Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Carlos Maruri, Secretary
Date: December 3rd, 2020   **Time:** 12:30-2:00 p.m.   **Location:** Zoom Conference
https://cccconfer.zoom.us/j/91210951098

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
__ Barragan-Echeverria, Theresa
__ Crozier, Judith
__ Ekimyan, Roza
__ Estrada, Harvey
__ Gonzalez, Citlali
__ Hill, Jennifer
__ Kahn, Mahbub
__ Mason, Don
__ Martinez, Jose Manuel
__ Martinez, Victoria
__ Maruri, Carlos

__ Maruyama, David
__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Moore, Sean
__ Morales, Janette
__ Phillips, Jasmine
__ Richardson, Pamela
__ Schumacher, Holly
__ Schwitkis, Kent
__ Sidhu, Rajinder
__ Skorka, Evan

__ Valdry, Andree
__ Van Overbeck, Michael
__ Villalobos, Jose
Guests
__ Berger, Sheri (VP Ac. Aff.)
__ Gillis, Amber (Past Pres.)
__ Johnson, Susan (DE Chair)
__ George, Sarah (FDC Co-Chair)
__ French-Preston, Essie (Citlali Gonzalez' proxy)
__ Sosenko, Lauren

Agenda

(Public comment will be allowed on each agenda item).

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from November 19, 2020**
4. **Reports**
   a. President's Report
   b. ASB President's Report
   c. Vice President's Report
   d. Faculty Board Representative Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Report
   h. Faculty Development Report
5. **Unfinished Business**
   a. Second Read & Vote: Compton College Mid-Term Accreditation Report (5 min)
   b. Second Read & Vote: SOAA (5 min)
   c. Second Read & Vote: Reimbursement Prepayment for PD Events (2 min)
   d. Second Read & Vote: Academic Senate Goals 2020-2021(5 min)
6. **Consent Items**
   a. *Course Inactivation:* ENGL 80 - Basic Language Skills, ENGL 82 - Introduction to Reading Skills, ENGL 84 - Developmental Reading and Writing, ENGL A - Writing the College Essay, ENGL AR - Accelerated Reading: Skills to Analysis, ENGL AW - Accelerated Writing: Paragraph to Essay, and ENGL B - Introduction to College Writing, ENGL C - Basic English Skills.
   b. *6-Year Standard Course Review - No Recommended Changes:* ART 103 - History of Western Art - Proto-Renaissance to 19th Century, EDEV 33 - Specific Learning Strategies, EDEV 37 - Increased Learning Performance: English, EDEV 38 - Increased Learning Performance: Mathematics, EDUC 101 - Introduction to the Field of Education, ENGL 103H - Honors Critical Thinking and Composition, ENGL 127 - Creative Writing: Introduction to the Craft of Fiction, GEOG 105 - World Regional Geography, GEOL 106 - Earth Science in Education, HIST 129 - History of Los Angeles, PE 154 - Women's Intercollegiate Badminton Team, PE 158 - Men's Intercollegiate Baseball Team, PE 180 - Women's Intercollegiate Softball Team, PE 183 - Intercollegiate Track and Field Teams, PE 270 - Fitness and Sports Nutrition, PSYC 108 - Social Psychology, PSYC 110 - African American Psychology, PSYC 112 - Human Sexuality, PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences, PSYC 122 - Research Methods in the Behavioral Sciences, SPAN 101 - Elementary Spanish I, and SPAN 122 - Intermediate Conversational Spanish
   c. *6-Year Standard Course Review- Add Prerequisites:* EDUC 201 - Foundations in Education
   d. *New Courses – Second Read*: BTEC 200 - Quality and Regulatory Practices in Biomanufacturing, BTEC 210 - Technical Communication for Regulated Environments, and BTEC 220 – Biomanufacturing.
7. **New Business**
   a. AR 4025 – Philosophy and Criteria for Associate Degree
   b. BP 4050 - Articulation
   c. AR 4050 - Articulation
   d. BP 4260 – Prerequisites and Corequisites
   e. AR 4260 – Prerequisites and Corequisites
   f. Resolutions
8. **Discussion Items**
   a. Creation of IRB
   b. Flex Credit for Webinars
   c. Honors Program Update (5 min)
   d. OER Committee Report (5 min)

9. **Informational Items**
    a. DE-Legal Opinion On Camera Use During Synchronous Online Instruction – Policy (5 min)
10. **Future Agenda Items**
11. **Adjournment**

Next Scheduled Meeting: February 25th, 2021, at 12:30 pm
Zoom Link: *https://cccconfer.zoom.us/j/91210951098*

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

FALL 2020	LOCATION	SPRING 2021	LOCATION
~~September 3~~	zoom	February 25	zoom
~~September 17~~	zoom	March 4	zoom
~~October 1~~	zoom	March 18	zoom
~~October 15~~	zoom	April 1	zoom
~~October 29~~	zoom	April 22	zoom
~~November 19~~	zoom	May 6	zoom
December 3	zoom	May 20	zoom
		June 3	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 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jasmine Phillips (20-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	vacant
Distance Education Representative	Susan Johnson (20-22)

Members:

Fine Arts, Communication and Humanities (5)
Andree Valdry (20-21)
Judith Crozier (20-23)
Harvey Estrada (20-23)
Jennifer Hill (20-23)
David Maruyama (20-23)

Counseling (5)
Holly Schumacher (20-21)
Carlos Maruri (20-21)
Theresa Barragan-Echeverria (20-23)
Citlali Gonzales (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (20-21)
Vacant (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Pamela Richardson (20-21)
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 (20-21)
Roza Ekimyan (20-23)
Jasmine Phillips (20-23)

Adjunct Faculty (2)
Mahbub Kahn (20-21)
Victoria Martinez (20-23)

Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Carlos Maruri, Secretary
Date: November 19, 2020   **Time:** 12:30-2:00 p.m.   **Location:** Zoom Conference
https://cccconfer.zoom.us/j/91210951098

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
_x_ Barragan-Echeverria, Theresa
_x_ Crozier, Judith
_x_ Ekimyan, Roza
_x_ Estrada, Harvey
__ Gonzalez, Citlali
_x_ Hill, Jennifer
__ Kahn, Mahbub
__ Mason, Don
__ Martinez, Jose Manuel
_x_ Martinez, Victoria
_x_ Maruri, Carlos

_x_ Maruyama, David
_x McPatchell, David
_x_ Mills, Jesse
_x_ Moldoveanu, Minodora
_x_ Moore, Sean
__ Morales, Janette
_x_ Phillips, Jasmine
__ Richardson, Pamela
_x_ Schumacher, Holly
__ Schwitkis, Kent
_x_ Sidhu, Rajinder
x_ Skorka, Evan

_x_ Valdry, Andree
_x_ Van Overbeck, Michael
_x_ Villalobos, Jose
Guests
_x_ Berger, Sheri (VP Ac. Aff.)
_x_ Gillis, Amber (Past Pres.)
_x_ Johnson, Susan (DE Chair)
_x_ George, Sarah (FDC Co-Chair)
_x French-Preston, Essie (Citlali Gonzalez' proxy)
__ Sosenko, Lauren

Agenda

(Public comment will be allowed on each agenda item).

1. **Call to Order @ 12:34pm**
2. **Approval of Agenda**
   - Added item F to Discussion Items- Credit/No Credit Resolution
   - **Motion to approve as amended-** Hill/Crozier- Approved (no nays/abstentions)
   - **Review and Approval of Minutes from October 29th, 2020-** Moore/VanOverbeck - Approved (no nays/abstentions)
   - **Review and Approval of Minutes from November 12, 2020-** Mills/Hill - Approved (no nays/abstentions)
3. **Reports**
      a. President's Report
   - $14,000 FAST Funds were raised and awarded to 83 students from FAST fund. Reminder that Achieving the Dream ICAT survey- due dec. 1st. Sunrise produce food boxes were passed out last week and this week. MLB would really like to come back to campus so those conversations are happening. Trustee Calhoun was disappointed that she was not supported this time around by our union for her campaign. District sent out cookies to all employees.
      b. ASB President's Report
   - No report
      c. Vice President's Report
   - We got feed back on BP and AR 4235 from counseling dept. Dr. Curry has feedback regarding the role of counselors in the process. Hopefully it will be ready for the Dec. board for final approval. Other BPs 4025 and 4050 are the others that were looked at and hope to get everything through for the Dec. 8th meeting. Moore and Gillis will present BP and AR 4260- regarding prerequisites and corequisites. That should be able to get in to the next AS meeting and then to the board for Dec. 8th. Thanks to committee for putting in the work to review all the ARs and BPs.
      d. Faculty Board Representative Report
   - No report
      e. Academic Affairs Report
   - No report. Happy Thankgiving.
      f. Curriculum Report (remove)
   - After items in consent agenda are approved today we will have 100% approval rate. Really amazing accomplishment. Thank you everybody.
      g. Distance Education Report
   - Have reviewed and approved all DE addendums for winter and spring 2021
      h. Faculty Development Report
   - Working on flex for spring and new calendar for fall 21-22. Book for spring is *Wont Lose This Dream* and are looking for co-facilitators to help the book club. No dates yet until co-facilitators are set. An email will go out for fundraising for the FAST Fund.
4. **Unfinished Business**
      a. Second Read & Vote: Curriculum Committee Handbook (10 min)- Moore/Hill
   - Disc: Moore: only the highlighted areas were changed. Division chairs will recommend and then AS president will appoint. Minor adjustments were made to the DEFC title. It is a live update and will change as we come along. Ekimyan: Were these changes made because we are now doing guided pathways? Moore: Really needed to outline the specifics in this area- how members were appointed and how long terms were. Ekimyan: We are still keeping it faculty driven correct? Moore: Yes, committee still comprises members it always had, just had to work out the specific process for formal appointment.
   - Motion to close discussion: Gillis/Preston
   - Motion to approve handbook: Preston/Gillis**-** Approved (no nays/abstentions)
      b. Second Read & Vote: Anti-Hate Syllabus Statement (5 min)- Gillis/Phillips
   - Disc: none
   - Motion to close and approve: Gillis/Hill- Approved (no nays/abstentions)
5. **Consent Items-** Mcpatchell/Gillis- Approved (no nays/abstentions)

a. *2-Year CTE Course Review - No Recommended Changes:* BUS 125 - Introduction to Business, CIS 102 - Office Applications, CIS 116 - Using Microsoft Excel, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking, and the Web, CIS 126 - Systems Analysis and Design, and CIS 160 - Application Development and Programming Using Visual Basic.Net.
b. *C-ID Course Review Update*: BUS 125 - Introduction to Business.
c. *6-Year Course Review- No Proposed Changes*: ART 207 - Art History of Mexico and Central and South America, EDEV 41 - Assistive Computer Technology Laboratory, ENGL RWA - Integrated Reading and Writing, HIST 101H - Honors United States History to 1877, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, PHYS 152 - Fluids, Heat and Sound, PHYS 252 - Optics and Modern Physics, SOCI 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.
d. *Distance Education Online*: ART 207 - Art History of Mexico and Central and South America, BUS 125 - Introduction to Business, CIS 102 - Office Applications, CIS 116 - Using Microsoft Excel, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking, and the Web, CIS 126 - Systems Analysis and Design, CIS 160 - Application Development and Programming Using Visual Basic.Net, EDEV 41 - Assistive Computer Technology Laboratory, ENGL RWA - Integrated Reading and Writing, HIST 101H - Honors United States History to 1877, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, PHYS 152 - Fluids, Heat and Sound, PHYS 252 - Optics and Modern Physics, SOCI 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.
e. *DE Addendum Only Approval*: CDEV 126 - Child Development Practicum II, CIS 102 Office Applications, GEOG 101 - Physical Geography, GEOL 104 - History of Planet Earth Laboratory, MATH 120 - Nature of Mathematics, MUSI 101 - Music Fundamentals, RE 119 - Real Property Management, and SOCI 110 - Introduction to Social Work.
f. *DE Addendum Only Approval- Emergency Fully Online by Mutual Agreement (EFOMA)*: ACRP 106 - Automotive Collision Repair for Non-Majors, ETEC 112A - Introduction to Engineering Design, ETEC 118A - Engineering Design and Development, and FAID 101 - First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care.
g. *New Courses - Second Read*: BTEC 101 - Introduction to Biotechnology, BTEC 150 - Techniques in Cell and Molecular Biology, CIS 61- Introduction to Application Development Environment, CIS 62 - Programming Fundamentals 1, and CIS 65 - Advanced Application Development Swift.

6. New Business
   a. First Read: Compton College Mid-Term Accreditation Report (5 min)- VanOverbeck/Hill
- Disc: Moldeveanu: Will there be any edits from now and the second read? Gillis: Yes, there are some changes that will take place. We are moving away from Nuventive and switching to eLumen. This midterm report is a stepping stone between self evaluation reports. We are half way through a seven year cycle. Report addresses all actionable and improvement items from our last ISER and all recommendations from the external evaluation team when they came in March 2017. It also addresses actionable items from our quality focus essay. Additionally there is also a data trend analysis, which is a yearly report send to the accrediting commission. Because this is our midterm report year that part of the report was folded into the larger report. QFE still has evidence that is being linked so that will have some changes. Next time you see it it will be finalized. Accreditation Steering Committee has agreed to move forward with it so it will start going to the different constituent groups. Nothing significant to the narrative will change. If any recommendations, questions, comments, or concern please send them my way.
- Motion to close: VanOverbeck/Moore
   b. First Read: SOAA (5 min)- Gillis/Moore
- Disc: Moldeveanu: We went through this in GP yesterday and some feedback was that on some of these items people would like to see the responsible parties- who is in charge of that item. That could be one of the changes we see when we get it for a second read but asides from that only minor cosmetic changes will be made.
- Motion to close: Moore/Hill

    c.   First Read: Academic Senate Goals 2020-2021(5 min)- Gillis/VanOverbeck

- Disc: Moldeveanu: lets go through the goals and see if they are worth keeping. Number one from 2018-2019 establish a diverse representation on all campus committees, would we like to transfer to the new academic year? Hill: Definitely Moldeveanu: We will continue to provide diverse representation. Number two seems to have been completed, unless we want to say something about continue to refine application of AB705. Hill: what happens if we keep it? Is there a specific obligation implied? To eliminate it does it mean its no longer a goal? Moldeveanu: It would mean it would no longer be at the forefront of our attention. Gillis: We are still working on a number of things. Unless you want to say something like continue to support. Conversations are still ongoing but these are the goals of the senate. Some of these a little bit older, if we want to keep any we should look for specific tasks for the senate to attach to these goals so when Moldeveanu prepares her report at the end of the academic year she can address these goals. Something to keep in mind. Maruyama: another problem we are having is AB705 got triggered but this year is weird because we are all remote. We have no idea if the statistics that we are getting are skewed. Not all students like zoom and all this other stuff going on. The numbers are still kind of weak. Moldeveanu: True, this year is not a representation of what normally happens. Gillis: AB705 is not just for math and English it is also for ESL. Brittany has been working on design and implementation so my recommendation would be to say we are going to continue to support the implementation of AB705 or ongoing or something to that effect. I don't think we should let it go but maybe shift our focus. Moldeveanu: 3rd goal was to establish an orientation for AS Senators. Personally I think this one would be important. I have reached out to ASCCC for them to provide us with an orientation since we have many new senators this year who have never served before which is great to get fresh blood but even I would benefit from an orientation. Crozier: I agree with that. That would be nice. Gillis: Orientation is roughly 1.5 -2 hours depending on what you are asking for. The provide some things free of charge and some additional things that are at a cost. I did host a retreat over two days where we went over how to write resolutions, not last year but the year before. I think establishing a retreat would be a good idea. Moldeveanu: Number 4- increase communication between senators and constituents. I think that should always be a goal, that is our job as leaders to communicate back with our divisions. Crozier: Maybe that could be more specific. Like at each division meeting one senator will report out something and we could rotate senators who report so people could know who they are. Moldeveanu: Number 5- increase faculty involvement in AS meetings. Hill: It seems like 5 and 6 are timeless, they are always a priority I think. Moldeveanu: #7 support and assist structures and implementations of AB288 is the college partnership with the local high schools. Not sure the extent the AS is involved in that. Personally I have not been part of those conversations. Phillips: I think whatever we can do to support the partnership is great, I think we should keep it. Because it helps with our numbers. And if it falls within scope of 10+1 we should make recommendations on it. Moldeveanu: #8- increase transparency and communication between faculty and admin. I think this is another timeless goal but that is my opinion. We have taken some steps this year compared to previous years. AS E-board meets with Dr. Curry on weekly basis. Here are the new goals, my original ideas that I drafted over the summer. I want to see to what extent they are goals for the rest of the senate as well. Implement a summer institute for teaching and learning. A very deep PD, 3-4 days long, where we would work on pedagogical skills. Hill: that would be great, we do not emphasize that at all. Moldeveanu: I was surprised to learn 50% of CC faculty have never had pedagogical training. It is great we know our subject but we also need to know how to present it in an efficient and effective way. Crozier: pointing out to what Woodward said in chat- I think we should partner with another school so we don't have to reinvent the wheel. Woodward: Since we are so tiny we have a lot of rich resources around us. Not sure how people feel but going into someone else's training and see how other schools do things might also be helpful for us. Moldeveanu: Some of us who have participated in similar events at other colleges can also share what was done. Either doing it in house or joining with another college would be good. Second goal was to make an equity certificate for faculty. From the way we design our syllabus to the pedagogical skills we use. Maybe after a certain number or courses faculty could earn a badge and maybe it could even be noted in the course schedule that this is an equity centered faculty. I think it might be motivational for some of us to earn those badges. Phillips: I love the idea, I think faculty are motivated by earning badges. It's great content and I think the positive effects would trickle down to our students. Moldeveanu: third goal- add more ethnic study course- this was before the call to action from the chancellors office. I personally think it would be worth keeping. Radcliffe: We are moving in that direction and hopefully in the spring Dr. Curry plans on possibly hiring two or more faculty in ethnic studies. Moldeveanu: Yes, the faculty prioritization committee forwarded those recommendations to the

administration. #4- continue to make campus more inclusive and equitable. Conduct a survey to understand issues in this area and then develop plan of action to address issues found. Johnson: I think it is a great goal but necessitates having a 508 coordinator. We cant really talk about inclusion and equity without that. Moldeveanu: Maybe that is a recommendation the AS can work on. #5- Implement data-driven decision making. This goal came as a result of attending the Achieving the dream conference, we are already moving in that direction and I would like the Senate to make this a goal as well. #6- implement evidence based practice in the classroom. Moore: I think it is worth pursuing, maybe we can revisit SLOs. We can have that intertwine with SLOs as well. Hill: I think it is a little patronizing because that should just be part of our job. It's like saying you should be on time. Moldeveanu: For some people you are right, a lot of faculty already do but we have some faculty who think this is how I have been teaching why change now? Sometimes I feel like we have to spell things out for those people. Hill: That is a fair point. Moldeveanu: Last one- Improve cultural education and cultural intelligence on our campus. This goes hand in hand with equity and inclusion. Just making sure we are familiar with the diversity we serve and interact with at Compton College. Maruyama: Can we also include something about universal design for learning. Moldeveanu: That would be great. That one would fit in with #2. Maruyama: We need to work on accessibility issues, already heard of another CC that has gotten sued. Moldeveanu: Should we make that a separate goal? Hill: that is a good idea. Moldeveanu: I will add that as a separate goal. Maruyama: It's a lot of work done. There needs to be structural changes and it should be faculty driven. Moldeveanu: Feel free to email me with any other ideas so I can add them and bring this back next time for a second read and then we can vote.
- Motion to close: Moore/Gillis
  d. First Read: PD Reimbursement/Pre-Pay Instructions (5 min)- Moore/Echeverria-Barragan
- Disc: George: We need to bring these to you and then the PD task force. Crozier: We needed to take to task force on Friday 11-20. It's the travel document on how you get reimbursed. How do we vote on it to get senate approval? Moldeveanu: You need the approval today or do we get to see a second read in December? Crozier: We are supposed to bring it to the task force. So we say we have first read approval? Moldeveanu: If we need to we can do a final approval to vote. Crozier: Yes, task force is on Friday and this was biggest thing to bring. This used to be a two page document, now four pages. Moldeveanu: Ok.
- Motion to close and approve: Hill/Phillips - Approved (no nays/abstentions)
  e. First Read: PD Flex Requirements – Frequently Asked Questions (5 min)- VanOverbeck/Hill
- Disc: none
- Motion to close and approve: Villalobos/VanOverbeck- Approved (no nays/abstentions)
7. **Discussion Items**
   a. More Efficient Use of Senate Release Time (10 min)- Ekimyan/Hill
- Disc: After Mills stepped down and Phillips took over as VP the faculty board rep was vacant. Many other campuses do not have a faculty board rep, most duties overlap with president role. The idea was then to give those roles to the VP position and split the release time. What feedback do you have? Since no comments, e-board will make the changes and maybe bring it to the next meeting as an action item to vote on.
- Motion to close: Estrada/Moore
  b. Flex Days for 2021-2022 (5 min)- Hill/Villalobos
- Disc: Schumacher: the union is going around to various faculty groups about what people think about proposed new flex days. In the next academic calendar starting fall 2021 we will no longer have flex days prior to the start of the semester according to the language negotiated in the new contract. So the question is when should the flex days be? This has been discussed in faculty dev committee and at the union. I wanted to have data from the senators, you will have gotten an email to take a poll. We want to see if having the mandatory flex on the fifth week of the semester going forward. Potentially having meeting during 4th week but midterms might be taking place for 8 week courses. 84% of faculty union members agreed 5th week mandatory flex day was a good idea. So for the senators if you could vote from the email that would be great. Ultimately, recommendation came down for a Tuesday. So if we have a Tuesday in the 5th week of Fall 2021 that would be Sept. 21 and the 5th Tuesday in Spring would be March 15. Data we compile will be what we send to the district with our recommendation on flex days for future calendars. Estrada: Can we meet via zoom even when we get back? Schumacher: We can ask that, I have it noted. Moore: Didn't know how to fill out survey because cosmetology uses clock hours. It could affect up to 60 of our students if they are not able to attend class that day. The courses are long, usually an 8 hours class. It's a full day. Schumacher: We did a poll for mandatory flex days when we were negotiating the contract and it was well supported that faculty

wanted flex days during the semester. Which is why it was negotiated into the contract. Now it is to decide what day of the week to have it. Not everyone will be happy what day it falls on, we have to pick best possible day. Moore: Will enough time be added to other courses within the semester? If cosmetology students lose 8 hours when will they be able to make those hours up? Schumacher: They have the full semester to fulfill their hours. Could they come in on other days and times to make up those hours? Absolutely. Moore: Would those 7.75 hours then be added to our normal clock hour days, making them longer across the 16 week semester? Schumacher: Good question. Ultimately, for instruction hours, I know your have clock hours Sean so its different for you. Your students would want to make up those clock hours. For classes that do not use clock hours we actually have more lecture hours than we need for apportionment. For a 3 unit course we teach 54 hours and technically you only need 48 hours for apportionment. At Compton we do not have a finals week, other schools have finals week that cuts down on instructional hours. We opted not to do that which allows us more instructional time in the last week of school. You can teach until graduation day. Ultimately, your students can make up the hours on a different day and time. Someone asked if it affects fiscal impact and it does not because we meet the minimum requirements with the state of having a 175 day academic calendar, we actually have 185 days on average. Substituting one day of instruction does not put us into any kind of jeopardy for not obtaining apportionment. Moore: it does seem like the teaching days will get longer. Schumacher: Not necessarily for the classes that are not clock hours. Those clock hours could be made up on a different day. We teach more lecture class hours than are necessary so we have the wiggle room to substitute one day. Hill: what about a using a sub for that day? For clock hour instructors? Schumacher: per title V it is in lieu of instructional day so students can come onto campus but no classes will be in session. Ekimyan: And it is just those days on the email for us to vote. Schumacher: Yes, one day per semester. Ekimyan: At campuses they would do it week 4 or 5 and more people were excited it seemed more timely and practical. People seemed more engaged because they weren't worried about what they had to finish before the start of the semester. I believe it works better. Schumacher: I know it is new and people are usually hesitant about new things but before we were coming two days before the semester and not getting paid. Instead of it being before the semester it is now part of it which was a big factor for a lot of people on why they wanted it put into the contract to begin with.

- Motion to close: Hill/Ekiyman
    c. Commencement Speaker Ideas for 2021 (2 min)- Hill/Estrada
- Disc: Moldeveanu: district is suggesting Michelle Obama, Oprah, or Ava DuVernay any other suggestions? Hill: Is that even possible, that's amazing! Moldeveanu: please email me or Dr. Curry with your suggestions.
- Motion to close: Phillips/Hill
    d. PD Requests for Spring 2021 Senate/Optional Flex Day (3 min)- Phillips/Hill
- Disc: Moldeveanu: If you have any suggestions of workshops you would like to see that day, let us know. Ekimyan: I would like to see more technology hands on stuff. Even when we come back I will be using a lot of that technology. Anything that has to do with us to learn I am for that. Maruyama: 504/508 some training on how to use accessibility tools. PD in terms of security, some colleges have been hit with ransomware and it was because someone clicked on a wrong email. It shut down registration and more. Phillips: I like Gillis' suggestion in chat about close captioning while in zoom. Moldeveanu: any other suggestions please email me.
- Motion to close: Phillips/Hill
    e. Data in Action Presentation (10 min)- Phillips/Hill
- Presentation: Marsh presented PPT about PD assessment for STEM GPD.
- Motion to close: Estrada/Gillis
    f. Credit/No Credit Resolution
8. **Informational Items**
    a. DE-Legal Opinion On Camera Use During Synchronous Online Instruction – Policy (5 min)
    b. ASCCC Fall Plenary Resolutions Report (3 min)
    c. Creation of IRB (5 min)
    d. OER Committee Report (5 min)
    e. Computer Replacement Plan (2 min)
9. **Future Agenda Items**
    a. Honors Program Update
10. **Adjournment @ 2:09pm-** Gillis/Ekimyan

Next Scheduled Meeting: December 3rd, at 12:30 pm
Zoom Link: *https://cccconfer.zoom.us/j/91210951098*

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

FALL 2020	LOCATION	SPRING 2021	LOCATION
~~September 3~~	zoom	February 25	zoom
~~September 17~~	zoom	March 4	zoom
~~October 1~~	zoom	March 18	zoom
~~October 15~~	zoom	April 1	zoom
~~October 29~~	zoom	April 22	zoom
November 19	zoom	May 6	zoom
December 3	zoom	May 20	zoom
		June 3	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 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jasmine Phillips (20-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	vacant
Distance Education Representative	Susan Johnson (20-22)

Members:

Fine Arts, Communication and Humanities (5)
Andree Valdry (20-21)
Judith Crozier (20-23)
Harvey Estrada (20-23)
Jennifer Hill (20-23)
David Maruyama (20-23)

Counseling (5)
Holly Schumacher (20-21)
Carlos Maruri (20-21)
Theresa Barragan-Echeverria (20-23)
Citlali Gonzales (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (20-21)
Vacant (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Pamela Richardson (20-21)
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 (20-21)
Roza Ekimyan (20-23)
Jasmine Phillips (20-23)

Adjunct Faculty (2)
Mahbub Kahn (20-21)
Victoria Martinez (20-23)

Compton College

Midterm Report

The Midterm Report is submitted in support of Reaffirmation of Accreditation

Submitted by:
Compton College
1111 East Artesia Blvd
Compton, CA, 90221

Submitted to:
Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges

March 15, 2021

Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Keith Curry, Ed.D.
Compton College
1111 East Artesia Blvd
Compton, CA 90221

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____
Sonia Lopez, (President, Board of Trustees, Compton Community College District)

_____
Keith Curry, Ed.D., (President/CEO, Compton College)

_____
Sheri Berger, (Vice President Academic Affairs, Compton College)

_____
Lauren Sosenko, (Accreditation Liaison Officer, Compton College)

_____
Minodora Moldoveanu, Ed.D.,(Academic Senate President, Compton College)

_____
Amankwa McKinzie, (Classified Union President, Compton College)

_____
Queen Juarez-Ward, (ASB President, Compton College)

Table of Contents

Report Preparation

The Accreditation Steering Committee at Compton College spearheaded and oversaw the completion of this report. This report contains the progress of Actionable Improvement Items arising from Compton College's Institutional Self-Evaluation Report (2017), Recommendations for Improvement made by the External Evaluation Team (2017), action items identified in Compton College's Quality Focused Essay (2017), as well as data reporting from the 2019-2020 academic year, in compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) requirements. The timeline for the completion of this report is as follows:

Date	Action
March 2019	Confirm Accreditation Steering Committee Membership
April 2019	Build Office 365 site to store Accreditation Mid-Term Report Evidence Review Institutional Self-Evaluation Actionable Items Develop Quality Focus Essay Action Plan
May 2019	Accreditation Standards Training for Co-Chairs Update Institutional Self-Evaluation Actionable Items Review Quality Focus Essay Action Plan
September 2019	Accreditation Standard Subcommittee began drafting Midterm Report responses and linking evidence
December 2019	Accreditation Standard Subcommittees reviewed and discussed the updated draft of Midterm Report responses; continued evidence collection
January 2020-August 2020	Continued updating Midterm Report responses as progress on action items and recommendations was made[1]
September 16, 2020	First Reading: Accreditation Steering Committee
September 23, 2020	Core Planning Team Review of Midterm Report
October 20, 2020	Associated Student Body Presentation
October 21, 2020	Second Reading & Approval: Accreditation Steering Committee
October 22, 2020	Email communication to the campus community with the Midterm Report
October 22, 2020	Institutional Effectiveness Committee Review of Midterm Report
October 29, 2020	Virtual Town Hall via Zoom
November 12, 2020	Send to Vice President of Academic Affairs for inclusion in the Academic Senate packet
November 19, 2020	Academic Senate First Reading
December 3, 2020	Second Reading & Approval: Academic Senate
December 7, 2020	Consultative Council
January 19, 2021	First Read: CCCD Board of Trustees
February 16, 2021	Second Read: CCCD Board of Trustees

---

[1] Please note that during this time work on the Midterm Report slowed due to the College's shifted focus to address the COVID-19 pandemic.

1

Plans Arising from the Self-Evaluation Process

Compton College identified sixteen (16) Actionable Improvement Items (AII) from its 2017 Institutional Self-Evaluation Report. Since these Actionable Items were identified, the President/CEO, Accreditation Liaison Officer (ALO), and Accreditation Faculty Coordinator created the Accreditation Action Plan and assigned responsible parties to each. Furthermore, the Accreditation Steering Committee monitors progress toward these items while providing regular updates to these Actionable Improvement Items to the Compton Community College District Board of Trustees and other campus constituent groups.

The Accreditation Steering Committee is one of Compton College's 15 institutional standing committees and is comprised of the President/CEO, the ALO, administrators, a representative from the Office of Institutional Effectiveness, faculty, and staff. Each Actionable Item is listed below with an explanatory narrative and evidence items that support the narrative.

AII 1: **Ensure all meeting agenda and related documents include the college mission statement. (I.A.1).**

The College updated agenda and minute templates in 2018 to include the new mission statement, and users can access it online on the Institutional Standing Committees webpage (AII.1-1). Furthermore, the mission is present in multiple locations and in publications, including the Mission Website, page 3 of the *2020-21 College Catalog*, and page 5 of the *Compton College 2024: Comprehensive Master Plan* (AII.1-2, AII.1-3, & AII.1-4).

AII 2: Outline how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. (I.A.3, IV.A.1, IV.B.3)

In spring 2020, the College completed the *Collaborative Governance Handbook* (AII.2-1), which details that outlines how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution. The Collaborative Governance Taskforce, comprised of faculty, staff, and managers/supervisors, began meeting in fall 2019 to begin drafting the *Handbook*. The President/CEO shared progress on the *Collaborative Governance Handbook* content with all staff, faculty, and administrators during Tartar Talks on September 17, 2019 (AII.2-2) and November 19, 2019 (AII.2-3). Staff, faculty, and managers/supervisors reviewed and provided feedback on the *Collaborative Governance Handbook* during spring Professional Development Day activities on February 13, 2020 (AII.2-4). The *Collaborative Governance Handbook* was then sent to the Academic Senate and Consultative Council for final reviews and approval in May 2020 (AII.2-5) and to the Board of Trustees for approval in June 2020 (AII.2-6).

2

AII 3: Disaggregate learning outcome data for SLOs, PLOs, and SAOs. (I.B.6)

The Director of Institutional Effectiveness and other representatives from the Office of Institutional Effectiveness met with members of the Core Planning Workgroup, the vice president of Academic Affairs, academic deans, the Academic Senate President, and student learning outcomes (SLO) faculty facilitators in December 2019 and in January 2020 to develop a plan to pilot program learning outcomes (PLO) disaggregation in spring 2020 (AII.3-1). This pilot plan was implemented in spring 2020, with five PLOs, and the Core Planning Team made a recommendation to move to the eLumen data collection platform to make it easier to collect student-level data. An interim SLO Faculty Coordinator was named in January 2020, and the Office of Institutional Effectiveness will work with this coordinator to develop an implementation and communication plan about the PLO disaggregation to all Compton College faculty in the 2020-2021 academic year. Furthermore, the SLO Coordinator continued work with key service area outcome (SAO) leads and the Core Planning Workgroup to begin SAO development and assessment plans across Student Services, Institutional Effectiveness, Human Resources, and Administrative Services (AII.3-2). The plan has been delayed because of the pandemic and will be shared with faculty and staff once it has been drafted and taken through the governance process.

AII 4: Disaggregate learning outcomes data between Distance Education and traditional courses. (I.B.6)

Compton College piloted disaggregation of PLOs by ethnicity in spring 2020 and plans to use the same process to disaggregate a sample of SLOs for distance education in fall 2020. Scaling disaggregation of learning outcomes across all PLO and SLOs proved problematic with the College's current Nuventive data collection system since Nuventive does not support data collection at the student level. Compton College has since made the decision to move to the eLumen platform and has begun the process to have this new system in place effective spring 2021 (AII.4-1).

AII 5: Disaggregate student achievement data and implement strategies to reduce achievement gaps that are identified. (I.B.6)

The *Student Equity Report and Plan* analyzes and identifies disproportionate "gaps" (AII.5-1). The director of Student Basic Needs and Success continuously looks for additional ways to integrate data into presentations, such as the Planning Summit held in November 2019 and Tartar Talk presentation to the entire community (AII.5-2, AII.5-3). The Student Equity and Achievement committee, the Student Success Committee, and the Equity Committee will continue to strategize with the director of Student Basic Needs and Success on this item. Also, specific taskforces have been developed to investigate and respond to specific-group needs, such as the Men of Color Taskforce and the LGBTQ Taskforce. The groups meet regularly during the primary terms (AII.5-4, AII.5-5). The CCCD Board of Trustees receives monthly updates on these task force. The Office of Institutional Effectiveness also produces reports and dashboards that disaggregate student achievement data for the campus and partners and is currently working on series of data workshops that will support data interpretation and use (AII.5-6, AII.5-7).

3

AII 6: Develop board policies and procedures for the future Compton College under the authority of CCCD. (I.C.5)

A schedule of board policies and administrative regulations to be reviewed has been established and is reviewed regularly by the College's Consultative Council (AII.6.1). Compton Community College District (CCCD) reviews board policies and administrative regulations on a three-year cycle, which is consistent with Board Policy (BP) 2410: Board Policies, Administrative Regulations, and Procedures (AII.6-2). Each fall semester, as co-chairs of Consultative Council, the President/CEO and President of Academic Senate reviews the listing of upcoming board policies and administrative regulations due for the academic year. This list is distributed regularly to campus leaders on the Consultative Council to take to their constituent groups for review (AII.6-3). Each year, the Board of Trustees receives for review and information the Board Policy and Administrative Regulations and Procedures scheduled to be reviewed for the year. Furthermore, the *CCCD Change in Administrative Regulation or Board Policy Transmission Cover Sheet* was updated and approved by the Academic Senate in fall 2018 and is used to track the movement of any board policy or administrative regulation through various campus constituent groups (AII.6-4, AII.6-5).

AII 7: Develop a curriculum process at the Compton College. (II.A.1)

The College's Curriculum Committee was established as a subcommittee of the Compton College Academic Senate in spring 2018, and a curriculum chair was elected among the faculty by the Academic Senate in spring 2017 with the primary responsibilities of developing the *Curriculum Handbook* and developing the Curriculum Committee (AII.7-1). Comprised of faculty members from across the disciplines, Compton College's articulation officer, curriculum analyst, and the vice president of Academic Affairs, the Curriculum Committee meets twice a month to review and vote on the new curriculum and to oversee curriculum modifications and regularly scheduled course reviews (AII.7-2). The work of the Curriculum Committee is then reported on and brought to the Academic Senate, where the Academic Senate offers any final feedback before approval and recommendation to the CCCD Board of Trustees. Work on the *Curriculum Handbook* that establishes a detailed curriculum process and course review schedule and guidelines began in spring 2018 (AII.7-3). After several revisions, the *Curriculum Handbook* was approved by the Academic Senate on November 15, 2018 (AII.7-4). The College's curriculum process became official effective spring 2019.

AII 8: Develop DE advisory committee at the Compton Center. (II.A.5)

The Distance Education Advisory Committee (DEAC) was established in spring 2017 and became fully operational in spring 2018, as a subcommittee of the Academic Senate. DEAC's membership is comprised of faculty members from across the disciplines, counselors, articulation officer, and is co-chaired by the distance education faculty coordinator and the vice president of Academic Affairs. DEAC meets monthly and reports directly to the Academic

4

Senate (AII.8-1). In 2019-2020, DEAC worked with the Institutional Effectiveness Partnership Initiative (IEPI) to improve Compton College's distance education program through a grant awarded in fall 2019 (AII.8-2).

AII 9: Develop a course articulation process at the Compton Center. (II.A.10)

As the transition from El Camino College began, Compton College created a job description for and subsequently hired an articulation officer in fall 2019 (AII.9-1). The articulation officer is working with both the University of California (UC) and California State University (CSU) system offices on articulation agreements for the College. Compton College courses follow the established articulation process for general education courses with the CSU system facilitated through the California Community College Chancellor's Office. Additional A-G course articulations with the CSU and all course articulations with the UC are managed through the ASSIST platform and are tracked by the articulation officer. The articulation process is dependent upon university approval. Only two universities have articulated Compton College courses at a large scale (University of California, Irvine and California State Polytechnic University, Pomona), and the Articulation Officer reports that approvals have slowed in fall 2020 due to COVID-19. The articulation officer tracks these approvals' progress on the ASSIST platform and CurricUNET (the College's curriculum platform), notifies campus groups if follow-up is needed, and engages with university partners about articulation agreements.

AII 10: Develop a method to improve the Compton Center tracking of results for external certification exams for programs offered at Compton College. (II.A.14)

The College has an established process to track results of external certification exams for the Nursing and Welding programs (AII.10-1). The dean of student learning and the director of adult education and workforce development are currently defining a process for other career and technical education disciplines. The College's goal is to create a data collection process for all disciplines by spring 2021. The data collection will be assigned to designated staff who will collect the rates from various sources, including program reviews, and post the certification rates online.

AII 11: Develop a Program Discontinuance Policy for CCCD. (II.A.15)

To ensure that the College is providing up-to-date and in-demand programs, the College established Board Policy 4021: *Program Discontinuance* and Administrative Regulation 4021: *Program Discontinuance* that both aim to review enrollment trends and inform college actions on programs that are no longer inconsistent demand for students (AII.11-1) (AII.11-2). Board Policy 4021 provides the purpose of and the CCCD's approach to program discontinuance. Administrative Regulation 4021 outlines the collaborative and collegial procedures by which the Educational Task Force, comprised of representatives across major constituent groupings, shall determine those programs to be recommended for discontinuance (AII.11-3).

5

AII 12: Digitize student records currently stored as hard copies. (II.C.8)

All student records between August 24, 2006, and June 7, 2019, belong to El Camino College, and the responsibility for digitizing those belong to them (AII.12-1). Compton College now collects most records electronically through Banner, the College's student information system. The College is working to ensure that each full-time staff member will have a scanner installed at their workstation to scan documents that are turned in on paper. Furthermore, the Admissions and Records business process will be changed to require documents to be scanned daily to alleviate the amount of paperwork in the Admissions and Records Office. Transcript requests will be processed online via Credentials, while workflows are being created to allow all grade change petitions and general petitions to be fully processed, including signatures. Finally, discussions about how to take these completed documents and attach them to a student's educational record will continue in the Admissions and Records Office. Any associated costs will be determined by the director of Admissions and Records and will be requested through the resource allocation process.

AII 13: Update Technology Plan. (III.C.1)

The College's *Technology Plan* was updated in fall 2019 to reflect the technology changes needed at the College following the transition away from El Camino College (AII.13-1). This plan includes the integration of the College's new enterprise resource planning (ERP) system, Banner, the College's migration to Office 365, and the introduction of the College's new mobile application for students. Finally, the updated *Technology Plan* was revised to align with the College's recently adopted Tartar Completion by Design Framework and *Compton College 2024: Comprehensive Master Plan* (AII.1-4). All major constituent groups, including the Academic Senate, reviewed and provided feedback on the *Technology Plan* prior to its Board approval on November 19, 2019 (AII.13-2, AII.13-3).

AII 14: Implement Institutional Effectiveness Partnership Initiative - College Innovation and Effectiveness Plan (IEPI). (III.D, IV.A)

The College has accomplished many of the IEPI goals for planning (AII.14-1). Major accomplishments include regularly scheduled program review training during primary terms, the establishment of the *Integrated Planning and Budget Calendar*, formalizing the annual planning process, and the implementation of SLO and planning eLumen software (AII.14-2, AII.14-3, AII.14-4, & AII.14-5). The College integrated these planning action items into the comprehensive *Compton College 2024 Action Plan* (cite), and the Institutional Effectiveness Committee will continue to review action items related to planning action items to ensure completion. The new student learning outcomes faculty coordinator, in collaboration with the Office of Institutional Effectiveness, implemented a pilot program learning outcome (PLO) disaggregation project in spring 2020 that will continue in the 2020-2021 academic year, as the College considers how to scale student-level SLO data collection.

6

AII 15: Finalize the "Decision Making and Governance Manual for the CCCD and Compton Center." (IV.A.1, IV.B.3)

As mentioned in AII 2, the Collaborative Governance at Compton College document was completed and approved by the CCCD Board of Trustees on June 16, 2020 (AII.2-6).

AII 16: Complete another cycle of evaluations of institutional standing committees. (IV.A.7, IV.B.3)

Beginning in 2016, Compton College has evaluated its governance structure and its fifteen institutional standing committees through a governance survey (AII.16-1) (AII.16-2). The survey seeks to measure the College's employees' understanding of the governance structure and committee participation. Responses are anonymous, and once the survey response window closes, the Office of Institutional Effectiveness collects, evaluates, and disseminates the results to the campus. Evaluation of the standing committees is conducted annually. Results were communicated to the campus community in September 2019 at Tartar Talks and sent to institutional standing committee co-chairs in fall 2020 (AII.2-2).

7

Response to Team Recommendations for Improvement

Compton College's comprehensive review occurred March 6 – March 10, 2017, and during their visit, the External Evaluation Team offered nine (9) recommendations for improvement in their 2017 External Evaluation Report. In response to these recommendations for improvement, the College assumed the same actions as that for the Actionable Improvement Items, where the President/CEO, in collaboration with accreditation liaison officer (ALO) and Accreditation Steering Committee, identified responsible parties for each recommendation and began working to ensure that these recommendations for improvement were addressed appropriately and promptly.

Recommendation 1 (Improvement): *In order to increase effectiveness, the team recommends all program reviews are completed in accordance with institutionally established timelines.* (I.B.1, I.B.8, I.B.9, ER19)

To organize and formalize the program review process at the College, the President/CEO and vice president of Academic Affairs created the program review faculty coordinator position in fall 2016 (R1-1). This role includes the creation and maintenance of the webpages for *Academic Program Reviews* and *Administrative/Student Services Program Reviews*, the publishing of the College's program review schedule, the creation of the *Program Review Handbook*, as well as hosting program review trainings and office hours (R1-2, R1-3, & R1-4). Additionally, the program review faculty coordinator also serves on the Institutional Effectiveness Committee (IEC) that actively monitors and certifies completion of program reviews across academic, student, and administrative services areas. Furthermore, completed program reviews are posted online, while the IEC and the coordinator notifies program review authors and supervisors of delinquent reviews by email. Although the College has established these timelines and trainings, there are still areas and programs whose programs reviews are still incomplete. The College will continue to work with IEC, academic deans, Academic Senate, and area deans to increase completion rates.

Recommendation 2 (Improvement): *In order to increase effectiveness, the team recommends that all program review reports and shared governance committee meeting minutes be disseminated in a timely manner to support the institution's culture of transparency and sustained, substantive dialogue for continuous improvement of student learning and achievement.* (I.B.1, I.B.8, I.B.9, ER19)

In order to increase effectiveness and transparency among constituent groups, all completed program reviews are currently posted on the College's website on either the *Academic Program Review* webpage or the *Administrative/Student Services Program Review* webpage (R1-2). Moreover, the President/CEO and director of Community Relations have developed both a schedule and *President/CEO Message* to ensure that program review information, as well as other important College or district issues, are communicated to the campus community on a monthly basis (R2-1). The *President/CEO Message* was distributed via email every month to CCCD employees and is also made available to the CCCD service area constituents through the

8

College's President/CEO webpage as well as on the College's social media channels (R2-2, R2-3). However, since spring 2020, the *President/CEO Message* is published twice per week.

Recommendation 3 (Improvement): *In order to increase effectiveness, the team recommends that the Compton Center regularly assess and update its website to present clear and accurate information.* (I.C.1, II.A.10, ER 10, ER20)

In spring 2019, CCCD's website was migrated to the Compton College website (R3-1). Anchored on the College's homepage, this move provides website visitors with an easier to navigate and more comprehensive web experience. All institutional standing committee webpages are maintained and reviewed for accuracy by the respective administrative assistant for that Institutional Standing Committee. Relevant information regarding student activities, registration, financial aid, and other student support services is regularly updated by the respective office and is reviewed for content and accuracy by the Director of Community Relations. Furthermore, the Director of Community Relations holds trainings for departments and programs to support the maintenance of their webpages using OU Campus (R3-2). In fall 2020, the College will begin work on a website redesign under the leadership of the director of Community Relations.

Recommendation 4 (Improvement): *In order to increase effectiveness, the team recommends that the Compton Center delineate the Program Learning Outcomes among the general program, degrees, and certificates.* (II.A.3)

As previously mentioned, the College is undertaking several steps to ensure that all PLOs are delineated among programs, degrees, and certificates (AII.3-1). Aided by the Office of Institutional Effectiveness and the SLO faculty coordinator, beginning in the 2020-2021 academic year, the College's PLOs will be reviewed by faculty members to ensure proper alignment between course student learning outcomes. In future semesters, the College's faculty will also assist in both the alignment of PLOs to institutional learning outcomes (ILOs) as well as in the evaluation of the College's ILOs.

Recommendation 5 (Improvement): *In order to increase effectiveness, the team recommends the Library and Student Success Center staff and the Career Technical Education faculty work together to explore strategies to improve information sharing (e.g. tutoring, supplemental instruction).* (II.B.1, ER17)

Representatives of the Student Success Center, previously led by the director of student equity, have been meeting regularly with the director of adult education and workforce development to identify areas of support for career technical education (CTE) students (R5-1). Strategies such as supplemental instruction, library/tutoring support, and workshops dedicated to CTE students are being designed. These measures are further supported by the Student Success Committee and are aligned with the College's Tartar Completion by Design framework (R5-2). As the College moves forward with Guided Pathways counselors and a case management style of student support, CTE students will benefit from more focused, one-on-one support from a counselor in

9

their area that will guide them to support services available. Finally, the College's adoption of and campuswide roll-out of an early alert system, CRM Advise, has also increased communication between CTE instructors, student support staff, and counselors (R5-3).

Recommendation 6 (Improvement): *In order to increase effectiveness, the team recommends that the Center strengthen its efforts to provide ongoing professional development for all employees and increase the engagement of classified and adjunct employees.* (III.A.14)

The College has taken several steps to strengthen professional development offerings campuswide. First and foremost, the Academic Senate established the Faculty Development Committee in fall 2017, which began designing and offering regular flex workshops throughout the semesters (R6-1). This committee also established a semester reading/book club, and since fall 2019 has been offering an optional faculty-centered professional development day that complements the College's required professional development day (R6-2, R6-3, & R6-4). All professional development opportunities are open to adjunct employees. Adjuncts are encouraged to participate and are offered meals and stipends when available for special trainings such as the Assembly Bill 705 professional development support workshops (R6-5). In fall 2019, the Academic Senate asked the Faculty Development Committee to review and recommend an approved listing of flex activities to the District (R6-6, R6-7). This listing was approved by the Academic Senate on May 16, 2019, and submitted to the CCCD as informational thereafter (R6-8).

The second step that the College took to strengthen professional development efforts among all employees campuswide was to create a *Needs Assessment Survey* (R6-9). Designed by the Office of Institutional Effectiveness, the survey is a non-punitive questionnaire that asks all employees of the District to consider what goals they have for their own professional development and what the District can do to assist in the realization of these goals. The survey was disseminated to various campus stakeholders to provide an opportunity for feedback. The *Academic Senate approved the Needs Assessment Survey* on September 16, 2019 (R6-10). Findings from the fall 2019 administration of the *Needs Assessment Survey* are available online (R6-11), and the survey is scheduled to be updated and administered again in December 2020.

The third step that the College took to strengthen professional development efforts among classified employees was to design and host an annual Classified Professional Development Day. The inaugural Classified Professional Development Day was hosted in spring 2018 and was designed around tactile activities aimed at team-building, overall health and nutrition wellness, and strategies for time and financial management (R6-12).

The final step that the College took to strengthen professional development efforts campuswide was to hire a professional development manager. Hired July 1, 2019, the professional development manager's role is to "facilitate and coordinate appropriate and timely professional development workshops for faculty, management and staff; design, plan and implement various programs to address institutional, departmental, and personal training needs; train, supervise and

evaluate assigned staff" (R6-13). The manager has worked with the Profession Development Committee and established a calendar for 2020-2021.

Recommendation 7 (Improvement): *In order to increase effectiveness, the team recommends that, as the Center transitions toward College/District status, staffing needs are given priority and continuously assessed.* (III.A.9, III.A.10, ER8)

As the College completed the transition away from El Camino College, staffing needs were assessed, and suggestions were made to revise the *Staffing Plan* (R7-1). The College addressed its needs through the lens of Guided Pathways implementation, CTE/curriculum trends, and various legislative changes, including Assembly Bill 288, Assembly Bill 705, and 504/508 compliance. The *Staffing Plan* was revised to align with the College's Tartar Completion by Design framework as well as the *Compton College 2024, Comprehensive Master Plan* (AII.1-4). Furthermore, in order to increase effectiveness of staffing needs that reflect the needs of the College's diverse student population, the College partnered with the University of Southern California's (USC) Center for Urban Education to review job descriptions and create opportunities for diversity and inclusiveness at the College (R7-2).

Finally, staffing needs are also assessed and reviewed each fall semester by the Faculty Prioritization Committee, which is comprised of faculty members appointed by the Academic Senate, the vice president of Academic Affairs, who is the President/CEO's representative, and the vice president of Human Resources (R7-3). The purpose of this committee is to listen to the faculty staffing requests from each area dean and then, using data, to rank these requests. Once this process has been completed, the Faculty Prioritization Committee makes a formalized recommendation to the President/CEO for hiring faculty for the following academic year, and the President/CEO responds to the Academic Senate in writing (R7-4).

Recommendation 8 (Improvement): *In order to increase effectiveness, the team recommends the Center develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment.* (III.B.4)

The College revised AR 6602: *Bond Program Management* in September 2019 (R8-1). This administrative regulation documents the best practices related to long-range plans and total cost of ownership. Specifically, section IV, entitled "Bond Program Management Controls," outlines the processes as they relate to projection and documentation of the total cost of ownership (TCO) that includes: a listing of current CCCD projects, ongoing and future facility needs, a biannual revision of the facilities section of the *Compton College 2024 Comprehensive Master Plan*, scheduled maintenance needs, tracking of funding by source, cost and schedule review, construction, contract documentation, monthly progress reports, quarterly forecasts, and annual audits (AII.1-4).

11

Recommendation 9 (Improvement): *In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information.* (III.D.2, III.D.3)

Based on this recommendation and the needs of the College, the President/CEO recommended that integrated planning should be one of the focuses of the College's 2017 Quality Focus Essay (R9-1). The first action was the creation of the Core Planning Workgroup, which consists of administrators, staff, and faculty leaders across the campus. Lead by the director of Institutional Effectiveness, the Core Planning Workgroup meets monthly and reports directly to the President/CEO on all assigned tasks' progress.

The College updates its *Planning and Budget Calendar* annually, and it is disseminated to the campus community by the committee membership (R9-2). As one of the College's institutional standing committees, the Planning and Budget Committee will begin providing the most updated version of this calendar on its committee webpage for transparency and ease of access. Additionally, to further increase transparency about budget allocations and prioritizations timelines, the Calendar has been incorporated into Administrative Regulation 6200: *Budget Calendar* and was first received by the CCCD Board of Trustees in July 2019, following the end of the Partnership Agreement with El Camino Community College District (AII.14-3, R9-3).

Finally, to further clarify the planning and budget process, in spring 2019, the President/CEO and Consultative Council established a campuswide writing committee, comprised of administrators, faculty, staff, and students, to write the College's *Collaborative Governance Handbook*, where this process is written out in detail for all District stakeholders to review (AII.2-1). The President/CEO and Consultative Council aim to help campus and District constituents better understand the process from program/area request to budget allocation. Additionally, in order to increase consistency with integrated planning, the President/CEO and vice presidents will be working with the Office of Institutional Effectiveness to design a new budget request and prioritization process beginning in fall 2020. Finally, for those budget requests not funded, a process is being developed to "close the loop," where a written letter regarding the decision, with reasons for not being funded, is sent to the requestor. This process, along with the budget request and prioritization processes is included in the *Collaborative Governance Handbook* (AII.2-1).

Data Trend Analysis

This section provides the relevant data defined in the *ACCJC Midterm Report Data Form*. In addition, the data presentation includes a summary of the Accreditation Steering Committee reflection and discussion about the data trends.

For this presentation, unless an exception is noted in the data analysis section, the data represent the following academic years:

Year 1: 2016-2017

Year 2: 2017-2018

Year 3: 2018-2019

Annual Report Data – Institutional Set Standards

STUDENT COURSE COMPLETION
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	63%	63%	63%
Stretch Goal	72%	72%	74%
Actual Performance	68%	69%	69%
Difference between Standard and Performance	5%	6%	6%
Difference between Stretch Goal and Performance	-4%	-3%	-5%

Analysis of the data:

Course success is well above the institutional set standard but consistently below the stretch goal. Compton College has undergone several changes and implementations that would impact course success including:

- Transition for El Camino College: The transition from El Camino College was a historic and consequential event for Compton College faculty, staff, administrators, and students. The College had been building toward this new independent Compton College operations as of June 7, 2019.
- Implementation of Assembly Bill 705: Compton College has been implementing efforts related to Assembly Bill 705 since spring 2019. The key changes were revised course offerings in math and English, with the elimination of the lowest level courses. Further, faculty in math and English participated in professional development in winter and summer 2019 to provide accelerated course success and established Communities of Practice in fall 2020.
- Compton College joined Achieving the Dream, Inc to focus on professional development about teaching and learning, as well as improved data use.

13

Moving forward, we expect to see an increase in course success due to:

- Compton College is implementing Guided Pathways and key student supports, such as the early alert system that was piloted in fall 2019 and is currently being scaled across the campus.

College stakeholders review course success during its annual review of Institutional Set Goals in the spring of each year. The stretch goal was increased in year three as a response to a discussion about Assembly Bill 705 and the expected increase in course success related to increased success in math and English and to align with the California Community College Chancellor's Office Vision for Success.

Academic programs and student services faculty and staff review course success data through the program review process and course success data are available on the Compton College website with drillable options by discipline and course, as well as student ethnicity and gender to identify potential disproportionate impact.

DEGREE COMPLETION
(Students who received one or more degrees may only be counted once.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	199	199	264
Stretch Goal	319	319	677
Actual Performance	487	495	497
Difference between Standard and Performance	288	436	233
Difference between Stretch Goal and Performance	168	316	-180

Analysis of the data:

The number of students awarded an associate degree has increased from 487 to 497 between year 1 and year 3; this represents an increase of 10 awards. During each of the last three years, the actual performance of degree completion surpassed the institutional-set standard. After raising the stretch goal, the College fell behind the stretch goal in the 2018-2019 school year.

Compton College transferred over only select degrees and certificates as it transitioned to an independent college. It also developed five Guided Pathway Divisions launched in fall 2019 based upon a *Major Report* produced by the Office of Institutional Effectiveness. This report also found that many students earn a General Studies degree. In spring 2020, Compton College is administering a "Major" survey to make sure that students have the correct major, and therefore can benefit from the Guided Pathway student services support designed to inform students about programs of study and career options.

14

CERTIFICATE COMPLETION
(Students who received one or more certificates may only be counted once.)

Category	Year 1	Year 2	Year 3
Institutional Set Standard	77	77	90
Stretch Goal	111	111	133
Actual Performance	178	104	173
Difference between Standard and Performance	101	27	83
Difference between Stretch Goal and Performance	67	-7	40

Analysis of the data:

The number of students awarded a certificate decreased from 178 to 104 between year 1 and year 2. However, the number of students awarded a certificate increased from 104 to 173 between year 2 and year 3. The actual performance of certificate completion surpassed both the institutional-set standard and stretch goal except during year 2.

Compton College transferred over only select certificates as it transitioned to an independent college. This focus on more select certificates may impact certificate completion numbers in the future.

Transfer

Category	Year 1	Year 2	Year 3
Institutional Set Standard	278	278	478
Stretch Goal	544	544	867
Actual Performance	615	642	388
Difference between Standard and Performance	337	364	-90
Difference between Stretch Goal and Performance	71	98	-479

Analysis of the data:

The number of students who transferred increased from 615 to 642 between the year 1 and year 2. The number of transfers surpassed both the institutional-set standard and stretch goal. However, in year three there was a decrease in the number of transfers accounted for Compton College. This decrease was due to a change in how the transfer data were pulled from the National Student Clearinghouse. In the prior years, the methodology to pull "Compton College" students from the El Camino Community College District Institutional Research Office was to include any student who had completed 12 units in the previous year at either the Compton College or El Camino campus. In 2018-2019, as Compton College was regaining its independence from El Camino, the methodology was changed to pull only students who had completed 12 units in the previous year at Compton College. Moving forward this is the

methodology that will be used, and the decrease will need to be accounted for in a revised institutional set standard and stretch goal.

In spring 2021, the director of Institutional Effectiveness will request that the transfer Institutional Set Goal and Standard be included in the Core Planning Work Group agenda for a recommended change. This recommendation will be forwarded to Consultative Council and then to the Board of Trustees to finalize the new standard and goal for the College.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Year 1	Year 2	Year 3
Number of Courses	293	243	230
Number of Courses Assessed	271	209	135
Number of Programs	22	20	25
Number of Programs Assessed	15	14	4
Number of Institutional Outcomes	1	1	1
Number of Outcomes Assessed	0	0	0

Analysis of the data:

The table above presents the number of student learning outcomes, program learning outcomes, and institutional learning outcomes that were scheduled for assessment during the academic years. The courses and programs are on a three-year assessment cycle that was initiated in 2013. The number of courses assessed decreased from 271 to 135 during the last three years.

The number of programs assessed has decreased from 15 to 4. Compton College is establishing a new report that will be disseminated to Academic Deans to track SLO and PLO completion. Academic Deans will be responsible to ensure full participation on an ongoing basis, instead of the semi-annual report that has been provided in the past. The College has not yet assessed the Institutional Learning Outcomes (ILOs). In spring 2021, Compton College will re-establish the ILO assessment schedule and assessing one ILO each year.

Historically, Compton College has used Nuventive for its SLO data collection but will now migrate to eLumen effective spring 2021. The SLO Coordinator conducts regular trainings about SLO data collection and use. The College has defined SLOs, PLOs, and ILOs and entered them into the current Nuventive system. However, participation in entering assessment results has been a continuing struggle, as the College has experienced turnover in faculty coordinators and facilitators. The College named a new interim faculty SLO coordinator for winter 2020. Under the new leadership, the College emphasized the importance of SLO collection and implemented a PLO disaggregation project through winter 2021 when a new faculty SLO coordinator will take over

LICENSURE PASS RATE
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

16

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Nursing	80%	72%	83%	90%	-8%	3%	10%	N/A	N/A	N/A	N/A
Cosmetology-Written	75%	NA	70%	91%	NA	-5%		N/A	N/A	N/A	N/A
Cosmetology-Practical	75%	NA	73%	77%	NA	-2%	2%	N/A	N/A	N/A	N/A

Analysis of the data:

While the licensure pass rate has been troubling low in year one for nursing and cosmetology in year two, the most recent licensure pass rates have met our institution set standard in all three programs. The nursing program has partnered with Assessment Technology Institute (ATI) and UWorld software to help students prepare for the National Council Licensure Examination (NCLEX). Further, Kaplan provides review for the exam after program completion the College did not establish stretch goals for these licensure pass rates in this timeframe; the accreditation liaison officer (ALO) will request that discipline faculty and the respective academic deans establish these goals in fall 2020. Additionally, the Dean responsible for our CTE programs of study will review the disciplines that are reporting licensure pass rates and determine if additional areas should be included.

JOB PLACEMENT RATE
(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Automotive Collision Repair	60%	42%	69%	57%	-18%	9%	-3%	N/A	N/A	N/A	N/A
Automotive Technology	60%	53%	56%	58%	-7%	-4%	-2%	N/A	N/A	N/A	N/A
Business and Commerce	70%	71%	68%	NA	1%	-2%	NA	N/A	N/A	N/A	N/A
Business Management	70%	NA	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A
Child Development	55%	72%	82%	80%	17%	27%	25%	N/A	N/A	N/A	N/A
Children with Special Needs		100%			N/A	N/A	N/A	N/A	N/A	N/A	N/A

17

Computer Information Systems	70%	60%	50%		-10%	-20%	NA	N/A	N/A	N/A	N/A
Cosmetology	60%		100%	61%	NA	40%	1%	N/A	N/A	N/A	N/A
Machine Tools	None	88%	56%	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Marketing	70%	60%	50%	NA	-10%	-20%	NA	N/A	N/A	N/A	N/A
Nursing	60%	84%	88%	88%	24%	28%	28%	N/A	N/A	N/A	N/A
Welding	None	71%	100%	71%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Analysis of the data:

The College did not establish stretch goals for these job placement rates in this timeframe; the ALO will request that discipline faculty and the respective deans establish these goals in fall 2020. Further, the College has not yet set institutional set standards for the job placement rate in Machine Tools and Welding disciplines. The ALO will request that discipline faculty and the respective deans and administrators establish these goals in fall 2020.

Job placement is consistent and high in the Nursing, Welding, and Child Development disciplines. Child development improved during the timeframe (from 17 percent to 25 percent). The College hired a Permit Specialist which supports students in Child Development navigate employment and permitting requirements. The job placement rate for Automotive Collision and Repair and Automotive Technology improved from year 1 to year 3. Other disciplines saw a decline in job placement or too few graduating students to calculate the job placement rate. The College must consider plans to address this low participation for the viability of the programs.

Annual Fiscal Report Data

General Fund Performance

	Year 1	Year 2	Year 3
Revenue	$37,746,267	$38,252,345	$40,493,934
Expenditures	$38,749,553	$37,049,256	$39,650,117
Expenditures for Salaries and Benefits	$29,855,162	$28,723,071	$31,151,164
Surplus/Deficit	($1,003,286)	$1,203,089	$843,817
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-3%	3%	2%
Reserve (Primary Reserve Ratio)	27.1%	31.7%	31.8%

18

Analysis of the data:

Compton College's revenue has increased over the last three years, with the last total revenue of $40,493,934. Expenditures were slightly more than revenue in year one, and slightly less than the total revenue in years two and three. The reserve started at $12,568,820 and has increased to $14,921,979 in year three.

Other Post-Employment Benefits

	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	$6,953,000	$11,679,424	$12,568,820
Funded Ratio (Actuarial Value of Plan Assets/AAL)	41%	24%	26%
Annual Required Contribution (ARC)	$1,721,216	N/A	N/A
Amount of Contribution to ARC	$1,203,237	N/A	N/A
Service Cost	N/A	$608,696	$571,280
Interest	N/A	$687,184	$740,494
Employer Contribution	N/A	$1,203,237	$672,378

Analysis of the data:

The actuarial accrued liability for Other Post Employee Benefits (OPEB) has increased over the three-year period, while the funded ratio has decreased. The Annual Required Contribution was eliminated in 2017 and therefore is only applicable to year one. Furthermore, in years two and three, the service cost, interest, and employer contributions are reported.

Enrollment

	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	5,261.79	4,956.19	4,576.80

Analysis of the data:

Enrollment at Compton College has been decreasing over the last three years. This was expected with the combination of its transition as an independent college, the strong economy, and

19

shrinking K-12 population. Compton College has drafted a new *Compton College 2024 Enrollment Management Plan* to increase Compton College enrollment.

Financial Aid

	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD – 3 year rate)	Not enough borrowers to display	Not enough borrowers to display	4%

Analysis of the data:

The data for year 3 represents fiscal year 2016. The previous two years show less than 10 borrowers, per the US Department of Education website: https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=0 42817.

20

Report on the Outcomes of the Quality Focused Projects

Compton College submitted a Quality Focused Essay Special Report (QFE) to the ACCJC in November 2017. This QFE focused on two areas of the College: Integrated Planning and Distance Education. This section provides a description about how Compton College has progressed to the goals outlined in the QFE.

Quality Focused Essay – Action Project 1: Integrated Planning

The Quality Focused Essay (QFE) described the need to make improvements to Compton College's planning process to develop a clearer connection between planning and resource allocation. The QFE outlined Compton College's planning system designed to prioritize recommendations from Annual Program Plans (APP) developed through program review. The annual plan process then builds upon the APPs to define Unit Plans, followed by Area Plans, which then ultimately culminates into a final College budget that funds a prioritized set of recommendations. The QFE suggested that program plan-derived recommendations were not consistently implemented across divisions and service areas. Furthermore, the College realized that it needed to make organizational changes that would involve adjustments to current committee responsibilities, as well as the development of a workgroup connected to the College's Institutional Effectiveness Committee (IEC). Thus, the QFE identified two major goals related to Integrated Planning:

1. Strengthen the link between Annual Program Plans and resource allocation.
2. Improve campus communication regarding planning processes and actions.

This section describes the progress that Compton College has made to-date in realizing these goals.

Strengthen the link between Annual Program Plans and Resource Allocation

Over the last three years, Compton College has undertaken several activities to strengthen the link between APPs and resource allocation. These activities include improving the institutional standing committee structure, bolstering the Office of Institutional Effectiveness staffing and planning resources, and strengthening the student learning outcome processes of the College (QF1-01).

The College has further developed its institutional standing committees (ISCs) across the campus (AII.1-1). All ISCs report to Consultative Council, the representative planning committee co-chaired by the President/CEO and the Academic Senate President. Compton College has fifteen institutional standing committees with clearly defined purpose statements captured on the representative list circulated each term by the President/CEO and Academic Senate President. Per the *Collaborative Governance Handbook*, these committees have a faculty and administrator co-chair leadership structure and a defined administrative assistant to ensure all agenda and notes, including any recommendations that will require resource allocations, are captured and posted online in a timely manner for access by all college stakeholders (AII.2-1).

21

In the 2019-2020 academic year, Compton College drafted the *Collaborative Governance Handbook* that outlines the decision-making processes at the College, including descriptions of the annual planning process and resource allocation (AII.2-1). The handbook outlines how ISCs make recommendations to the President/CEO for funding consideration. This process was developed, reviewed, and approved by campus constituent groups over a two-year period (QF1-6, QF1-7, QF1-8).

Each year, the President/CEO holds a training for all committee co-chairs to review the roles and responsibilities of committees (QF1-9). During the training, the President/CEO underscores the importance of moving recommendations through the committee structure for funding consideration, establishing annual goals, evaluating each ISC, which is performed by the Office of Institutional Research, and reviewing the evaluation findings. The evaluation findings are reviewed by the Collaborative Governance Task Force each August.

To effectively track the efforts to strengthen planning and budget allocation, the College established the Core Planning Team (QF1-10, QF1-11, QF1-12). This team focuses on key objectives identified in the QFE, including student learning outcome disaggregation, establishing annual college goals, and tracking progress on Compton College's Institutional Effectiveness Partnership Initiative (IEPI) project on integrated planning and the subsequent IEPI project on Distance Education. Progress toward the IEPI goals is captured in the comprehensive Action Plan (QF1-1). Led by the Director of Institutional Effectiveness, the Core Planning Team consists of various members from across campus constituent groups.

Compton College invested in staffing for the Office of Institutional Effectiveness and in planning resources to support strengthening the link between annual plans and budgeting allocations. The College developed a job description for a manager of institutional research and planning, as called for in the QFE (QF1-13). Upon further review of the roles and responsibilities related to this position, the title of the position was modified to a director position (QF1-14). Furthermore, the department was later renamed from Research & Planning to Institutional Effectiveness, in order to clarify the roles and responsibilities of the department to the campus community. Subsequently, the position's title was modified to "Director of Institutional Effectiveness" (QF1-15). Since 2018, the director of Institutional Effectiveness has overseen the annual planning cycle and worked to close the link between planning and budget, which has resulted in increased funding through the planning process (QF1-16).

In addition to hiring a director of Institutional Effectiveness, Compton College also invested in the Nuventive platform to capture the College's planning documentation that is linked to the budget process (QF1-17). Since its adoption, the Effectiveness conducts regular, periodic Nuventive trainings across the campus in alignment with Administrative Regulation 6200: *Budget Calendar* to increase the number of faculty and staff who complete annual plans (QF1-18). During the 2019-2020 planning cycle, a majority of annual plans were captured in the Nuventive system and documented in the annual evaluation report (QF1-19). While this work has been institutionalized, the College has made the decision to adopt the eLumen platform and will begin the migration of institutional data over to this new system during the fall 2020 semester.

The program review faculty coordinator offers regular trainings about how to complete a rigorous program review; however, the program reviews are still captured outside of Nuventive (QF1-20). The Office of Institutional Effectiveness will begin work on a plan in fall 2020 to integrate all program review content into the College's newly-adopted eLumen platform, which will effectively link program review recommendations to the annual plan recommendations that inform the annual budget.

Improve Campus Communication Regarding Planning Processes and Actions

To improve the campus communication related to planning, Compton College engaged in its first IEPI project focused on integrated planning. Many of the IEPI recommendations have been addressed since 2017. Through this process, the program review faculty coordinator (PRFC) position was created. Once hired, the PRFC created and publicly posted a program review schedule timeline, *Program Review Handbook*, and additional support resources (QF1-21, QF1-22, QF1-23).

The IEC and the PRFC monitor the program review schedule-timeline and regularly communicate with faculty and staff who are responsible for program review efforts. Additionally, the PRFC hosts multiple trainings each term about how to complete program review. Furthermore, the PRFC regularly communicates with the academic deans, providing status updates of program reviews, and where they are complete, need revision, or are outstanding (QF1-24). Compliance with the program review timeline continues to be a challenge. In April 2020, the President/CEO sent a message about all outstanding program reviews that are due by June 30, 2020 (QF1-25).

The *Planning and Budget Calendar* has been created and updated for the current academic year and is posted as AR 6200. The director of Institutional Effectiveness communicates deadlines related to the annual planning process across the campus, as well as maintains the planning website (QF1-26). During the 2020-2021 annual planning cycle, the College implemented "Feedback Reports" at each roll-up level (e.g., Unit, Area, and College). These reports provide a justification for recommendations that are not forwarded to the next level of review. These reports are publicly posted for all stakeholders to review (QF1-27). Further, the 2020-2021 annual planning process included a voting system of informed stakeholders during the roll-up process to increase the awareness of annual plan recommendations across the campus (QF1-28).

The faculty SLO coordinator provides leadership and guidance to our faculty to realize the SLO area of focus on the IEPI plan. The SLO coordinator, in collaboration with four additional faculty SLO facilitators across the campus, work with faculty to communicate about SLO requirements and timelines, as well as complete SLO data collection (QF1-29). Further, the SLO coordinator and the director of Institutional Effectiveness communicated with key faculty about a pilot effort to disaggregate PLO data collection in spring 2020 through the Core Planning Team.

In fall 2020, the Institutional Effectiveness Committee and the Core Planning Team will review the IEPI action steps to determine if additional efforts need to be addressed outside of normal continuous improvement efforts. This status update will be publicly posted and forwarded to the Institutional Effectiveness Committee and then Consultative Council by spring 2021.

23

Quality Focused Essay – Action Project 2: Distance Education

Compton College is investing in and developing its distance education offerings for students. In its November 2017 QFE Special Report, the College identified three main goals for distance education: 1) create an organizational management structure for distance education; 2) implement best practices to increase student success; and 3) promote student awareness and develop tools for student success. To support the effort to meet these goals, in spring 2019, the College participated in an IEPI and joined the California Virtual Campus – Online Education Initiative (CVC-OEI) Consortium. The sections below describe the progress that the College has made toward each of the QFE goals for distance education and additional plans for distance education through 2024.

Organizational Management Structure

The College has developed its own support and management structure for distance education independent from El Camino College. Specifically, the College established three positions, which are housed in Academic Affairs, to support distance education: 1) a distance education faculty coordinator who facilitates the College's faculty training and certification processes and leads the Distance Education Advisory Committee (DEAC) (QF2-1); 2) a learning management system specialist to help manage the Canvas system, support faculty using Canvas (QF2-2); and, 3) a Distance Education Manager who works with the Distance Education Faculty Coordinator and the vice president of Academic Affairs. The manager provides oversight of the distance education program, coordinates and oversee day-to-day operations, supervises the learning management system specialist and distance education faculty coordinator, and has budget oversight, serves as a trainer for online student support services, and works closely with the Distance Education Advisory Committee (QF2-3).

In spring 2020, Compton College identified the need for an instructional designer/faculty distance education trainer, and this position was filled with a full-time faculty representative (QF2-4)

In addition to the human resources deployed to support distance education, the College established the DEAC in spring 2017. In support of the institution's QFE and the *Compton College 2024 Comprehensive Master Plan*, the DEAC works collaboratively with academic deans, the distance education faculty coordinator, the Curriculum Committee, and the Academic Senate to facilitate and improve online teaching, learning, and technology (QF2-5). The DEAC supports a learner-centered program and makes recommendations to the Curriculum Committee and the Academic Senate that are designed to further student success. Moreover, each DEAC member not only represents their division, but also acts as a resource to all faculty and staff members within their division regarding the exploration, development, and implementation of robust pedagogical online strategies in the distance education environment (QF2-6).

Implement Best Practices to Increase Student Success

The distance education faculty coordinator and the DEAC have developed a *Distance Education Handbook* that outlines best practices and guidelines for Compton College faculty (QF2-7). In

24

joining the CVC-OEI, the College is building its capacity to create strong distance education course offerings (QF2-8).

Working with the CVC-OEI, Compton College has established a Faculty Course Review Committee (FCRC), which is responsible for determining the College's Peer Online Course Review (POCR) training process. This review process ensures that all online courses meet Title 5 of the California Code of Regulations requirements, adhere to the course outline of record, and that the faculty who teach online have a standard level of expertise in distance education teaching practices (QF2-9). In addition to the POCR process, the College also will host professional development workshops and a Digital Summit about distance education in the coming year (QF2-10).

Due to concerns and the potential for a closure because of the COVID-19, the distance education faculty coordinator expedited in-house Canvas training for all full-time and adjunct faculty in spring and summer 2020 (QF2-11, QF2-12). In addition, the distance education team, which included fifteen trainers, held a 4-hour Canvas training, Growing with Canvas, on March 18, 2020. All faculty were required to attend (QF2-13, QF2-14). Prior to COVID-19 our Canvas use was recorded at 138 courses, 63 teachers and 2,571 students. After this transition during COVID-19, the use was measured at 382 courses, 199 teachers, and 4,594 students (QF2-15). In addition, student academic supports and student services were also moved online (QF2-16).

The distance education faculty coordinator trained a small cohort of counselors to implement online counseling Q&A in fall 2019 (QF2-17, QF2-18). The coordinator also held a Digital Summit with the CVC-OEI to enhance student services awareness of online resources to better serve our students, such as Cranium Café in November 2019 (QF2-10). The COVID-19 crisis jump-started this work, and in spring 2020, all counselors are now trained and able to implement educational planning counseling sessions online (QF2-19, QF2-20).

Promote Student Awareness and Develop Tools for Student Success

Compton College is investing in ongoing technological professional development for faculty and resources to support the online student experience. These services are provided through the partnership with the CVC-OEI as an online ecosystem of support, including online counseling, online tutoring, equitable name pronunciation software, online readiness assessment, and online proctoring of exams. In sum, to foster greater accessibility and equitable outcomes for all students, the College plans to expand its distance education courses, programs, and services (QF2-21, QF2-22).

All Guided Pathway division chairs have completed the POCR training (QF2-23, QF2-24). The FCRC will recommend policies and procedures for Compton College to become a Local POCR campus approved by the CVC-OEI Consortium. Furthermore, the Office of Academic Affairs will work with the Academic Senate and DEAC to establish an ongoing training schedule for the faculty to complete their accessibility training to continue to use Canvas.

Cranium Cafe Student Hub was installed into Canvas to allow all students to be able to contact all student services and other various departments online through Canvas in spring 2020. Further,

25

the NetTutor was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. Proctorio was installed into Canvas to address the need for testing software, Labster addresses the need for online laboratory courses, and Ally addresses the need for managing accessibility across all Canvas courses (QF2-25). The College leadership is closely watching the state-level funding for these resources and will consider local funding if necessary. For example, in October 2020, the CCCD entered into an agreement to continue to utilize Cranium Café for online student support services.

APPENDIX – Evidence Master List (Please note that this is still in progress pending further revisions and edits)

Actionable Improvement Items

Actionable Improvement Item 1

AII.1-1	AR2511 Council and Committee Structure
AII.1-2	Compton College Mission Statement Webpage
AII.1-3	2019-2020 Compton College Catalog, Page 3
AII.1-4	Compton 2024 Comprehensive Masterplan, Page 5

Actionable Improvement Item 2

AII.2-1	Collaborative Governance Handbook
AII.2-2	Tartar Talks Presentation - September 17, 2019
AII.2-3	Tartar Talks Presentation - November 19, 2019
AII.2-4	Flex Day Agenda - February 13, 2020
AII.2-5	Academic Senate Minutes – May 21, 2020
AII.2-6	CCCD Board of Trustees Agenda – June 16, 2020

Actionable Improvement Item 3

AII.3-1	Core Planning Workgroup Agenda – January 10, 2020
AII.3-2	Core Planning Workgroup Agenda – April 22, 2020

Actionable Improvement Item 4

AII.4-1	Core Planning Team Agenda – June 22, 2020

Actionable Improvement Item 5

AII.5-1	Student Equity Report and Plan
AII.5-2	Planning Summit Agenda – October 11, 2019
AII.5-3	Tartar Talks Presentation – November 19, 2019
AII.5-4	Men of Color Taskforce Agenda – May 22, 2020
AII.5-5	LGBTQ+ Taskforce Agenda – November 29, 2018
	LGBTQ+ Social Event Flyer – Summer 2020
AII.5-6	Data Use Summit Agenda – November 13, 2020
AII.5-7	Tartar Success Institute 2.0 Agenda – October 9, 2020

Actionable Improvement Item 6

AII.6-1	CCCD Board Policy and Administrative Regulation Review/Timeline – 2019 – 2020
AII.6-2	BP2410 – Board Policies, Administrative Regulations, and Procedures
AII.6-3	Sample Consultative Council Agenda
AII.6-4	CCCD Change in Board Policy and Administrative Regulation Form
AII.6.5	Academic Senate Minutes – September 20, 2018

27

Actionable Improvement Item 7
AII.7-1	Academic Senate Minutes – May 18, 2017
AII.7-2	Compton College Curriculum Handbook, Pages 16-18
AII.7-3	Curriculum Committee Agenda – June 20, 2020
AII.7-4	Academic Senate Minutes – November 15, 2018

Actionable Improvement Item 8
AII.8-1	DEAC Meeting Schedule – 2019-2020
AII.8-2	Institutional Effectiveness Partnership Initiative (IEPI) – Distance Education

Actionable Improvement Item 9
AII.9-1	Articulation Officer Job Description

Actionable Improvement Item 10
AII.10-1	NCLEX Pass Rates/Licensure Rates - Nursing

Actionable Improvement Item 11
AII.11-1	BP4021 – Program Discontinuance
AII.11-2	AR4021 – Program Discontinuance
AII.11-3	Educational Task Force Recommendations Memo – December 6, 2016

Actionable Improvement Item 12
AII.12-1	ECCCD and CCCD Partnership Agreement MOU – August 24, 2006

Actionable Improvement Item 13
AII.13-1	Compton College 2024 Technology Masterplan
AII.13-2	Academic Senate Minutes – October 3, 2019
AII.13-3	CCCD Board of Trustees Agenda – November 19, 2019

Actionable Improvement Item 14
AII.14-1	IEPI Status Report (Strategic Planning) – March 8, 2017
AII.14-2	Program Review Training Schedule – Spring 2020
AII.14-3	AR6200 – Planning and Budget Calendar
AII.14-4	Report on Annual Planning Cycle – 2019-2020 AY
AII.14-5	SLO/PLO/ILO Webpage (Screen Capture)

Actionable Improvement Item 15
AII.2-6	CCCD Board of Trustees Agenda – May 19, 2020

Actionable Improvement Item 16
AII.16-1	Compton College Governance Survey – 2016

28

| AII.16-2 | Compton College Governance Survey – 2017 |
| AII.2-2 | Tartar Talks Presentation – September 2019 |

Recommendations from External Evaluation Team

Recommendation 1

R1-1	Program Review Faculty Coordinator Job Description
R1-2	Academic Program Reviews Webpage (Screen Capture)
R1-3	Administrative/Student Services Program Reviews Webpage (Screen Capture)
R1-4	Program Review Handbook

Recommendation 2

R1-2	Academic Program Reviews Webpage (Screen Capture)
R2-1	Sample President/CEO Newsletter
R2-2	President/CEO Newsletter Webpage (Screen Capture)
R2-3	Compton College Facebook Page (Screen Capture)

Recommendation 3

| R3-1 | Compton College Homepage (Screen Capture) |
| R3-2 | OU Campus Training Flyer/Schedule |

Recommendation 4

| AII3-1 | Core Planning Workgroup Meeting Agenda – November 2019 |

Recommendation 5

R5-1	Student Success Center and Strong Workforce Meeting Agenda
R5-2	Tartar Completion by Design Framework Model
R5-3	Early Alert Presentation/Rollout

Recommendation 6

R6-1	Faculty Development Meeting Agenda
R6-2	Faculty Development Book Club Flyer
R6-3	Fall 2019 Optional Faculty Development Flex Day Agenda – August 23, 2019
R6-4	Fall 2019 Flex Day Agenda – August 22, 2019
R6-5	AB705 Assessment Implementation Update
R6-6	Academic Senate Letter to Faculty Development Committee, Re: Flex Activities
R6-7	Approved Flex-Day Activities List
R6-8	Academic Senate Meeting Minutes
R6-9	Compton College Needs Assessment Survey (Draft to Senate)
R6-10	Academic Senate Meeting Minutes – September 19, 2019
R6-11	Needs Assessment Survey Results Report

29

R6-12	Classified Professional Development Day Presentation – Spring 2018
R6-13	Professional Development Manager Job Description

Recommendation 7
R7-1	Compton 2024 Staffing Plan
AII.1-4	Compton 2024 Comprehensive Masterplan, Pages 18-19
R7-2	Partnership Agreement – USC Center for Urban Education
R7-3	Faculty Prioritization Committee Policy/CCCD Policies and Procedures Handbook, Pages 55-56
R7-4	Faculty Prioritization Results Memo

Recommendation 8
R8-1	AR6602 – Bond Program Management
AII.1-4	Compton 2024 Facilities Masterplan, Pages 20-21

Recommendation 9
R9-1	Compton College Quality Focus Essay
R9-2	Planning and Budget Meeting Agenda
R9-3	CCCD Board of Trustees Agenda – June 16, 2019
AII.14-3	AR6200 – Planning and Budget Calendar
AII.2-1	Collaborative Governance Handbook, Pages 20-22

Quality Focus Essay

Action Project 1: Integrated Planning

Action Project 2: Distance Education
QF2-1	Distance Education Faculty Coordinator Job Description
QF2-2	Learning Management System Specialist Job Description
QF2-3	Instructional Coordinator Job Description
QF2-4	Distance Education Manager Job Description
QF2-5	Instructional Designer/Faculty Distance Education Trainer
QF2-6	DEAC meeting minutes
QF2-7	**Pending
QF2-8	Distance Education Handbook
QF2-9	CVC-OEI Partnership Agreement
QF2-10	POCR Process
QF2-11	Digital Summit Agenda, November 2019
QF2-12	Faculty Canvas Training Agenda, Summer 2020
QF2-13	Emergency COVID-19 Faculty Canvas Training Agenda, March 2020
QF2-14	IEPI Report
QF2-15	Student Services Website
QF2-16	Counselor Online Counseling Training Agenda, fall 2019

30

QF2-17	Emergency COVID-19 Counselor Online Counseling Training Agenda, March 2020
QF2-18	Technology Plan
QF2-19	IEPI Distance Education Plan
QF2-20	Guided Pathways POCR Training Agenda

31

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019

Institution Name: **Compton College** **Date: April 30, 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	The practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	The practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress in implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

1

Page intentionally left blank

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having a differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor's Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019**. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** - Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? - How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? - How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college drafted program maps by June 30, 2020. The program maps have been uploaded in Program Mapper. The program maps include career information, i.e. salary, job growth outlook, etc. The GPD websites have been implemented and continue to be revised. Programs are also included in the new student orientation. Additionally, the college purchased College Central Network and will deploy this platform. Term, if *at scale* or *scaling:* Fall 2020	*Next steps:* Creating Marketing & Communication material that is connected to academic program maps and Guided Pathways webpage. Upload program maps into Degree Works. Leveraging existing software tools (EMSI), CCCMyPath, Program Mapper, GPD Division pages connected to all career resources. *Timeline for implementing next steps:* Fall 2020 - ongoing
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college implemented CCCMyPath, which is an onboarding tool that was implemented in the month of October. Over 700 student contacts generated in CCCMyPath, which includes career information. Additionally, the college drafted program maps by June 30, 2020. The program maps have been uploaded	*Next steps:* Review CCCMyPath implementation and continued meetings with workgroup to assess its impact. Implement program maps in Degree Works. Continue workgroup meeting with program maps to determine next steps.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		in Program Mapper. The program maps include career information, i.e. salary, job growth outlook, etc. The GPD websites are being revised. Programs are also included in the new student orientation. Term, if *at scale* or *scaling:* Fall 2020	*Timeline for implementing next steps:* Fall 2020 – ongoing
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Updates have been inputted for Transfer & Career Center webpages with updated links to university webpages and career exploration tools. Major prep advising worksheets are available on the counseling webpage with employment information. The 2019-2020 academic year ended with the Career Clarity Committee (C3) making recommendations for next steps on implementing a campus wide career readiness vision. C3 membership reviewed CCCMyPath for onboarding of students with career cards, reviewed and added SOAA concepts based on employment focus, and adopted the LinkedIn Learning resource as a supplemental tool for building transferable skills to support career readiness. Additionally, program maps were completed by June 30, 2020. The program maps have been uploaded into Program Mapper. Term, if *at scale* or *scaling:*	*Next steps:* Leveraging existing software tools (EMSI), CCCMyPath, Program Mapper, GPD Division pages connected to all career resources. Furthermore, by fall 2020, we will complete a program map pipeline with CSUDH. *Timeline for implementing next steps:* Spring 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Fall 2020	
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Developed academic program maps for each of our degree and certificate programs and completed by June 2020. Information provided in each GPD website and in new student orientation. The GPD webpages show important information about and programs. All students including K-12 students have this information available to them via the Compton College webpages, via Educational Partnerships, and Dual Enrollment Specialists. Term, if *at scale* or *scaling:*	*Next steps:* Launch Program Mapper. Creating Marketing & Communication material that is connected to academic program maps and Guided Pathways webpage. *Timeline for implementing next steps:* Fall 2020
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Math placements have been designed to direct students based on their area of interest. Completed program maps and uploaded into Program Mapper. Students have several avenues to receive help: Stem Center, L-SSC, DSPS, Free 24/7 online tutoring, including NetTutor, Khan Academy, Math TV, EdReady Math, provide assistance and guidance to students. Additionally, we now have Math 65 for those who may not have the foundation for	*Next steps:* Reflect upon the evaluation findings from the RP group to refine basic skills course, co-requisite, and support services to improve student outcomes, including throughput and completion, or other alternative student support strategies. Operationalizing case management for students in STEM and across all five GPDs. Making sure courses are being offered and consistent with program maps. Strong college support of the Stem

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		college Math 150.We are currently piloting a co-teaching model for Math 150 with a corequisite of 15C. This has been developed but not yet approved to be offered. Term, if *at scale* or *scaling:* Fall 2020	Center, L-SSC, DSPS in their projects, and efforts to help all students. End of Spring 2021 provides the next benchmark to measure progress in this area. All forms of tutoring should be continued. *Timeline for implementing next steps:* Fall 2020 – ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Implemented CCCMyPath which includes career and college options, Program Mapper, and operationalized Career Clarity Committee (C3). In New Student Orientation, we discuss the five guided pathway divisions. The students meet with a counselor and an advisor. We will implement career exploration in new student orientation. We encourage students to take Human Development course to assist with career exploration. The Career & Transfer Center hosts workshops to help students make informed major decisions. Term, if *at scale* or *scaling:*	*Next steps:* Provide career training to counselors and to TSTs, to help strengthen a career culture. Funds from the College Futures Foundation will be used to help provide career training. Workshops on careers and cross-department collaboration. *Timeline for implementing next steps:* Fall 2020 - ongoing
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Extensive support led by the Student Success Center is provided to all students who have been historically underrepresented and/or underserved in higher education. Offered embedded tutoring/coaching, free 24/7 online tutoring services,	*Next steps:* Continuing Faculty Liaison assigned positions. Faculty Liaisons provide workshops at key points throughout the semester. With CRM Advise, utilize analytics and continue to build proactive in-reach. Investing in professional development for teaching and learning.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		including NetTutor, Khan Academy, MathTV, and EdReady Math. Scaled CRM Advise Early Alerts in spring 2020. We received data and there was a higher percentage point of students who received an alert who passed their course. Term, if *at scale* or *scaling:* Fall 2020	Implement a tracking system that is connected to either the college's ERP system or CRM Advise. *Timeline for implementing next steps:* Fall 2020 – ongoing
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Extensive support led by the Student Success Center is provided to all students who have been historically underrepresented and/or underserved in higher education. Offered embedded tutoring/coaching, free 24/7 online tutoring services, including NetTutor, Khan Academy, MathTV, and EdReady Math. Scaled CRM Advise Early Alerts in spring 2020. We received data and there was a higher percentage point of students who received an alert who passed their course. Term, if *at scale* or *scaling:* Fall 2020	*Next steps:* With CRM Advise, utilize analytics and continue to build proactive in-reach. Investing in professional development for teaching and learning. Implement a tracking system that is connected to either the e college's ERP system or CRM Advise. *Timeline for implementing next steps:* Fall 2020 – ongoing
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college offered a summer bridge, an English and Math Preparation academy helps facilitate a seamless transition from high school to Compton College. Implemented the Community of Practice,	*Next steps:* We will implement CRM Advise and we will intentionally target all students in English courses for analytics and intentional, proactive in-reach. Continued assessment of access and success of first

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Student Learning Associate (SLA) Program, NetTutor 24-7 tutoring, EdReady, corequisites, and workshops. All Student Success Center services are available to Compton College students who have been historically underrepresented and/or underserved in higher education. Term, if *at scale* or *scaling:* Fall 2020	year gateway English completion will take place. Have English instructors who teach gateway English courses include all SSC reading/writing support services on their syllabus. *Timeline for implementing next steps:* Fall 2020- ongoing
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* All Student Success Center services are available to Compton College student who have been historically underrepresented and/or underserved in higher education. All SSC services are actively promoted to the campus community via flyers, emails, CRM Advise, SSC webpage, and social media. Term, if *at scale* or *scaling:*	*Next steps:* The college is looking at student level data and access to TSTs for timely and proactive intervention. The TSTs will receive training on CRM Advise, scale, and help provide support for students. Have all instructors include all SSC support services on their syllabus. SSC Instructional Specialist participation in GP Tartar Success Teams to strategize and plan for intensive support so students can succeed in all college-level courses as soon as possible. *Timeline for implementing next steps:* Fall 2020- ongoing
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college hired Dual Enrollment Specialists to help onboard students. Outreach has dedicated advisors and counselors that meet with students. Enrollment cycles at our feeder high	*Next steps:* The college will create opt-out scheduling and block scheduling for dual enrolled and AB 288 students. Prepare literature in Spanish. Continue outreach and recruitment activities

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		schools increase student awareness of Promise benefits and ensures successful completion of the Steps to Enrollment, selection of Guided Pathway Division, and participation in student support programs. Outreach events across the region focus on creating authentic community engagement and promoting early exposure to college in K-11th grades. Promoting bi-lingual counseling where needed and implemented CCCMyPath, which will help prospective students learn more about our college academic programs through the career cards and program sheets. Term, if *at scale* or *scaling:* Fall 2020	while strengthening relationships with feeder high schools. *Timeline for implementing next steps:* Spring 2021- ongoing

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The college continues to implement Tartar Success Teams, which include the assignment of counselors and Student Service Advisors to each Guided Pathway Division. Through CRM Advise, TST members follow up with students who need additional assistance in course(s) and provide positive affirmation. Counselors create student educational plans via Degree Works and the SEPs are accessible via CRM Advise. Counseling video was created to explain how to utilize Degree Works. Term, if *at scale* or *scaling:*	*Next steps:* Maximize the utilization of Degree Works to further student completion and transition through student driven videos explaining Degree Works and how to use it, and student utilization of "what if" scenarios to assess degree options and self-assessment features to determine whether they are on track in their program. Map abbreviated student educational plans, comprehensive educational plan, and certificate information from Banner to CRM Advise. This will help with timely interventions for student progress. The college is exploring analytics in Banner and this is a suite that can be deployed. *Timeline for implementing next steps:* Fall 2020 – ongoing
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The college drafted program maps in Program Mapper software. By fall 2020, will completed 10 ADT program maps and link to CSU Dominguez Hills bachelor's degree. Exploring making "what if" available to students in DegreeWorks. Additionally, in Degree Works, students	*Next steps:* Launch program mapper. Upload program maps into DegreeWorks. Maximize the utilization of Degree Works to further student completion and transition through student driven videos explaining Degree Works and how to use it, and student utilization of "what if" scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.

		can see if they are "off-track" as well as "on-track". Term, if *at scale* or *scaling:*	Map abbreviated student educational plans, comprehensive educational plan, certificate information from Banner to CRM Advise. This will help with timely interventions for student progress. The college is exploring analytics in Banner and this is a suite that can be deployed *Timeline for implementing next steps:* Spring 2020 – ongoing
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The college scaled CRM Advise, which is an early alert tool for students if they are at risk of falling off program plans. Members of the Tartar Success Teams have participated in the development of CRM Advise implementation as well as the Guided Pathways Counselors. The impact has been meaningful but continuous assessment and training is key. Institutional Effectiveness provided data for spring 2020 and will follow up with focus groups and interviews with stakeholders. Term, if *at scale* or *scaling:*	*Next steps:* Additional professional learning with Degree Works and best practices. Continuous trainings for TSTs on utilizing CRM Advise Early Alert and continued refinement of program for added value. *Timeline for implementing next steps:* Spring 2020-ongoing
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The College provided counseling assignments based on our new Guided Pathways divisions. The new student orientation and CCCMyPath will encourage assistance in the exploration of careers. Counselors assist students with finding "similar" majors or options in post-baccalaureate and identify coursework to be prepared for that	*Next steps:* Train Guided Pathway Counselors, Student Services Advisors, and student support staff on Guided Pathway Division on transfer, career, internship and employment opportunities. The College Futures Foundation will provide funding that will support Career Services training. Guest speakers and

		"other" program. Major workshops have been offered at certain points in the semester. Term, if *at scale* or *scaling:*	career panels and workshops led by TSTs. *Timeline for implementing next steps:* Fall 2020 - ongoing
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The College piloted block scheduling with FACH and Social Sciences GPD. The College continues to explore Block Scheduling and aligning to Guided Pathway Divisions. The College is exploring Block Scheduling and Opt-Out Scheduling for Compton College Promise and FYE students. The program maps in Program Mapper have been finalized. Furthermore, the Institutional Effectiveness department has provided a Tableau report on course success rates. Term, if *at scale* or *scaling:*	*Next steps:* Utilize data from student educational plans in Degree Works for course scheduling/course enrollment. Maximize Banner, Degree Works, and Argos for course scheduling/course enrollment. Explore options for meeting student demand to include Block Scheduling and Opt-Out scheduling. Utilize data to explore student needs in scheduling times. The College Futures Foundation will provide funds that will help the college support Block Scheduling and Opt-Out Scheduling. New schedule grid times will be implemented for fall 2021 to allow students more opportunities to enroll in courses. *Timeline for implementing next steps:* Fall 2020 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college is on pace to completed 10 ADT program maps that are linked to CSU Dominguez Hills bachelor's degrees. The Transfer & Career Center hosts monthly events. Many programs have PLOs, grounded with graduation and employment. Courses are reviewed regularly. SLOs were revised, with input from CTE Advisory Committees. *Term, if at scale or scaling:* Fall 2020	*Next steps:* Collaborate with CTEOS to inform program plans/review and accreditation. Track students after degree/ certificate completion. *Timeline for implementing next steps:* Spring 2020- ongoing
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Joined Achieving the Dream to help the College create a plan to improve teaching and learning. This will include professional development, which may include flipped classroom, differential teaching, etc. The College continues to review SLOs and PLOs and will be implementing eLumen to better assess student learning outcomes. *Term, if at scale or scaling:*	*Next steps:* Include AtD in in teaching and learning professional learning opportunities for faculty and foster deep learning. *Timeline for implementing next steps:* Fall 2020 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Cooperative Work Experience Education program has been approved. Students can earn college credit while gaining work experience. Students have clinical placements in the nursing program. Child development students go to practicum sites. Students in Physics designed and launched a High-Altitude Balloon during their learning experience where they improved battery longevity, parachute positioning and changing the parachute design. Class projects in Communication Studies include Job Interview Closet, attending a speech & debate tournament, City of Compton's Rotary inaugural gala, and serving at local non-profits. Term, if *at scale* or *scaling:*	*Next steps:* Make information of such activity available to students by fliers, forums, emails, Compton College homepage etc. Experiential learning will be managed within e-portfolio based structure via College Central Network. *Timeline for implementing next steps:* Fall 2020 - ongoing
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college purchased eLumen, a assessment management system. This platform was recommended by Compton College faculty and is uniquely designed to support student-level data collection across the campus because it integrates with the existing Canvas Learning Management System employed by faculty. The eLumen platform will include a means to enter data and track student learning outcomes, program learning outcomes, institutional learning outcomes, and service area outcomes, as well as the	*Next steps:* Implement eLumen and provide training for faculty. Begin collecting data for every course and establish a new course reporting cycle to ensure all courses are assessed within a four-year cycle. *Timeline for implementing next steps:* Spring 2021 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		annual plans and resource recommendations from faculty and staff across the campus. Term, if *at scale* or *scaling:*	
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The Core Planning Workgroup consists of various members from across constituency groups and is led by the Director of Institutional Effectiveness. The group focuses on the Distance Education IEPI proposal, master plan updates, and SLO/PLO disaggregation. To organize and formalize the Program Review process at the College, the President/CEO created the Program Review Faculty Coordinator position that monitors program review completion. Completed program reviews are posted online. Term, if *at scale* or *scaling:* Fall 2020	*Next steps:* Continue gathering retention and success data to inform future professional activities. Implement the Achieving the Dream Institutional Capacity Assessment tool. Continue partnership with Achieving the Dream. *Timeline for implementing next steps:* Fall 2020 - ongoing
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college purchased College Central Network, which includes portfolio development and an opportunity to establish academic and career-based accomplishments in an electronic portfolio. Resource is currently available in the Learning Resource folder of MyCompton. College Central Network is contracted for a three-year contract.	*Next steps:* Implementation of the Cooperative Work Experience Education program. Explore our own process for gathering placement data that connects to employers and creating alumni relationship. *Timeline for implementing next steps:* Fall 2020 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* Fall 2020	
g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The theme for the Tartar Success Team Institute 2.0 was data. The Institutional Effectiveness TST members supported in the implementation of data template usage. Additionally, Institutional Effectiveness has created and distributed Tableau report on success and retention and enrollment trends. They have engaging stakeholders and work with the TSTs to identify best practices in supporting student success. Furthermore, the college partnered with the Achieving the Dream for continued support with data, with a focus on teaching and learning. Last, the Professional Development Manager was hired and Faculty – Professional Development liaisons are being hired to support ongoing targeted professional development. The Professional Development Manger sent a survey to the campus asking for input and suggestion on professional development for 2020 – 2021. Term, if *at scale* or *scaling:* Fall 2020	*Next steps:* Administer climate survey via partnership with USC Race and Equity Center. Provide training for the Tartar Success Teams in each Guided Pathway regarding Student Equity Data, educational practice, and teaching and learning. *Timeline for implementing next steps:* Fall 2020- ongoing

Reimbursement/Pre-Payment for Professional Development Events

Individual employees of the Compton Community College District are currently eligible to receive reimbursement or pre-payment for attending or presenting at a professional development event. ~~such as conferences or other activities that fall under the~~ **~~FDC Flex Activities list.~~** See below for application requirements.

Who is eligible: All faculty (both full-time and part-time), all full-time Classified staff, and all administrators.

Reimbursement amounts: Full-time recipients will be funded a maximum of $1200 and $800 for part-time faculty recipients per academic year if attending or presenting at a conference or workshop, or taking part in another professional development activity or training. Funds are available on a first-come, first-served basis until all funds are expended or encumbered.

Funding will not exceed total cost incurred by the attendee. Use of funds is to the discretions of the Professional Learning and Engagement ~~Development~~ Committee.

Flex credit: Flex credit may also be available. Email professionaldevelopment@compton.edu to inquire about your flex hours. ~~Follow directions for conference attendance using the Vision Resource Center at: https://visionresourcecenter.cccco.edu/~~

Application requirements: Applicants must follow the instructions below to submit for cost reimbursement or pre-payment.

BEFORE ATTENDING THE EVENT

Applications for cost reimbursement or pre-payment MUST include all of the following:

1. Fill in the first part of the Travel Request and Reimbursement Form down to (but not including) "Account Number" and sign next to "Requestor's Signature" at the bottom of the form. Leave the "Claim" section blank until after the event. A supervisor's signature is needed to initiate the process of the request for reimbursement ~~approve the request~~. For faculty, the supervisor is the dean.
2. Descriptive material of the event, such as a conference brochure, that indicates the content of the event.
3. Documentation detailing the estimated or known itemized and total costs.
4. In 300-350 words total, do both of the following:
   a. Provide a written justification for the request and how attending/presenting at the event will aid in the professional development of the employee (i.e. you), department, and/or campus.
   b. Explain how you plan to share information learned from the funded activity with colleagues, the department, and/or with the campus after completing the event.
5. Optional: If you want the college to pre-pay registration fees or other vendors directly, a Travel Pre-payment form must be completed and submitted along with the Reimbursement form. Claims for pre-payment should be sent to professionaldevelopment@compton.edu NO LATER THAN TEN CALENDAR DAYS prior to the travel.

Reimbursement/Pre-Payment for Professional Development Events

6. Optional: If you want a Credit card authorization for expenses incurred during travel, you must complete the Credit Card Authorization Form. ~~This form must be submitted to the Director of Accounting with a copy of the latest datatel account availability report; otherwise, it shall be returned to the requestor for travel.~~

7. Optional: To be reimbursed for mileage, the attendee must have completed the Safe Driver Training prior to the event. Contact Chief Box at rbox@compton.edu to set up an appointment for the training.

AFTER ATTENDING THE EVENT

Applications for cost reimbursement MUST include all of the following:
1. Fill in the "Claim" section of the Reimbursement form. Get the supervisor's signature again on this document after attending the event. For faculty, this form needs to be sent to the dean, and then it needs to be forwarded to the Area Vice President.
2. Include ~~Attach~~ all receipts for the items on the "Claim" chart.
3. Optional: Applicants seeking reimbursement for the cost of gas must also complete the Mileage Reimbursement Form.
4. These documents must be sent to professionaldevelopment@compton.edu NO LATER THAN 10 DAYS AFTER THE EVENT.

Failure to include all required items will result in the request being returned to the submitter.

Travel Pre-payment/Reimbursement forms: All requests must include a Travel Request and Reimbursement Request form which is available on the Professional Development webpage. ~~available as part of a packet from Human Resources (C-38)~~
The packet contains the "Travel Request Reimbursement" form, directions for completing the travel request expense form, a list of reimbursable expenses, the "Request for travel pre-payment" form (which can be left blank if your request is for reimbursement rather than pre-payment), and the "Credit Card Authorization" form (for pre-payment using the district's credit card).

When are decisions made? All requests will be considered by the Professional Learning and Engagement ~~Development~~ Committee at the committee's next monthly meeting during the regular semester. pre- payment requires extra processing time from the business office.

Questions: If you have questions about this process, please send a message to professionaldevelopment@compton.edu.

Compton College Flex Requirements– Frequently Asked Questions

1. **What are Flex Days?**
   As allowed by Title 5, Flex days are days set aside in the calendar for professional development rather than for meeting with classes. A total of four (4) days each academic year, two prior to the start of the Fall term and two prior to the start of the Spring, are identified for Faculty Development (Flex) on the academic calendar. A Flex day shall consist of six (6) hours.

2. **If we didn't have Flex Days, would we have more days of vacation?**
   No, faculty would have additional days of instruction.

3. **What is my Flex requirement?**
   Full-time Faculty are required to complete 24 hours of Flex activities each academic year. Note that this requirement can be satisfied by attending the two flex days offered prior to the start of the Fall term and the two flex days offered prior to the Spring term. Part-Time Faculty and Classified Staff at Compton College do not have a state mandated Flex activity requirement, but they are welcome to attend flex eligible Professional Development events.

4. **What kinds of activities are considered "professional development" activities?**
   The term "Professional Development" includes activities which increase knowledge in the discipline or which directly enhance teaching skills. This ~~also~~ also includes activities which improve working relationships with students and staff in and out of the classroom, as well as activities which enhance an individual's physical and mental ability to perform his or her job.

5. **Do all professional activities have to occur on certain days?**
   No, but for accountability purposes, certain days are labeled "Flex days" on the academic calendar. However, attendance on designated days, for which Flex credit is given, is required by the district.

6. **What is "Flex Credit"?**
   Flex credit is the state's way of ensuring that faculty engage in professional development activities equivalent to the amount of time they would spend in class without a Flex program. One hour of time spent on professional development equals one hour of Flex credit. Note that Flex credit is not available for activities conducted during times when a faculty member would normally be teaching, holding officer hours or performing other compensated instructional obligations (i.e., no "double dipping").

7. **What happens if I am sick or have a personal emergency on a mandatory day?**
   If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed Flex time and may not makeup the absence. Six hours of Flex time shall be equal to one day of absence. Any portion of the 6 hours missed shall be considered a partial absence and shall be charged accordingly.

Compton College Flex Requirements– Frequently Asked Questions

8. **What options are available for satisfying my remaining Flex obligation?**
    Any additional hours needed to satisfy the annual Flex requirement minimum may be completed with activities selected at the faculty member's discretion. Faculty may satisfy this obligation through a variety of professional activities:
    i.   You can attend workshops or programs offered on campus and online throughout the academic year.
    ii. You can attend off-campus workshops and conferences. The maximum Flex credit for a single day is 6 hours.
    iii. You can design your own individual or group projects with the approval of your Dean.

9. **What kinds of individual or group projects are acceptable for Flex credit?**
    i.   Any projects that result in faculty, student, or instructional improvement
    ii.   Major design or redesign of courses
    iii. Subject area research and course update
    iv.   New course/program development
    v.   Development of new materials for use in course/program evaluation
    vi.   Exploration of alternative instructional methods
    vii. Review of library and media holdings
    viii. Assessment of community needs and preferences as they relate to instruction at the community college
    ix.   Academic projects involving student groups

10. **How does the college keep track of faculty Flex credits?**
    Attendance is taken via sign-in sheets at the mandatory on-campus activities (Flex days) and at most flex eligible on-campus events. Sometimes attendance is taken by the facilitator/instructor by roll call or screen capture of online participant lists.

    If you are looking to earn flex credit on your own, the following must be completed:
    i.   It is strongly recommended that you speak to your Dean about any individual activity to ensure it is appropriate for flex, and if appropriate, to clear the date(s) and time(s).
    ii. Select the appropriate form from the Faculty Flex Forms and complete the form.
    iii. Email the form to professionaldevelopment@compton.edu.

11. **I submitted a proposal completion / activity report, but my credit hasn't shown up. What do I do?**
    Please inquire with your Dean, they may be waiting for documentation before signing off. If there is still a problem, please email copies of your report and documentation to the Flex Coordinator (see the end of the FAQ for contact details).

Compton College Flex Requirements– Frequently Asked Questions

12. When can I earn Flex credit?

You may earn Flex credit during any non-duty hours (e.g., hours you are not scheduled to teach or conduct office hours, grading papers, etc.) throughout the academic year (July 1-June 30).

13. What about Adjunct Faculty?

Compton College doesn't have a Flex requirement for adjunct faculty members. However, they are welcome to attend any scheduled activities on Flex days and throughout the year.

14. What about classified staff and management personnel?

Classified and management employees do not have a Flex requirement; however, they are welcome to participate in most of the scheduled activities. Classified staff need to make prior arrangements with their supervisors to coordinate office/area coverage.

15. Do participants have to pre-register to attend an activity?

In order to assure space availability and enough handout materials, pre-registration is required for some programs. For a list of available activities and to register, visit the [Professional Development website](#).

16. What if I don't complete my Flex obligation?

Absences on the mandatory Flex days (12 hours) will be charged and cannot be made up. If a full-time faculty member does not complete any portion of the remaining required Flex hours by June 30, his/her pay will be deducted for any of the Flex hours not completed.

17. What is "Cornerstone (Vision Resource Center)"?

Compton College is in the process of transitioning from Flex Reporter to Cornerstone. Cornerstone is the online engine driving the California Community College's Vision Resource Center (VRC). The VRC is an online learning and collaboration platform that will allow Compton College faculty, staff and administrators convenient access to thousands of online professional development resources (e.g., online videos on Lynda.com, Skillsoft, and even TEDx talks). The "transcript" system within Cornerstone will ease the registration, tracking and reporting tasks associated with professional development / Flex activities. This transition is an ongoing process, and trainings for Cornerstone will be made available soon. Check out this video for an overview: Vision Resource Center (https://youtu.be/WaCt3z8QxgQ).

18. What are my username and password in Cornerstone?

To log into Cornerstone, please visit the [CCC Vision Resource Center](#), select "Log In", and choose "Compton" on the dropdown list of districts. Your username and password are the same as your Banner ID and password.

19. **I reviewed the FAQ, and I still need assistance. Where can I get help?**
Please send an email to professionaldevelopment@compton.edu.

2020-2021 Proposed Academic Senate Goals

1. Establish a diverse representation on all campus committees.
2. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.
3. Establish an orientation for Academic Senate senators.
4. Encourage division chairs to add Senate Updates on their division meeting agendas, in order to increase communication between Senators and their constituents.
5. Increase faculty attendance and involvement at Academic Senate meetings.
6. Support the growth of faculty professional development activities on campus.
7. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.
8. Increase transparency and communication between faculty and administration.
9. (Implement a Summer Institute for Teaching and Learning).
10. Establish an Equity Certificate Program
    a. The Equity Centered Syllabus
    b. Equity Centered Pedagogy
    c. Culturally relevant pedagogy
11. Add more Ethnic Studies courses.
12. Increase reliance on OER across all subjects.
13. Alter CORs to demonstrate focus on diversity, equity, and inclusion.
14. Focus on increasing accessibility to all course material to achieve 504/508 compliance.
15. Continue to work on making our campus more inclusive and more equitable.
16. Implement data driven decision-making.
    a. Increase awareness of available student success and student retention data.
    b. Create dialogue based on the data.
    c. Change practices to improve student success and retention.
17. Implement evidence-based practices in the classroom.
18. Improve cultural education and cultural intelligence (CQ) on our campus.

AR 4025 Philosophy and Criteria   **Issued: November 17, 2020**
            for Associate Degree
            and General Education

References:
> *Board Policy 4025 - Philosophy and Criteria for Associate Degree and General*
> *Education*
> *Title 5 Sections 55061 and 55063*
> *ACCJC Accreditation Standard II.A*

Philosophy and Criteria for Associate Degree
The philosophy and criteria for the Associate Degree and General Education of the Compton Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The philosophy and criteria regarding the Associate Degree reference the policy of the Board of Governors that the Associate Degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the following:

- *To think and to communicate clearly and effectively both orally and in writing;*
- *To use mathematics;*
- *To understand the modes of inquiry of the major disciplines;*
- *To be aware of other cultures and times;*
- *To achieve insights gained through experience in thinking about ethical problems;*
- *To develop the capacity for self-understanding; and*
- *To engage in lifelong learning.*

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each Associate Degree offered by Compton College shall contain a pattern of General Education and major courses selected to assure the college of experiences, capabilities, and insights.

Philosophy and Criteria for General Education
Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the College that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the General Education requirements shall be evaluated as meeting this philosophy.

The General Education areas are as follows:

1

1. *Natural Sciences: A minimum of 3 units.*
   Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses which focus on personal, practical, or applied aspects are not suitable for this category.

2. *Social and Behavioral Sciences: A minimum of 3 units.*
   Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.

3. *Humanities: A minimum of 3 units.*
   Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

4. *Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.*
   Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
   a. *English Composition courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.*

   b. *Communication and Analytical Thinking courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and*

2

computer languages and programming.

5. *Health and Physical Education/Kinesiology: A minimum of 3 units.*
   Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

6. *Mathematics Competency: A minimum of 3 units. A course used to satisfy the Mathematics Competency requirement may be double counted as meeting the Communication and Analytical Thinking requirement.*

   Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. The competency requirement may also be met by obtaining a satisfactory grade in courses in mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Intermediate Algebra.

   English Competency: A minimum of 3 units. A course used to satisfy the English Competency requirement may be double counted as meeting the English Composition requirement.
   Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in Area 4a

7. *Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement.*

3

Effective fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences.

Elements of the review process shall include, at a minimum, the following:

- *The alignment of the course outcome to the general education outcome of the proposed area*
- *The rigor and comprehensive nature of the course as a lower-division introduction to the discipline*
- *Applicability of the course for fulfilling California State University General Education Breadth (CSU GE Breadth) or Intersegmental General Education Transfer Curriculum (IGETC) for transfer.*

A student has three options for completing the General Education requirement: 1) the General Education pattern noted above, 2) CSU GE Breadth transfer requirements, or 3) IGETC transfer requirements.

4

BP 4050 Articulation   **Issued: June 20, 2017**
                                          Revised: November 17, 2020

References:
    Education Code Sections 66720-66744;
    Title 5 Section 51022(b);
    ACCJC Accreditation Standard II.A.10

The *President/Chief Executive Officer (*CEO*)* will assure appropriate articulation of the District's educational *courses and/or* programs with four-year institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedure may support articulation with other institutions, including those that are not geographically proximate but whose partnerships are appropriate and advantageous for the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Applicable Administrative Regulation:
    AR 4050 Articulation

1

AR 4050 Articulation

Issued: July 17, 2018
Revised: November 17, 2020

References:
  Education Code Section 66720-66744
  Title 5 Sections 51022(b) and 55051
  ACCJC Accreditation Standard II.A.10
  Board Policy 4050 – Articulation

Compton College adheres to the *guidelines provided in the California Articulation Policies and Procedures Handbook* developed by the California Intersegmental Articulation Council and the procedures established by the College Curriculum Committee.

The Articulation Officer establishes partnerships with four-year *universities* to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses that the university has agreed to accept as being comparable or accepted in lieu of the university courses. *Categories of articulation agreements include:*

- *Courses accepted for baccalaureate credit*

- *Transfer Credit Agreement*

- *General Education Breadth Agreements*

- *Course-to-course Agreements*

- *Lower division Major Preparation Agreements*

- *Systemwide Transfer Degrees (Senate Bill SB-1440)*

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the discipline faculty at the respective institutions. Discipline faculty are responsible for the review of course content and the identification of comparable courses.

The Articulation Officer annually submits new courses and updates the Intersegmental General Education Transfer Agreement (IGETC), California State University General Education (CSU GE) and Transfer Course Agreement lists to the University of California and California State University systems. Curricular changes that impact articulation shall be annually reported to all transfer constituents. California's Public Post-Secondary Institutions' agreements shall be maintained in ASSIST, the official transfer and articulation system repository.

BP 4260 ~~Pre-Requisites~~*Prerequisites*   **Issued: October 18, 2016**
           and ~~Co-requisites~~*Corequisites*   **Revised: December 8, 2020**

References:
     Title 5 Sections 55000 and 55003

The *President/*Chief Executive Officer *(CEO)* is authorized to establish ~~pre-requisites~~ *prerequisites,* ~~.C~~corequisites, and advisories on recommended preparation for courses in the curriculum *in collegial consultation with the Academic Senate.* All such ~~pre-requisites~~ *prerequisites,* ~~co-requisites~~ *corequisites*, and advisories shall be established in accordance with the standards set out in Title 5. Any ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~ *corequisites*, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which ~~a pre-requisites~~ *prerequisites* or ~~co-requisites~~ *corequisites* ~~and advisories~~ *may be challenged by a student on grounds permitted by law. Prerequisites, corequisites, and advisories* shall be identified in District publications available to students.

The *President/CEO* ~~Chief Executive Officer~~ shall, in *collegial* consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that the policy is implemented according to the standards set *forth* in Title 5.

     Applicable Administrative Regulations:
          AR 4260 - Prerequisites and Corequisites

AR 4260   Prerequisites and Corequisites   Issued: December 8, 2020

References:
*   Board Policy 4260 – Prerequisites and Corequisites*
*   Title 5 Sections 55000, 55003, and 58106*

Prerequisites, corequisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, corequisites, advisories, and limitations do not constitute unjustifiable obstacles to student success and access.

The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the department are responsible for establishing prerequisites and corequisites through the curriculum process. The approval of a prerequisite or corequisite must be based on the determination that it is necessary and appropriate for a student's readiness to enter a course or program.

The level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review or content review with statistical validation. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements. Prerequisites, corequisites, and advisories shall be reviewed at least once every six years, except that prerequisites, corequisites, and advisories for vocational courses or programs shall be reviewed every two years.

No prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review or content review with statistical validation if:
  1. *it is required by statute or regulation;*
  2. *it is part of a closely-related lecture-laboratory course pairing within a discipline;*
  3. *it is required by four-year institutions;*
  4. *baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or*
  5. *it is a corequisite that has been recommended through placement guidelines approved by the Chancellor for the California Community Colleges.*

A course prerequisite, corequisite, recommended preparation or enrollment limitation is subject to change. Questions regarding the status of the conditions of enrollment for a particular course should be directed to the academic division responsible for the course.

The curriculum review process is described in the College Curriculum Handbook. As a regular part of the course review process, which is every six years or two years for career

1

technical education courses, prerequisites, corequisites, or advisories shall be reviewed to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with the law.

Definitions:

Prerequisite: A prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite must be met before enrolling in a course or educational program.

Corequisite: A corequisite is a condition of enrollment consisting of a course that a student is required to take simultaneously to enroll in another course.

Advisories on Recommended Preparation: Advisories on recommended preparation is a condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program.

Enrollment Limitation: An enrollment limitation means that a student may be required to meet certain conditions before enrolling in a course. This may apply to such courses as intercollegiate competition courses, public performance courses, or honors courses, or courses with legal requirements imposed by statutes, regulations, or contracts.

Review of Individual Courses:

If the student's enrollment in a course or program is to be contingent on his/her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or corequisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

1. *Advisories on Recommended Preparation*
   Faculty may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the College used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

2. *Limitations on Enrollment*
   The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.
   a. *Performance Courses – Faculty may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics.*

2

Limitations on enrollment established as provided for performance courses shall be reviewed during the course review process to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the College administration and put into effect.

b.   *Honors Courses – A limitation on enrollment for an honors course of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another course or courses at the College which satisfy the same requirements.*

c.   *Blocks of Courses or Sections – Blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses that satisfy the same requirement.*

Implementing Prerequisites, Corequisites, and Limitations on Enrollment:
Implementation of prerequisites, corequisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions or has met all except those for which he/she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

Challenging a Prerequisite or Corequisite:
Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
1. *The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;*
2. *The prerequisite or corequisite is in violation of Title 5, Section 55003;*
3. *The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;*
4. *The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite; or*

3

5. *The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.*

4