Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: April 21st, 2022   **Time:** 2:00-3:30 p.m.   **Location:** Zoom Conference
https://compton-edu.zoom.us/j/96592370976

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
__ Ellis, Stephen
__ Estrada, Harvey
__ Corona-Ramirez, Desiree
__ Hobbs, Charles
__ Kahn, Mahbub
__ Madrid, Vanessa
__ Mason, Don
__ Martinez, Jose Manuel
__ Martinez, Victoria
__ Maruri, Carlos

__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Monterroso, Noemi
__ Moore, Sean
__ Morales, Janette
__ Phillips, Jasmine
__ Phillips, Marjeritta
__ Schwitkis, Kent
__ Sidhu, Rajinder
__ Skorka, Evan
__ Thomas, Shirley

__ Van Overbeck, Michael
__ Villalobos, Jose
__ West, Pamela
__ Woodward, Valerie
Guests
__ Berger, Sheri (VP Acc. Aff.)
__ Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
__ DeLilly, Carol (Dean of Nurs.)

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from April7th, 2022**
4. **Reports (10 min)**
    a. President's Report
    b. ASG Report
    c. Vice President's Report
    d. Accreditation Faculty Coordinator Report
    e. Academic Affairs Report
    f. Curriculum Report
    g. Faculty Development Report
    h. Enrollment Committee Report
    i. OER Committee Report

5. **Elections – Nominations and Statements of Candidacy (10 min)**
    a. Senate Secretary
    b. Curriculum Chair
    c. Adjunct Rep

6. **Unfinished Business (20 min)**
    a. Second Read/Vote: Outreach & Recruitment Plan
    b. Bio-Tech Program Marketing Proposal
    c. Second Read/Vote: New Programs
    d. Second Read/Vote: Open Educational Resources (OER) Committee Handbook

7. **New Business (10 min)**
    a. First Read: BP & AR 4025

8. **Discussion Items (30 min)**
    a. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
    b. Dual Enrollment Issues – Propose Recommendations (5 min)
    c. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)
    d. Benefits of Having an Ombuds at Compton College
    e. Benefits of a KinderCaminata – Early College Experience for Children
    f. Senator Terms

9. **Informational Items**
    a. DEFC Job Description
    b. Curriculum Chair Job Description
    c. Senate Secretary Job Description

10. **Future Agenda Items**
    a. Elections
        i. Senate Secretary
        ii. Curriculum Chair
        iii. Adjunct Representative
11. **Public Comment**

12. Adjournment

Next Scheduled Meeting: May 5th, 2022, at 2:00 pm
Zoom Link:
https://compton-edu.zoom.us/j/96592370976

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

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

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Vanessa Madrid (21-23)
Harvey Estrada (20-23)
Marjeritta Phillips (20-23)
Valerie Woodward (20-23)

Counseling (5)
Noemi Monterroso (21-24)
Carlos Maruri (21-24)
Theresa Barragan-Echeverria (20-23)
Citlali Gonzales (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (21-24)
Pamela West (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Steven Ellis (21-24)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)
Kent Schwitkis (20-23)
Jose Villalobos (20-23)
Jose Manuel Martinez (20-23)
Rajinder Sidhu (20-23)
Evan Skorka (20-23)

Health and Public Services (3)
Don Mason (20-23)
Shirley Thomas (21-24)
Jasmine Phillips (20-23)

Adjunct Faculty (2)
Vacant (20-21)
Victoria Martinez (20-23)

Ex Officio Voting Members
Holly Schumacher – Union President

Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: April 7th, 2022   **Time:** 2:00-3:30 p.m.   **Location:** Zoom Conference
https://compton-edu.zoom.us/j/96592370976

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Agenda

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1. **Call to Order at 2:02pm**
2. **Approval of Agenda**
    a. Change to item 5c Title – "Outreach and Recruitment Plan"
    Jesse M. motioned to approve agenda as amended. Pamella W. seconded. Approved

3. **Review and Approval of Minutes from March 17th, 2022**
    Pamella W. motioned to approved minutes. Carlos M. seconded. Approved

4. **Reports (10 min)**
    a. President's Report – Minodora Moldoveanu
        i. Curriculum Chair Sean and Minodora are currently attending the Spring Plenary
        ii. Tomorrow, Academic Senate Annual Plan will be submitted. It will request the funding necessary to operate properly
        iii. COR committee met yesterday. Working on including DEI items in the CORs or planning for that. Made good progress and have created a plan on how to tackle the COR itself. In future will shift focus from CORs to campus-wide DEI matters
        iv. Academic Senate e-board restarted bi-weekly meetings with Administration. First meeting was last Monday. Will continue to have productive conversations to help our campus flourish

b.   ASG Report – Not Present
c.   Vice President's Report – Carlos Maruri
   i.   Food giveaway on April 12, 2022. Link provided in chat to volunteer for event
d.   Accreditation Faculty Coordinator Report – No Report
e.   Academic Affairs Report – VP Berger
   i.   Presentation on MAP is on agenda
f.   Curriculum Report – Sean Moore
   i.   Currently at ASCCC Plenary in Burbank
      1.   Resolutions link provided in chat. Provide feedback on voting to Sean
   ii.   Resumed co-lead for Faculty Standard 2a.
   iii.   Met with Carlos on AR 4235 – Credit for Prior Learning.
   iv.   New programs: ESL Childhood Education, AAT Economics, AST Business Admin 2.0
   v.   Counselor Alejandra Pham has joined the Curriculum Committee
   vi.   3 curriculum meetings left in semester
   vii.   2 curriculum open labs left in semester
g.   Faculty Development Report – Andree Valdry
   i.   May 10th will be next meeting
h.   Enrollment Committee Report – No Report
i.   OER Committee Report – No Report

5.   Presentation
a.   Military Articulation Platform (MAP) – Samuel Lee and Terence Nelson
   i.   American Council on Education (ACE) convenes faculty from regionally accredited institutions and train to evaluate the military training (they go to the bases, interview faculty, assessment tools, etc.). All faculty in the committee has to agree on an articulation or it is not accepted by ACE. The faculty in the division is reviewing the training in the same occupation as the division. They look at training occupation by occupation. They have been evaluating for the past 30 years. For example, if a business-related occupation is being evaluated, then business faculty are convened to evaluate the training/work and provide recommendation. Joint Services Transcript (JST) will reflect the course recommendation from ACE
   ii.   Students will be expecting to get credit based on what is on the JST. However, ACE does not articulate with individual colleges
   iii.   Discipline faculty and counselors need to be involved in the consideration of articulation with ACE recommendations.
   iv.   Executive order 1036 from CSU. If Credit for Prior Learning is on the student's community college transcript, then they will accept the credit.
   v.   This helps veteran students with transitioning. Best things we can do is maximize the units/course that they can earn based on the ACE articulations
b.   Program Review Updates – Jesse Mills and Lauren Sosenko
   i.   With the changeover to eLumen, will be able to migrate all Program Review work/activity into eLumen. Almost ready to go live. All work and feedback will now be in one place.
   ii.   Will go live in Fall 2022. All components of Program Review will be clearly articulated, textboxes and instructions will be available per box/question. Links and resources will be provided based what you have to talk about. The instructions from the handbook are all included but broken up and expanded in each section
   iii.   Jesse M. shared screen to show what eLumen will look like when you are working on your Program Review
   iv.   Judy: Once we go live, will we have a debrief to discuss what worked and what didn't work?
      •   Lauren: It'll be hard to make any big changes. eLumen is requesting to have the best version. If we have changes/edits, we might have to rebuild some parts. If it's small edits, we might have to live with current version. However, if we need to make big edits, we will have to rebuild it.
   v.   Judy: Is there a feedback section? What gets implemented? What is approved or not?

- Lauren: Maybe in the future we can build a functionality that can track those recommendations. Right now, that link will be between linking the Program Review to the Annual Planning process and then prioritizing those ideas so that things can get funded across the campus. Maybe we can build in/add milestones for version 2.0
- Jesse: Recommendations are not funded through the Program Review. The recommendations from Program Review need to make it into the Annual Plan. We are trying to streamline adding the requests from Program Reviews into the Annual Plan. This will also make it easier to show where the recommendations came from.

c. Outreach and Recruitment Plan – VP Jones and Nelly Alvarado
   i. Shared the 2022 – 2023 Outreach and Recruitment Activities Plan (*included in 4/7/22 Senate Packet*)

6. **Consent Agenda (2 min)**
   Sean M. motioned to approve Consent Agenda items. Kent S. seconded. Approved
   a. AB 361 Resolution
   b. *2-Year CTE Course Review—Conditions of Enrollment—SLO Update*: ATEC 134 - Automatic Transmissions.
   c. *2-Year CTE Course Review—No Proposed Changes*: CDEV 131 - Supervising and Mentoring Adults.
   d. *6-Year Course Review—No Proposed Changes*: GEOG 101 - Physical Geography.
   e. *6-Year Course Review—Conditions of Enrollment*: ESL 51B - Intermediate Listening, Speaking and Pronunciation; and ESL 6 - ESL Support for Career and Technical Programs.
   f. *Distance Education—Fully Online*: ATEC 134 - Automatic Transmissions; DEV 131 - Supervising and Mentoring Adults; ESL 12 - ESL - Level 1; ESL 51B - Intermediate Listening, Speaking and Pronunciation; ESL 6 - ESL Support for Career and Technical Programs; and GEOG 101 - Physical Geography.
   g. *Course Inactivation*: BIOL 111 - Fundamentals of Zoology; GEOL 102 - History of Planet Earth; GEOL 115 - Natural Disasters; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 12 - Basic Arithmetic Skills; MATH 17A - Math Academy: Arithmetic; MATH 23 - Pre-Algebra; MATH 27A - Math Academy: Pre-Algebra; MATH 37 - Basic Accelerated Mathematics; and MATH 47A - Math Academy - Elementary Algebra.

7. **Unfinished Business (35 min)**
   a. First/Second Read/Vote: New Senator Orientation Packet
   Valerie W. motioned to open discussion. Carlos M. seconded.
   - Carlos: Can we make it into a live document where we can add items that may seem important?
     o Minodora: It should not be hard. We would just need to bring it back for Academic Senate approval to update.
   - Kent: Do we have procedures for working with living documents?
     o Minodora: since it just an orientation (information), we should just be able to vote on edits and update the orientation
   - VP Berger: Collaborative Governance document is no up to date (i.e., board members)
     o Minodora: Maybe we should exclude the document from the orientation. Just include a link.
   Valerie W. motioned to approve the orientation as amended. Sean M. seconded. Approved

8. **New Business (10 min)**
   a. First Read: Bio-Tech Program Marketing Proposal
   Jasmine P. motioned to open item 8a. Carlos M. seconded.
   i. Minodora: This is outside of our 10+1 but still forwarding recommendation on how to further support program. E-mail Minodora any feedback or recommendations

Carlos M. motioned to close discussion on item 8a. Jasmine P. seconded.

b. First Read: New Programs
   i. Victoria M.: Provided a presentation on **Computer Software/Applications and Game Design**. **Recommends** that Compton College pursue these areas
      - Not many schools offer these programs around Compton
      - There is high student demand and high job outlook
   ii. David McP.: Respiratory Therapy, Speech Language, Special Education Certificate, Addiction Studies
      - Respiratory Therapy Programs needs a high budget. There are already many local colleges that have this program
      - Speech Language Therapy: not many programs in local colleges
      - Special Education: Certificates not available in many colleges.
      - **Addiction Studies**: has good potential. Will find out the cost of maintaining program. **Recommended**
   iii. Schetema N.: **Cannabis Industry**. **Recommended**
      - A lot of opportunity for growth.
      - Potential for a program since there's a lot of areas that go into it: medicinal science, economics, agriculture, business, policy making, etc.
      - There are going to be big challenges until government legalizes marijuana. There are currently a lot of regulations and policies that we would need to work around. Our students can partner with CSUDH to pursue policy around cannabis laws. We would have to be careful not to put ourselves in a legally adverse position
   iv. Cassandra: **Special Education**. **Recommended**
      - New legislature. A lot of schools and jobs are recommending having Special Education background.
      - Compton College currently offers a certificate in Special Education but the courses offered at Compton College were low enrolled.
   v. Minodora: Urban Horticulture.
      - Demand is not high. There are more students completing than there are jobs available. Currently 11 programs in area.
   vi. Carlos: For any of the programs that were recommended, are advisory boards required for implementing program?
      - Minodora: Yes. We would need to start networking in the areas that we decide to move forward with.

   David McP. motioned to close discussion on item. Pamella W. seconded

   David McP. motioned to extend meeting by 15 minutes. Pamella W. seconded. Approved.

c. First Read: Open Educational Resources (OER) Committee Handbook
   David McP. motioned to open discussion. Pamella W. seconded.
   David McP. motioned to close discussion. Kent S. seconded.

9. **Discussion Items (25 min)**
   a. New Organizational Structure of SLO in eLumen
      Kent S. motioned to open discussion. Jasmine P. seconded
      i. Lauren S.: shared current structure that is in e-Lumen. eLumen currently supports two functions, SLO data collection and Program Reviews. Will share document for Senate review; provide questions/recommendations to Lauren
      David McP. motioned to close discussion. Pamella W. seconded.

   b. AB 1705 & AB 705 Proposed Resolutions

Sean M. motioned to open discussion. David McP. seconded
Sean M. motioned to close discussion item. David McP. seconded.

  c. Senator Terms
  d. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
  e. Dual Enrollment Issues – Propose Recommendations (5 min)
  f. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)
  g. Benefits of Having an Ombuds at Compton College
  h. Benefits of a KinderCaminata – Early College Experience for Children

10. Informational Items
  a. DEFC Job Description
  b. Curriculum Chair Job Description
  c. Senate Secretary Job Description
  d. ASCCC Resolutions for Spring Plenary
  e. Dr. Curry's Response to the Vote of No Confidence Resolution

11. Future Agenda Items
  a. Elections
    i. Senate Secretary
    ii. Curriculum Chair
    iii. Adjunct Representative
    iv. Division Chairs
12. Public Comment

13. Adjournment at 3:47pm
   Jasmine P. motioned to adjourn meeting. Sean M. seconded. Approved.

Next Scheduled Meeting: April 21st, 2022, at 2:00 pm
Zoom Link:
https://compton-edu.zoom.us/j/96592370976

2022-2023 Outreach and Recruitment Activities Plan

Overview

The Outreach and Recruitment Plan focuses on the Connection and Entry phases of the Tartar Completion by Design framework. Connection centers on initial interest through submission of the admissions application, while Entry centers on enrollment through completion of "Gatekeeper" courses. The graphic below visually illustrates the Tartar completion by Design Framework.

Moreover, the Outreach and Recruitment Plan aligns with Goal 1 of the Compton College 2024 Enrollment Management Plan: develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

The Outreach and Recruitment Plan also aligns with the 2021-2022 Compton CCD Board of Trustees Goals, the 2021-2022 President/CEO Priorities, and the Compton College 2024 Comprehensive Master Plan, Certificated Bargaining Unit Agreement, as well as Classified Staff and Administrative job descriptions to increase outreach opportunities within our District.

Outreach and Recruitment Goals

Compton College has three Institutional-Set Goals for **Connection** *through* **Entry**:

- Successful Enrollment - CC 2024 Action Plan, Student Equity Plan, Student Centered Funding Formula, Tableau IE_Evaluation_of_Planning_Goals_November2021.pdf (compton.edu)
- Number of Dual Enrollment Students, and

1

- Student Readiness Rate

Table 1 below shows Compton College's Evaluation of Institutional-Set Goals Fall 2021 and the goals associated with Connection through Entry, which aim to improve students' successful enrollment, dual enrollment, and Student Readiness Rate: Completion of Core Services which includes New Student Orientation and Educational Planning.

Table 1: Compton College Evaluation of Institutional-Set Goals -- Fall 2021								
Achievement Measure	2016-17	2017-18	2018-19	2019-20	2020-21	AVG	AVG + %	Goal
Successful Enrollment (Applicant Yield Rate, student count) *Guided Pathway North Star, Equity*	34% (3,175)	34% (2,904)	32% (2,527)	43% (4,776)	…	37% (3,675)	44% (4,337)	45%
Number of Dual Enrollment Students	1,114	1,150	1,391	1,986	1,634	1,438	1,510	1,206
Student Readiness Rate (Core Service Completion)	54.7%	72.3%	67.4%	…	…	65%	68%	100%

Measures with an asterisk come from the Student Success Metrics dashboard provided by Cal-PASS Plus or the CO dashboard

And refer to: https://public.tableau.com/app/profile/sean.whaley/viz/ApplicationYield2014-15to2019-20/ApplicationYield

Measuring Impact/Effectiveness

Data is essential to measure the impact/effectiveness of the proposed outreach and recruitment activities plan. The following provides an overview of proposed assessment measures, and deliverables.

1) Improve the onboarding process to increase successful enrollment of a diverse student population that is reflective of the Compton Community College District community.
    a. Increase the number of inquiries for each target audience
    b. Increase application to registration yield

2) Meet the Connection *through* Entry Institutional-Set Goals:
    a. 45% Successful Enrollment
    b. 1,206 Dual Enrollment Students
    c. 100% Student Readiness Rate

Data Needs

The following resources are needed to measure the impact/effectiveness of the Outreach and Recruitment Activities.

1. Community/Environmental Survey/Scan
2. Prospective Student Database (CRM Recruit)
    a. Inquiries via Prospective Student Forms
    b. Event Attendance
    c. Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply)
3. Successful Enrollment
    a. Current enrollment breakdown by student type

2

         b. Enrollment targets by student type
4. Number of Dual Enrollment Students (define AB288)
         a. Number of Dual Enrollment Students by:
              i. High School
              ii. Gender
              iii. Students who may not be college bound
                     1. Grade point average below 2.0
                     2. Not proficient in the English Language Arts/Literacy and Mathematics
              iv. English Language Learners
              v. Disproportionately Impacted Student Groups
                     1. American Indian
                     2. Black or African American
                     3. Pacific Islander
                     4. White
                     5. Disabled
                     6. Foster Youth/Guardian Scholars
                     7. LGBTQ+
5. Student Readiness Rate: Core Services completion by Guided Pathway Division, Categorical Program, and Special Programs.
         a. Implement Core Services completion case management
         b. Collaborate with faculty to give students extra credit points for completion of the New Student Orientation and Comprehensive Educational Plan

Measuring Impact: *These data are measured annually to inform practice.*

Questions	Data	Timeline	Lead

How effective are the outreach activities? Is enrollment increasing?	Increase the number of inquiries for each target audience
	
	Meet the <u>Connection</u> *through* <u>Entry</u> Institutional-Set Goals:
	
	    a. 45% Successful Enrollment
	    b. 1,206 Dual Enrollment Students
	100% Student Readiness Rate
		Annual in October	Director, IE

Are our Outreach activities supporting equity in access to Compton College?	Disaggregated Institutional Set Goals.
	
	    a. 45% Successful Enrollment
	    b. 1,206 Dual Enrollment Students
	100% Student Readiness Rate
		Annual in October	Director, IE

3

Data Use for Improvement: *These data are measured continuously and regularly by the college to inform practice.*

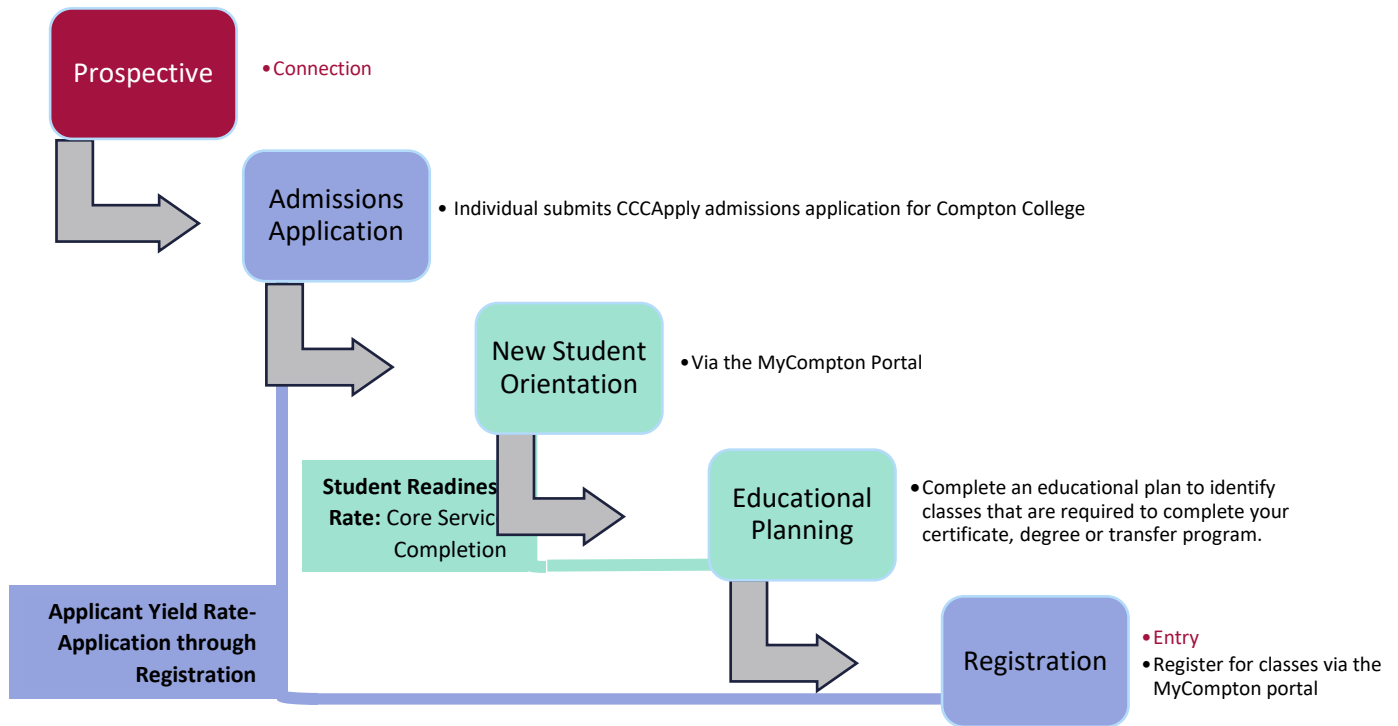| Questions	Data	Timeline	Lead
Which outreach activities are attracting prospective students? Why?	Inquiries via Prospective Student Forms Event attendance by event type Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply) Comparison of data across school districts, high schools, and other groups Tracking announcements via QR codes to determine where prospective students found out about events, information Surveys	Ongoing with each event	VP Student Services, Director of Educational Partnerships
Is the dual enrollment offering successfully targeting all high school students?	Number of Dual Enrollment Students by high School, gender, students who may not be college bound, English Language Learners, and disproportionately impacted student groups.	Annual	VP Student Services, Director of Educational Partnerships

Steps to Enrollment

Successful enrollment requires that students complete the Steps to Enrollment. The intent of the Steps to Enrollment is to ensure that students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. Below are Compton College's Steps to Enrollment.

1. Application- submit a free CCCApply admissions application, online Financial Aid (Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA).
2. New Student Orientation- is an introduction to academic programs and support services.
3. Educational Planning- Meet with a counselor and complete an educational plan to identify classes that are required to complete a certificate, degree, or transfer program.
4. Register for classes- *Student moves to the Entry Phase of the Tartar Completion by Design Framework*.

Diagram 1 below illustrates the Steps to Enrollment in relation to the Institutional Set Goals referenced in Table 1 above for Successful Enrollment and Student Readiness Rate. The diagram shows that Outreach and Recruitment Activities should be tailored based on an understanding of the Steps to Enrollment, which begin with faculty, classified professionals, and administration engaging in positive interactions to connect with prospective students to encourage them to apply to the college, and complete the core services, and register in courses.

4

Prospective
• Connection

Admissions Application
• Individual submits CCCApply admissions application for Compton College

New Student Orientation
• Via the MyCompton Portal

Student Readiness Rate: Core Service Completion

Educational Planning
• Complete an educational plan to identify classes that are required to complete your certificate, degree or transfer program.

Applicant Yield Rate- Application through Registration

Registration
• Entry
• Register for classes via the MyCompton portal

Current Outreach and Recruitment Focus Areas

Enrollment Management Plan Goal #2 - Strategy #5 Increase student awareness of Compton College Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.

Enrollment Management Plan Goal #2: Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts

1. Oliver W. Conner College Promise Program Eligible Students
   a. List existing criteria here for 2022-2023…
   b. Class of 2019, 2020, 2021, and 2022 high school graduates
   c. Students who applied to the Promise program but did not register
2. Dual Enrollment
   a. Afternoon College
   b. Early College High School
   c. Assembly Bill (AB) 288 Agreements
3. Applied and Not Registered (2018-present)
4. Parents and Guardians
   a. Parents of Promise-eligible students
   b. Parents of Dual Enrollment students
5. Disproportionately Impacted Student Groups
   a. American Indian
   b. Black or African American
   c. Pacific Islander

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d. White
   e. Disabled
   f. Foster Youth/Guardian Scholars
   g. LGBTQ+
   h. Veterans - Active-duty military, military families, reserve, and guard
6. Former Students
   a. Spring 2020 – present (pandemic stop-outs)
   b. Non-completers
   c. Career education students who completed 9 or fewer units
   d. Non-completers in three focus areas, from 2019-2020 through 2021-2022 to register for summer/fall 2022 semester.
7. Single Parents
8. Adult population (25-45 years old)
   a. Underemployed, unemployed
   b. Little or no college experience
9. English as a Second Language (ESL)
10. Undocumented/DACA/AB-540
11. Low-Income/Pell-eligible/College Promise Grant eligible
12. Rising Scholars (Formerly Incarcerated)
13. Adult/Re-Entry
   a. Including National Student Clearing House (NSCH) list of in-District residents who have no college-experience
   b. Recently Unemployed
   c. Stong intent to continue their education (ex. Swim Digital data)
14. English as a Second Language (ESL) - non-credit
15. Reverse-Transfer Students
16. High School Counselors and Faculty
17. Community Members and Partners

Tartar Completion by Design Correlation – Connection and Entry
Outreach and Recruitment Strategies:
   A. Develop a structured marketing plan to inform and provide prospective dual enrollment students with dual enrollment opportunities.
   B. Increase information about and access to the First Year Experience (FYE) program.
      a. Structure communities around Guided Pathways
   C. Assess and refine Guided Pathway academic program maps to provide students with a semester by-semester path from program entry to completion.
      a. Review and revise academic program maps, which will support our recruitment strategies.
   D. Expand Welcome Center services by Guided Pathway Divisions.
      a. Provide additional services in the new Student Services Building. Action plan to be developed.
   E. Resume Financial Aid Office services and outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
   F. Fully implement Compton College Welcome Week activities in the fall and spring semesters.
   G. Provide on-campus childcare services to potential students during enrollment appointments.
   H. Implement CRM Recruit (college recruitment software).

I. Implement recruitment for English as a second language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive Master Plan.
J. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.
K. Maintain CCCMyPath cards
L. Call Center (include targeted demographics chart and timeline)
M. Assess the students' basic and technological needs
   a. *During the initial meeting with counselors, let us encourage the completion of the student resources page so we can make sure that students' basic needs and technology needs are met*
   b. This may positively impact the campus' student readiness rate

Current & Planned Connection Outreach and Recruitment Activities

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Connection** for the 2022-2023 academic year.

2022-2023 Current Outreach and Recruitment Activities		
Activity	**Department Responsible**	**Lead**
Educational Partnerships with District	Educational Partnerships, Academic Affairs, Admissions & Records	Dir. of Educational Partnerships
Info Sessions/Presentations: • Dual Enrollment • Promise • Steps to Enrollment • MyCompton Portal • Adult Education • Career Education • Honors Transfer Program • Formerly Incarcerated Students in Transition (FIST) • Guardian Scholars • Foster & Kinship Care Education • EOPS/CARE • Special Resource Center • Athletics • Financial Aid • STEM Center	Multiple Departments and Programs	As Needed
Marketing (paid and free)	Community Relations	Dir. of Community Relations
Website	Community Relations	Dir. of Community Relations
Social Media	Community Relations	Dir. of Community Relations
Prospective Student Form (General)	Educational Partnerships	Dir. of Educational Partnerships
CCCMyPath- students receive an email/text message	Counseling & Guided Pathways	Dean of Counseling

Communications (Prospective and former students, parents, and High School counselors)	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs
Community Relations	Community Relations	Dir. of Community Relations
Community Outreach/Messaging	Community Relations	Dir. of Community Relations
Student Success Stories	Community Relations	Dir. of Community Relations
Engage high school students in on-campus (offsite) activities	Outreach Ambassadors	Educational Partnerships
Direct Mailing(s)	Community Relations	Dir. of Community Relations
Review and development of new and existing academic programs/offerings	Academic Affairs, Division Chairs	Faculty
Outreach Strategies by Division: Assist in coordinating activities related to supporting students, such as offering Division-specific workshops, student orientations, or major fairs	Division Chairs	Division Chairs
Supporting student recruitment efforts	Faculty	Faculty
Use of CCLA	Adult Education and Workforce Development	Director of Adult Ed and Workforce Development

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Entry**.

2022-2023 Current Outreach and Recruitment Activities		
Activity	**Department Responsible**	**Lead**
Enrollment Services (virtual, onsite, off-campus)	Welcome Center, Educational Partnerships	Dean of Counseling and Guided Pathways and Director of Ed. Partnerships
Financial Aid	Financial Aid	Director of Financial Aid
Student Support – Case Management	Categorial Support Programs and Counseling and Guided Pathways	Directors as assigned
Educational Planning/Counseling	Counseling & Guided Pathways	Dean of Counseling
Promise Program	Educational Partnerships	Outreach & Promise Coordinator
Update Promise Memorandums of Understanding with Compton, Lynwood, and Paramount unified school districts	Student Services Division	VP of Student Services and President/CEO
Marketing (paid and free)	Community Relations	Dir. of Community Relations

Website Redesign - Upfront, easy-to-access interest form (CRM Recruit) - New "Start Here" webpage - Steps to Enrollment by type of student (in progress)	Community Relations and Web Taskforce	Dir. of Community Relations
CRM Early Alert	Student Success & Counseling & Guided Pathways	Dean of Student Success & Dean of Counseling
Social Media	Community Relations	Dir. of Community Relations
MyCompton (Student Portal) Activation	Orientation, help videos, visual guides	Multiple programs and departments
Communications	Community Relations, Admissions & Records, categorial support programs	Communications Matrix Workgroup
New Student Welcome Day (NSWD)	NSWD Committee	Dean of Counseling, Director of Ed. Partnerships, Director of Student Development
Tartar Success Team Activities: Core Service Case Management, collaborate with faculty to provide extra credit opportunities for students for completion	Counseling & Guided Pathways	Dean of Counseling
Call Center: Call current and prospective students regarding steps to enrollment and registration	Counseling & Guided Pathways	Dean of Counseling

The table below lists enhanced (additional/new) Outreach and Recruitment Activities around **Connection** and **Entry** and proposed enhancements to the 2022-2023 academic year.

2022-2023 Enhanced Outreach and Recruitment Activities			
Activity	**Department Responsible**	**Action Item**	**Timeline**
Technology			
Prospective Student Forms: Integrate forms from other areas into CRM Recruit (technology 1)	Outreach & Marketing Enrollment Management Subcommittee	Collect all interest forms and build in CRM Recruit	Reconvene the subcommittee
Implement CRM Recruit (technology 2)	CRM Recruit Workgroup	In progress	Fully implemented before Oct. 1, 2022

Virtual Compton College Tour (technology 4)	Outreach & Marketing Enrollment Management Subcommittee	Research options, make a recommendation, and include budget needs	Reconvene the subcommittee; Recommendation due by June 20, 2022
Faculty Videos (technology 5)	Outreach & Recruitment Workgroup	Invite division chairs to Outreach & Recruitment meetings	Summer 2022
Social Media influencers (technology 6)	Community Relations Workforce Development	Discuss options, internal and external	Summer 2022
New Website (technology 3)	Community Relations	Complete the redesign of the @compton.edu website	New website to go live by August 1, 2022
Events			
Academic Open Houses Recruitment Events (events 3)	Tartar Success Teams	Develop schedule	September 2022
Attend high school sporting events and open houses (events 4)	Educational Partnerships	Develop schedule, and coordinate with Educational Partnerships	September 2022
Compton College Caravan to school sites (events 5)	Tartar Success Teams, multiple programs, and departments	Develop schedule, and coordinate with Educational Partnerships	September 2022
Summer Enrichment Programs for 9-12 graders (events 2)	Multiple programs, faculty, and deans	Refer to approved list; application form to be developed; waiver	Summer 2022 (five approved programs)
Community Days (events 1)	Educational Partnerships	Develop planning committee	Twice per year (spring and summer) - May 11, 2022 "Senior Day" and early summer date
Collaborations			
Dual Enrollment Training for Compton College Faculty/Summit (collaboration 1)	Academic Affairs, Admissions & Records, Educational Partnerships	Develop virtual training & schedule	August 2022
Expand the Faculty-to-Faculty Dialogues to all partner districts (collaboration 2)	Faculty, deans/CTE	To be developed	Oct/Nov 2022 April/May 2023
Counselor to Counselor Conference (collaboration 3)	Counseling & Guided Pathways	Set date, event planning	Oct/Nov 2022 April/May 2023

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Robo Calls (collaboration 4)	Adult Education and Workforce Development	Guided Pathway Divisions	Pilot campaign summer/fall 2022 for career education programs
Increase participation in outreach (info sessions, presentations, recruitment events/activities) (collaboration 4)	Educational Partnerships with multiple departments as needed	Invite college workgroups, taskforces, Associated Student Government, clubs, and other student groups to participate	Create a volunteer form by Spring 2022
Provide student success story ideas to Community Relations (student name, major, and contact info) (collaboration 5)	Community Relations	Faculty, Staff and Managers	Ongoing, every term/semester
Provide content to be included on the College's social media channels (information, appropriate links, and images if available) (collaboration 6)	Community Relations	Faculty, Staff and Managers	Ongoing, every term/semester
Marketing			
Develop Marketing Materials (marketing 1) - Make available for employee/student/community member use. Sample webpage: https://www.palomar.edu/outreach/virtualtable/ - Community Newsletter (mailed to all in-District residents) - Fast Facts - High School Newsletter - General Information Brochure	Community Relations and Outreach	Create, publish, and distribute materials	Print-ready (or post online) by July 30, 2022
Identify Compton College's flagship programs. Change perceptions. (marketing 2)	Outreach & Marketing Enrollment Management Subcommittee	Utilize list of degrees, certificates, programs/program maps, Guided Pathways, etc.)	Reconvene the subcommittee; List due by June 20, 2022

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Compton College photo opportunities (marketing 4)	Community Relations	Identify location on campus for a permanent backdrop, request budget	Location due by June 20, 2022; design, print and install backdrop (summer 2022)
Street Teams (hand out swag, put up posters) (marketing 5)	Outreach & Recruitment Workgroup	Create Compton College Club at the high schools	Fall 2022
Concerned Citizens Volunteer Outreach Program (marketing 3)	Educational Partnerships	Train volunteers on behalf of the College to attend community events, college fairs, recruitment events and within their neighborhoods.	Develop Volunteer request form

(Items are prioritized in each category. Refer to numbers listed after each activity.)

Outreach & Recruitment Strategies

The following strategies will be conducted in an intentional and coordinated manner across the campus.

GENERAL COLLEGE PROMOTION
College Marketing
Word of Mouth
Passive Programming

WELCOME CENTER
Centralized point of contact for providing outreach info and services
Information Desk
Application/My Compton assistance
Campus Tours

ONLINE INTEREST FORM
Prospective students
High school and community members requesting information and outreach services

PRESENTATIONS
Compton College Promise
Financial Aid
College Application
GPD/Program Specific
Other

WORKSHOPS
Virtual and In-Person
Compton College Promise
GPD/Program Specific
Other

SPECIAL EVENTS
New Student Welcome Day
Senior Day
High School Principals Breakfast
GPD Open Houses
Other

STEPS TO ENROLLMENT COMMUNICATION
Automatic messages
Core Service Completion Case Management

Extra credit opportunities provided by faculty for completion
Personal/human connection (Call Center, TST, other)

MARKETING MATERIALS
Digital and print

Outreach and Recruitment Activities for Specific Populations

The list below describes Outreach and Recruitment Activities around **Connection** and **Entry**.

1. **Compton College Promise Program**
   a. Outreach campaign for the class of 2022 high school graduates from Compton, Lynwood, and Paramount unified school districts.
   b. [President/CEO acceptance letter](#) in English and Spanish (in mailboxes by January 10, 2022).
   c. Class presentations in government and economics classes beginning January 2022 through March 2022.
   d. Postcards twice a year (October/November and February General Compton College, March/April EOPS/CARE sends follow-up, and June/July (on list but not registered)
   e. Increase funding for Paid social media ads compared to the year 2021-2022.
   f. Additional marketing strategies to be determined
   g. National Student Clearing House (in district high school seniors) Spring 2021graduates not enrolled anywhere. Encourage registration for summer and fall 2022. Include in postcard. Have call center follow-up in spring.
   h. Require all seniors to apply to Compton College
   i. Pre-schedule info sessions at high school locations fall and spring semesters
   j. Open to all first-time college students w/in our District regardless of year of graduation or set a timeframe.
   k. Potential part-time pathway for Promise students.
   l. Begin targeting high school students in 9th grade (dual enrollment options and transition to Promise program) develop a pipeline specifically for in-District K-12 students.

2. **New Students**
   a. Establish partnerships with private and charter schools within our District - for 2023-2024.
   b. Build a sense of community
      i. Marketing for Guided Pathways Divisions/majors
   c. Student Organizations (increase participation and engagement)
      i. encourage faculty to become advisors
      ii. Shorten the club organization form
   d. Market programs not offered by other districts
   e. Reach out to community and faith-based organizations
   f. Partner with College Access Programs- Gear up, California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), Upward Bound (UB), Upward Bound Math and Science (UBMS), Educational Opportunity Center (EOC)

3. **Dual Enrollment**
   a. Campaign to target parents of 9-12 grade high school students from Compton, Lynwood, and Paramount unified school districts to promote Afternoon College.

4. **Reverse Transfers**
   a. Marketing to target local four-year college students who want to complete college credits quickly at a lower cost at Compton College. Promote winter and summer course offerings that meet general education requirements.

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b. Print and online ads would run in University of California (UC) and California State University (CSU) newspapers promoting short-term classes. (February-April (summer classes) and October-December (winter classes).
c. Paid social media ads targeting four-year colleges within a 50-mile radius

5. **Veterans**
    a. Develop and distribute marketing materials targeting military personnel.
        i. Collaborate with CSU Long Beach Educational Opportunity Center (EOC)
        ii. Run ads targeting Veterans – print, online and social media.
        iii. Community outreach to local veterans' resources and organizations.
        iv. Update Veterans Resource Center webpage (step-by-step enrollment process including application for Veterans Educational Benefits and Veterans Affairs certification).

6. **Parents and Guardians**
    a. Part of the districtwide mailing list
    b. Friends and family event (referral incentive)
    c. Parents and Guardians in terms of their children enrolling at Compton College AND in terms of "adult learners."

7. **Community-Based Organizations** (CBO), faith based, parks and recreation, and other agencies. Refer to the list using this link *Compton College Community Agency List.*

8. **EOPS/CARE**
    a. EOPS/CARE Student Services Advisor conducts Information/recruitment sessions every Tuesday at 11:00am.
    b. EOPS/CARE Student Services Advisors and EOPS/CARE Counselors provide In-person and virtual classroom presentations to campus and community.
    c. Connect with EOPS/CARE Advisory Committee members to provide student resources, conduct workshops, and recruit new students.
    d. Purchased postcards to recruit EOPS/CARE students in the community.
    e. Created banners on campus to increase student and staff visibility.
    f. Continue to advertise EOPS/CARE, CalWORKs, SRC (Student Resource Center) one application on Compton College website, social media, and EOPS/CARE program website.
    g. Continued partnership with the Compton Promise and CTE/Workforce Development staff.
    h. Continue to call new and continuing students that qualify for the California Promise Grant A, B, or C with an EFC (Expected Family Contribution) of zero based on Financial Aid data retrieved from Argo's report.
    i. Continue to survey CARE (Cooperative Agencies Resources for Education) students to ensure we are providing professional development and other activities that students need as single parents.
    j. Collaborate with internal and external partners such as: CalWORKs, SRC, Department of Social Services to provide programmatic content.
    k. Continue to provide in-person counseling and staff assistance twice a week to new and continuing EOPS/CARE students in Tartar Village room 9.
    l. Created online new student orientation on Canva to increase student engagement.

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    m. EOPS/CARE Counselors will continue to work directly with Educational Opportunity Program (EOP) programs at CSU to provide students' educational workshops.

    n. EOPS/CARE Coordinator and EOPS/CARE Counselors provide CARE workshops, Graduation application drop-in CARE Check-ins, and Literary Lunches.

    o. EOPS/CARE Counselors provide graduation application drop-in, Transfer Tuesday, CalWORKs, and Cal Fresh workshops for students.

    p. Use CRM Advise early alerts as a preemptive analytics tool to address EOPS/CARE student issues early and provide support.

    q. Representation at in-person events and job fairs.

    r. Representation on Tartar Success Teams and Guided Pathways meeting.

    s. Staff and faculty represented at various on and off campus committee meetings.

9. **Current and Former Foster Youth**
    a. Partner with foster youth liaisons in high schools to present materials to high school students while 16+
    b. Partner with group homes to present college information
    c. Partner with Department of Social Services (DPSS) provide pathways for adults
    d. Partner with Los Angeles County Office of Education Service Planning Area 6 - Foster to provide pathways for students

10. **Basic Needs**
    a. Partner with DPSS to provide pathways
    b. Have flyers at the Los Angeles County Office of Education
    c. Work with eligibility works to provide information about Compton College pathways

11. **CalFresh Students**
    a. Partner with DPSS to provide pathways
    b. Have flyers at the Los Angeles County office of Education
    c. Work with eligibility workers to provide information about Compton College pathways

Conclusion

As we implement the activities and strategies listed in the plan, additional conversations and training will take place to ensure a coordinated approach. The plan has been presented for feedback to the Compton College Academic Senate and will also be presented to the Compton CCD Board of Trustees.

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BIO-TECHNOLOGY PROGRAM

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Marketing Proposal

Compton College

Bio-Technology Program Marketing Plan

1. Advertise on College website homepage.
2. Create a marketing video for the program.
3. Reach out to university students to advertise to them as well.
4. Reach out to university students who graduated with a degree Biology/Biotech but who have not found employment in the field, as this certificate will increase their chance of finding employment.
5. Advertise on Compton College social media.
6. Have the program featured in local newspapers.

Open Educational Resources (OER) Handbook

Compton College Community College

OER Committee (2021)

Table of Contents

Open Educational Resources (OER)

Vision
We believe that Open Education can enhance education for all, to foster democratic participation, sustainable development, and social justice.

Mission
The mission of the OER Committee is to further the OER initiative by training and supporting faculty in the adoption, adaptation, and creation of OER for their courses. To provide equitable access to affordable and culturally relevant education for all students, the OER Committee facilitates the process of exchanging pedagogical practices for faculty, staff, and students. The committee's mission is closely aligned with the strategic initiatives of Compton College: (1) Improve recruitment, enrollment, retention, and completion rates for our students. I Improve recruitment, enrollment. (2) Support the success of all students to meet their education, and career goals. (3) Support the success of students by technology.

Goals
The goals of the committee are to increase recruitment, enrollment, retention, and completion rates of Compton College students with the adoption use of OER. We intend to achieve this, by implementing the following strategies:

- Developing policies, procedures, and practice for OER.
- Raising awareness about OER. Making OER more discoverable for faculty.
- Applying for internal and external grants to support open education initiatives.
- Encouraging research on OER and open educational practices and pedagogy.
- Training and supporting faculty in the adoption, adaptation, and creation of OER for their courses.
- Promoting a communal space for the exchange of ideas among faculty and staff.
- Empowering students to contribute to developing their learning pathways.
- Organizing campus-wide events and professional development for OER including open education week.
- Facilitating promotion and communication of Compton College library open education initiatives, both internally and externally.
- Expanding the commitment for collaborative, inclusive, accessible, and active learning.

Overview

There are various [definitions for OER](#). Think of them as open educational resources housed in public domains. Faculty can use OER materials to build entire courses. This approach is supported by educators, students, and advocates because they see an effective connection between [pedagogy and social justice](#). You can become a curator of valuable knowledge that is housed in public domains. This allows you to have flexibility on how you build your courses without content limitation. This manual was created as a tool, to provide you with information along with resources to open educational resources.

Board Policies

Academic Freedom

It is important to emphasize that using open educational resources (OER) do not threaten academic freedom. You can review [Board Policy 4030](#) which clearly states that faculty have the right to academic freedom which is protected by Title V section 51023. The OER team committee is working to encourage faculty to use OER to benefit students. Reports by the [advocate group PIRG](#) show that many students are not able to afford textbooks but still take classes without them. Inside Higher Ed explains [research on the price of textbooks](#) that has a negative financial impact on students. You can read this interesting article by CBS News on [What's behind the soaring cost of college textbooks](#), many students simply cannot afford them. We invite you to review Dr. Curry's presentation - slide 7 on student challenges with [housing and food insecurity](#). It is our hope that you join our team and consider adopting open educational resources on behalf of our students.

OER Member Composition and Responsibilities

Member Representatives

The OER member representatives will be the chair, co-chair, secretary, and members representative of each division. The chair, co-chair, and secretary are the only positions serving a 2-year-term. Member representatives can vary according to faculty availability, and willingness to participate and contribute to the OER committee. However, faculty can also opt to serve a one-year or two-year term.

Chair and Co-chair

There will be a chair and co-chair who will share responsibilities of facilitating meetings and completing work outside meetings. Chair and co-chairs can serve for term of two years. Appointing a new chair and co-chair will be discussed with committee members to confirm continuance of service or to establish new persons to each role. Majority of votes will confirm each role for appointment each term.

Secretary

The secretary will be responsible for keeping records such as attendance, meeting minutes, and maintaining communication with committee members about OER processes. The secretary will serve a 2-year term. However, the committee can discuss service beyond 2 years. The committee will discuss the appointment of a new secretary. Majority of committee members vote to fill the secretary position.

OER Voting Members

The committee must make efforts to recruit voting members that represent each division. There must be a minimum of eight members for a meeting to start and for the voting process to occur. It is understandable that Compton College is a small campus, and many staff members are not able to serve long terms, and some can commit only to one semester. Some faculty and staff members can attend meetings sporadically throughout the school year. The OER committee welcomes faculty and staff to participate on semester basis or yearly. All staff in attendance are voting members. Majority of votes among these members will be two-thirds. Committee members can cast votes electronically when quorum is not met. The secretary will keep a roster of staff serving the semester or yearly to reach out to them to vote.

Meetings

The meetings will take place the 3rd Monday of each month. The meeting starts as soon as quorum is met at two-thirds. The chair, co-chair, and secretary can have proxies when they are unable to attend a meeting. Remote meetings will take place in case of emergency such as a pandemic. Remote meetings can also take place when there is evidence that at least half of the committee members cannot attend the meeting in person.

Amendment to the Handbook

The handbook will be updated as soon as changes are needed or on yearly basis – whichever comes first. The process will include discussing in the committee meeting, forming a group of members to work on the changes, and voting for approval of changes. Approving changes will need a two-third vote by committee members. The last step will be to submit to senate for official approval.

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Attachments

Faculty Guidance for Adopting OER

This attachment is included to help faculty with the adoption of OER. It is important to keep in mind that librarians on campus are a great resource to answer questions on production of knowledge. Faculty can visit the [Compton College OER](#) page for a listing of resources and worksheets.

Intellectual Property

There is a concern among some faculty members about issues linked to intellectual property if they adopt OER for their courses. Board Policy 3715 clarifies issues with [intellectual property](#). According to the policy, "Intellectual property is usually divided into copyrights, patents, trademarks, and trade secrets" (BP 3750). We want to emphasize that we consider intellectual property when adopting OER and have the resources that you need to be successful with your adoptions. Once again, this manual contains information about proper use of OER, and you can refer to it when needed.

Modification of OER Materials

Modifications of OER materials are often allowed. We recommend that you review terms of use for each website or material you use for your courses.

Distribution of OER Materials

Distribution of OER Materials will vary from Faculty Member to Faculty Member. Faculty may adapt their OER Material as needed in their courses according to their teaching style, formatting, or course instruction method. Faculty should provide the OER material within their Instruction method, use of Canvas LMS, through Compton College's OER Commons page, or on their syllabi.

Distance Education Process

Canvas LMS allows faculty to upload, link, and publish OER materials on course shells. OER Material must be pre-checked to meet Accessibility requirements mandated by law. Accessibility training is provided through the Distance Education Faculty Resources Page. Accessibility Resources can also be found through the [Open Washington OER Accessibility](#) page. Consider including OER materials, links, and other relevant information in your initial communications with new courses. In addition, provide clear links and guides to assist students in accessing the course's OER materials.

Limitations of OER

Caution must be used when selecting Open Education Resources. Some resources may not be relevant or accurate. The resources must be assessable, compliant to copyright limitations, and amenable to the current learning management system. This mode of instruction limits peer interaction and geared toward the English language only. Students may encounter problems with slow or inconsistent internet connection. Because some OER formats are difficult to download, access and modify content utilizing this material will be difficult. If material can't be shared openly, it must not

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violate copyright laws. OER originators may not update material or ensure that resources may not remain available online because there is no compensation for their efforts.

OER Support and Resources

Compton College currently provides OER support through the [Open Educational Resources Page](#) on the Compton College Library Website.

On Campus, faculty can contact Katherine Marsh (kmarsh@compton.edu) and Abigail Tatlilioglu (atatlilioglu@compton.edu).

Open Textbook Guidelines

Steps for Adoption

1. Choose a Textbook: we are working hard to make this process effective for you. Compton College has a repository that faculty can use through OER Commons. There are other alternatives to textbook adoption such as:
   a. LibreTexts to find a variety of topics of text material.
   b. OpenStax find textbooks, coursework, tutors, homework, and assessments.
   c. Lumen Learning where texts and quizzes are found.
   d. Merlot to find textbooks and learning exercises.
   e. Open Course Library for a variety of textbooks, and links. Examining Teaching Commons, textbooks in a variety of subjects, professional Development resources are available.
   f. There are other OER that you can use. Please review Open Educational Network for links to find depositories such as images, videos, links, science, and many more.
2. **Accessibility**: it is very important to consider accessibility when choosing OER materials. Please keep in mind that we are mandated by law to have materials that are accessible to students with disabilities. It is the law not just for OER materials, but all materials adopted in classrooms. If you did not receive the training on accessibility yet, here is a resource for you to review: Open Washington OER - Accessibility.
3. **Bookstore**: Celia Valdez communicates with the bookstore about textbook orders including OER.
4. **Library Desk Copy:** Consider sending an electronic copy of your open textbook and other OER to the Library Reserve Desk for inclusion in the Reserve Collection at the Compton College Library. Textbooks on reserve in the library allow students to check out print copies for short durations of time (usually two-hour periods at a time).
5. **Printing the Textbook** - a discussion is still taking place regarding funding for OER Printing. Topics currently discussed include:
6. **Using LMS:** Include your open textbook and other OER Materials in your syllabus, with information on how students can access the material electronically. Also, consider including location information for computer labs on campus in your syllabus.

Copyright and Licensing

Copyright in the U.S. depends on the year the content was published. If the author never published their work, the content is protected by copyright laws for the life of the author plus 70 years. Here is a resource for you to Cornell University library and their copyright information center. As faculty, it can be time consuming to figure out copyright and licensing for materials we might want to adopt. However, keep in mind that OER repositories already took care of copyright. Make sure that you read fair use agreements, and that you understand what their policies are.

Many faculty members use Creative Commons materials because it is ready to use. Keep in mind they have guidelines for using different domains. You must make sure you use the title and source, author, and license. There are currently six Creative Commons licenses. We are including the symbols after the explanation for you to know when you access their content.

1. Attribution (CC BY): you can modify and distribute if you credit the author, even if it is for commercial purposes. This license is flexible and accommodating licenses.

2. Attribution ShareAlike (CC BY-SA): you can modify and distribute if you credit. the author. The difference with CC BY is that people must license their content under the author's terms.

3. Attribution-NoDerivs (CC BY-ND): you can copy, use, and distribute but you cannot modify in any way. Modifications require permission from the author.

4. Attribution-Non-Commercial (CC BY-NC): you can copy, use, and distribute but not for commercial purposes. You don't have to use the author's terms.

5. Attribution-NonCommercial-ShareAlike: you can copy, use, modify, and distribute. You must credit the author, and license under the author's terms. You must make sure you are not using the material for commercial purposes.

6. Attribution-NonCommecial-DoDerivs (CC BY-NC-ND): you can download and share but not modify. You cannot use it for commercial purposes, and you must credit the author. This is the most restrictive license the Creative Commons have.

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Other Open Licenses

It is always best practice to credit authors in open sources. Many faculty members use the citation format within their disciplines. Footnotes are effective when crediting authors because you can add not only the author's name but also the link to the source.

REFERENCES

OER at Compton College

Compton Community College District Board of Trustees Policy BP 4030 – Academic Freedom, Jan. 2017

http://www.compton.edu/district/board_of_trustees/doc/BP_4030_Academic%20Freedom%2012-13-16.pdf

Outlines the right to faculty to exert their academic freedom as a faculty member of Compton College.

OER Commons – Compton College Page

https://www.oercommons.org/groups/compton-college/3804/

Compton College's OER digital library. Faculty and Staff can add OER materials to build a database for other Compton College Faculty.

Why use OER?

Why OER? Literacy Information and Communications Systems | U.S. Department of Education

https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/oer-for-el-instruction

An overview of the benefits of using OER, including a Fact Sheet and OER materials for Adult Education.

OER Adoption Process

OER Adoption Process | San Bernardino Valley College

https://www.valleycollege.edu/open-education-resources/faculty/adoption-process.php

A Reference guide developed by the San Bernardino Valley College outlining their campus' OER Adoption Process.

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Resources and Handbooks

Open Education Handbook | Open Education Policy Network

https://oerpolicy.eu/wp-content/uploads/sites/4/2017/07/Open-Education-Handbook.pdf

A handbook that provides resources, references, and guides for the development and implementation of OER.

Open Education Resources: OER Basics | Seattle Central College

https://libguides.seattlecentral.edu/OER

A one-stop resource and repository of OER materials, pedagogy, and Canvas resources to be used in the implementation of OER materials.

Open Educational Resources (OER) – Western Washington University

https://www.wwu.edu/teachinghandbook/resources_support/oer.shtml

A general overview of OER including licensing, finding OER, creating OER, Publishing, and general resources and research on OER.

Research

A Basic Guide to Open Educational Resources by Neil Butcher, Asha Kanwar, Stamenka Uvalic-Trumbic

https://unesdoc.unesco.org/ark:/48223/pf0000215804

This book serves as a guide to facilitate the implementation of OER in educational settings. It also includes various guides that can facilitate faculty and schools on implementation.

Fixing the Broken Textbook Market (report) | U.S. Public Interest Research Group (PIRG) Education Fund and the Student PIRGS

https://uspirg.org/reports/usp/fixing-broken-textbook-market

This Report outlines the various problems affecting the textbook industry and market and provides data on student success rates should textbook and course materials were provided for free.

Copyright and Attributions

Copyright Term and the Public Domain in the United States | Cornel Univerisity

https://copyright.cornell.edu/publicdomain

An overview of copyright law in the United States including terms of copyrights and public domain information.

Attributing OER | Community College Consortium for OER

https://www.cccoer.org/attributing-oer/

A general guide on providing proper sourcing and attribution of OER materials.

Open Education Resources | Teaching in the Digital Age | BC Campus

https://opentextbc.ca/teachinginadigitalage/chapter/oer/

An overview of the principles of OER, Copyright Licenses, and implementation of OER materials.

BP 4025 Philosophy and Criteria for Associate Degree   Issued: October 18, 2016
      and General Education   Revised:

References:
      Title 5 Section 55061
      ACCJC Accreditation Standard II.A

The Compton Community College District recognizes the importance of educating individuals who will serve the local, state, national, and international communities. Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability 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; and 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 the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

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 colleges 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.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chief Executive Officer shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

The College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are 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.

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.

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The general education areas are as follows:

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 9 units for an Associate of Arts Degree and a minimum of 3 units for an Associate of Science Degree.
   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 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~~ including passing high school Algebra II with a grade of C or better. 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

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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.

   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) complete the general education pattern noted above, 2) complete the CSU GE Breadth transfer requirements, or 3) complete the CSU/UC IGETC transfer requirements.

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DISTANCE EDUCATION FACULTY COORDINATOR

POSITION DESCRIPTION

Under the direction of the assigned administrator, the Distance Education Faculty Coordinator is responsible for the overall coordination of faculty Distance Education (DE) certification and mentoring and will serve as a liaison between administrators and faculty with respect to such matters. The Distance Education Faculty Coordinator (DEFC) will co-chair the Distance Education Advisory Committee with the Instructional Designer/Faculty DE Trainer to foster campus-wide communication of objectives and resources. The DE Faculty Coordinator will be selected from the ranks of full-time faculty for approval by the assigned deans and the Vice President of Academic Affairs.

DUTIES AND RESPONSIBILITIES

- Maintain current knowledge and understanding of curriculum, support services, policies, laws, and regulations as mandated by State and Federal laws for the DE program.
- Work collaboratively with Distance Education Manager and the Instructional Designer - Faculty Distance Education Trainer on the assessment and evaluation of the advancement and benefit of Distance Education and other online initiatives, the Online Education Initiative and Open Educational Resources.
- Perform assigned committee work, and attend meetings called by the District, as long as such obligations are considered reasonable.
- Oversee the mentor program for new distance education faculty, provide oversight for the online course shell demonstration of competency process, and assist with the creation of discipline-specific model courses.
- Work collaboratively with the District-assigned administrator, Academic Senate and relevant committees to develop faculty professional development opportunities. Makes reports or presentations to Academic Senate and as needed to the President/Chief Executive Officer and the Board of Trustees.
- Attend and participate in meetings of the Curriculum Committee and Distance Education Curriculum Subcommittee, which performs technical review of distance education addendums.
- Ensure that all online classes meet or exceed legal requirements and robustly support student learning.
- Participate in the assigned Distance Education program review process.
- Process new faculty DE certifications and/or equivalencies.
- On an ongoing basis, provides a current list of DE certified faculty to the DE Manager to confirm faculty completion of DE certification requirements.
- Attend the Distance Education Coordinators Organization (DECO) Monthly Meetings hosted by the Chancellor's Office during the academic year (excluding intersessions).
- Develop a detailed list of duties annually for review and approval by the assigned administrator.
- Perform other duties as assigned.

REQUIRED QUALIFICATIONS

Full-time Compton Community College District Instructor

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

PREFERRED QUALIFICATIONS

- Experience teaching in an online environment.
- Understanding of effective online teaching practices.
- Knowledge of applicable regulations and laws related to accessibility (508) and FERPA.
- Interest in exploring new technologies.
- Excellent organizational and communication skills.
- Knowledge of the Canvas learning management system

Salary Range: Current Salary and the DE Faculty Coordinator will be compensated with 25% reassigned time for academic year 2021-2022 and thereafter. Additional paid time at the faculty hourly rate during intersessions, not to exceed 15 hours in Winter and 30 hours in Summer, shall be approved by the District-assigned administrator.

Conditions of Employment: Temporary Assignment, Full-time Compton Community College District faculty.

Curriculum Chair Duties

a. Duties of CCC Chair The faculty chair receives reassigned time and secretarial support to complete the following duties and responsibilities:
    i. Serves as a resource person to assist faculty in the development of curriculum proposals.
    ii. Reviews all curriculum proposals for technical accuracy, discipline assignment, and works with department chairs and course authors to make necessary corrections.
    iii. Develops a recommended curriculum committee schedule for the year.
    iv. Schedules and conducts the pre-curriculum review meetings.
    v. Prepares curriculum committee agendas and conducts committee meetings.
    vi. Works with the curriculum analyst.
    vii. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues.
    viii. Attend meetings with the VPAA or designee and the curriculum analyst and others as appropriate.
    ix. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
    x. Attend curriculum workshops at the local, regional, and state levels.
    xi. Participate in developing the annual curriculum calendar.
    xii. Perform additional duties as mutually agreed upon by the CCC and CIO or designee.

b. Academic Senate Duties of the Curriculum Chair

    i. Chair the Curriculum Committee.
    ii. Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.
    iii. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.
    iv. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

Senate Secretary Duties

a. The Secretary shall:
   i. Prepare and distribute minutes of all Academic Senate meetings.
   ii. Maintain an electronic file of all records (minutes, reports, etc.) and official documents of the Academic Senate except those placed in the keeping of others, such as records stored in the College archives.
   iii. The Secretary shall be responsible for all official Senate correspondence.
   iv. The Secretary shall maintain the Senate's web page and other internet links as designated by the body.
   v. Be an ex-officio member of Curriculum Committee.
   vi. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.