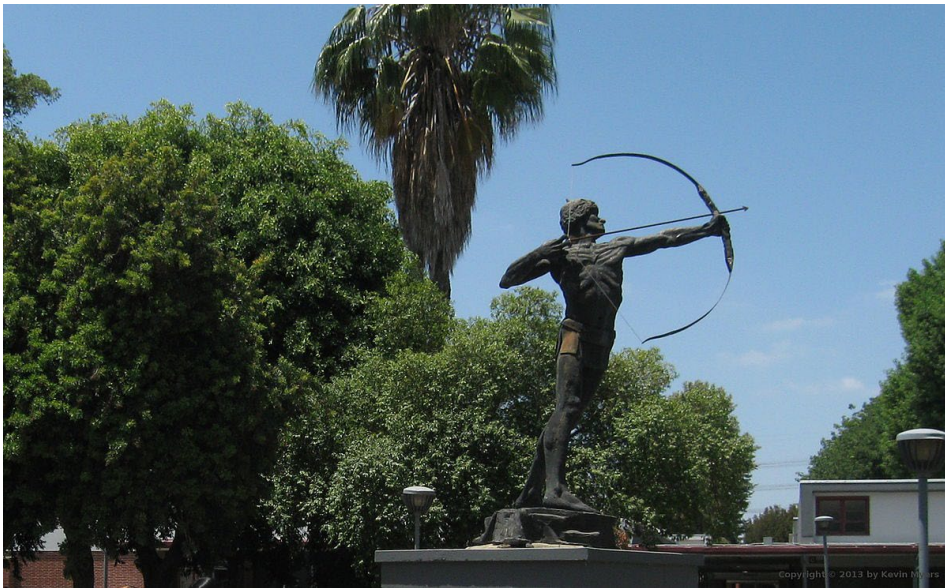


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Compton College

Mission Statement

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.

Vision

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

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision from 2017 to 2024, 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.

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.

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.

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.

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.

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.

Academic Internship Program for Practicum Teaching Experience

Academic Internship Program - Description

The Academic Internship Program (AIP) is designed to support graduate student interns by helping them prepare for community college teaching. The AIP is committed to quality instruction, integrity, and equity. Our program is aligned with our campus Vision, Mission, and Strategic Initiatives that support the success of all students.

Under the direction of an Academic Affairs Dean and working closely with a full-time faculty member, interns will provide classroom support, some instruction to students, and out-of-class student support. Interns will help students to attain course objective/knowledge and develop skills for successful completion of their educational goals. Interns will learn how to design curriculum based on the official course outline of record, choose class materials and resources, and conduct student learning outcomes assessment.

Duties (Supervised by a Faculty)

The AIP is unpaid and focuses on developing the intern's teaching skills at the community college level. Program commitments and duties may include, but are not limited to:

- Observe the mentor faculty member in the assigned class for the semester.
- Assist in class during activities, as needed.
- Develop activities, which may include quizzes, tests, or lab exercises, and grade those activities.
- Conduct lectures, demonstrations, or class discussions.
- Meet with students outside of class to assist them, as needed.
- Observe/participate in division meetings or committees.
- Participate in at least one professional development activity.
- Other duties to be defined by the mentor faculty member in consultation with the intern and the appropriate administrator.

Faculty Mentor Duties

The duties of the Mentor may include, but are not limited to, the following:

- Establish a formal mentoring agreement and arrange regular meetings.
- Meet with the intern at least once every two weeks for about an hour.
- Participate in the evaluation of your intern at least once in writing.
- Support the intern's assignments within their graduate program, which may include an assessment of the mentor faculty member's teaching style/methodology.
- Follow-up with intern's college/university faculty member or program coordinator as needed.
- Participate in a one-hour mentor faculty orientation held the week prior to the start of the fall or spring semester, as needed.

Recommended

- Help your intern to understand faculty responsibilities beyond teaching by discussing topics such as shared governance and evaluations. Mentors are encouraged to invite interns to college service activities, clubs, committees, and department meetings.
- Assist your intern in identifying and engaging in appropriate professional growth opportunities and goals.
- Provide instruction to the intern about instructional materials prepared for students.
- Demonstrate experience and commitment to integrating student-centered and culturally sensitive pedagogies into instruction.
- Review communication styles and ensure intern can communicate in a positive, professional, and effective manner, orally and in writing.

The Eligibility for Participation in the Academic Internship Program

- Graduate students must be enrolled in a four-year college or university and be in their final year to complete graduate degree requirements and be recommended by a faculty member or program coordinator.
- Graduate students may only be paired with a Mentor faculty, if one is available, in the same discipline field.
- Submit the volunteer application form to Human Resources.
- Submit proof of COVID vaccination or have an approved exemption for medical or religious reasons.
- Submit live scan results.
- Submit tuberculosis examination results.

Conditions for Mentor Faculty Members

- Only full-time faculty in good standing may serve as a Mentor faculty.
- Faculty may mentor no more than one intern per semester.
- Faculty are under no obligation to serve as a Mentor faculty.
- Obtain division dean approval prior to agreeing to be a Mentor faculty.
- Participate, as needed, in a preliminary interview with the potential intern.
- Faculty may receive flex credit for time spent in orientation and with intern for the Academic Internship Program.

Interns will get a parking pass for the semester and a guest account to the Canvas class they are in, if requested by the mentor faculty member.

Commented [GU1]: Steven: So far, this is excellent and covers many of the important questions that I was asking my Dean. My main suggestion would be to include a section on what the teaching intern would need to successfully participate. From experience, I believe parking permits would be needed, and perhaps a school email/canvas account if they are expected to maintain contact with students outside of class.

Commented [SB2R1]: A semester parking permit is probably not an issue, but I have to check with HR about email and Canvas access. Great suggestion though.

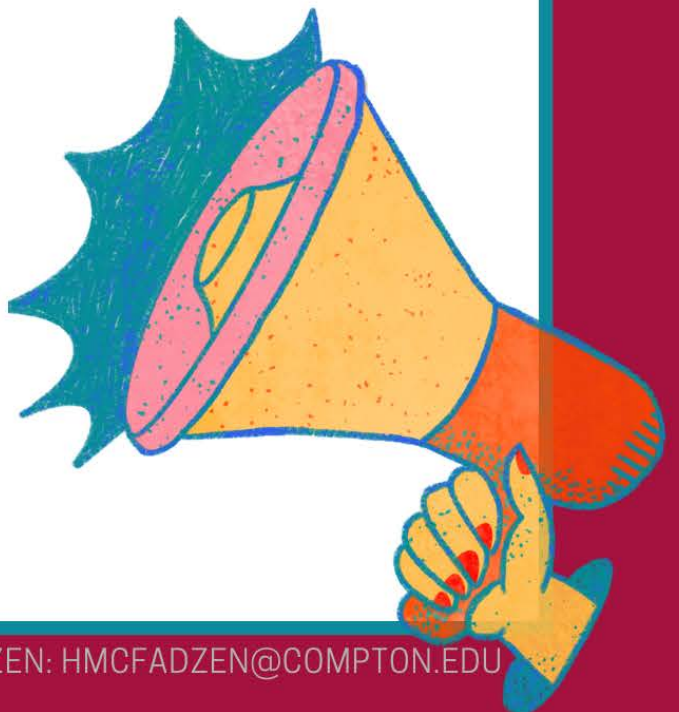
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CAMPUS CLIMATE

SURVEY

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IMPROVE COMPTON COLLEGE BY
SHARING YOUR EXPERIENCES**

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RESPONDING**
.....



FOR MORE INFORMATION CONTACT HAWK MCFADZEN: HMCFADZEN@COMPTON.EDU