Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: September 1st, 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
__ 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 May 19th, 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

5. **Presentations (15 min)**
   a. LGBTQ+ Committee Presentation

6. **Consent Items**
   a. AB 361

7. **Unfinished Business (10 min)**
   a. Second Read/Vote: AR 4105
   b. Second Read/Vote: BP 4220
   c. Second Read/Vote: Program Mapper Verbiage
   d. Second Read/Vote: Compton College OER Proposal

8. **New Business (25 min)**
   a. First Read: New Programs – Further Information Needed & Two New Programs to Consider (Proposed by the Board of Trustees):
      i. Labor Studies
      ii. Agriculture

9. **Discussion Items (35 min)**
   a. Course Textbook Problems
   b. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
   c. Select a Meaningful Senate Project (5 min)
   d. Should Senate Sub-Committee Chairs Be Allowed to Run for Senate E-Board Seats (5 min)
   e. Keynote Speaker for Spring 2023 (5 min)
   f. Should Diversity Equity & Inclusion (DEI) Training & Application be part of Faculty Evaluations
   g. Should DEI Be Part of Program Review

10. **Informational Items**

a. Resignations:
  i. Raquel Michel Jackson – GPD Counselor
  ii. Fanon Wilkins – Social Studies

b. New Hires
  i. Full Time
    1. Stephanie Baez - Theatre
    2. David Chavez – History/Ethnic Studies
    3. Carlos Facio - Spanish
    4. Sacramento Mendoza Ramos - Sociology
    5. Victor Monroy – American Sign Language
    6. Mayela Rodriguez - Art
    7. Bria Roberts – Adult Ed. Guided Pathways Counselor
  ii. Adjuncts
    1. Kristen Berg
    2. Victoria Castillo
    3. Leydi Hernandez
    4. Kim Huynh
    5. Laura Hill Jones
    6. Veronica Lafarga
    7. Kevin Liu
    8. Damien Montano
    9. Eliza Rivera Mitu
    10. Georgia Moten
    11. Nayawiyyah Muhammad
    12. Muhammad Rafique
    13. Shaleta Royster
    14. Sahar Sadabzadeh
    15. Angela Wayne
    16. Aaron Youngblood
c. Ethnic Studies Implementation Updates
d.

11. Future Agenda Items
a. President/CEO Response to Senate Recommendations For the Month of May & June.

12. Public Comment

13. Adjournment

Next Scheduled Meeting: Fall 2022, at 2:00 pm
Zoom Link:
https://compton-edu.zoom.us/j/93197856136

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

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</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 (20-24)
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)
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Citlali Gonzales (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 Agenda – Special Meeting

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: June 2nd, 2022   **Time:** 2:00-3:30 p.m.   **Location:** Zoom Conference
https://compton-edu.zoom.us/j/96592370976

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clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators	_X_ Maruri, Carlos	_X_ Thomas, Shirley
_X_ Asistio, Lesley	_X_ McPatchell, David	_X_ Van Overbeck, Michael
__ Barragan-Echeverria, Theresa	_X_ Mills, Jesse	__ Villalobos, Jose
__ Ellis, Stephen	_X_ Moldoveanu, Minodora	_X_ West, Pamela
__ Estrada, Harvey	_X_ Monterroso, Noemi	_X_ Woodward, Valerie
_X_ Corona-Ramirez, Desiree	_X_ Moore, Sean	**Ex-Officio Voting Members**
_X_ Hobbs, Charles	__ Morales, Janette	_X_ Moore, Sean-Curric. Chair
__ Kahn, Mahbub	_X_ Phillips, Jasmine	_X_ Schumacher, Holly-Un. Pres.
_X_ Madrid, Vanessa	__ Phillips, Marjeritta	_X_ Valdry, Andree-FDC Chair
_X_ Mason, Don	_X_ Schwitkis, Kent	**Guests**
_X_ Martinez, Jose Manuel	_X_ Sidhu, Rajinder	_X_ Berger, Sheri-VP Acc. Aff.
_X_ Martinez, Victoria	_X_ Skorka, Evan	__ 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 at 2:03pm**
2. **Approval of Agenda**
   a. Carlos M.: We can remove item 8b because it was approved for repeal during last Senate meeting
   b. Minodora M: Item 9g is only informational
   Carlos M. motioned to approve agenda as amended. Valerie W. seconded. Approved

3. **Review and Approval of Minutes from May 19th, 2022**
   Carlos M. motioned to approve minutes. Don M. seconded. Approved

4. **Reports (10 min)**
   a. President's Report – Minodora Moldoveanu
      - No Report
   b. ASG Report – Stephanie Leonor
      - ASG banquet was rescheduled for Wednesday, June 8th at 7pm
   c. Vice President's Report – Carlos Maruri
      - Transfer Admit Celebration Today (6/2/22) at 4pm in Staff Lounge
   d. Accreditation Faculty Coordinator Report – Amber Gillis
      - Accreditation moving forward. During last accreditation meeting, reviewed preliminary rough drafts for standards 1 and 2. Standards 3 and 4 are due this week to be reviewed during next meeting
      - Accreditation Summit tomorrow at 8:30a.m. – 11:30a.m. Focus will be on how we can develop an accreditation mindset on campus. Building institutional knowledge with the standards and increase capital amongst all constituent groups
      - Thank you to everyone who is participating in an evidence collection and writing team
   e. Academic Affairs Report – VP Berger
      - Wishes everyone a happy end of semester
      - Reminder to get your grades in on time, SLO data, and all other end of semester items
   f. Curriculum Report – Sean Moore
      - Has requested to attend ASCCC 2022 Curriculum Institute July 6-9th, 2022
      - Will establish summer PD Curriculum Open Labs
      - Thank you to volunteers that will be creating LGBTQ+ courses in their disciplines over the summer and to Susan Johnson who will be providing them with direction
      - Thank you to Senators for reviewing/approving curriculum items, faculty for work on curriculum, and Curriculum Committee team
   g. Faculty Development Report – Andree Valdry
      - The book selected for Book Club will be *Teaching Community: A Pedagogy of Hope* by Bell Hooks
   h. Enrollment Committee Report – Not Present
   i. OER Committee Report – Not Present

5. **Recognitions (15 min)**
   Carlos M. motioned to open item. Sean M seconded.
   a. Amber Gillis – Ten Years at Compton College
      Kent S. motioned to approve resolution. Sean M. seconded. Approved

b. Hoa Pham – Ten Years at Compton College
   Alpern motioned to approve resolution. Charles H. seconded. Approved
c. Kendahl Radcliffe – Ten Years at Compton College
   Jasmine P. motioned to approve resolution. Kent S. seconded. Approved
d. Nikki Williams – Ten Years at Compton College
   Kent S. motioned to approve resolution. Jasmine P. seconded. Approved

6. **Presentations (25 min)**
   a. Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O'Keefe – June 2nd
      - Social enterprise (3 partners). Methodology is grounded on a strength-based framework for first-generation students.
      - Career Launch Organization partners with colleges to scale students' ability to proactively create relationships with professionals and launch effective job or internship searches hidden in job market.
      - Curriculum is about social capital creation and building skill sets that students can benefit from for the rest of their lives
      - Curriculum can be imbedded in credit or non-credit courses, co-curricular communities, co-curricular interventions
        1. Micro learning where students view videos for 10 minutes per day and tasks can take up to 2 hrs per week for 4 weeks.
        2. Additional: Workbook provided to complement online micro learning
        3. Incudes a 40 question Career Development assessment that provides students personalized report of recommendations
        4. Additional: Data Reports
        5. Additional: Train the Trainer
      - Kendahl: How does this work within the classroom?
        1. Students do it on their own. However, there is a career discussion and can discuss progress with faculty.
           a. There are also various micro assignments to go into a task
           b. Curriculum built to last 2-4 weeks for micro learning then 2 months to complete the actual tasks
        2. Short term data reports – real time data. Assessment can be taken 3 times

7. **Consent Items (3 min)**
   Sean M motioned to approve Consent Agenda Items. David McP. seconded. Approved

   a. 6-Year Course Review: No Proposed Changes: ENGL 103 - Critical Thinking and Composition.
   b. 6-Year Course Review: Course Title Revision: ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).
   c. 6-Year Course Review: Course Description Revision: ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).
   d. Articulation/Transfer Review: ENGL 235 - Creative Writing: Screenwriting; and ESTU 105 - Chicano Culture.
   e. Distance Education: Fully Online: ENGL 103 - Critical Thinking and Composition; ENGL 235 - Creative Writing: Screenwriting; and ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).

8. **Unfinished Business (10 min)**
   a. Second Read/Vote: AR 4235 (5 min)
      Don M motioned to open discussion. Valerie W. seconded.
      Valerie W. motioned to approve AR 4235. Sean M. seconded. Approved

   b. ~~Second Read/Vote: AR 4237 (5 min)~~ removed from agenda
   c. Second Read/Vote: BP/AR 5010 (5 min)
      Sean M. motioned to open discussion. Don M. seconded.
      Carlos M. motioned to approve BP/AR 5010. Valerie W. seconded. Approved

   d. Second Read/Vote: Universal Statement for DEI Graduation Requirement Courses (5 min)
      Kent S. motioned to open discussion. Valerie W. seconded.
      - Minodora M.: Faculty would add statement to COR during next regular review. If we want to make this a mandatory statement on syllabus, it will have to be negotiated with the union.
      Valerie W. motioned to approve statement. Carlos M. seconded. Approved

   e. Second Read/Vote: Dual Enrollment Recommendations
      Carlos M. motioned to open discussion. Sean M. seconded.
      - Remove "avoid" from 4th statement
      Valerie W. motioned to approve amended recommendations. Pamella W. seconded

9. **New Business (25 min)**
   a. First Read: AR 4105

      Charles H. motioned to open discussion on item 9a. Pamella W. seconded.
      - Jasmine P.: Are we going to include the latest language regarding student to student contact?
      - VP Berger: We need to include more based on proposed changes from Title 5 from Oct 21, 2021. Dr. Mathews should also be included in discussion regarding this AR because he attends the statewide DE meetings and knows a lot about the discussions and changes.
      Carlos M. motioned to close discussion on item 9a. Sean M. seconded.

   b. First Read: BP 4220

      Carlos M. motioned to open discussion on item 9b. Valerie W. seconded.
      - VP Berger: Discussed in Deans and Directors meeting and has some feedback. The strike-out at beginning should be kept as it is the same as the CCLC template. Change "basic skills" to "remedial". The last paragraph seems unnecessary since its already covered in other policies and procedures and is not part of the template. Reference BP's we have (BP 4100, 4220, 4230,4235; AR 4100, 4230, 4235) and additional Title 5 sections (51002, 55050 et seq)
      Carlos M. motioned to close discussion on item 9b. Pamella W. seconded.

   c. First/Second Read/Vote: CNET Revision to Course Revision and New Course Proposal Templates: Teaching Discipline/Minimum Qualifications—Required Certifications.

      Sean M. motioned to open discussion on item 9c. Jasmine P. seconded.

      Sean M. motioned to approve item 9c. Valerie W. seconded. Approved

   d. First/Second Read/Vote: CNET Revisions to Course Revision and New Course Proposal Templates: Distance Education Hybrid and EFOMA may be checked simultaneously.

      Carlos M. motioned to open discussion item 9d. Kent S. seconded.

- Shirley T.: Can we check hybrid if we wanted to teach lecture remotely?
  - o Sean M: provides the faculty the option to teach lecture online asynchronously
- Vanessa M.: Why "Hybrid Only". Would the course now not be able to be offered completely online outside of the Emergency times.
  - o Sean M: We are not taking any options away, the fully online option is still there but not shown in picture

Sean M. motioned to approve item 9d. Kent S. seconded. Approved

e. First/Second Read/Vote: CNET Revision to Program Inactivation Template: All fields simplified to create a user friendly process for faculty.

Sean M. motioned to open discussion on Item 9e. Pamella W. seconded.

Kent S. motioned to approve item 9e. Valerie W. seconded. Approved

Kent S. motioned to extend meeting by 13 minutes. Valerie W. seconded.

f. First/Second Read/Vote: Hiring Freeze Resolution for Full-Time Faculty

Jasmine P. motioned to open discussion on item 9f. Vanessa M. seconded.

Carlos M. motioned to approve item 9f. Jasmine P. seconded. Approved. (Abstain: Kent S., Sean M.)

g. First Read: Program Mapper Verbiage – Only informational
h. First Read: Compton College OER Proposal
   Kent S. motioned to open discussion on item 9h. Vanessa M. seconded.
   - Jasmine: What does the Canvas training referenced in the document mean or is referring to?
     - o No representative present to answer question
   Carlos M. motioned to close discussion on item 9h. Valerie W. seconded.

10. Discussion Items (35 min)
   a. Benefits of Having an Ombuds at Compton College (5 min) – video shared
      Sean M. motioned to open discussion on Item 10a. Carlos M. seconded.
      - Sean M.: Wanted to share with Senate to see if we can discuss having something like this at Compton College.
      - Valerie W.: What is the cost?
        - o Sean M.: Hasn't researched cost. If Senate is interested in something like this, then we can continue the research to find out more details.
      - Kent S.: There are other ways of doing this without having to go through a service like shared in the video. Sierra Club had an Ombuds man; this person was one of the leaders in the group and they were another person to talk to that would be the mediator between conflicts/discussions
      - Minodora M: People can become certified as Ombuds to become mediators
      - Jasmine P.: To Kent's example, was it one person or multiple people that were trained?
        - o Kent: It was just one person and was well trained

Jasmine P. motioned to close discussion on item 10a. Don M. seconded.

b. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
c. Select a Meaningful Senate Project (5 min)
d. Keynote Speaker for Fall 2022 and Spring 2023 (5 min)
e. Should Senate Sub-Committee Chairs Be Allowed to Run for Senate E-Board Seats (5 min)

11. Informational Items
a. President/CEO Response to Senate Recommendations For the Month of April.
b. LGBTQ Report

12. Future Agenda Items
a. Cybersecurity Presentation
b. LGBTQ+ Committee Update

13. Public Comment
- Hawk McFadzen
  - Current co-chair for LGBTQ+ workgroup working on various items during the Summer like Welcome Week.
  - Contact Hawk if you want to participate in the LGBTQ+ workgroup or want to become part of the Out list

Sean M. motioned to adjourn meeting at 3:50pm. Carlos M. seconded. Approved.

14. Adjournment at 3:50pm

Next Scheduled Meeting: Fall 2022, at 2:00 pm
Zoom Link:
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<u>COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS</u> (1st & 3rd Thursday)

FALL 2021	LOCATION	SPRING 2022	LOCATION
~~September 2~~	Zoom	~~March 3~~	~~Zoom~~
~~September 16~~	Zoom	~~March 17~~	~~Zoom~~
~~September 30~~	Zoom	~~April 7~~	~~Zoom~~
~~October 7~~	Zoom	April 21	Zoom
~~October 21~~	Zoom	May 5th	Zoom
~~November 4~~	Zoom	May 19	Zoom
~~November 18~~	~~Zoom~~	June 2nd	Zoom
~~December 2~~	Zoom		

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Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)
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Vacant (20-21)
Victoria Martinez (20-23)

Ex Officio Voting Members
Holly Schumacher – Union President (19-22)
Sean Moore – Curriculum Chair (22-24)
Andree Valdry – Faculty Development Committee Chair (22-24)
Vacant – Distance Education Faculty Coordinator

Academic Senate Resolution for Remote Senate Meetings

September, 2022

Whereas, Assembly Bill 361, which was passed on September 16, 2021 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 September 30th, 2022.

Be It Further Resolved, that this Resolution should take effect immediately upon its adoption and shall be in effect until September 30th, 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   September 1st, 2022

AR 4105 Distance Education   **Issued: June 19, 2018**

References:

Title 5 Sections 55200 et. Seq.:
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid
Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17.

Consistent with federal regulations pertaining to federal financial aid eligibility, Compton
College must authenticate or verify that the student who registers in a distance education or
correspondence education course is the same student who participates in and completes the
course or program and receives the academic credit. Compton College will provide to each
student at the time of registration, a statement of the process in place to protect student privacy
and estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Affairs or designee, his designee, in consultation with the
Distance Education Advisory Committee or and other appropriate campus committees, shall
utilize one or more of the following acceptable procedures for verifying a student's identity:

- Ssecure credentialing/login and password system
- Pproctored examinations
- New or other Other technologies and practices that is effective in verifying student
Identificationidentification.

> **Commented [J1]:** Should we say "Other appropriate technologies and best practices" to make it more concrete?

The Vice President of Academic Affairs or designee, his designee, in consultation with the
Distance Education Advisory Committee or and and other appropriate campus committees, shall
establish procedures for providing a statement of the process in place to protect student privacy
and estimated additional student charges associated with verification of student identity, if any, to
each student at the time of registration.
a detailed statement of procedures for protecting student privacy.

> **Commented [J2]:** Template verbiage or no, this is poorly written and unclear. Also, does the bit about additional "charges" even apply at our college?

Definition

Distance education means instruction in which the instructor and student are separated by
distance and interact through the assistance of communication technology. Distance
education courses include fully online (Online) and partially-online (Hybrid) courses.
It requires regular and substantive interaction between the students and the instructor,
either synchronously or asynchronously.

> **Commented [J3]:** This was updated to reflect changes to Title 5 effective 11/21. See summary of changes on page three here. The "significant" change was to replace "effective contact" with "substantive interaction"..

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved
separately. Separate approval is mandatory if any portion of the instruction in a course or a
course section is designed to be provided through distance education.

1

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

2

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- ~~Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.~~
- Regular and Substantive Contact: Each section of the course that is delivered through distance education will include regular, effective, and substantive contact between instructor and students, and will provide opportunities for regular effective contact between students.

- Accessibility Standards: Requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

~~The Compton College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.~~

No Show and Census Reports
Consistent with federal, state, and local guidelines, instructors shall submit "no show reports or census reports" to maintain an accurate roster. Distance Education Course Requirements (approved by DEAC and the Academic Senate) that must be in a Compton College Distance Education course within the Welcome Module include a Welcome Letter, the course syllabus and the first Check-In Assignment. Acceptable evidence of academic attendance is logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester.

> **Commented [J4]:** The bit about regular contact between students is included in the law verbiage as noted here.

> **Commented [J5]:** Per previous DEAC.

> **Commented [J6]:** This has nothing to do with DE and seems misplaced here as it's more general.

> **Commented [J7]:** Per previous DEAC

3

BP 4220 Standards of Scholarship   **Issued: May 15, 2018**

Reference:

Education Code Section 70902(b)(3);
Title 5, Sections 55020, et seq., 55031 et seq., 55040, et seq.

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5. will establish standards of scholarship. These procedures address grading practices, academic record symbols, grade point average, credit for prior learning, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on basic skills coursework, and grade changes. These procedures will be included in the college catalog.

The Board of Trustees will determine a uniform grading practice for the District, based on sound academicprinciples.

Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall will be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalogs and made available to students.

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May 10, 2022
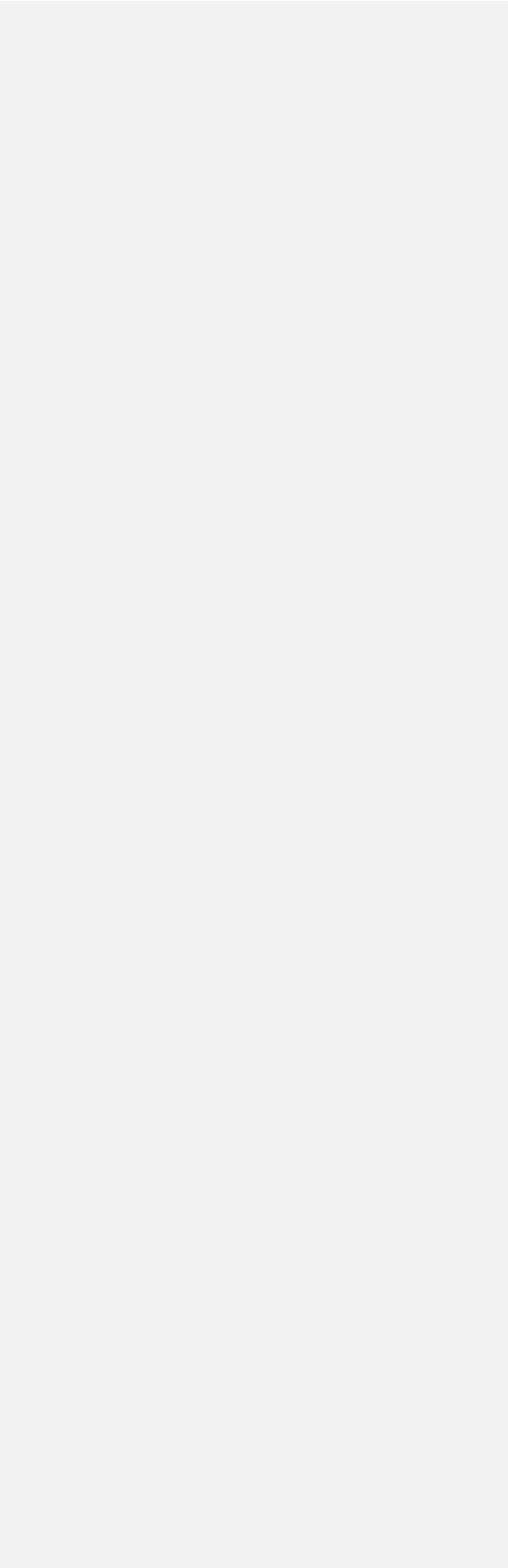
Compton Program Mapper 2022-2023 Proposed Changes_Draft
Note: Program Maps courses are not being changed with these recommendations.

1. **Course Lists Titles**
   a. Each GPD Counselor determines the Program Title for course lists. Note: Course Lists Titles have no colons or hyphens.
   Note: This title is not the Degree/Cert Title, just the course lists. ~~public~~

2. **Verbiage for course lists and GE requirements:**

	Required Core Course Lists Title (Internal)	Major Electives: List A, List B, List C Course List Title (Internal)	General Electives Verbiage (to meet 60 unit requirement. Public)
Associate Degrees For Transfer	"Program or Short Program Title" *Required Core* Ex: *Administration of Justice Required Core*	"Program or Short Program Title" *List A* or *List B* or *List C* Ex: *Administration of Justice List C*	*See a counselor and/or visit www.assist.org.*
Associate Degrees	**Required Core Course Lists Title**	**Major Elective Course Lists Title**	**General Electives (to meet 60 unit Requirements)**
	"Program or Short Program Title" Required Core Ex: *Administration of Justice Required Core*	"Program or Short Program Title" Electives Ex: *Administration of Justice Elective*	Speak to the counselor(s) in your Guided Pathway Division (GPD) to identify additional courses that support your major/program of study.
Certificates (All) • Certificate of Achievement (COA) • Certificate of Accomplishment (COAC) • Certificate of Competency/Noncredit (COC)	Required Core Course Lists Title	Major Elective Course Lists Title	General Electives
	"Program or Short Program Title" Required Core Ex: *Administration of Justice COA Required Core*	"Program or Short Program Title" Electives Ex: *Administration of Justice COC Elective*	General Electives not applicable.

3. General Education

    a. CSU GE (Public)

All Areas will be programmed using the system default except for the Laboratory which will be customized to include the verbiage that a corresponding lab is required.

        i. Previous verbiage: Choose a course from Area B.3. Program requires at least one course from Area B.3. All courses in Area B.3 must be completed with a grade of "C" or better.

       ii. **New Proposed Verbiage:** *Choose a course from Area B.3. Courses from this area must correspond to the lecture course used from Area B.1. or Area B.2.*

    b. Compton College GE (Internal):

New GE Area Proposed Course List Titles
Compton GE: Natural Sciences
Compton GE: Social and Behavioral Sciences
Compton GE: Humanities
Compton GE: Language and Rationality - English Composition 4A
Compton GE: Language and Rationality - Communication and Analytical Thinking 4B
Compton GE: Health and Physical Education
Compton GE: Culture, Diversity, and Equity Requirement
Compton GE: English Competency   Note: Missing from the Mapper as was missing from the (ECC) Catalog.
Compton GE: Mathematics Competency

2

Open Educational Resources (OER) Proposal

Compton College Community College

Proposal Developed by:

Abigail Tatlilioglu
Gayathri Manikandan
Theresa Barragan-Escheverria
Nathan Lopez
Sarah George

Compton College Mission

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.

Compton College Values

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

Compton College Vision

Student-centered focus in providing students the opportunities for success.

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

Compton College Strategic Initiatives

- Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
- Student Success: Compton College will support the success of all students to meet their education and career goals.
- Innovation: Compton College will enhance the success of students through the use of technology.
- Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.
- Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

Purpose

The purpose of Compton College's Open Education Resources (OER) Initiative is to convert 85-100% of course offerings to rely on OER materials by 2035; ultimately,

reducing the cost of course materials for students. This endeavor will support the following strategic initiatives from the Compton College 2024 Master Plan:

Strategic Initiative	How OER Supports Strategic Initiatives
Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.	OER materials ensure students have low-cost access and alternatives to course materials they need to be successful academically.
Innovation: Compton College will enhance the success of students through the use of technology.	Using the Canvas LMS and other educational technologies, students will have access to course materials and tools needed for successful completion.
Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.	With the goal of 85%-100% OER, Dual enrollment students will benefit from having access low to no textbook cost courses.
Student Success: Compton College will support the success of all students to meet their education and career goals.	By removing the barrier of cost, students will be able to focus on their education and not how to afford their course materials.

OER benefit students financially and has the potential to support Compton Colleges efforts to close equity gaps. Below is a summary table of the results from a national study conducted by Colvard et al showing OER closing equity gaps based on various student metrics:

	Change Grade	Change DFW
All Students	+8.6%	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non- White	+13%	-5%
Part-time	+28%	-10%

Primary Goals

- Reduce the cost of education for students
- Encourage faculty to use/develop ZTC courses using OER materials
- Increase OER course offerings.

OER Program Overview

Step 1: Department in partnership with individual faculty members submit OER Proposal.

Step 2: Applications are reviewed by OER Committee and OER Faculty Champion. Upon acceptance, consult with the OER Champion on the training and development process.

Step 3: Faculty members receive OER Fundamentals training. (This step is only completed by each faculty member their first time participating.)

Step 4: Faculty member develops OER course within 1 - calendar year timeframe.

Step 5: OER Faculty Champion coordinates quality assurance reviews for feedback (original OER only).

Step 7: OER Faculty Champion coordinates approval of course materials by the OER Committee.

Step 8: Course is made available for use and payment is issued.

OER Course Development

The goal of this proposal is to provide departments and faculty an opportunity to coordinate the development of OER courses that drastically reduce the cost of textbooks and course materials. For the purpose of this proposal OER will be defined as course materials that span the length of the course (i.e. 16 week, 8 week, etc.) and limited to materials that assist students with meeting the established course level learning outcomes.

In order to participate, proposals from departments and faculty members will be accepted that outline the following information:

- Course being converted
- Department and faculty member name
- How does this support your Department goals for OER, if any?
- For an original OER, provide a statement on why you would like to create this OER and what benefits it will have on increasing OER courses within your area.
- Approval from Department/Dean/Division Chair.

Faculty participants will receive an incentive for their work in the form of a stipend. Faculty will be required to participate in an OER Fundamentals training for all first-time faculty adopting, remixing and/or creating their own OER materials.

Compensation (Research + Training + Development)

Research + Training

Breakdown OER Compensation Per Course

	Level 1 (Adopt)	Level 2 (Remix)	Level 3 (Original)
Research	250		
Training	400		
Development	850	1350	3350
TOTAL	1000	2000	4000

OER Development

1. **Level 3:** For creating an original OER for use in a course, a stipend is available of up to $3350.
   o Available for a maximum of 20 courses at the college and up to a group of 4. High need areas will be given priority.
2. **Level 2:** For revising/remixing existing OER to develop a course, a stipend is available up to $1350.
   o Utilizing multiple OER materials in combination, with or without alteration or addition, in a course.

3. **Level 1:** Adoption of existing OER (without modification) and incorporate into a course, a stipend is available for up to $850

***All newly created and/or remixed OER must be added to the OER commons and/or Canvas commons to qualify for stipend.

All Subsequent Proposals

After a faculty member has successfully completed 1 OER proposal they will receive the "Research + Development" stipend amounts listed; however, they are no longer eligible to receive a stipend for OER Fundamentals Training. OER fundamentals training is only taken once.

Guidelines
- Each proposal has a maximum of 1 calendar year to complete the development/adoption of OER materials from the date of OER training completion.
    - o For Level 3 Original OER developers Faculty will have ~2 years to complete the development of their proposed OER.
    - o If more than two (2) years are required OER Champion will develop a new timeline with Faculty member.
- Faculty members are required to participate in the Fundamentals OER Training the first time they have a proposal accepted.
- The original/adopted/remixed OER must be used for a minimum of 2 years for the proposed class.
- Provide accessible PDF/Word version and/or Canvas Course shell with all course materials.
- For faculty that complete the Research and Training portions and decide to not continue with the program must develop an OER Course Outline in coordination with the OER Liaison to receive Research and Training compensation outlined above.
- OER Faculty Champion and OER Committee will determine which proposals to approve.
- A course can only go through this process once; however, the following exceptions will be made.
    - o High section number courses (more than 6 sections) are able to submit a maximum of 2 separate proposals for a single course. Each must utilize different teaching strategies to qualify.
    - o A large-scale change in the field requiring an overhaul of student content.
    - o Department appeal for an update to existing OER.

The OER Faculty Champion will contact all grantees with final decisions and next steps. Announcements regarding OER developments will be made to the campus community on a regular basis. The OER Faculty Champion will provide the list of approved projects to the Distance Education Manager.

Faculty Support and Training

The below items are support and training for faculty that choose to develop OER materials or play a leadership role.

OER Fundamentals Training – For Faculty Developing OER materials

This is a four (4) part 90-minute workshop series that introduces faculty to OER. Each workshop covers a different aspect of OER to provide an overview on developing, adopting, or remixing OER's. Faculty only need to take this training once.

Session 1

Introduction to OER Practices & Tools for Discovery

Session 2

OER Collaboration & Curation

Session 3

OER Design & Peer Review

Session 4

Outreach & Planning Next Steps: Develop plans for future OER work, including

Train-the-Trainer Training – For Faculty OER leaders

For faculty members with an interest to provide training and guidance on OER there will be an option to become an OER Faculty Lead. This training will go into greater detail compared to the "OER Fundamentals" workshop series. This is a six (6) part 90-minute workshop. This is a stand-alone training and does not require OER Fundamentals prior to participating.

Session 1
Introduction & Discovery of Open Educational Resources and Practices

Session 2
OER Collaboration, Evaluation, and Curation

Session 3
OER Design, Authoring and Remixing

Session 4
Peer Review and Continuous Improvement

Session 5
OER Training Design and Planning

Session 6
Leadership and Advocacy

Training Compensation Breakdown

Fundamentals of OER is required of all faculty when their first proposal is accepted. Compensation is in6cluded in the first stipend amount. All proposals accepted thereafter will not include a training requirement.

Faculty OER Trainers

Faculty that complete the OER Train-the-Trainer instruction will be invited to deliver training to new OER faculty.

Train-the-Trainer Training Total = 9 hours
Compensation: $650/person

The college will maintain 2 Trainers. Trainers receive $800 / training.

OER Champion

OER Champion	OAS rate (+$3,500 benefits) or .5 reassigned time	Open to FT faculty, recruited from those who complete the OER Fundamentals and Train the Trainer.
		Would be responsible for providing additional training to faculty, for being the OER Liaison to the ASCCC OERI,

Title: Open Educational Resources Champion

Length of Assignment: 1 year, renewed as needed

Start Date: Summer 2022

Reassigned Time: Summer Special Assignment; Fall 2022 .50; Spring 2023 .50

Funding Source: Higher Education Emergency Relief Funds (HEERF), Equity, CARES, Debt Free College: Dean, Library, Educational Technology, and Learning Support Project Administrator: Dean, Library, Educational Technology, and Learning Support

General Description:

The OER Champion will collaborate with the Distance Education Manager to increase the adoption of open educational resources on campus with the goal of increasing student success, equity, and inclusive excellence. The OER Champion will be responsible for leading faculty/department recruitment for grant programs, raising campus awareness of OER, and will join the OER Coordinator in representing Compton College on the District 4C OER Council.

Duties and Responsibilities:

1. Attend monthly OER Committee meeting.

2. Recruit and onboard participants in faculty/department grant program.

3. Support grant awardees through technical support, identifying existing OER resources, navigating copyright concerns, and publishing original resources.

4. Attend and serve on 4CD OER Council.

5. Work collaboratively with the Distance Education Manager and Professional Development Manager to plan and deliver FLEX activities for fall and spring.

6. Work collaboratively with 4CD OER Council and Distance Education Manager to plan and deliver a districtwide OER showcase during Open Education Week..

7. Attend OER-related conferences and professional development programs.

8. Working with the Distance Education Manager to maintain a database of proposals and OER courses.

10. Collaborate with Distance Education Manager to distribute student advertising.

11. Maintain colleges [OER Commons hub](#)

12. Coordinate Quality Review teams and provide feedback to OER developers.

13. Maintain Database of OER vs ZTC/Low-Cost courses and coordinate with bookstore and scheduling for appropriate course designations.

14. Maintain updated Website for OER visibility to incoming/current students as well as training for faculty/staff.

15. Creation/adoption and maintenance of the OER evaluation template in conjunction with the OER committee and student government.

16. Coordinate with Articulation officer to be sure OER courses are being accepted for transfer.

17. Creation of OER mini module/template for inclusion in Canvas shells (student guides on how to use OER, request printed copies, etc)

18. Ensures faculty are sharing materials in the true spirit of OER, making materials open for others to use.

19. Provides training and assistance to faculty to share their OER.

Quality Assurance/Quality Control

Quality Reviewers
Quality review teams will be coordinated by the OER Faculty Champion for original OER. Review teams will consist of:

- Faculty reviewers are required to complete the OER Train-the-Trainer Training before conducting OER quality reviews.
- The quality team will consist of:
    o One (1) Subject Matter Expert from the subject of the OER (Faculty Member from the same subject area)
    o One (1) Faculty member outside of the subject area
    o Two Students

Each faculty member will be paid a flat rate of $300 dollars. Each student will be paid $100 dollars.

OER Review Cycle
From the date of distribution OER materials will be reviewed every three (3) years for accuracy and relevancy.

OER Course/Material Distribution
The below are recommended guidelines for OER course and materials distribution.

- OER Commons Hub
    o The OER commons is a central place to share, discover, and obtain course materials.
    o [Compton College OER Commons Hub](#) is a place where Compton College faculty can make their OER materials available for other faculty to discover.
    o Upload approved materials to the Compton College OER Commons page.
- OER Canvas Shells/Sandboxes
    o OER Materials developed in Canvas Shells can be made available for distribution.
- Provide Library with copies of OER materials to be made available for checkout.
- Printing Services
    o For students that need a printed copy of a text.
        ▪ Establish a printing fund.
        ▪ Students submit printing request.

Student Support

To support student's transition to OER during this initiative and to ensure the continued utilization of OER in the future, the following will be sources of information and support for students:

- Contact information for the Distance Education Manager and OER Champion. Make these individuals accessible to students to send inquiries about OER/ZTC
    - Students contact the DE Department for OER access/support inquires.
    - Outreach materials made available to student services areas for distribution.
- A Compton College web page with basic OER information and links to contact/list of classes
    - Overview of OER/ZTC
    - Book voucher information
- SRC to provide support services to students related to their learning needs and OER materials.
- Addition of OER explanation and links to Canvas Student Support Hub.

Communication Plan

In order to raise awareness of the campus community, especially students, the following methods will be used to disseminate information:

- For Students:
    - Create advertisements
        - Highlight Textbook savings
    - Social Media
    - CRM Advise
    - Ensure accurate OER/ZTC note on class schedules
    - Filter by attribute on online searchable schedule & OER list in pdf/print version Schedule of Classes
    - Banner message in "MyCompton"
    - Canvas Announcement
    - Ensure that CVC course listings include OER indicator (once available)
    - Special webpage for OER videos, (what is OER, student testimonials, how to find OER courses on campus) and list of courses that typically use OER. Contact info for Champion
- For Departments/Faculty:
    - Presentation about the OER Initiative and OER Development process overview at department/faculty meetings.
    - Incentive/stipend
    - Invitations sent to the department/faculty.
    - Special PD link for OER training on website
- Canvas Shell dedicated to OER that is open to all faculty and students.

- o Webpages in the following locations:
  - PD for OER related training
  - Current Student (list of current OER courses)
  - Library (link to OER commons)
  - Academic Senate (as a subcommittee)

Program Evaluation

Program evaluation of this OER initiative will be based on the following criteria/data:

- **% of OER course sections**
  - o The established goal is to achieve 85-100% OER course sections.
  - o This number will need to be continuously monitored to achieve and maintain the goal.
- **OER Evaluation Rubric**
  - o Implement the Compton College OER Rubric to evaluate produced OER materials.
    [Compton College – OER Evaluation Rubric](#)
  - o References
    - [From College of the Canyons](#)
    - [Rubrics for evaluating Open Education Resources (OER) Objects Peralta CCD Online Equity Rubric](#)
    - [Peralta Online Equity Training Program](#)
  - o Maintain record of OER Rubric scoring
- **Course List**
  - o Maintain an accurate list of course sections with an OER option.
- **Collect student feedback**
  - o Recommend a student survey for courses with OER materials.
- **Success and Retention Rates**
  - o Monitor overall rates of OER Classes vs Non-OER Class by subject area.
- **Textbook Savings**
  - o Calculate textbook savings for courses that adopt/develop OER materials.
- **Faculty Participation**
  - o Badges
    - Training completion
      - Design/Accessibility training completion.
      - Train the Trainer, Champion.
    - [OER development completion.](#)
      - [Completion of an original OER](#)
      - [Participation in collaborative OER development](#)
    - Training Completion
    - OER Completion
    - Badge issued for each step
  - o OER Implementation Rate by GPD
  - o Course update rate %

- - [OER Commons Participation](#)
  - Annual OER Faculty Survey
    - Awareness/familiarity of OER
    - Average cost of textbook in required major courses
    - Current participation in OER
    - Knowledge of creative commons licensing
    - Availability of OER materials in the field
    - Willingness to develop OER materials
    - Quality of available OER in field
    - Individual textbook selection process

OER Database

Develop and maintain a database of OER courses. This database will allow for calculating cost savings for students, measuring the goal of achieving 85-100% OER, and will provide easy access to OER related data.

Current OER Status

The below figures are estimates on how many course sections are currently offering an OER option for students. These figures are approximations until improved tracking systems are implemented for more accurate reporting.

Fall 2021

Total Course Sections	OER Sections	OER %
389	79	20.3

Spring 2022

Total Course Sections	OER Sections	OER %
482	102	21.2

Project Timeline Goals

Goals

25% of course sections will be utilizing OER by 2023.

50% of course sections will be utilizing OER by 2027.

75% of course sections will be utilizing OER by 2031.

85-100% of course sections will be utilizing OER by 2035.

Recommendations

Workgroup General Recommendations

- Establish an OER Database that maintains information on courses with OER offerings, faculty training, cost savings, and number of students served each semester by OER courses.
- OER Faculty Champion coordinate development of proposal selection criteria.
- OER Faculty Champion recommend updates for the Compton College OER Handbook to align with the OER program.
- Develop additional criteria for faculty and student reviewers for Original OER.
- OER Faculty Champion coordinate the establishment of quality assurance guidelines for OER materials produced.
- OER Faculty Champion collaborate with PD Manager and Distance Education Manager to formalize OER training process and scheduling

Projected Budget – 10 Years

Compton College has approximately 203 active courses.

Adoption/Remix: 183 courses
Original OER: 20 courses

		Adoption	Remixing	Original (20 courses)
Development				
	Research	$45,750		$5,000
	Faculty Training	$50,000		$8,000
	OER Development	$155,550	$247,050	$67,000
	Quality Review (Original Only)			$16,000
	TOTAL	**$251,300**	**$342,800**	**$96,000**
Training				
	Trainer Training	$6,500		
	Trainer Compensation	$9,000		
	TOTAL	**$15,500**		
OER Champion				
	Compensation (10 Years)	**$80,000**		
Projected Budget Range				
Adoption + Original + Training + OER Champion		**Remixing + Original + Training + OER Champion**		
$442,800		**$534,300**		

Course Recommendations

With the goal of achieving 85-100% OER course sections. Almost all Compton College section offerings would need to adopt or develop OER materials for their courses. While this is an "All hands-on deck" effort, the following courses are being recommended as those that have potential to make the most impact towards achieving the 85-100% OER course sections by 2035. This list is not exhaustive. These selections were based on the following criteria:

- Number of course sections (more than 5) **OR**
- Semester enrollment had ~40 or more students for Fall and Spring semesters during timeframe observed. **OR**
- OER high need area. **OR**
- Any combination of the above items.
- Some courses listed offer OER sections but are not 85-100% OER.

Course	Summer 2021		Fall 2021		Spring 2022	
	# of Sections:	# of Students:	# of Sections:	# of Students:	# of Sections:	# of Students:
AJ 100	1	16	2	39	2	43
AJ 103			3	40	3	46
ANAT 132	4	64	10	136	10	132
ART 101	5	90	7	154	6	139
BIOL 100	2	27	4	64	5	95
CDEV 103	2	30	6	114	5	94
CHEM 102	2	47	6	115	5	76
COMS 100	11	250	11	175	12	208
DANC 101			4	99	4	91
ENGL 101	4	50	27	418	16	388
ENGL 103	3	48	10	139	15	291
ESTU 101*	6	151	4	22	2	41
FILM 110			6	115	3	65
HIST 101	1	12	5	126	7	136
HIST 102	2	46	6	75	5	104
HIST 111			3	54	3	55
HDEV 110	9	214	13	204	11	157
HUMA 101	1	28	3	57	3	65
MATH 150	6	130	16	243	20	373
MEDT 101	3	71	8	122	5	86
MUSI 111			8	177	7	172
NFOO 110	1	18	2	41	3	61
POLI 101	2	55	9	214	9	181
PHYO 131	2	59	5	232	5	106

PSYC 101	6	126	11	194	8	140
PSYC 116	2	48	3	57	3	66
SLAN 111**			4	86	2	17
SLAN 112**			3	67	3	58
SOCI 101	3	61	9	98	5	118
SOCI 102	1	15	3	51	3	52
SPAN 101	2	39	10	252	6	107
SPAN 102	1	25	7	188	7	184
THEA 103	2	36	8	104	5	107

* High Summer enrollment

** Courses are part of a series that uses the same text.

Tentative Timeline

This is an estimate of how many new course sections would need to be converted to OER each year in order to achieve 85% OER by 2035.

Assumptions

1. Total Course Sections assumed not to change for Fall and Spring.
2. The figures in this tables are all estimates and are meant for planning purposes.
   o All information in this table should be verified.
3. Courses will continually be assessed as it related to achieving 85-100% OER
4. Each semesters timeline was developed individually based on total number of courses offered.
5. Course overlap between semesters was not considered.

	Fall	Spring
2021 - 2022		
OER Courses Sections	79	102
Total Course Sections	389	482
OER Rate	20%	21 %
2022 - 2023		
NEW OER Courses Sections	0	0
OER Section Total	79	102
Total Course Sections	389	482
Projected OER Rate	20%	21%
2023 - 2024		
NEW OER Courses Sections	20	25
OER Section Total	99	127
Total Course Sections	389	482
Projected OER Rate	25%	26%
2024 - 2025		
NEW OER Courses Sections	20	25
OER Section Total	119	152
Total Course Sections	389	482
Projected OER Rate	31%	32%
2025 – 2026		
NEW OER Courses Sections	20	25
OER Section Total	139	177
Total Course Sections	389	482
Projected OER Rate	36%	37%

2026 – 2027		
NEW OER Courses Sections	20	25
OER Section Total	159	202
Total Course Sections	389	482
Projected OER Rate	41%	42%
2027 – 2028		
NEW OER Courses Sections	20	25
OER Section Total	179	227
Total Course Sections	389	482
Projected OER Rate	46%	47%
2028 - 2029		
NEW OER Courses Sections	20	25
OER Section Total	199	252
Total Course Sections	389	482
Projected OER Rate	51%	52%
2029 – 2030		
NEW OER Courses Sections	20	25
OER Section Total	219	277
Total Course Sections	389	482
Projected OER Rate	56%	57%
2030 – 2031		
NEW OER Courses Sections	20	25
OER Section Total	239	302
Total Course Sections	389	482
Projected OER Rate	61%	63%
2031 – 2032		
NEW OER Courses Sections	20	25
OER Section Total	259	327
Total Course Sections	389	482
Projected OER Rate	67%	68%
2032 – 2033		
NEW OER Courses Sections	20	25
OER Section Total	279	352
Total Course Sections	389	482
Projected OER Rate	72%	73%
2033 – 2034		
NEW OER Courses Sections	20	25
OER Section Total	299	377

Total Course Sections	389	482
Projected OER Rate	77%	78%
2034 − 2035		
NEW OER Courses Sections	33	40
OER Section Total	332	417
Total Course Sections	389	482
Projected OER Rate	85%	86%

Appendix I: Additional Resources

[Compton College - Michelson 20 MM Foundation Spark Grant Proposal](#)

[College of the Canyons OER/ZTC Presentation 2021](#) – Slide 35

[AAC&U, University of Georgia The Impact of Open Educational Resources on Various Student Success Metrics, in International Journal of Teaching and Learning in Higher Education (2018)](#)

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.

COURSE TEXTBOOK ISSUES

The VP of Academic Affairs was contacted by the Bookstore regarding several issues.

LIST OF ISSUES

☐ Faculty are referring students to purchase books from other vendors including the publisher or Amazon. This is a violation of the College's contract with Follet. If a faculty member feels the publisher can give the book at a cheaper price, then they should refer the book rep to Princess Wymon so our Bookstore can get the same reduced pricing.

☐ Faculty sending students to the El Camino bookstore.

☐ Dropping the textbook requirement for the class. An example of this happened when a professor told the students the textbook wouldn't be needed. The professor never informed the Bookstore. Also, students had purchase and opened the book (it was a shrink-wrapped bundle with access codes to online systems), so they could not return it.

☐ Faculty not submitting their textbook orders to the bookstore or submitting orders once the class has begun.

☐ The book noted in Canvas or on the syllabus is different than the one ordered by the professor. In one class (3 CRNs), multiple students have returned their books claiming the professor is using a different book even though the professor submitted the one the Bookstore acquired through the online ordering.

☐ Some professors have submitted to Academic Affairs and the Bookstore that they will be using OER only to require the purchase of a textbook in their syllabus. In one situation, the faculty member submitted a textbook order just this week.

☐ **Follet Contract**
Item 6.3 of the Bookstore Operating Agreement Between, "Compton Community College District & Follett Higher Education Group, INC" states that Follett has the exclusive rights of merchandise; please see below:
6.3: During the term of this Agreement only, Follett shall have the **exclusive right**, *free from any alternate source endorsed, licensed or otherwise approved or supported by School (whether on campus, by catalog or through electronic commerce, including hyperlinks to alternate sources) to buy, sell, rent and distribute (including the right to select vendors) merchandise and services traditionally offered in college and university bookstores, including but not limited to,* **all required course materials (print and digital)**, *class and alumni rings and jewelry, clothing (whether or not emblematic), school supplies, desk and dorm accessories, gifts, souvenirs, graduation regalia anthologies, and textbook buybacks. Follett shall also have right of first refusal to fulfill any distance learning instructional and ancillary materials required by School during the term of this Agreement. This Section 6.3 does not prohibit occasional sales, giveaways or similar by the Foundation, School support organizations, student groups or student government organizations that do not materially impact Store sales.*

☐ **OER**
All classes identified as using ZTC/OER as advertised to students in the pdf Schedule of Classes and in Banner. Students may have signed up for one class over another because of the ZTC/OER designation. Additionally, beginning summer 2022, we are required to report to the Chancellor's Office whether a class is using OER or not (see attached memo). We are still working out internal processes for this. But, for now, we are reporting the classes identified as OER. If a faculty member changes this, we will be mis-reporting the instructional materials information to the state.

☐   **Faculty Contractual Requirements**

Article 7.6.f of the faculty contract states:

The faculty member is accountable for the District for the following obligations: f. identification and submission of textbook requests prior to the first day of instruction.
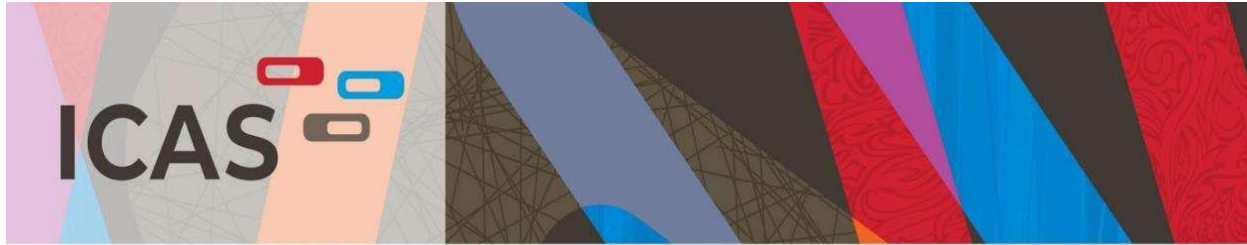
The Intersegmental Committee of the Academic Senates   University of California   The California State University   Academic Senate for California Community Colleges

Dear colleagues:

The Intersegmental Council of Academic Senates (ICAS) IGETC Standards Subcommittee has met and submitted an updated Standards, Policies, and Procedures for IGETC 2.3 to ICAS to be published by Fall 2022. After much discussion with all three segments (CCC, CSU, and UC) pertaining to future changes to IGETC Standards for Ethnic Studies requirements, we have determined the following regarding the update to the 2.3 version of the IGETC Standards document:

1. The IGETC pattern will not change for the 2022-2023 academic year; that is, it will not include Area 7 Ethnic Studies.
2. The IGETC pattern will include Area 7 Ethnic Studies starting in Fall 2023 for the 2023-2024 academic year.
3. The IGETC 2.3 document includes a new section (Section 13.0) that previews the forthcoming list of changes required to IGETC Standards 2.3 in order to implement Area 7 Ethnic Studies starting in Fall 2023 (for the Standards, Policies, and Procedures for IGETC Version 2.4).
4. During the 2022-2023 academic year, the CCC may prepare CCC Ethnic Studies courses using the Section 13.0 guidelines (noted in Standards, Policies, and Procedures for IGETC Version 2.3) to ready these courses to meet the Ethnic Studies Core requirements for Fall 2023.

Thank you,

ICAS Chairs

IGETC Standards, Policies, and Procedures Version 2.3

Summary of Substantial Changes:

The updates included in IGETC Standards, Policies, and Procedures 2.3 are primarily edits to formatting and mechanics. Clarifying language was also added in a few sections and is noted in the table below.

The one substantial change is the revision of Section 5.5 Online/Distance Education/Telecourses: elimination of online and telecourses; using CCC definition for distance education.

Another major change is the addition of Section 13.0 to list the changes required to IGETC Standards 2.3 in order to implement Area 7 Ethnic Studies for Fall 2023.

Table: Clarifying Language Added to 2.2 IGETC Standards Document

Section(s)	Changes/Additions in Red
Various	Formatting, punctuation, dates, weblink updates
5.5	**5.5 ~~Online/~~Distance Education~~/Telecourses~~** **5.5.1 CCC Courses** Distance education is defined in CCC Code of Regulations Title 5, Chapter 6, Subchapter 3, Section 55200. Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (including correspondence courses). California Community Colleges may use ~~online,~~ distance education~~, or telecourses~~ for IGETC provided that the courses have been approved by the CSU and UC during the IGETC course review process. Delivery modality does not determine CSU and UC approval. ~~The relevant CCC Code of Regulations for distance education courses can be found in Title 5, Chapter 6, Subchapter 3, Section 55200.~~ **5.5.2 Non-CCC Courses** Non-CCC Institutions ~~online,~~ distance education courses~~, or telecourses~~ may be used towards IGETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses (see Section 5.2 for guidelines).
7.1	AP Examination Table Add "An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes." to the end of table.
7.2	Update weblink: The CSU also has a system-wide policy for these and other IB exams for awarding transfer credit for admission. The CSU policy for IB can be found at https://calstate.policystat.com/policy/10711339/latest/.

7.3	Update weblink: CLEP cannot be used on IGETC. However, the CSU has a system-wide policy for CLEP exams and awarding transfer credit for admission based on these exams. The CSU policy for CLEP can be found at https://calstate.policystat.com/policy/10711339/latest/.
10.1.2a	Removal of an obsolete paragraph: **10.1.2a Critical Thinking and Composition Background** From Fall 1991 through the summer of 1993, there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course <u>and</u> a critical thinking course regardless of the actual date of transfer. Students, who completed one of the two courses for this requirement prior to the Fall 1993 term, may still satisfy the requirement by completing the remaining course. After the Summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement (Area 1B). ~~Please refer to IGETC Areas 8A and 8B available on the ASSIST Coordination site at http://www.assist.org.~~
10.1.3	Revised with updated link: The requirements above are met by courses meeting the language in the CSU's policy on CSU General Education Breadth Requirements https://calstate.policystat.com/policy/8919100/latest/ (last updated 12/3/2020). ~~This request is met by language in the CSU's executive order governing General Education Breadth 1100 Revised August 23, 2017. Updated document found at http://www.calstate.edu/eo/eo-1100-rev-8-23-17.pdf.~~
10.3.3	10.3.3 Courses That Fulfill the Humanities Requirement Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language and ~~advanced~~ ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects.
11.4	Update weblink: For UC UC will accept IGETC for STEM if the UC school/college/major program to which the student transfers accepts partial IGETC certification. For information on the IGETC acceptance practices for each UC school/college/major program, please go to https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/glossary.html.
12.3	Revised with updated link: The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester or 72 quarter units of general education which includes 9 semester or 12 quarter units of upper- division general education coursework, as determined by the receiving CSU campus per the CSU's policy on CSU General

	Education Breadth Requirements https://calstate.policystat.com/policy/8919100/latest/ (last updated 12/3/2020)~~Executive Order 1033~~.
13.0	New Section 13.0 is added for implementation of Area 7 Ethnic Studies in Fall 2023. 13.0 Changes Required to IGETC Standards 2.3 (For Fall 2023)

Submitted by IGETC Standards Subcommittee, June 2, 2022

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs

FROM: Dr. Aisha N. Lowe, Vice Chancellor, Educational Services and Support

RE: California Community Colleges Ethnic Studies Implementation Updates

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At the July 2021 Board of Governors meeting, the Board unanimously approved revisions to title 5, section 55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. An Ethnic Studies Taskforce was established to support the implementation of the California Community Colleges (CCC) ethnic studies graduation requirement. This memorandum provides details about the work and results of the California Community Colleges Ethnic Studies Taskforce.

Background

In June 2020, the Chancellor's Office released the Diversity, Equity and Inclusion (DEI) Call to Action which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racist curriculum. Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups: Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating inclusive curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted resolution 9.03 calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted resolution S21.0l.05 also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges Ethnic Studies Faculty Council (CCCESFC), consisting of 200 ethnic studies faculty from across the California Community College system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

The Chancellor's Office and the California Community Colleges Curriculum Committee (5C) responded to that call and developed revisions to California Code of Regulations, title 5, to implement an ethnic studies graduation requirement. At the July 2021 Board of Governors meeting, the Board unanimously approved those revisions, adding an ethnic studies graduation requirement. In collaboration with the ASCCC and the CCCESFC, an Ethnic Studies Taskforce was established to support the implementation of the CCC ethnic studies graduation requirement.

Ethnic Studies Taskforce Progress

The Ethnic Studies Taskforce is comprised of 15 voting members representative of stakeholder groups from the system (see the taskforce charter in the Vision Resource Center community). The Chancellor's Office assembled and convened the Ethnic Studies Taskforce during the 2021-2022 academic year, focused on accomplishing the following four goals set forth in its charter. The list below presents each goal along with Taskforce updates.

Goal 1. To determine an implementation date for the new CCC ethnic studies requirement.

- While colleges are encouraged to establish the needed ethnic studies programs and courses now, all colleges must have the course offerings needed to fulfill this new ethnic studies graduation requirement by fall 2024.
- The Ethnic Studies Taskforce has created an implementation timeline to help guide local implementation. The attached document on page five presents that timeline, which colleges can adapt as needed to serve as a guide to aid implementation.

Goal 2. To establish ethnic studies core competencies for the California Community Colleges.

- Similar to the core competencies for the new Area F ethnic studies general education requirement (lower-division California State University general education requirement established to fulfill title 5, §89032) and those recently (June 2022) established by the University of California Intersegmental General Education Transfer Curriculum (IGETC) Area 7 ethnic studies core competencies (to be published on the ICAS website), the CCC Ethnic Studies Taskforce is drafting CCC ethnic studies core competencies.
- Informed by faculty from the four core ethnic studies disciplines, articulation officers, and the Ethnic Studies Faculty Council, the Taskforce has drafted a set of core competencies that bring together the California State University's (CSU) and the University of California's (UC) core competencies into one unified set of core competencies. These draft core competencies will undergo a vetting process through the ASCCC Course Identification Numbering System (C-ID) review process in fall 2022. Upon completion of the C-ID review process, the Chancellor's Office will formally disseminate the CCC ethnic studies core competencies to all CCCs.

Goal 3. To help coordinate professional development and technical assistance for the California Community Colleges to ensure ethnic studies is implemented with fidelity to the disciplines.

- The Taskforce created a CCC Ethnic Studies Requirement Professional Learning Survey to determine the training, support, and guidance desired by California Community Colleges to effectively implement the CCC ethnic studies requirement. The survey is accessible at https://survey.alchemer.com/s3/6870062/EthnicStudiesSurvey and is requested to be completed by September 19, 2022.
- A "CCC Ethnic Studies" community is now accessible in the Vision Resource Center. The purpose of this online community is to share resources and support for implementation of the ethnic studies requirements. There you will find the ethnic studies core competencies, technical assistance, professional development opportunities, and discussion groups to ask questions, share ideas, and find answers.
- The Taskforce is creating a comprehensive Frequently Asked Questions (FAQs) that colleges can use to support fall 2024 ethnic studies implementation. The FAQs document will be posted in the Vision Resource Center by fall 2022.

Goal 4. To coordinate with California State University for intersegmental alignment.

- The Taskforce regularly engaged with CSU and UC to intentionally align core competencies with the CSU Area F and the UC IGETC Area 7 ethnic studies core competencies. Intersegmental alignment was a key consideration in crafting the core competencies with the goal of easing transferability for all students.
- The Chancellor's Office is also coordinating with CSU on potential shared professional development opportunities and implementation resources.

Requested Actions

1. Fill out and submit a CCC Ethnic Studies Requirement Professional Learning Survey to provide feedback on the professional development and technical assistance your campus needs. There are five demographic questions and seven survey questions. The survey should take no more than five minutes to complete. Please disseminate this survey across your campus, particularly to the appropriate faculty, department chairs, deans, and articulation officers. Please submit this survey by **September 19, 2022**.
2. Carefully review the attached CCC Ethnic Studies Implementation timeline (page 5) and begin to discuss and plan local implementation processes.
3. Join the CCC Ethnic Studies community in the Vision Resource Center.

If you have any questions regarding this guidance, please contact Dean Dr. Candice Brooks at EthnicStudies@cccco.edu.

Attachment: CCC Ethnic Studies Implementation Timeline (page 5)

cc: Eloy Ortiz Oakley, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor, Equitable Student Learning, Experience, and Impact Office
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support Division
Dr. Candice Brooks, Dean, Educational Services and Support Division
CCCCO Staff

California Community Colleges Ethnic Studies Graduation Requirement Implementation Timeline

Term	Month	Task
Summer 2022	June – August	- Regular University of California (UC) Transferable Course Agreement (TCA) submissions.
Fall 2022	September	- Assess local course inventory and begin planning fall 2022 and spring 2023 curriculum response strategy. - Faculty begin curriculum updates for any new/revised courses.
	December	- Submit courses that already meet requirements into Chancellor's Office Curriculum Inventory (COCI) for auto-approval. - Submit courses to the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) for CSU General Education Area F and UC Intersegmental General Education Transfer Curriculum (IGETC) Area 7.
Spring 2023	January	- Curriculum update activity continues through spring. - Submit courses to COCI for auto-approval. - Assess need for faculty new hires to support fall 2024 course sections.
	April - May	- CSU GE Area F and IGETC Area 7 decisions received.
Summer 2023	June - August	- Regular University of California (UC) Transferable Course Agreement (TCA) submissions.
Fall 2023	September	- Curriculum update activity continues through fall.
	December	- Submit to ASSIST for CSU GE Area F and IGETC Area 7.
Spring 2024	January	- Catalog updates begin for summer term. - Outreach/advising media updates begin for summer term. - Pathways mapping-related updates (e.g., print and digital media, pathway planners) for summer term. - COCI program-level updates. - Assess and recruit faculty new hires to support fall 2024 course sections.
	March - May	- Catalog revisions are due for final 2024-2025 publication.
	April - May	- CSU GE Area F and IGETC Area 7 decisions received.
Summer 2024	June - August	- Regular University of California (UC) Transferable Course Agreement (TCA) submissions.
Fall 2024	August - December	- CCC ethnic studies course is now an Associate in Arts and Associate in Science degree graduation requirement.