

DEPARTMENT, PROGRAM AND CURRICULUM SUGGESTIONS

While the primary purpose of the project was to develop individual faculty development plans for each full-time faculty member at the Compton Education Center, an inevitable ancillary product from these one-on-one faculty conversations was a series of suggestions for department, program and curriculum improvement. It became clear from the consultant reports that the distinction between a “department issue” and an “institutional issue” was in many cases ambiguous. As a result, there is a redundancy between many of the department issues and the institutional issues. Also, it should be noted that the use of the term “department” is used to describe a collection of related disciplines, not necessarily an administrative organizational unit at the Compton Center.

Many of the suggestions are very specific (e.g. a suggestion to add a specific course or program) and is the reason that the content of this section is virtually a direct extract from the consultant reports. However, it should be noted that there were a number of concerns or recommendations that occurred in many of the reports. Briefly, those common threads are as follows:

Facilities and Equipment

- ability to use technology in the classroom;
- unused, unrelated equipment and furniture should be removed;
- working computers, copy machines and clocks in each classroom.

Curriculum

- new courses needed in several areas; certificate programs to be developed in vocational areas;
- reinstate courses specifically designed for and targeted to Compton students and local businesses;
- update course outlines to reflect currency in the field.

Advisory Committee

- all vocations mentioned needing an active committee.

Recruitment and Partnerships

- develop new programs with surrounding businesses or feeder schools;
- reinstate the weekend college;
- advertise existing programs.

Communication

- within the departments, with administration, and with colleagues at El Camino College.

Scheduling

- allow faculty and departments to schedule courses convenient to the student population.

Only a brief outline of these common threads has been provided here because the suggestions are described in greater detail in the following sections as well as in the Institutional Issues part of this report.

Automotive Technology

Instructor Certifications: Auto tech instructors should become familiar with NATEF standards and the department pursue NATEF Certification.

Curriculum: The auto tech staff should rewrite curriculum to meet today's industry needs. New curriculum should include new short term certificates of achievement.

Advisory Committee: Advisory committee must be assembled now with meetings to be held at Compton College with staff and administrators actively involved.

Program Certification: The auto body program must strive to become I-CAR (International Collision Auto Repair) Certified. This almost happened until Compton College lost its accreditation. Compton College must support the auto body department in achieving I-CAR Certification. According to one instructor, a certificate in auto body can be earned in six semesters; four semesters of auto body, one of machine tool and one of welding. It is recommended that the auto body department develop these short term skill-sets.

Business Administration

New courses: There is a need for a customer service course. This course should be included in the existing certificate programs in order to be successful. Given the proximity to the Alameda corridor and the number of businesses within the immediate area, a customer service course is critical and would lead to immediate employment.

A separate ethics course or inclusion of ethics instruction in various business courses is also needed. The department should review course outlines to determine whether ethics can be incorporated into existing courses or whether a new course needs to be developed.

In addition, home inspection and appraisal curriculum need to be developed. These are specialized areas within real estate that will lead to immediate employment upon passage of the state exams. Funding for an adjunct faculty to teach these courses and money for the guideline resource books are required.

Three insurance-related courses (90X, 91X, and 92X) are in the Compton Catalog and should be reinstated at the Compton Center. The Los Angeles area has been designated as one of three insurance hubs in the state of California. These courses, even though they have not been approved by and are not taught at El Camino College, should be offered at the Compton Center as a viable vocational program that will lead to immediate employment. Some courses that meet the needs of the student population served by the Compton Center should be approved/reinstated

and appear in the El Camino College catalog. In addition to offering these insurance courses, a complete insurance certificate program (similar to the one offered at Glendale College) should be developed and offered.

Advisory Committee: The Advisory Committee for the Business Department is non-existent and needs to be re-instated and active in order to maintain vocational funding. It is difficult for individual faculty to make and maintain the community contacts necessary for a successful Advisory Committee. It is recommended that the new Vocational Dean and a new vocational counselor take the lead in addressing this issue with input and participation by the business faculty. In addition, the department might look at combining efforts with other vocational programs in having one larger committee meeting.

Certificate Programs/Sheets: During campus visits, department faculty were asked about copies of the vocational certificate sheets. None were provided. In fact, one instructor told me to ask the dean at El Camino College for copies. The vocational certificate sheets should be available in the hallway, in the department office, with counselors, and with each individual business faculty member at Compton College to use for recruitment and counseling purposes. Students should see the programs available and receive help in planning their schedules to complete programs in a timely way.

Scheduling Classes: To aid in recruitment and retention, it is recommended that additional late-start classes and short-term (6- and 8-week) classes be added to the schedules. In addition, online or hybrid courses should be offered to help in recruitment efforts. Evening accounting classes are important to meet the needs of the working adults and others in the community. Every effort needs to be made to schedule and maintain evening accounting classes. Real estate professionals needing enhanced training would be a ready source of students for online or hybrid real estate courses.

Communication with Feeder High Schools: Part of effective marketing should be to communicate with faculty and counselors at the feeder high schools. A meeting once a year with high school business faculty and counselors and/or an invitation to bring high school students to the campus should be done by the new Vocational Dean with input and participation by the business faculty.

Chemistry

Recruitment: Currently the only chemistry course being taught is one serving as a prerequisite for the nursing program. In order to be able to offer additional courses, which the faculty would like to do, recruitment of students would need to take place. Because of the poor high school preparation in chemistry of most students and since El Camino has a chemistry assessment exam for entry into college general chemistry, the most likely class to offer first is a preparatory chemistry class (Chemistry 4- Beginning Chemistry). As the population in this class grows, the chance of having enough students to offer general chemistry, as was done several years ago at Compton College, will increase.

Department Collegiality: The Math/Science department is a broad one containing many disciplines and many of those disciplines contain only a small number of faculty. That can lead to a sense of isolation. More activities to bring these faculty together to discuss their goals and come up with solutions to their common issues, ex. recruitment, student success, curriculum expansion, use of technology, low morale, etc. should be scheduled. The department, as a group, could discuss some common professional development goals that they would like to see addressed and then participate in to support the activities together. Open dialog will be important in ensuring that all disciplines in the department are heard and represented. This is particularly important given that the chair and a majority of the faculty in the department are in math.

Child Development

Department Coordinator: The program used to have departmental status but now reports to a dean rather than a Department Chair. It would be helpful for the department to have a designated coordinator, or to explore other means by which the department can have a more cohesive unit and designated leadership within the department, perhaps as its own department with its own chair. One instructor would like to see a greater degree of autonomy and the opportunity to bring the program back to where it was before the merger with El Camino. For example, she states there was a very successful off campus evening program in Gardena which she believes should be revived.

Partnership: Faculty would like to see a partnership between the Compton school district and the Child Development program in training classroom aides.

Facilities: One instructor would like to see the Child Development resource room cleaned, stacks of stored boxes removed, the room refurbished and equipped with up-to-date, functional equipment.

CIS and COT

Scheduling Classes: El Camino College should permit the CIS/COT faculty at the Compton Educational Center to schedule their classes at the reasonable times that they anticipate Compton students will attend. Scheduling changes made by the dean appear very arbitrary to the Compton faculty and have been a big hindrance in building enrollment. In fact, the afternoon hours that the dean frequently forces them to teach actually sets the department up for failure by preventing enrollment and causes the cancellation of classes.

Enrollment/Recruitment: Reinstate the Weekend College to help to promote enrollment. The CIS/COT faculty are more than willing to teach on the weekends to promote their department's success.

Advisory Committee: Establish a strong advisory committee to keep the department current about technology in industry and business, and support and advise the CIS/COT faculty about new innovations and needed courses.

Marketing/Promotion: Increase the department's budget so that attractive brochures, flyers, and handouts can be developed and are available for students to promote the programs and be a guide for students to achieve certificates and degrees. These brochures, flyers, and handouts will be very useful for outreach and recruitment purposes. If the VTEA budget permits, develop a promotional video of the department to be used for recruitment at the feeder high schools, linked to the college Web site, and for general recruitment purposes.

Course Offerings: Instead of confining Compton's CIS/COT Department to only offering the limited courses mirroring El Camino's curriculum, permit Compton to offer the curriculum that worked well when the college's enrollment was flourishing prior to Compton College's loss of accreditation. The loss of accreditation was due to factors outside of the classroom, and the narrow allotment of permitted curricular offerings is hampering the department's growth and innovation.

Counseling

The counseling consultants experienced a very positive reception from, not only the counselors, but also the Dean of Student Services. He initiated the visitations by inviting consultants to a staff meeting to meet with all of the counselors at once. He continued his support by stressing the importance of this project and asking the counselors to give priority to requests. The following summary is based on several conversations with each of the faculty members in the department and a brief review of provided materials. (There may be other considerations that consultants are not aware of that might affect these recommendations.)

Staffing Needs: One of the primary problems observed in the counseling department is the lack of a CEC Counseling Chair. Alternatively, there could be a counseling department representative. A chair or representative needs to represent the interests of the counselors to the ECC and CEC administration. In order for counseling to have a substantial voice in shared governance and among other campus disciplines, a chair or faculty representative **also** needs to regularly attend the senate and union meetings.

This same representative (in consultation with the Dean) should plan schedules, coordinate reassigned time, be involved in budgeting and assist in counseling department policies and procedures. Having the Dean perform what are historically the functions of an elected chairperson represents a conflict of interest and does not give the counseling faculty the professional representation that other disciplines on campus are afforded.

Several CEC counselors have expressed a desire for more autonomy and more opportunity to dialogue as a faculty discipline. Perhaps staff meetings could include time for faculty-only discussions. The Chair could report back items of concern to the appropriate administrator or the appropriate administrator could attend staff meetings for the second half to disseminate information as needed. This recommendation was voiced by many of the CEC counselors and strongly agreed to by the consultants from Santa Monica College.

Conferences and Flex Activities: All California community college counselors should attend UC and CSU conferences as well as specific training in specialized areas as needed (such as Career, special resources, technology updates etc). CEC counselors should be allowed release time to attend conferences. Funding for each full time counselor to attend conferences or professional development activities should be a line item in the budget. This is the only way to keep up-to-date on rapidly changing critical information. Also, attending campus-wide or institutional flex activities should be mandatory for all full-time faculty members. There should be written policy regarding this mandate and office coverage can be arranged by hiring adjunct counselors.

Teaching/ Counseling Preparation: It appears that negotiation with the local union has been initiated to reinstate preparation time for Counseling faculty. We agree that this needs to be a priority. Preparation time is necessary to give each course the commitment to succeed. Prep time is needed for lecture development, preparing handouts, obtaining speakers, grading assignments and office hours for students in the class. A minimum of one hour for each hour of weekly class time should be granted for prep time. In addition, when counselors are teaching a course for the first time, there should be release time for training and syllabus development prior to the start of the class. Scheduled preparation time is necessary not only for instructional duties, but also for counseling duties, such as research and follow-up of student questions and requests, regular monitoring of e-mail, consultation with instructors and other campus services and returning phone calls.

Instruction: Human Development 8, Orientation to College Learning, is a well-developed and valuable course for all CEC students. Completing this course would assist students in the successful completion of academic goals. We recommend adding more sections, developing a strong publicity campaign to increase enrollment and giving administrative support to continued development of this course. Short of making it mandatory, all counselors and other faculty could be given course information and be asked to support this course to all students. Strongly encouraging students to take the course could be another method of increasing retention and persistence of all students. It is currently only mandatory for EOPS students.

Training: Although the transition to ECC policies and procedures has been implemented, the CEC counselors need more reliable and consistent methods of receiving information from counselors/staff at ECC. For example, several counselors mentioned that CEC student graduation petitions have to be submitted to ECC for processing. Once the petition is submitted, the CEC counselor has no way of knowing when the petition has been processed or what the result is for each student. In order to find out the status of their graduation petitions, CEC students have to wait for a confirmation letter from ECC. Additionally, there needs to be a way for CEC counselors to access a student data bases that separates CEC students from ECC students for tracking and follow-up purposes. The matriculation services counselor, for example, regularly needs access to a database of exclusively CEC students who are on probation or dismissal status.

In order to improve storing and access of shared information between the counselors, we suggest an electronic procedures manual that could be regularly updated. Also, setting up electronic public folders that all counselors could access would provide categorized information that may be changed and updated regularly as new information comes in.

One of the counselors did mention that it has been very helpful to regularly receive articulation updates from the ECC articulation officer. The counselors also mentioned the ECC articulation officer was providing an IGETC training to the CEC counselors on Tues, April 1.

We believe that there is a strong need for continuation of these positive types of exchanges between CEC counselors and ECC counselors. Several counselors felt that this kind of exchange was strongly encouraged and regularly provided in the beginning of the transition, but these exchanges have gradually lessened as time has passed.

Transfer Counseling: Presently, there is one CEC counselor designated as the “Transfer Counselor” and this counselor is asked to perform transfer counseling duties in an alternative location. In actuality, all CEC counselors provide transfer counseling to some extent and this is the most effective practice to follow. Transfer counseling issues tend to arise in all areas of counseling, so expecting students to see one designated person is not practical or efficient, nor will this practice serve the entire population. Every counselor should be required to attend transfer conferences or a few can rotate attending the conferences and then provide training to the entire group upon return.

Frequently and regularly, counseling meetings should be devoted to updating transfer information: IGETC changes, CSU admissions updates, USC Business and scholarship information are some examples. To improve the transfer rate at Compton, counselors and students need access to up-to-date transfer information. Counselors should be familiar with all the various transfer information and it should be discussed bi-weekly or monthly in counseling meetings.

Evaluators on Campus: In the last counseling program review presented in 2006, it was suggested that a CEC evaluator position be created and situated in the admissions office so that a local staff member can handle graduation, CSU and IGETC certification requests. It truly is cumbersome and not practical for all evaluation requests to be delivered to the ECC location for processing. If a local evaluator position cannot be established at CEC, then ECC should send an evaluator to CEC on a regular basis to do on-site evaluations and work with counselors, training for preliminary evaluations.

Communication: There needs to be more clear communication concerning the goals of the CEC leaders as they work towards regaining accreditation and reestablishing the Compton Center as Compton College. Faculty members in all disciplines at CEC need to understand the overall goals and how these goals relate to their specific discipline. Faculty members in counseling appear to be enthusiastic and interested in helping the CEC progress towards regaining its independent identity as a community college and we believe they have invaluable insight to contribute.

Within the counseling department, all counselors need to be informed, either via e-mail or in staff meetings of all new initiatives before they are implemented so that input into initiatives is considered. Counseling Policies and Procedures need to be clearly outlined in written format for everyone.

Additionally, counselors should be part of all counseling hire committees. All counselors should be allowed to request schedules and administration and the department chair/representative should allocate hours based on student demands, counseling seniority and schedule requests.

It is important that counselors are able to reserve time for regularly occurring obligations, for example, regular campus committee meetings. In addition, counselors should be consulted concerning the appropriate amount of appointment time needed to carry out specific counseling duties. Educational planning, for example, requires at least a half hour appointment in most cases.

More collaboration and discussion needs to occur between counseling and admissions, especially concerning common areas for both departments. This is essential in providing the best possible service to students.

Physical Environment: Counselors should have a counter or barrier outside the offices to provide better security and privacy for appointments. Students should not be able to walk into offices. This issue is currently being addressed but it should be a priority. This was also a problem in the counseling department at SMC and we installed a barrier to prevent student from bypassing the check-in counter and interrupting counselors.

Additional Student Services Professionals Needed:

- Part time Psychologist hours; There is a need for on-campus access to a local psychologist at the CEC.
- Full Time Assessment Center Coordinator; There is a need for a full time assessment center coordinator/specialist. Apparently, the present lead person for the assessment center has to split time between the assessment center and other areas on campus.
- Part time learning disabilities specialist; At the present time, prospective students who may have learning disabilities have to go to the ECC campus to receive assessment and referral to services for learning disabilities. This is neither practical nor desirable. Students need access to someone on campus who can assist in diagnosing their disability and recommending the appropriate accommodations and interventions to increase their chances for academic success.
Perhaps future curriculum development could focus on expanding class offerings designed to serve students with learning differences on site. At the ECC campus, there is an entire curriculum available for these students, Educational Development 9A-50. In Spring 2008, only the Educational Development course 31abcd was offered at CEC, which provides support for mathematics classes.

Most of the department recommendations are standard practices at Santa Monica College and other community colleges.

English and ESL

Observations and interactions with Compton faculty lead to the suggestion that Compton faculty have deep knowledge and understanding of their student population and could be the starting

point in articulating the campus's mission, defining its programs, and shaping a curriculum responsive to community needs. The campus is a jewel in the community, with the potential to be a transformational force within it. Compton must be allowed some space to remain "outside the box" and to develop uniquely. Although it will always share with sister colleges the important goal of providing an avenue to university transfer, perhaps non-credit and bridge programs, occupational partnerships, and vocational programs will have more central vitality here than on some other community college campuses.

Scheduling: Compton faculty need to have the freedom to define time patterns that meet the needs of their student body, even if those time patterns do not match those of El Camino College's main campus. Reading teachers believe that more frequent class meetings of shorter duration (as existed before the alliance with El Camino) better serve their basic skills students, who are developing academic discipline and classroom attention. Perhaps college data supports this; if not, a trial would be simple enough to implement. Also, start times for evening classes might better coincide with the working lives of a student population that is so dependent on bus transportation. As one teacher observed, a two-hour class that starts at 4:45 p.m. is neither an evening class nor an afternoon class, but both.

Classrooms and instructional support: To support student learning, scheduling must be sensitive to classroom instructional needs.

- Whenever possible, classes that have lab components should be scheduled in classrooms that are adjacent to the labs.
- Whenever possible and instructors make the request, classes should be scheduled close enough to instructor offices so that instructors do not experience hardship in bringing materials to classrooms.
- Instructors should have access to the classrooms in which they teach. If classrooms are locked, instructors need keys!
- When possible, instructional technicians should be on hand or on call to assist in computer classroom labs, such as those in the Vocational Technology building. If no technology support staff is available or scheduled to staff classroom computer labs, instructors should be trained to fully utilize the hardware and to access the internet and software programs in that lab.

Curriculum: Compton's demographics may differ from El Camino's; its students may have needs outside of or in addition to those addressed by El Camino's curriculum. For example, when Compton's Reading teachers felt that their students needed a more basic reading class than El Camino's program allowed, Compton teachers collaborated with El Camino faculty to develop English 80 and to move it through the curriculum approval process. There has been a reciprocal benefit; the course is now also being offered on the El Camino main campus. Compton faculty might come together to define other such areas where students would be served by new courses or occupational programs not currently within the El Camino's curriculum—courses or programs that may not find the same interest at El Camino.

As long as course outlines and outcomes are adhered to, Compton faculty should also be given some latitude to tailor their syllabi and to choose course materials to best meet Compton students' needs.

Technology: Simple problems of infrastructure such as working computers, copy machines, and faculty office chairs for students pose a significant problem. There is a lack of infrastructure to provide technology for web pages, smart classrooms, or adequate time and space in writing and language labs. There has been no reimbursement for copy costs incurred by the faculty who are compelled to go off campus.

Clerical Support: A support person for the division head of English/ESL programs is needed. Currently there is no clerical assistance, and the division chair supervises 5 other programs.

Release Time: The division chair has only partial leave from her own teaching load to deal with the challenges of all of these intricate and vital programs. More release time is needed to ensure multiple programs are working efficiently and serving the needs of the students and faculty.

Community Relations: A community partnership task force might be formed of faculty who are interested in and see potential on the campus in developing relationships with local businesses that might provide internships, scholarships, and job training for students

Geology and Geography

Adequate Budget and Budget Clarity: Faculty must have available the resources to support their needs. Standard supplies (pens, paper, etc.), easy access to photocopying, and discipline specific supplies and equipment should be provided. Given the extra layer of bureaucracy now existing at Compton, department heads and all faculty at Compton should be given a clear understanding, in a timely fashion, of what their budget allocation is, how to access it and how to make requests for future budget needs. In such a large and multi-disciplinary department as this one, a breakdown of the budget for the various disciplines would help to add clarity to the process. The budget must be adequate to provide the proper technology (hardware and software), training, and technical support needed to allow faculty to incorporate its use into the academic program. It should also be made clear as to how broken equipment can get repaired. The instructor was not happy with some of the rock samples that he ordered and didn't know how to go about returning them and replacing them with better samples.

Department Collegiality: The Math/Science department is a broad one containing many disciplines and the two faculty met with for this project are the only full-timers in their disciplines. This can lead to a sense of isolation. More activities should be scheduled to bring these faculty together to discuss their goals and come up with solutions to their common issues, ex. recruitment, poor student preparation, curriculum expansion, use of technology, low morale, etc. Some of these discussions may already be happening through the various grants that I've heard the department is writing, but it is important that the department's faculty support each other in each of these endeavors. This will increase the likelihood of success. The department, as a group, could discuss some common professional development goals that they would like to see addressed and then participate in the activities together.

Learning Resource Center

Communication: Classroom faculty encouraged their students to take advantage of the resources offered by the LRC. Students find it difficult just to make it to class and, without the added incentives or encouragement offered by their instructors, few students have the motivation to use the LRC.

Compton has integrated an Early Alert process into their teaching activities; tutoring was listed prominently on the form that is given to students receiving an early alert notice. The students bring the form with them to the LRC, but few students receiving a form recommending tutoring actually make it to the LRC. Perhaps the classroom faculty issuing these forms could continue to encourage their students to go to the LRC.

The LRC used to have “tracking” software that enabled the LRC to gather usage statistics. For a reason unknown to staff, this software was removed and no replacement was provided. Statistics on LRC users would be useful in promoting the LRC and measuring effectiveness of the services provided and it is recommended that the institution explore implementing a tracking system.

Library

Staffing Needs: It is critical for the Library to have a lead position overseeing the day-to-day operation. There are daily schedules that need to be created, changes in these schedules when someone is out ill, material orders to be submitted, unruly library users to address, etc. The lead librarian position was eliminated in a recent re-organization. The Compton library has been able to operate without this position because one faculty has stepped up to the plate and continued to perform these activities without official recognition. The library employees recognize this and are appreciative of the role she is playing. Neither the library nor the LRC can move forward without a lead person who has the recognized authority that goes with the position.

Database Changes: Compton Library has a number of electronic databases, but currently each of the databases requires students to use a password to access them from off-campus. This situation is currently being looked into, but it is strongly recommended that institutional support be given to have these databases set up using authentication software to enable students to access databases without the use of passwords. (This makes it easier for students to use the resources while staying within the licensing agreements of the database vendors.)

Life Science

Curriculum Revisions: The departmental course offerings, at the Compton Center, are limited, but they do serve the primary need to prepare students for careers in Allied Health Sciences and to fulfill the need for the General Education “laboratory science” required for transfer. Therefore, there doesn’t appear to be a need to expand or diversify current course offerings. However, faculty should consider revising Biology 10, Anatomy 32 and Physiology 31 curricula.

Course outline for Biology 10, for example, is dated. Cell-molecular biology and molecular genetics receive little attention. Inordinate amount of time is spent with phylogenetic taxonomy, a topic that does not prepare students for Anatomy, physiology or microbiology. Faculty should meet to review course content to be certain that lower-level courses are preparing students for upper-level courses, for example, Anatomy is adequately covering histology so those who teach Physiology do not have to spend too much time covering this topic. Currently, there appears to be significant redundancies in Anatomy and Physiology.

Curriculum changes are “flex day” activities that can result in meaningful changes that would positively impact student success. Because four of the five faculty teach the same course and all have indicated a willingness to revise curriculum, this should be given high priority.

The department should also consider making a request to El Camino’s Life Science faculty to consider making Biology 10 a pre-requisite for Anatomy or Physiology and Microbiology. By doing so, students would be provided a stronger theoretical foundation for these upper level courses.

Scheduling: The department might want to take a closer look at the number of sections offered for their courses. The sections of Biology 10 and Physiology 31 observed, were less than half full. Although these courses were several weeks into the spring semester, the numbers should have been much higher. Some of the faculty indicated that the sections were actually full, but the attendance was a problem.

Tutoring: Students would be better served if the department could initiate and implement a plan to offer peer tutoring. The faculty enthusiastically supported this idea and some of the faculty had a few outstanding students they could recommend. Most of these student tutors could receive funding from Work Study or Financial Aid. There does not appear to be a viable mechanism for students to review lab/lecture materials outside the regular class hours. Peer tutoring opportunities, with some faculty oversight, would certainly help create an atmosphere of teacher-student involvement and establish of a culture of caring. The faculty do care about the success of their students, but it would be great if there were additional mechanisms for teacher-student interaction.

Facility Needs: There is general agreement among the Life Science faculty the department needs the following: 1) one additional laboratory room; 2) a functional set (one for each student) of microscopes for Biology 10 and Anatomy 32; 3) internet access in lecture and laboratory rooms; 4) microscope slide sets (Histology) for Anatomy 32; 5) adjunct office (shared) in the Math-Science building; 6) Scantron machine (located in the Math-Science building).

Instructional Improvement: One suggestion for all of the faculty using PowerPoint: Sometimes faculty rely too heavily on publisher’s PowerPoint presentations that they do not modify them to better suit their own personalities and student population. The lectures observed lacked imagination and energy, although the students appeared to be engaged. It should be mentioned that one instructor did use some visual aids—some human skulls—to augment his PowerPoint lecture. But few faculty used the board, even though it would have been appropriate during parts of the lecture.

Collegiality: Several of the full time faculty are quite busy teaching at other colleges. The impression given was that these faculty were adjunct and it was surprising to discover they were full time at the Compton Center. Faculty were not asked how many hours they were on the Compton Center campus, but it appears there is faculty isolation in this department. There isn't a strong sense of cohesiveness in this building. The faculty might look to ways of encouraging more teacher-student interaction. As mentioned earlier, priority should be to provide the faculty with offices in the Math/Science building.

Mathematics

Scheduling: Compton College faculty members have not been directly involved in the scheduling of courses, possibly leading to inappropriate numbers of section for some courses. The dean did the scheduling last year and some classes were not scheduled at optimum times as would have been known if the chair was scheduling. This semester, faculty were told by the dean that low enrolled classes (~ 10 students) would be kept open for the first two weeks of the semester to see if they would pick up enrollment. That, in fact, didn't occur. Classes were cancelled and students advised that they could take the courses at ECC. Instructors believe that additional consultation with faculty on the development of the schedule would decrease the number of cancelled classes. Students also voiced the concern that the college was too quick to cancel classes.

There is a need for off campus classes to be taught by full-time faculty.

SI Program: The department has learned of the Supplemental Instruction program (S.I.) and is very enthusiastic about implementing it in several classes and levels. The institution should support this program financially.

Tutorial Software: There is a strong need for Tutorial software for addition and multiplication tutorial for students.

Facilities/Classrooms: Classrooms either do not have computers for instructor use or the computers aren't in working order. The classrooms are designed with spaces for student computers. There are none. No one seems to know what happened to the ones that were there.

Although classrooms have video monitors and a control central, they are in disrepair. They needed to be upgraded. In addition, computers with projection systems should be available in each classroom. Instruction in the use of these devices should be provided.

Tutoring: Additional tutoring for math students is needed.

Department Web Pages: Develop a faculty webpage to use as an information link for students. (Faculty need training/assistance with this.)

Music

Facilities: The Compton Center Music Department needs the following:

- a Theatre/Recital Hall; there is no official performance space
- more classrooms – Y99 needs to be repaired
- practice rooms need to be emptied of ‘storage’ and equipped with playable pianos
- 15 guitars
- audio/visual system for the Music Appreciation class in M82

Curriculum: Because Compton is under the El Camino curriculum currently, add only courses that are feasible at this time.

Nursing

Syllabi: It seems that the syllabi for the Compton Center are solely El Camino’s. Only one instructor had a cover sheet with her name on the course syllabi that had all LATTC’s info, including the name of the Chair and a faculty member that are no longer at LATTC. The other two faculty members had the EL Camino syllabi without any evidence of their names, office hours, location or any indication that they were at the Compton Center. The faculty from both campuses should collaborate in the development of each course syllabus and tests if the same syllabus and test must be given or allow the faculty teaching the course to develop their own syllabus in congruency with the course outline of record and method to evaluate the students knowledge (tests). The El Camino syllabi seemed to be ‘out of place’ at the Compton Center even though the faculty did lecture according to that syllabi.

Facilities/Equipment: The concern about the students taking the exam in one instructor’s class is that the classroom clock wasn’t working and it was a timed exam. She had to set the Exam time by her own watch. None of the classrooms or the nursing labs visited had operational clocks.

Compton Center Nursing Program is not a self-contained program. Apparently, their nursing building has flood damage and has not been restored. The nursing classrooms are separated from the nursing labs which are used as lecture rooms, the clocks don’t work, and the LVN classroom is inside the Child Care Center next to the kitchen. There may be a violation there. Even though the nursing classes are small in number, the labs should be used solely for clinical skills and not as classrooms.

Compton Center Nursing needs its own designated classrooms to function as a unified Program that is under another umbrella. By having their own space rather than jumping from one building to another, students would benefit by having all the nursing classes in a definite location.

The circumstances under which Compton Center Nursing Program had to be forced over to El Camino to stay accredited was shocking yet the students at Compton need a Nursing Program with the resources and faculty to accommodate their needs. The Nursing Lab at El Camino was

utilized, they had a 'lab person' the equipment looked well-used and clinically current, and the entire 'atmosphere' at El Camino looked as if the students were valued. Compton's Center Nursing was very different. The lab was closed for some consultant visits; the lab hours were posted but closed on some hours and days when they should have been opened. The Nursing lab was being used as a classroom rather a lab. The students at Compton were required to go to El Camino for tutoring for a required exam but then they were told the tutor wasn't there. There's a definite disadvantage to the Compton Center students in not having the required resources at Compton Center.

Compton Center is an extremely clean campus with no graffiti or trash; and everyone was friendly and welcoming. There was a much different feel at El Camino.

Communication: The Compton Center Nursing Program Dean, who is classified as an Assistant Director at El Camino, was very welcoming and involved with student success. The tutorials she holds for students were posted at various places and she explained some of the dynamics of the relationship and coordination concerns with the El Camino Nursing Program staff. The staff meeting attended at El Camino and the atmosphere was very different from Compton's. The dynamics between the faculty from El Camino and Compton was bothersome. There was a lack of respect when the Compton faculty spoke and not much interaction between them. The issue was brought up that the NLN was going to visit the Compton Center in three weeks and nothing was ready for the visit. The El Camino faculty was concerned that if Compton Center doesn't meet the NLN criteria for accreditation, then their (El Camino's) accreditation will be jeopardized. The El Camino Director did not seem supportive of the Compton faculty and it felt as if the Compton Center was a deterrent to El Camino's Nursing Program. There needs to be an intervention for the Compton Center faculty to be respected and accepted by the El Camino staff. Students will suffer due to the discord and lack of unity. Compton's Nursing Director is a dedicated, hard working professional. She cares for the students, cares about the success of the nursing program and is concerned about the lack of communication between El Camino and Compton Center Nursing.

The El Camino Nursing Department and their Curriculum need to orient the Compton Center Nursing faculty to the specifics of the curriculum with a more 'user friendly' method in order to teach to El Camino's objectives and syllabi. Orientation to the El Camino curriculum might have been done when the partnership started but there seems to be a large gap in the ownership of that curriculum by Compton Center faculty. It seems that there's no unity within the faculty and they are two separate entities. The Nursing Program, which should be **one** Program at two different campuses, seems to be operating as 2 separate departments at 2 separate campuses with one syllabus for both campuses. This was evident at the El Camino/Compton Center staff meeting when the issue of NLN accreditation came up. The perception was that "if Compton fails, there goes our accreditation". The stress of the short notice for the NLN visit surprised all faculty and due to Spring break, they only had three weeks to work on the tedious standards that needed to be addressed. The Director of the Nursing Program did not take a proactive lead in explaining the NLN's process and criterion which seem to be foreign to the Compton Center faculty. An email sent ahead of time with various items to be addressed at the meeting may have been beneficial (and maybe it was but it wasn't evident to me that Compton knew what was going on). The manner in which the Lead Instructor for Psych I at both campuses was ignored

when asking questions showed no respect for that position. The El Camino Director did not silence the rudeness of the El Camino faculty while she was trying to speak.

Compton Center Nursing Program needs the following:

- Nursing advocacy group to foster success: this can include onsite nursing tutors, nursing computer labs with nursing specific software, nursing library with current journals, on-line nursing resources
- Nursing student group counseling on site lead by non-Compton Center RN to help nursing students deal with the nursing school stress and develop strategies for communication, collaboration, discussion, etc. A former student of the consultant, Diane Alvy, RN, MFCC, offers nursing student group counseling to help students survive the stress of nursing school and is in the process of testifying in Washington DC to mandate this in all nursing schools. Her nursing group process has the backing of the American Nurses Association.
- Computer literacy for the faculty and computer for each faculty member
- Nursing complex with all the nursing Program classrooms, labs and faculty offices in same building
- Community Advisory Group that will foster Compton Center's success and support their educational efforts
- Full time faculty that teach lecture and clinicals together; adjunct faculty that meet regularly with Lead Instructor...this is probably already happening at Compton Center
- NCLEX-RN review class for every graduating class
- Mentoring program for the students with community RNs who are willing to devote time to the student's success
- Nursing student organization that will foster community involvement: host health fairs, blood pressure monitoring, etc.
- Affiliation with the Multicultural Nurses Association, Black Nurses Association and the Hispanic Nurses Association to mentor students, recruit faculty and attend yearly conferences
- Unifying strategies/Team building with the El Camino Nursing Department led by an outside agency at an off-site meeting place to foster collegiality and partnership
- Curriculum building strategies to incorporate El Camino's nursing curriculum as the Compton Center's own curriculum
- Team building meetings between the El Camino Nursing Director and leaders to involve the Compton Center nursing leaders

Physical Education

Department Reassignment: The Department is currently housed with the Vocational Education programs where, it is believed there are problems with class assignments, curriculum and faculty hiring. Consider reorganizing Physical Education with another instructional unit (Note: the anticipated hire of a permanent Dean of Voc Ed may help in overall organization).

Curriculum: Update Recreation Curriculum and create a revised certificate program (maybe under Hospitality and Tourism); convert Recreation curriculum to online platform by 2009. HPE

would like the opportunity to offer a wider range of classes to meet the needs of their current students.

Communication: Continue to work on communication with colleagues and administration

Facilities/Equipment: The department needs support for hiring faculty and basic equipment/supplies. Scheduling continues to be a challenge and the PE facilities are in need of safety upgrades. The Department has purchased new fitness equipment; however their current facility needs to have electrical upgrades in order to develop this teaching station.

Social Science

Curriculum: The preferred courses for the CSUs are now in World History or Civilization. The department should consider developing the courses. In looking over the Compton Center catalogue, they do not offer World History.

Spanish

Funding for Courses: The department needs to be funded appropriately so that it can schedule the courses that it offers. Transfer to UC campuses should be an option for students at all California Community Colleges. They should be able to fulfill a UC transfer language requirement at Compton if they desire to do so.

Class Size: One 11am class has over 40 students and is comprised of fluent heritage speakers, non-natives whose first language experience is that class, and continuation high school students who are part of a dual enrollment program. This isn't a recipe for success. The class size needs to be reduced, and students with more similar academic needs should be grouped in the same class.

Textbook: A careful review of the textbooks for the First-year Spanish program should be done to find a text that uses a communicative approach and offers lessons that are accessible to the students in Compton's first-year program. If necessary, the faculty members need to create supplementary materials to assist the students with their language acquisition.

Speech

Curriculum: The speech discipline needs to expand its course offerings. Currently, only two speech courses are being taught: public speaking and group discussion. Expanding the speech course offerings would benefit students. Additional communication courses could provide students with the skills necessary for their academic and professional lives. In addition to public speaking and group discussion, courses in argumentation, intercultural communication and interpersonal communication should be developed and offered.

There are plans to begin offering intercultural communication, based on a recommendation from El Camino College. Living in the Los Angeles area, the ability to communicate with folks different than ourselves is crucial.

Offering paired courses could enhance students' educational experience. Pairing a public speaking class with a history class or an English class, could help with retention and student success.

Forensics Team: The Speech professors used to be heavily involved in the forensics (speech and debate) community. Together two speech professors built a strong forensics team. The Compton forensics team represented Compton College well. They had several award winning students, and the team brought positive press to the campus and the community. One of those two professors is no longer teaching at Compton.

Due to limited resources and a lack of administrative support, the Compton forensics team had to be disbanded. Though the professor may not want to take on that responsibility again, she could provide the leadership to help a new faculty member re-establish a new team. There would need to be a commitment by the institution to provide the resources necessary for a forensics team. Speech and debate is a wonderful, enriching experience that can help the college meet its mission in serving students.

Staffing Needs: Having only one full time speech instructor makes curricular development and the revision of the Forensics team difficult. It is recommended that another full-time speech teacher with a background in Forensics be hired.

Speech Club: The Compton Center currently has a speech club, which one professor advises. The institution needs to provide the support needed to keep this positive club going.

Theater Arts and Dance

Budget: The budget for productions is minimal. Capital is also needed to bring equipment and facilities up to an acceptable standard. Please refer to the budget recommendations in the hard-copy program review.

Curriculum: The curriculum offerings should reflect what this particular community needs. Faculty should be allowed to develop and offer programs which have the potential for success in this community. Examples would be to add Ethnic Theatre and Playwriting courses to the curriculum.

Visual Arts

Facilities: The Art program is suffering from a scarcity of materials, lack of dedicated physical space for different disciplines and non-existent technology in the classroom. All of the studio classes are offered in one small room that seems to double function as an instructional space and

as a storage facility for a few easels, several drawing benches, a workbench, two light tables and several ceramic throwing wheels, a new but non working ceramic kiln; all of which are stacked along the walls. There seems to be just enough of any one thing to suggest the idea of studio/classroom functionality but not enough to fully address the needs of students. Desks and chairs crowd the center of the room to accommodate an Art History class. The lighting conditions are poor for viewing projected imagery. Slides are shown from an old projector on a roll down screen located near the door.

The Department needs the following:

- a digital projector and laptop coupled with a new screen installed in the center wall, away from the door;
- Separate and dedicated spaces for two-dimensional and three dimensional studio practice and a nearby storage facility for materials and supplies;
- An outdoor concrete pad to allow for the installation of the new ceramics kiln. This one item of equipment could revitalize the three dimensional/ceramics discipline and augment other studio courses.

Budget: Further compounding the challenges to the program is a departmental budget reduced to zero dollars.

Enrollment/Prerequisites: Enrollment challenges were mentioned in our conversations. Several studio courses offered at the Compton Center require prerequisites. These prerequisites are only offered at the El Camino Campus, making it difficult to recruit those students to take the subsequent course at the Compton Center.

Welding

Certificate Program: The instructor has the equipment, network and know-how to start a welding certification program on campus. Compton College and El Camino College should work with the welding instructor and support the creation of the program.

Facilities: The welding facility is in need of some repairs. For example, there are three welders that do not work and an uncovered wide ditch, about three feet deep, in the back. It is unclear what the plans are for that part of the facility.