



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: June 2nd, 2023

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

Location: **In Person – Board Room**

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
- Ekimyan, Roza
- Estrada, Harvey
- Corona-Ramirez, Desiree
- Hobbs, Charles
- Madrid, Vanessa
- Martinez, Jose Manuel
- Martinez, Victoria
- Maruri, Carlos
- McPatchell, David

- Mills, Jesse
- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Schwitkis, Kent
- Tavaraz, Juan
- Thomas, Shirley
- Van Overbeck, Michael
- Villalobos, Jose
- Woodward, Valerie

Ex-Officio Voting Members

- Conn, Brad-DEFC
 - Moore, Sean-Curric. Chair
 - Morales, Janette-Un. Pres.
 - Diaz, Corina-FDC Chair
- Guests**
- Berger, Sheri-VP Acc. Aff.

Senators

- Barragan-Echeverria, Theresa
- Ekimyan, Roza
- Ellis, S
- Estrada, Harvey
- Corona-Ramirez, Desiree
- Hobbs, Charles
- Kahn, Sheri
- Madrid, Vanessa
- Mason, Victoria
- Martin, Jose Manuel
- Martin, Victoria

Agenda

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

1. Call to Order

2. Approval of Agenda

3. Review and Approval of Minutes from May 4th, 2022

4. Reports

- 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. Distance Education Faculty Coordinator Report
- h. Faculty Development Report
- i. Enrollment Committee Report
- j. OER Committee Report
- k. LGBTQ+ Committee Report
- l. FYE Committee Report
- m. SLO Coordinator Report

5. Consent Items

- a. 2-Year CTE Course Review; No Proposed Changes: ACRP 104 - Mechanical and Electrical Systems for Collision Repair Technicians.
- b. 2-Year CTE Course Review; SLO Update; Distance Education-EFOMA: ACRP 134 - Automotive Refinishing Applications.
- c. 2-Year CTE Course Review; Textbook; Distance Education-EFOM: ACRP 103 - Major Collision Analysis and Repair.
- d. SLO Update: HIST 184 - Introduction to African History, 1885 to the Present; and PSYC 110 - African American Psychology.
- e. Course Review; Conditions of Enrollment—Add Prerequisites: PSYC 112 - Human Sexuality; and PSYC 116 - Lifespan Development.
- f. Program Revision: Physics – A.S. Degree for Transfer (AS-T).
- g. New Courses: ESTU 101H - Honors Introduction to Ethnic Studies; ESTU 150 - African American Psychology; FILM 130 - LGBTQ+ Film; PE 110A - Body Conditioning and Physical Fitness (Beginners); PE 110B - Body Conditioning and Physical Fitness (Intermediate); PE 110C - Body Conditioning and Physical Fitness (Advanced); PE 125A - Weight Training (Beginners); PE 125B - Weight Training (Intermediate); PE 125C - Weight Training (Advanced); SOCI 207 - Introduction to Human Services and Social Work; SOCI 208A - Social Work and Human Services Seminar; and SOCI 208B – Fieldwork in Social Work and Human Services.

6. Unfinished Business

- a. Third Read: Academic Freedom Resolution
- b. Second Read: Artificial Intelligence Mindful Syllabus Statements
- c. Second Read: 2023-2024 Outreach and Recruitment Activities Plan

7. New Business

- a. First Read: Sabbatical Application Packet
- b. First/Second/Approve: Guided Pathways Work Plan

- c. First/Second/Approve: OER Coordinator Job Description
- d. First/Second/Approve: OER-IEPI Plan - PRT
- e. First/Second/Approve: AR 4105 – Distance Education Policy
- f. First/Second/Approve: AR 7341 – Sabbatical Leave
- g. First/Second/Approve: Senate Appointment of OER Committee Elected Co-Chairs: Nathan Lopez and Steven Gonzales
- h. First/Second/Approve: Compton College Goals
- i. First/Second/Approve: Inclusion, Diversity, Equity and Accessibility Template for Curriquet
- j. First/Second/Approve: HyFlex Definition at Compton College

8. Discussion Items

- a. Senate Sub-Committee Chairs Having to Attend Senate Meetings – Adding Work to Low Release Time Positions
- b. Student Retention and Success – Setting Measurable Future Goals
- c. Potential eSyllabi at Compton College – Report of Vendor Meetings & Discussion
- d. Write an Optional Syllabus Statement to Inform Students of Early Alerts
- e. Future All African Diaspora Education Summit (ADES) – Ghana
- f. Student Photo ID
- g. Co-Teaching Off-Site Courses
- h. Employers’ Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
- i. Student Centered Student Grievance Policy
- j. Ideas of Issues to Tackle as a Senate

9. Informational Items

- a. Distinguished Faculty Award Winner - Dr. Bradfield Conn, Psychology Professor, Social Sciences Guided Pathway Division
- b. Civility Champion Award Winner - Nathan Lopez, Professor, Social Sciences Guided Pathway Division
- c. Committee Vacancies
 - i. Curriculum Committee: 1 BIST – High Priority
 - ii. Institutional Effectiveness Committee: 1 Faculty
 - iii. Senators: 2 Adjunct
 - iv. Faculty Development Committee Members: All Divisions
 - v. Enrollment Committee – 1 Faculty
- d. Rising Scholars – College of the Canyons Presentation (Teaching in Detention Facilities)
- e. District Projected Number of Class Sections by Division
- f. FTES 5-Year Snapshot and Projection
- g. Newly Elected Senators
 - i. BIST – Sean Moore, Michael Van Overbeck – 3 year terms
 - ii. FACH - Andree Valdry, Juan Tavarez, Mandeda Uch – 3 year terms
 - iii. HEPS – Roza Ekimyan and Shirley Thomas
 - iv. SSES - Pam West, Nathan Lopez – all 3 year terms
 - v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.
 - vi. Counseling Senators - Desiree Corona Ramirez, Ecko Blake, Karina Lopez – 3 year terms

10. Future Agenda Items

- a. Newly Tenured Faculty Celebration
- b. Senate Recognition of Years of Service at Compton College for Faculty
- c. NACCC Student Race and Equity Survey Results Presentation

11. Public Comment

12. Adjournment

Next Scheduled Meeting: September 7th, 2023

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
September 7	Board Room	March 2	Zoom
September 21	Board Room	March 16	SSC 108
October 5	Board Room	April 6	Board Room
October 19	Board Room	April 20	Board Room
November 2	Board Room	May 4	Board Room
November 16	Board Room	May 18	Board Room
December 7	Board Room	June 1	Board Room

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

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

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Juan Tavarez (20-23)
 Valerie Woodward (20-24)

Counseling (5)

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

Social Sciences (3)

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

Business and Industrial Studies (3)

Vacancy (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)
 Vacancy (22-25)
 Vacancy (20-23)

Health and Public Services (3)

Vacancy (20-23)
 Shirley Thomas (21-24)
 Vacancy (20-23)

Adjunct Faculty (2)

Vacancy (22-25)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Janette Morales – Union President (22-24)
 Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Date: May 18th, 2023

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

Recorder: Noemi Monterroso, Secretary

Location: **In Person – Board Room**

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- Martinez, Victoria
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- McPatchell, David
- Mills, Jesse

- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Schwitkis, Kent
- Tarez, Juan
- Thomas Shirley
- VanOverbeck, Michael
- Villalobos, Jose
- West, Pamela
- Woodward, Valerie

Ex-Officio Voting Members

- Conn, Brad – DEFC
- Moore, Sean – Curric. Chair
- Morales, Janette – Un. Pres.
- Diaz, Corina – FDC Chair

Guests

- Berger, Sheri – VP Acc. Aff.
- DeLilly, Carol – Dean of Nurs
- Carlos Facio
- Nathan Lopez
- Sacramento Ramos
- College of the Canyons Reps
(Garrett Rieck, Tara Williams)

Agenda

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1. Call to Order at 2:08pm

2. Approval of Agenda

- **Jose V. motioned to amend agenda to add presentation from representatives of College of the Canyons Teaching Courses at CRDF. Juan T. seconded**
- **Harvey E. motioned to approve amended agenda. Bradfield C. seconded. Approved**

3. Review and Approval of Minutes from May 4th, 2022

- **Kent S. motioned to approve minutes. Michael V. seconded. Approved**

4. Reports

- a. President's Report – Minodora Moldoveanu
 - Purchasing OWL, will be ordered and be here by Fall '23. IT has approved order
 - Counseling Senators have been selected. We have a full roster for fall
- b. ASG Report
 - Not Present
- c. Vice President's Report
 - Not Present for Reports
- d. Accreditation Faculty Coordinator Report – Sheri Berger
 - Sheri: ISER is nearing completion. Organizing evidence; people are getting notes from Sheri to fill in missing gaps of evidence. ISER will go to BOT for first read in June with final approval in July to submit by August 1
- e. Academic Affairs Report – Sheri Berger
 - No Report
- f. Curriculum Report – Sean Moore
 - Last curriculum committee next Tuesday
 - DEI template for CNET is currently being reviewed by CC. Template draft will be open to entire team for comments. Will provide an update as it comes since this will be a significant change because it will be added to COR in CNET for faculty to complete
- g. Distance Education Faculty Coordinator Report – Brad Conn
 - Had last meeting past Wednesday. Next year, group will finalize DE handbook and bring PD focused on areas within AI and tools to enhance online learning. Help faculty and improve the process to ensure LTI is up when they teach online or face to face
- h. Faculty Development Report – Corina Diaz
 - Had last meeting of semester. A Teaching and Learning Plan was submitted; Proposed 12 training sessions (facilitators to get \$500) and faculty participating can earn \$200 - Collaboration training on AI - how to brainstorm and engage in assessment: do we ban AI or how can faculty work with it and have meaningful assessment. Some other ideas/areas that committee will work on include (1) faculty symposium where faculty can share knowledge; a lot of faculty are attending different conferences and trainings but don't have space to share the knowledge, (2) review PD liaisons duties/responsibilities, (3) create shared folders to ensure we are not duplicating proposals, (4) Focus on ensuring PD credit is being awarded correctly
- i. Enrollment Committee Report – Juan Tavarez
 - No Report
- j. OER Committee Report – Nathan Lopez
 - Had final meeting of academic year. New Co-Chairs: Stevens Gonzalez and Nathan Lopez

- OER coordinator job description has been submitted to senate for review/approval
- Committee generated board policy for OER
- k. LGBTQ+ Committee Report – Hawk McFadzen
 - City of Compton Pride will be held on Compton College campus
 - Movie night yesterday - 150 students participated (including president and vice president of LGBTQ+ student group)
 - Safe Zone trainings are in the works. Positive and affirming interactions...
 - Special shout out to first Out, Queer, and Non-binary Academic Senate President Sean Moore
- l. FYE Committee Report
 - Not Present
- m. SLO Coordinator Report
 - Not Present

5. Rising Scholars at College of Canyons Presentation

- Dianne Avery, Garret Rieck, Dr. Tara Williams: Will provide copy of PowerPoint to college
- Provided an overview of Rising Scholars program at College of Canyons. Part of agreement with CRDF was that they would train Compton College on how to provide/implement Rising Scholars program at CRDF
- Rising Scholars is a statewide network where CCC's are committed to serving incarcerated and formerly incarcerated students. In addition to providing curriculum at jail/prison, they also help students transition to community college after release
- Takes a different approach to serving students because there is a lot transition, especially where they don't stay as long in jails. Offers credit and non-credit
- CRDF uses some technology and are able to attend online live courses. There is movement to also be able to provide iPads for students to use to attend class
- Curriculum offerings: IGETC credit offerings. Non-credit offerings include courses in Health and Safety/Parenting, Basic Skills, Workforce Prep and Short-term Vocational. For non-credit course, curriculum has to be created to fit the needs of the students. Students earn milestones for early release by taking these courses; other times students are court-ordered to take some courses
 - Flexibility is key. There are many changes
- Sean M.: How are tools and materials provided to individuals? Specifically the sewing program at Pitches Detention Center?
 - Pitches Detention Center already had tools and machines to run sewing machine program. Each facility is different and has different tools/machines.
 - There are places that run cosmetology so it might be a possibility at CRDF
- Sean M: Regarding limitations on course offerings. What are some obstacles?
 - Haven't been too many issues. Guest speakers would be happy to visit curriculum committee to prepare in creating noncredit courses
- Presenters discussed teaching strategies: College of Canyons implemented this in Spring 2020 so had to switch to online. Provided packets to students that they would complete and send back for feedback/grading. Filmed lectures, TED Ed and YouTube videos, Worksheet activities to go along with videos, small group assignments, small group discussions including written discussion boards, students write their owl quiz or activity that the class can complete, multiple weekly assignments and responsive feedback to increase human interaction. Keep in mind there is no wifi so if using online tools or want to show videos, will have to download that first. Will have to be creative on teaching and assessment
- David McP.: had previous experience where students share they are going to jail. He showed proof that student participated in course and their time was reduced. Does this happen often?
 - Yes, there are judges who ask for proof of what the students are doing and they can get

credit for it. 60 hours of coursework is needed to earn a milestone which will count towards early release

- College of Canyons participate in quarterly meeting with LASD. LASD assesses needs to help develop curriculum that will help. They also allow them to go in to assess what additional courses students need and provide student information
- Sean M: qualitative or quantitative data on program completion at the college?
 - Most students don't self-identify. Looking into ways to help students self-identify (maybe in college application)
- Sheri B.: There will be more meetings with College of Canyons during the summer to discuss transition plan because it also takes into account student services. Plan is to implement in Fall 2024

6. Consent Items

- **Jesse M. motioned to approve Consent Agenda items. Carlos M. seconded. Approved**
 - a. Course Inactivation: ATEC 145 - Automotive Machining.
 - b. Course Review; Course Title Update; DE Addendum: CSCI 102 - Introduction to Data Structures.
 - c. 6-Year Standard Course Review- No Changes: HDEV 101 - Orientation to College and Educational Planning; HDEV 105 - Career and Life Planning; HDEV 107 - Navigating the Transfer Process; HDEV 110 - Strategies for Creating Success in College and in Life; and HDEV 115 - Career Development Across the Lifespan.

7. Problem Addressed

- a. Early Alerts – Delayed Closure of Submitted Early Alerts
 - **Desiree C.R motioned to open discussion on item 7a. Pamela W. seconded**
 - Juan Tavarez took lead and set meeting with Dr. Jimenez and Dr. Alvarado to discuss this issue. They found that some alerts are not being closed because there was no response from students; early alert team will create a session to discuss and facilitate Early Alert Process. They also found that some students are not entirely honest when they do talk to advisor; the student might tell staff that they already talked to professor or turned in missing assignments when it is not true.
 - Jose V.: There might also be an issue with the timeline of submitting early alerts. Week 3 might be too early for alerts in some courses like math
 - Sheri B.: early alerts can be submitted continuously not just once. For dual enrollment courses, high schools are asking for early information and progress students are making.
 - Rebekah B.: Faculty can do alerts when it makes most sense for course. If week 5 makes the most sense based on assignments, then you can do them at that time. Just make sure to do them
 - Idea: Create an Early Alert Committee. Maybe it meets on an as-needed basis to address issues like this as they come up
 - David McP: In regards to timeline and communication, a few faculty were upset because their 8 week course was over and they were getting emails to complete early alerts. Also, they don't know if they have high school students in their class
 - Sheri B.: All faculty are sent a list of courses that include high school students. They can't tell them specifically who the high school students are, but faculty should check the email to see if their course contains any high school students
 - Vanessa M.: Another issue with early alert system is that the names include dropped students but does not include students that were added to the class
 - Will reach out to Dr. Jimenez to try to fix issue
 - **Jose V. motioned to close discussion on item 7a. Jesse M. seconded**

8. Unfinished Business

- a. Compton College ISER
 - **Jesse M. motioned to open discussion. Sean M. seconded**
 - Hopefully all senators were able to provide feedback; feedback form is now closed
 - Sheri B.: currently working on updating just grammar/language and making sure that everything is supported (evidence)
 - **Charles H. motioned to approve ISER. Pamela W. seconded. Approved**
- b. OER Policy
 - **Desiree C.R. motioned to open discussion. Jesse M. seconded**
 - **Kent S. motioned to approve OER Policy. David McP. seconded. Approved**
- c. Cosmetology Teacher Training
 - **Desiree C.R. motioned to open discussion. Carlos M. seconded**
 - **David McP. motioned to approve the pursuit of Cosmetology Teacher Training program. Jose V. seconded. Approved**
- d. Academic Freedom Resolution
 - **Harvey E. motioned to open discussion. Sean M. seconded**
 - Minodora M.: Kent shared an article about academic freedom infringements. Should add some more facts regarding article about other states that have already passed laws/policies/legislation that infringe on academic freedom
 - Sean M: some resolutions on ASCCC have links/sources. Might be a good idea to include links/sources to having tangible source for data on document. Happy to help with that
 - Minodora will work on imbedding that data
 - Vanessa M.: is it limiting to include the number of states if that changes later ?
 - Will take into account what is true when the resolution is written. It's okay if it changes later as long as it's true at the moment it was approved
 - Sheri B.: resolution is talking about what we do here at Compton College. We already have a board policy on academic freedom and is included on faculty contract. What is the need to have it here at Compton college if there hasn't been an infringement at Compton College? Maybe include in Whereas what the resolution is intended to do (which is to continue what is happening at Compton College - to continue respecting and honoring academic freedom)
 - Sean M: maybe we can add the board policy on a Whereas statement
 - Sheri B.: if this is a resolution of Academic Senate supporting statewide initiative, maybe a where as or resolved statement needs to include that
 - Minodora M: agrees that we can clarify that this is not a current issue at Compton College but it is more of a statement to be in solidarity
 - Sean M.: academic freedom and solidarity, we can look at ASCCC if there are resolutions that have been passed as reference or find any that have not been passed so that we can improve on it and submit larger resolutions.
 - **Vanessa M. motioned to close item. Jose V. seconded**

Meeting adjourned

- e. Artificial Intelligence Mindful Syllabus Statements

9. New Business

- a. Sabbatical Application Packet

- b. OER Coordinator Job Description
- c. Adjunct Senators Elections – Candidate Nominations - 2 vacant seat
- d. AR 4105 – OER Policy
- e. AR 7341 – Sabbatical Leave

10. Discussion Items

- a. Senate Sub-Committee Chairs Having to Attend Senate Meetings – Adding Work to Low Release Time Positions
- b. Student Retention and Success – Setting Measurable Future Goals
- c. Student Photo ID
- d. Co-Teaching Off-Site Courses
- e. Employers’ Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
- f. Future All African Diaspora Education Summit (ADES) – Ghana
- g. Potential eSyllabi at Compton College – Report of Vendor Meetings & Discussion
- h. Student Centered Student Grievance Policy
- i. Ideas of Issues to Tackle as a Senate

11. Informational Items

- a. New Senate President Elect – Sean Moor
- b. Dr. Curry’s Response to Senate Recommendations – May 4, 202
- c. Committee Vacancies
 - i. Curriculum Committee: 1 BIST – High Priority
 - ii. Institutional Effectiveness Committee: 1 Faculty
 - iii. Senators: 2 Adjunct
 - iv. Faculty Development Committee Members: All Divisions
 - v. Enrollment Committee – 1 Faculty
- d. Newly Elected Senators
 - i. BIST – Sean Moore, Michael Van Overbeck – 3 year terms
 - ii. FACH - Andree Valdry, Juan Tavarez, Mandeda Uch – 3 year terms
 - iii. HEPS – Division Meeting Coming Up
 - iv. SSES - Pam West, Nathan Lopez – all 3 year terms
 - v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.
 - vi. Counseling Senators - Desiree Corona Ramirez, Ecco Blake, Karina Lopez – 3 year terms

12. Future Agenda Items

- a. Guided Pathways Work Plan – 1st/2nd/Approval

13. Public Comment

14. Adjournment at 3:32pm

Next Scheduled Meeting: June 2nd



Academic Senate Resolution in Support of Academic Freedom

Whereas, Although academic freedom has not been infringed upon at Compton College, principles of academic freedom are being challenged and even overturned in many states and countries around the world, negatively affecting 50% of the world's population, or about 4 billion scholars who today enjoy significantly fewer academic freedoms compared to 10 years ago (Academic Freedom Index); and

Whereas, Academic freedom is an essential characteristic of higher education necessary to preserve an independent forum for free inquiry and expression, and is essential to the mission of higher education to serve the common good; and

Whereas, The Academic Senate of the California Community Colleges affirms the importance of academic freedom for the proper functioning of institutions of higher education, citing American Association of University Professors, 1940 Statement of Principles on Academic Freedom and Tenure; and

Whereas, Principles of freedom of expression are woven into documents such as the United States Constitution, the California State Constitution, the California Education Code, and California Community College regulations; and

Whereas, In an effort to produce informed citizens who are aware of historic and systemic inequities and injustices, and are aware of a plurality of voices and perspectives other than their own; and

Whereas, Compton College, in order to fulfill its mission of being a welcoming and inclusive community where diverse students are supported to pursue student success; therefore

Be it Resolved, Faculty at Compton College shall continue to be free to present, examine, define, and discuss relevant ideas and information in the classroom

or any appropriate forum, and shall be free from censorship in the selection of materials, various methods of presentation, areas of research, and publication; and

*Be it Further Resolved, That the Compton College Academic Senate calls upon its leaders to **continue** upholding principles of academic freedom and reject any attempts by internal or external bodies of restricting such faculty freedom now and in the future; and*

Be it Further Resolved, This Faculty Senate stands with our colleagues in higher education and K-12 throughout the country and the world who may be affected by similarly harmful legislation.

*Minodora Moldoveanu
Academic Senate President*

November 2022

Academic Honesty Syllabus Statements

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, chat bot or Artificial Intelligence, and using fictitious sources. *Misuse of Artificial Intelligence (AI)/chat bot* includes submitting AI generated work as your own, without permission. College is a place where students should learn from their personal experiences and each other. Students should develop their creativity, problem-solving and critical thinking skills, and authentically communicate verbally and in writing. Artificial Intelligence has the potential to interfere with these processes and hamper students' development of these skills. Penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.



2023-2024 Outreach and Recruitment Activities Plan

Overview

The Outreach and Recruitment Plan focuses on the Connection and Entry phases of the 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 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 [2022-2023 Compton CCD Board of Trustees Goals](#), the [2023-2024 President/CEO Priorities](#), [Compton College 2023-2024 Goals](#), and the [Compton College 2024 Comprehensive Master Plan](#), [Certificated Bargaining Unit Agreement](#), as well as Classified Professionals 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
- Number of Dual Enrollment Students, and
- Student Readiness Rate

Table 1 below shows Compton College’s Evaluation of Institutional-Set Goals Fall 2022 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.

Achievement Measure	2016-17	2017-18	2018-19	2019-20	2020-21	AVG	AVG + %	Goal
*Successful Enrollment (Applicant Yield Rate, student count) <i>Guided Pathway North Star, Equity</i>	34% (3,175)	34% (2,904)	32% (2,527)	43% (4,776)	45% (3,517)	37% (3,365)	38% (3,533)	45% [®]
Number of Dual Enrollment Students	1,114	1,150	1,391	1,863	1,600	1,561	1,639	1518
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>

Commented [NJ1]: @Hawk McFadzen @George Diaz Can you help me find the current link for this information?

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. 1,518 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
 - b. Enrollment targets by student type
- 4. Number of Dual Enrollment Students
 - 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+
 - 8. Asian
 - 9. Veterans
- 5. Student Readiness Rate: Core Services completion by Guided Pathway Division, Categorical Program, and Special Programs.
 - a. Implement Core Services completion case management (priority registration, Argos)
 - b. Collaborate with faculty to give students extra credit points for the completion of the New Student Orientation and Comprehensive Educational Plan (Argos)

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 through Entry</u> Institutional-Set Goals: a. 45% Successful Enrollment b. 1,206 Dual Enrollment Students 100% Student Readiness Rate	Annually, 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	Annually, October	Director, IE
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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.	Annually	VP Student Services, Director of Educational Partnerships

Steps to Enrollment

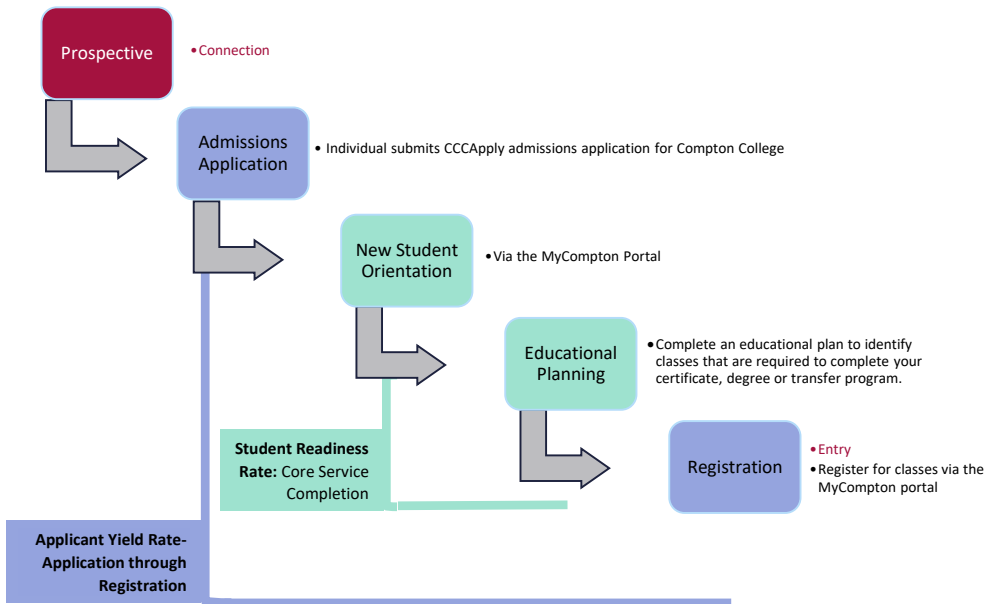
Successful enrollment requires that students complete the Steps to Enrollment. The intent of the Steps to Enrollment is to ensure that students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely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

1. Application - submit a free CCCApply admissions application as well as the 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 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 begins 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.

Diagram 1: Steps to Enrollment Relationship to Compton College’s Institutional Set Goals



Enrollment Support

Compton College has contracted with Ferrilli to provide strategic enrollment consulting, reconfigure CRM Recruit, help with filtering fraudulent applications, integrate Comevo/Banner New Student Orientation (NSO) credit and Ed Plan completion into Recruit, build argos reports, offer gap analysis for enrollment growth, and assist with customization of prospective student forms, territory management, and communications to increase student FTES.

Current Outreach and Recruitment Focus Areas

Enrollment Management Plan Goal #2 – Strategy #1: Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts

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.

1. Oliver W. Conner College Promise Program Eligible Students
 - a. [Resolution to expand the Promise Program 2023-2024](#)
 - 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
 - d. White
 - e. Disabled
 - f. Foster Youth/Guardian Scholars
 - g. LGBTQ+
 - h. Asian
 - i. Veterans - Active-duty military, military families, reserve, and guard
6. Former Students
 - a. Summer 2019 – present (pandemic stop-outs)
 - b. Non-completers
 - c. Career education students who completed 9 or fewer units
7. Parent Students
8. Adult population (20 years old and up)
 - 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](#) (incarcerated and formerly incarcerated students)
13. Adult/Re-Entry

- a. Including the National Student Clearing House (NSCH) list of in-District residents who have no college-experience
 - b. Recently Unemployed
 - c. Strong intent to continue their education
14. Reverse-Transfer Students
15. High School Counselors and Faculty
16. Community Members and Partners

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.
- C. Assess and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.
- D. Expand Welcome Center services by Guided Pathway Divisions.
- E. 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. Recruit English as a Second Language (ESL) students for credit and non-credit classes.
- J. Maintain CCCMyPath cards
- K. Call Center (include targeted demographics chart and timeline)

Current & Planned Connection Outreach and Recruitment Activities

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Connection** for the 2023-2024 academic year.

2023-2024 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: <ul style="list-style-type: none"> <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Promise <input type="checkbox"/> Steps to Enrollment (on & off-site) <input type="checkbox"/> MyCompton Portal <input type="checkbox"/> Adult Education <input type="checkbox"/> Career Education <input type="checkbox"/> Honors Transfer Program <input type="checkbox"/> Rising Scholars/Formerly Incarcerated Students in Transition (FIST) 	Multiple Departments and Programs, including use of student ambassadors	As Needed

<input type="checkbox"/> Guardian Scholars <input type="checkbox"/> Foster & Kinship Care Education <input type="checkbox"/> EOPS/CARE <input type="checkbox"/> Special Resource Center <input type="checkbox"/> Athletics <input type="checkbox"/> Financial Aid <input type="checkbox"/> STEM Center <input type="checkbox"/> CalFresh		
Advertising (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, Success Teams, categorial programs	Community Relations, Educational Partnerships, Success Teams, categorial programs
Community Relations	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) <ul style="list-style-type: none"> <input type="checkbox"/> Community Newsletter (mailed to all in-District residents) <input type="checkbox"/> Schedule of Classes Postcard with registration information 	Community Relations	Dir. of Community Relations
Review and develop new and existing academic programs/offering	Academic Affairs, Division Chairs, Curriculum Committee, Academic Senate	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 Community Colleges of Los Angeles (CCLA)	Adult Education and Workforce Development	Director of Adult Ed and Workforce Development
Develop and distribute marketing materials targeting military personnel	Veterans Services Department	Director of Financial Aid

<ul style="list-style-type: none"> a. Collaborate with CSU Long Beach Educational Opportunity Center (EOC) b. Run ads targeting Veterans – print, online and social media. c. Community outreach to local veterans’ resources and organizations 		
Paid social media ads targeting four-year colleges within a 50-mile radius	Community Relations	Dir. Community Relations
Community-Based Organizations (CBO), faith based, parks and recreation, and other agencies. Refer to the list using this link Compton College Community Agency List .	Educational Partnerships CTE Workforce Development	Educational Partnerships Dir. Adult Education and Workforce Development
Marketing Materials: <ul style="list-style-type: none"> - Fast Facts (updated annually) - Community Newsletter (annually, fall term) 	Community Relations	Dir. Community Relations

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

2023-2024 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
New Student Orientation (core service)	Counseling and Guided Pathways	Dean of Counseling and Guided Pathways
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

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 (help videos, visual guides, virtual workshops)	Multiple programs and departments	Vice President of Student Services
Communications	Success Teams, 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 & Athletics
Success Team Activities: Core Services Case Management, collaborate with faculty to provide extra credit opportunities for students upon 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
Customer Service Training for Staff	Human Resources	Professional Development Manager
Expand Oliver W. Conner Promise Program (Adult SEM: Tactic 1.A.5.)	Vice President Student Services, Director Educational Partnerships, Community Relations	Outreach and Promise Coordinator
Build a sense of community Marketing for Guided Pathway Divisions/majors	Guided Pathways Divisions/Success Teams	Dr. Cesar Jimenez
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)	Educational Partnerships	Dr. Nelly Alvarado

The table below lists enhanced (additional/new) Outreach and Recruitment Activities around **Connection** and **Entry** and proposed enhancements to the 2023-2024 academic year.

2023-2024 Enhanced Outreach and Recruitment Activities			
Technology			
Activity	Department Responsible	Action Item	Timeline
Implement CRM Recruit (technology 1)	CRM Recruit Workgroup	Develop staff training, identify CRM recruit leads	Fully implemented by October 2023
Virtual Compton College Tour/Digital Virtual Campus Map (technology 2)	Community Relations, Dean of Counseling and Guided Pathways, Educational Partnerships	Implement	Reconvene the subcommittee; Recommendation due by October 1, 2023
Faculty Videos (technology 3)	Outreach & Recruitment Workgroup	Edit current videos, have a soft launch	Summer 2023
Social Media Influencers (internal and external) (technology 4)	Community Relations	Hiring a Webmaster/Social Media Coordinator 1.0 FTE	Fall 2023
Events			
Activity	Department Responsible	Action Item	Timeline
Community Day Campuswide Open House (events 1) Including Friends & Family recruitment event/incentive	Educational Partnerships/Business Office/Community Relations, VP, Student Services, Success Teams, Faculty Chairs, VP, Academic Affairs, Dean of Counseling and Guided Pathways	Develop planning committee, identify dates	Twice per year (spring and fall)
Super Saturday Event - Steps to Enrollment (events 2)	Educational Partnerships, Student Services (Counseling, FA, A&R, Steps to Enrollment Completed)	Process same day applications	August 2023/October 2023 (Late start)
Summer Enrichment Programs for 9-12 graders (events 3)	Multiple programs, faculty, and deans	Refer to approved list; application form to be developed; waiver	Summer 2023 (five approved programs)
Compton College Caravan to school sites (events 4)	Street Team, Success Teams, multiple programs, and departments	Develop a schedule, and coordinate with Educational Partnership	Ongoing 2023-2024
Attend high school sporting events and open houses (events 5)	Educational Partnerships	Develop a schedule, and coordinate with Educational Partnership	September 2023

Academic Open Houses Recruitment Events (events 1.5, planned within Open House) (events 6)	Success Teams	Develop schedule	September 2023
Attend Community and Civic Events (events 7)	Street Team	Create a calendar of events	Ongoing 2023-2024
Collaborations			
Activity	Department Responsible	Action Item	Timeline
Tri City Consortium (Adult SEM: Tactic 1.C.1)(collaboration 1)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Implement strategy for consortium, create enrollment targets	Spring/Su 2023
Build relationships with healthcare and manufacturing businesses (Tactic 1.A.3: Adult SEM) (collaboration 2)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Partner with organizations, Target Marketing to Adult Students	Spring/Su 2023
Targeted Outreach for CTE programs, continuation schools, etc. (Adult SEM: Tactic 1.A.4.) (collaboration 3)	VP Student Services, Faculty, Enrollment Management Co-Chair, EMC, Academic Deans, Career Pathways Coordinator	Expand educational partners beyond current feeder schools to continuation high schools other adult schools and CBOs	Spring 2023
Call Campaign (all employees) CCLA for Adult students (collaboration 4)	Adult Education and Workforce Development Academic Affairs, Student Services, Classified, Administrators and Faculty	Guided Pathway Divisions	Pilot campaign summer 2023 for all Academic programs
Dual Enrollment Training for Compton College Faculty/Summit (collaboration 5)	Academic Affairs, Admissions & Records, Educational Partnerships	Develop virtual training & schedule	August 2023
Increase employee participation in street teams (info sessions, presentations, recruitment events/activities,	Educational Partnerships with multiple departments as needed	Invite college workgroups, taskforces, Associated Student Government, clubs, and other student groups to participate	Ongoing

and focus groups) (collaboration 6)			
Student Success Stories (collaboration 7)	Faculty, Staff and Managers to Community Relations	Provide student name, major, and contact info	Ongoing, every term/semester
Content to be included on the College's social media channels (collaboration 8)	Faculty, Staff and Managers to Community Relations	Provide information, appropriate links, and images if available	Ongoing, every term/semester
Counselor Collaborative (collaboration 9)	Counseling & Guided Pathways	Set date, event planning	April/May 2024
Expand the Faculty-to-Faculty Dialogues to all partner districts (collaboration 10)	Faculty, deans/CTE	To be developed	April/May 2024
Identify events and partnership events, increase Skill Builder Courses and data sharing with partnerships with CBO's, FBO's, etc. (Adult SEM: Tactic 1.C.2) (collaboration 11)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Promote data sharing with CBOs, FBOs, and other agencies	Fall 2023
County Partnership Collaborative: Assess interest in academic and career programs for partners such as the LA County Office of Education (LACOE) and Department of Public Social Services (DPSS), with the focus of enhancing planning for client access to program entry. (Adult SEM: Tactic 1.C.3) (collaboration 12)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Assess interests in academic and career programs for partners like LACOE and DPSS	Fall 2024
Student Organizations a. Encourage faculty to become advisors b. Shorten the club organization form	Director of Student Development and Athletics Student Activities Coordinator	Increase participation and engagement	Spring 2024

(collaboration 13)			
Establish partnerships with private and charter schools within our District - for 2023-2024 (collaboration 14)	Academic Affairs	Meet with Charter schools and establish partnerships	Fall 2023
Campaign to target parents of 9-12 grade high school students from Compton, Lynwood, and Paramount unified school districts to promote 12 in 4 (collaboration 15)	Academic Affairs, Student Services, Educational Partnerships	Implement planning for targeting enrollment of students to complete 12 in 4 by end of senior year.	Fall 2024
Marketing			
Activity	Department Responsible	Action Item	Timeline
Identify Compton College's highlights and attributes to change community perceptions. (marketing 1) Ex. Transfer Admit Rates	Outreach & Marketing Enrollment Management Subcommittee	Utilize list of degrees , certificates , programs/program maps , Guided Pathways , etc.); reference 2021-2022 Fact Book	Reconvene the subcommittee; List due by July 20, 2023
Develop Marketing Materials (marketing 2) <input type="checkbox"/> High School Newsletter (direct mail) <input type="checkbox"/> General Information Brochure	Community Relations and Outreach	Create, publish, and distribute materials	High School Newsletter printed by October 28; General Info Brochure printed by October 14
Street Teams (hand out swag, put up posters) (marketing 3)	Outreach & Recruitment Workgroup	Create Compton College Club at the high schools	Ongoing
Target Marketing to Adult Students (Tactic 1.A.1: Adult SEM) (marketing 4)	Director of Community Relations	Develop marketing materials that adult students can relate to	Spring 2023
Targeted Outreach for CTE programs, continuation schools, etc. (Tactic 1.A.4: Adult SEM) (marketing 5)	VP Student Services, Faculty Enrollment Management Co-Chair, EMC, Academic Deans	Address how to best strengthen the role of outreach and marketing for CTE programs, expand educational partners	Spring 2023

		beyond current feeder schools to continuation high schools other adult schools and CBOs	
Concerned Citizens Volunteer Outreach Program (marketing 6)	Educational Partnerships	Train volunteers on behalf of the College to attend community events, college fairs, recruitment events, and within their neighborhoods	Develop a volunteer request form, Implement July 2023
Videos to promote Pathway programs for REACH and Adult Education – Onboarding Materials (Welding and CIS) (Tactic 1.A.2: Adult SEM) (marketing 7)	Dean of Counseling and Guided Pathways	Select 2–8 high value pathways and create maps that show a path from non-credit to associates degree and beyond	Spring 2023
Compton College photo opportunities (marketing 8)	Community Relations	Identify location on campus for a permanent backdrop, request budget	Location due by September 30; design, print and install backdrop (fall 2023)

(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.

<p><u>GENERAL COLLEGE PROMOTION</u></p> <p>College Marketing Word of Mouth Passive Programming</p>	<p><u>WELCOME CENTER</u></p> <p>Centralized point of contact for providing outreach info and services Information Desk Application/My Compton assistance Campus Tours</p>	<p><u>ONLINE INTEREST FORM</u></p> <p>Prospective students High school and community members requesting information and outreach services</p>
<p><u>PRESENTATIONS</u></p> <p>Compton College Promise Financial Aid College Application GPD/Program Specific Other</p>	<p><u>WORKSHOPS</u></p> <p>Virtual and In-Person Compton College Promise GPD/Program Specific Other</p>	<p><u>SPECIAL EVENTS</u></p> <p>New Student Welcome Day Senior Day High School Principals Breakfast GPD Open Houses Other</p>
<p><u>STEPS TO ENROLLMENT COMMUNICATION</u></p> <p>Automatic messages Core Service Completion Case Management</p>	<p>Extra credit opportunities provided by faculty for completion Personal/human connection (Call Center, TST, other)</p>	<p><u>MARKETING MATERIALS</u></p> <p>Digital and print</p>

Outreach and Recruitment Activities for Specific Populations

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

1. Compton College Promise Program

- d. Outreach campaign for the class of 2023 high school graduates from Compton, Lynwood, and Paramount unified school districts.
- e. [President/CEO acceptance letter](#) in English and Spanish (in mailboxes by January 10, 2023).
- f. Class presentations in government and economics classes beginning January 2023 through March 2023
- g. 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)
- h. Ensure funding for paid social media ads spring 2023 through fall of 2023.
- i. Additional marketing strategies to be determined

- j. National Student Clearing House (in district high school seniors) Spring 2022 & 2023 graduates not enrolled anywhere. Encourage registration for summer and fall 2023. Include in postcard. Have call center follow-up in spring.
- k. Require all seniors to apply to Compton College
- l. Pre-schedule info sessions at high school locations fall and spring semesters
- m. Open to all first-time college students w/in our District regardless of year of graduation or set a timeframe.
- n. Potential part-time pathway for Promise students.
- o. 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. EOPS/CARE/NEXTUP

- a. Partnership with Guardian Scholars program to promote NEXTUP program on and off campus.
- b. EOPS/CARE/NEXTUP Student Services Advisor conducts Information/Recruitment sessions every Tuesday at 11:00 a.m.
- c. EOPS/CARE/NEXTUP Student Services Advisors and EOPS/CARE/NEXTUP Counselors provide in-person and virtual classroom presentations to campus and community.
- d. Connect with EOPS/CARE/NEXTUP Advisory Committee members to provide student resources, conduct workshops, and recruit new EOPS/CARE/NEXTUP students.
- e. Create NEXTUP flyer and advertise on campus to increase student and staff visibility of new program.
- f. Continue to advertise EOPS/CARE/NEXTUP, CalWORKs, SRC (Student Resource Center) one application on Compton College website, social media, and EOPS/CARE/NEXTUP 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 to recruit new EOPS/CARE/NEXTUP students.
- 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, Financial Aid, Admissions and Records, Counseling, SRC, Department of Social Services, Cal State Northridge, Cal State Dominguez Hills, Cal State Long Beach to provide programmatic content.
- k. Created online new student orientation on Canva to increase student engagement.
- l. EOPS/CARE/NEXTUP Counselors will continue to work directly with Educational Opportunity Program (EOP) programs at CSU to provide students' educational workshops such as: Cal State Northridge, Cal State Dominguez Hills, and Cal State Long Beach.

- m. EOPS/CARE/NEXTUP Coordinator and EOPS/CAR/NEXTUP Counselor provide CARE workshops such as: Graduation Check Week, CARE Check-ins, and CARE Life Renovation Series.
 - n. EOPS/CARE/NEXTUP Counselors provide EOPS/CARE/NEXTUP workshops such as: Graduation Application Drop-in, Transfer Tuesday, Spring Break and Summer Transfer Trips, UCLA CCCP and CSUDH (California State University Dominguez Hills) Cross Enrollment.
 - o. EOPS/CARE/NEXTUP Counselors work in collaboration to provide workshops in collaboration with campus departments such as: Math and Stem Center, Library, CalWORKs, Cal Fresh, Financial Aid Office, Transfer Center, UndocuAlly Taskforce, and Student Equity.
 - p. Use CRM Advise early alerts as a preemptive analytics tool to address EOPS/CARE/NEXTUP student issues early and provide support.
 - q. Representation at in-person events and job fairs.
 - r. Representation on Success Teams and Guided Pathways meeting.
 - s. Staff and faculty represented at various on and off campus committee meetings.
- 3. 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
 - e. Partner with EOPS to promote the new [NextUP](#) Program at the college.
- 4. Basic Needs**
- a. Partner with DPSS to provide pathways
 - b. Have flyers at the Los Angeles County Office of Education
 - c. Work with community-based organizations to promote basic needs services at Compton College
- 5. 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
- 6. Disabled Students (SRC services)**
- a. SRC Counselors to participate in outreach activities
 - b. Updated STC marketing materials
 - c. SRC Advisory Committee meeting and include input from Department of Rehabilitation, Regional Center, and private support services agencies.

Commented [NJ2]: @Lydel Willis please review and let me know if these are current or ongoing for next year 2023-2024.

Commented [LW3R2]: Done

Commented [NJ4]: @Lydel Willis please review and let me know if these are current or ongoing for next year 2023-2024.

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 Community College District Board of Trustees.



SABBATICAL LEAVE COMMITTEE

Application Packet

I. Introduction	2
A. What is a Sabbatical Leave?	2
B. Who Can Take a Sabbatical Leave?	2
C. Collective Bargaining Agreement Language	2-5
II. Sabbatical Leave Application Process	6
A. Guidelines for Preparing Sabbatical Leave Application	7
B. Procedures for Processing Sabbatical Leave Applications	9
C. Faculty Sabbatical Leave Application Form (Application Form)	10
D. Sabbatical Leave Committee - Application Rating Sheet (Committee Form)	11-12
E. Sabbatical Leave of Absence District Agreement (HR Form)	13
III. Sabbatical Leave Report Process	13
A. Guidelines for Preparing Sabbatical Leave Reports	14
B. Tentative Calendar For Processing Sabbatical Leave Reports	15
C. Sabbatical Leave Committee - Checklist for Approving Sabbatical Reports (Committee Form)	16-17



Application Packet

Introduction

A. What is a Sabbatical Leave

A sabbatical leave is an opportunity for tenured faculty members to experience intellectual growth, professional development, and personal renewal. The purpose of the leave of absence from work is to provide faculty members the opportunity to make advances in their profession, to remain effective in their current positions, and to render the greatest possible service to Compton College.

B. Who Can Take a Sabbatical Leave

Sabbatical leaves may be granted to full-time faculty members for the purpose of carrying out an approved program which will enable the member to provide improved service to the District and its students. Consideration will be given to applications that involve an appropriate program of organized study or research. Applicants for leave who have demonstrated sufficient evidence of scholarship and present a clear and well-conceived proposal shall receive full consideration for a leave of absence from the Sabbatical Leave Committee (SLC)..

C. Collective Bargaining Agreement Language

Agreement Between the Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit) - July 1, 2019 through June 30, 2022.

ARTICLE XI: LEAVES

Following any of the leaves addressed in this section, the District shall make reasonable accommodation for the return to his/her position of any disabled employee in accordance with the Americans with Disabilities Act (Title 1).

11.1 SABBATICAL LEAVE

- a. Sabbatical leaves may be granted to full-time faculty unit members for the purpose of carrying out an approved program which will enable the member to provide improved service to the District and its students. Consideration will be given to programs that involve an appropriate program of organized study or research.

11.1.1 Service Eligibility

- a. In order to be considered for sabbatical leave, a faculty unit member must have rendered service under a full-time contract with the District for at least six (6) consecutive years immediately preceding the sabbatical leave. A paid leave of absence, except a sabbatical leave, does not count as a break in continuity of service for purposes of sabbatical leave consideration. However, any such absence shall not be included as service except as stated in Education Code Section 87769. After completing a sabbatical



Application Packet

leave, a unit member is not eligible to apply for such a leave until he/she has served on a full-time basis for at least six (6) additional consecutive years for a one-semester leave of absence, or ten (10) additional consecutive years for a year-long leave of absence.

- b. The maximum number of leaves granted under this section in any one semester shall not exceed four percent (4%) of the total full-time faculty employed in the prior academic year.
- c. Unit Members of the bargaining unit who are granted a leave under the terms of this section must agree in writing to return to the District for a period of service equal to twice the period of time for which the leave is granted.
- d. Compensation will be paid to a unit member while the unit member is on sabbatical leave in the same manner as when the unit member is fulfilling regular assigned duties per Education Code section 87770. Sabbatical leave will be considered as regular service to the District for the purposes of health benefits and advancement on the salary schedule.

11.1.2 Application Process

- a. Unit Members contemplating a sabbatical leave shall submit applications to the Sabbatical Leave Committee. The Sabbatical Leave Committee shall forward all applications and its recommendations to the appropriate administrator as designated by the District. With the application for sabbatical leave, the unit member shall submit for approval, guidelines for the written report and faculty presentation. Upon the Sabbatical Leave Committee's approval of the application for sabbatical leave and the guidelines for the written report, the application, guidelines, applicable Board policy and State law shall constitute the agreement between the unit member and District. The agreement shall be submitted to the CEO for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.
- b. Subject to the approval of the Academic Senate, the Sabbatical Leave Committee shall be composed of seven (7) members, including three (3) faculty members appointed by the Academic Senate, one (1) Division Chair and three (3) administrators all appointed by the CEO. The Sabbatical Leave Committee shall be established at the beginning of each academic year and shall be co-chaired by one faculty member and one administrator. The Sabbatical Leave Committee shall set and announce deadlines, receive applications, evaluate the plans submitted, receive written sabbatical leave reports, and recommend sabbatical agreements to the CEO for review and recommendation to the Board of Trustees. The Board of Trustees shall have authority to approve, modify, or reject the agreement.



Application Packet

- c. Applications for sabbatical leave must be received by the Chair of the Sabbatical Leave Committee, who is responsible for date/time stamping the application upon receipt. Any applications for sabbatical leave must be received by the Sabbatical Leave Committee by the first week of each semester one year in advance of the sabbatical leave application.

11.1.3 **Post-Sabbatical Presentation of Report**

- a. Upon return, members of the bargaining unit who have completed a sabbatical leave shall file a written report with the Sabbatical Leave Committee within six (6) weeks after the beginning of the subsequent semester, exclusive of the summer session, and participate in a faculty presentation on their sabbatical.
- b. The form of the written report shall be planned in consultation with the Sabbatical Leave Committee before the leave is taken. Three (3) copies of the report shall be provided in a manner suitable for binding. The report must be typewritten and must consist of a minimum of five (5) pages, discussing in sufficient detail the sabbatical activities which shall be shared with the CEO. The Board of Trustees may request a presentation on the unit member's sabbatical leave activities. When applicable, at the request of the Sabbatical Leave Committee, a transcript or other evidence of completion of the planned program shall accompany this report.

Failure to file the report by the due date shall result in subsequent pay warrants being withheld until the report is received by the Sabbatical Leave Committee. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

11.1.4 **Compensation and Benefits**

- a. Compensation and full benefits to be paid the unit member who is on sabbatical leave shall be computed in accordance with the salary schedule in effect during the period of leave and shall be paid in equal monthly payments.
- b. Compensation to be paid the unit member who is on sabbatical leave shall be 63% of the salary to which the employee would otherwise be entitled for an academic year, or 100% of the salary to which the employee would otherwise be entitled for a semester.
- c. No compensation shall be paid to any unit member while on sabbatical leave unless a bond is posted in accordance with Education Code Section 87770. However, pursuant to the Education Code, the bond may be waived at the discretion of the Board of Trustees.
- d. The period of time while the unit member is on sabbatical leave shall be counted toward



Application Packet

retirement.

- e. Once the sabbatical leave request has been approved, it is understood that the applicant shall, at a minimum, fulfill the approved program. Alteration of the approved program shall be made only after an amended plan has been submitted and approved, using the same procedures as those for the initial approval.
- f. Notwithstanding any provision of this Article or Agreement, sabbatical leave shall not be granted a unit member nor shall a unit member receive compensation while on sabbatical leave unless the requirements of the Education Code pertaining to Sabbatical Leaves, including, but not limited to, Sections 87767, 87770 and 87771 are complied with.

11.1.5 Waiver of Liability

By accepting sabbatical leave, the unit member covenants and agrees that the Governing Board of the District and the District itself shall be freed from any liability for the payment of any compensation or damages provided by the law for the death or injury of any employee of the District employed in a position requiring minimum qualification and District competency standards when the death or injury occurs while the employee is on any leave of absence granted under the provisions of this section, except when such death or injury may be incurred as a consequence of the member's presence upon District property as may be required by the objectives and goals of the sabbatical leave proposal.



Application Packet

Sabbatical Leave Application Process

Guidelines for Preparing Sabbatical Leave Application

The following suggestions are made to assist academic personnel in preparing sabbatical leave applications. The Sabbatical Leave Committee will review and evaluate sabbatical leave proposals prepared by these guidelines.

A sabbatical leave may be granted for the purpose of formal, independent study, work experience, or any combination thereof.

NOTE: Work on the sabbatical leave is limited to the fall and spring terms for full year leaves for faculty.

What is the Sabbatical Leave Application?

The sabbatical leave application is a request for the privilege of a sabbatical extended to academic personnel by the Compton Community College College District (CCCD) under conditions negotiated by the Compton Community College Federation of Employees, Certificated Unit, and the District. The proposal should stress the importance, significance, and benefits of this experience to the faculty member and their service to the institution. The Committee will review, evaluate, and rank each request using established uniform and fair criteria.

How should you prepare your Sabbatical Leave Application?

Before you begin:

- Review all contract guidelines, criteria, handouts, etc.
- Review the rubric so that you know how the criteria will be used in the evaluation of your proposal (see page 11 in this Application Packet).
- Discuss the proposal with departmental colleagues or faculty from other disciplines in order to gain additional insight into the service contribution this sabbatical will make to the College.
- Consider discussing the proposal with colleagues who have completed recent sabbaticals or with a member of the Committee.

Writing your application (general guidelines):

- Describe in detail the proposed activity/project and avoid ambiguity and vagueness.
- Clarify to the Committee what the actual product of the project will be.
- Provide the Committee with background information and research confirming the value of the sabbatical to both you and the College.
- Use academic references in your proposal, as needed, to provide support for your project.
- Explain how the sabbatical activities/project will contribute to your professional growth or enrichment.
- Explain the merit/value of the sabbatical activity to the College.
- Seek help/answers to questions from members of The Committee (strongly encouraged).
- Submit an application that is professional, formal, scholarly, precise, and neat.



Application Packet

Writing your application (specific guidelines):

For a **FORMAL STUDY** sabbatical:

- Verify the course of study is offered by the chosen institution(s) for the specific time you plan to attend.
- List the course titles, course numbers, planned dates of attendance, type of units (graduate, upper division, extension, etc.) and a brief description of the course content.
- Explain how the study will contribute to your professional growth.
- Explain how the study will be likely to improve your teaching effectiveness, strengthen the College's academic program, or otherwise bring a clear benefit to students.

For an **INDEPENDENT STUDY** sabbatical:

- Specifically describe and define your project.
- Provide a detailed plan of independent study, research, writing, and/or travel equivalent in time and rigor to sabbatical for formal study.
- Clearly describe the product that will be produced as a result of your project, including format, length, etc.
- Include a clear description of the proposed project's implementation, investigation, and research.
- Explain to the Committee how the College, your colleagues, and our students will use the product of your proposal.
- Explain the professional value of the project.
- Specify the time involved in the collection of data, the compilation of data, and the analysis of data and reaching of conclusion(s), i.e., include a detailed timeline.
- Gain permission for the use of facilities at the institution(s) you plan to use.
 - Make the necessary appointments or contacts with the person(s) at the institutions(s).
 - Prepare an itinerary and time schedule for the visit(s) to the institution(s).

For a **WORK EXPERIENCE** sabbatical proposal:

- Specifically describe and define your contracted work or externship with other educational institutions, government agencies, corporations, or foundations related to your discipline.
- Describe in detail any product that you plan to produce as a result of your work experience that will be used by the College, your colleagues, and your students.
- Describe how the work experience is likely to improve your teaching effectiveness, strengthen the College's academic program, or otherwise bring a clear benefit to students.
- Present a detailed itinerary and time schedule for your work experience.

For a **COMBINATION** sabbatical proposal:

- See appropriate sections above and include specific activities in each appropriate area in your sabbatical leave proposal.



Application Packet

Gathering the Parts of your Application:

- Compose a three to four sentence abstract of your plan for presentation on the Board of Trustees' Agenda.
- Complete a comprehensive, written statement of the proposed sabbatical activity(ies) including: a description of the nature of the activity(ies), a timeline of the activity(ies), and a proposed research design and method(s) of investigation, if applicable.
- Write a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to you, the applicant, your department or service area, and the College.
- Compile an academic reference list (e.g. works cited or selected bibliography) for your proposal in the professional style of your academic discipline (e.g. APA, MLA, Chicago, etc.)

Final steps to the deadline:

- Meet the Fall or Spring semester deadline for submission of the completed application to the Sabbatical Leave Committee. Submit the whole application proposal electronically via email to the Academic Senate President who will forward all applications to the Sabbatical Leave Committee.
- Maintain a copy of your request for your personal file. You will need to include a copy of your proposal in your Sabbatical Report.



Application Packet

Procedures for Processing Sabbatical Leave Applications

1. The Sabbatical Leave Committee will review all applications for completeness. If an application is determined to be incomplete (required components not included with the proposal), the applicant shall be notified and will have an additional five (5) working days to submit any additionally requested information.
2. Complete applications are distributed to all Sabbatical Leave Committee members.
3. Sabbatical Leave Committee members review and rate each application according to the appropriate criteria.
4. The Sabbatical Leave Committee meets and confidentially discusses the ratings for each applicant and each Sabbatical Leave Committee member may make changes in his/her ratings, as deemed necessary.
5. The Sabbatical Leave Committee identifies applications that are complete and those that are incomplete.
6. Sabbatical Leave Committee members shall rank only those proposals determined to be complete.
7. A list of complete applications, in ranked order, will be forwarded to the Board of Trustees. Note, that per the Faculty CBA, "The maximum number of leaves granted under this section in any one semester shall not exceed four percent (4%) of the total full-time faculty employed in the prior academic year" (Article 11.1.1.b).
8. The Sabbatical Leave Committee shall send written notification to all applicants regarding the Committee's decision.
9. The Board of Trustees shall take action on the ranked list of completed applications for sabbatical leaves no later than the second regular Board meeting following the submission of the list.
10. The Sabbatical Leave Committee shall send written notification to each applicant regarding the action taken by the Board of Trustees.
11. The Sabbatical Leave Committee takes necessary action for any changes in granted sabbaticals, i.e., cancellations, time or proposed activity changes, etc., with any substitutions to be made only before commencement of the leave period.



Application Packet

Faculty Sabbatical Leave Application Form

(To be filled out by the faculty applicant and then sent to the co-chairs of the Sabbatical Leave Committee.)

Name of Applicant:		Date:	
Leave shall take place from:	_____ to _____.		
Type of sabbatical leave requested:	<input type="checkbox"/> Formal study <input type="checkbox"/> Independent study <input type="checkbox"/> Work Experience <input type="checkbox"/> Combination		

Application Components	
Abstract (3 or 4 sentences)	
Description of the nature of the activity (ies)	
Timeline of the Activity (ies)	
Proposed Research Design Method (s)	
Merit and value of the proposed activity to the instructional program or service areas of the College.	
Merit and value of the proposed activity to the professors professional growth and enrichment.	
Academic Reference List	



Application Packet

Sabbatical Leave Committee - Application Rating Sheet

(To be filled out by the co-chairs of the SLC. The rating for each criteria shall be determined by consensus of all committee members.)

Name of Applicant:		Date:	
Leave shall take place from:	_____ to _____.		
Type of sabbatical leave requested:	<input type="checkbox"/> Formal study <input type="checkbox"/> Independent study <input type="checkbox"/> Work Experience <input type="checkbox"/> Combination		

Rating Criteria <i>(1 being the lowest score and 3 being highest score)</i>	Rating (1-3)
Abstract (3 or 4 sentences)	
Description of the nature of the activity (ies)	
Timeline of the Activity (ies)	
Proposed Research Design Method (s)	
Merit and value of proposed activity to instructional programs or College service areas.	
Merit and value of proposed activity to professor's professional growth and enrichment.	
Academic Reference List	
Total Rating	

Sabbatical Leave Application	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
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Signature of Committee Members

Committee Member		Date	
Committee Member		Date	



Application Packet

Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	

President/CEO's Recommendation

President/CEO Signature		Date
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Board of Trustees Comments

Sabbatical Leave	<input type="checkbox"/> Approved <input type="checkbox"/> Modify <input type="checkbox"/> Reject
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Board of Trustees Signature		Date
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Application Packet

Sabbatical Leave of Absence District Agreement

(To be compiled by Human Resources and sent to the applicant after approval of Sabbatical Leave.)

This is an agreement between the Compton Community College District (hereinafter referred to as District) and _____ (hereinafter referred to as Employee).

The District and Employee agree as follows:

1. Employee occupies a position requiring certification qualifications.
2. Employee has rendered not less than six (6) consecutive years of service to the District immediately preceding the granting of the sabbatical leave of absence.
3. Application for: Formal study Independent study Work Experience Combination
4. Such leave shall take place from _____ to _____. Sabbatical credit will be given only for work during the primary terms.
5. The provisions of Education Code Sections 87767 through 87775 govern the sabbatical leave of absence.
6. Compensation to be paid the faculty member who is on sabbatical leave shall be **63% of the salary** to which the employee would otherwise be entitled for **an academic year**, or **100% of the salary** to which the employee would otherwise be entitled for **a semester**, per the CCCFE Faculty CBA.
7. Compensation and full benefits to be paid the unit member who is on sabbatical leave shall be computed in accordance with the salary schedule in effect during the period of leave and shall be paid in equal monthly payments.
8. Employee shall render at least ____ year(s) of service therein, equal to twice the length of the sabbatical leave, following Employee's return from leave.
9. No compensation shall be paid to any unit member while on sabbatical leave unless a bond is posted in accordance with Education Code Section 87770. However, pursuant to the Education Code, the bond may be waived at the discretion of the Board of Trustees.
10. Employee shall perform service of a professional nature as delineated in the employee's sabbatical leave application as approved.
11. Employee shall make no change in the approved sabbatical plan without advance approval of the Sabbatical Leave Committee.
12. Upon return from the leave, employee shall submit to the Sabbatical Leave Committee evidence in the form of a written report satisfactory to the Sabbatical Leave Committee that such service was performed as agreed. This report is due six (6) weeks after the beginning of the subsequent semester following the return from the sabbatical leave. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

Employee Signature		Date	
District Signature		Date	



Application Packet

Sabbatical Leave Report Process

Guidelines for Preparing Sabbatical Leave Reports

The Sabbatical Leave Report is approximately 5-pages or longer in length and explains and summarizes the activities during the sabbatical leave. A report of activities is required whether the leave was a project, study, travel, or combination. Please see the guidelines below.

A. In preparing the sabbatical leave report:

- a. Remember that the report is a comprehensive and evaluative account of the sabbatical activity(ies) and is required in addition to the submission of a project, confirmation of completion of courses, confirmation of contacted work or externship, or confirmation of a completed plan of independent study, research, writing and/or travel.
- b. While on independent study leave that involves travel, faculty should collect pertinent materials (brochures, pamphlets, photographs, slides, etc.) and affix selected examples to the sabbatical report, where applicable.
- c. While on leave, maintain a record of sabbatical activities to be included in the sabbatical report.
- d. Before writing the report consider discussing the report with colleagues who have completed recent sabbaticals and with members of the Sabbatical Leave Committee.
- e. The report should include a clear description of the research design and method(s) of investigation, if applicable.
- f. The report should include verification of units completed (transcripts or letter of completion by instructor, if applicable).
- g. Conclusions reached should be clearly substantiated by citing appropriate research or other sources of data.
- h. A clear distinction should be made between personal opinion, empirical results and results based upon true research of systems, theories, and data, etc.
- i. The independent study report, in particular, should have some specific form of scholarly approach with attention to detail, purpose and conclusion.
- j. The faculty member reporter should maintain a complete copy of the sabbatical report in his/her personal file.
- k. The faculty member reporter must submit one (1) complete copy of the report to the Sabbatical Leave Committee six (6) weeks after the beginning of the subsequent semester following the return from the sabbatical leave.

B. Sabbatical Leave Report FORMAT:

- a. Use a thesis format. This is a professional document requiring proper English usage, grammar, spelling, and punctuation.
- b. The report shall be prepared on 8½ x 11" paper.
- c. One (1) electronic copy shall be emailed to the Sabbatical Leave Committee Co-Chairs.
- d. The report shall have adequate margins for binding and be doubled spaced for ease in reading.
- e. The report shall include proper citations, if applicable.
- f. Pages shall be numbered consecutively, in a professional manner, consistent with the typeface used in the report.



Application Packet

C. The Sabbatical leave report shall include:

- Title page
- Table of contents including headings, listings, data, plates or illustration, maps, charts, etc.
- Copy of the sabbatical leave application proposal
- Statement of purpose
- Body of report (minimum of 5-pages)
- Detailed record of sabbatical activities
- Conclusions (summary concerning the benefit and value to the College and to the unit member's professional growth.)
- Project (if appropriate)
- Appendix (index, bibliography, and other appendages)
- Abstract of Sabbatical Leave to be submitted to the Board of Trustees.

Tentative Calendar For Processing Sabbatical Leave Reports

Upon return from sabbatical leave, no later than six (6) weeks into the semester, the employee shall submit a written report regarding his/her sabbatical leave to the Sabbatical Leave Committee.

1. Faculty submit the report to the Sabbatical Leave Committee by no later than six (6) weeks into the semester (refer to pertinent [Academic Calendar](#)).
2. Sabbatical Leave Committee reviews reports by mid-semester.
3. Notifications regarding recommended revisions, as needed, are sent to faculty by mid-semester.
4. The Sabbatical Leave Committee approves satisfactory reports.
5. The Sabbatical Leave Committee sends a list of the approved reports to the Board of Trustees for acceptance at the last Board meeting of the semester.
6. The Board will take action.
7. The Sabbatical Leave Committee co-chairs will notify the employee of the Board action.



Application Packet

Sabbatical Leave Committee - Checklist for Approving Sabbatical Reports

(To be filled out by the co-chairs of the SLC. The rating for each component of the report shall be determined by consensus of all SLC members.)

Name of faculty member returning from leave:		Date received by committee:	
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Components of the Formal Sabbatical Leave Report	
Title Page	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Table of contents including headings, listings, data, or illustration, maps, charts etc.	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Copy of sabbatical leave application proposal	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Statement of purpose	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Body of report (minimum 5 pages)	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Detailed record of sabbatical activities	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Conclusion (summary concerning the benefit and value to the College and the faculty's professional growth)	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Project (if appropriate)	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Appendix (index, bibliography, and other appendages)	<input type="checkbox"/> Accept <input type="checkbox"/> Revise
Abstract of Sabbatical Leave to be submitted to the Board of Trustees	<input type="checkbox"/> Accept <input type="checkbox"/> Revise

Sabbatical Leave Report	<input type="checkbox"/> Accepted <input type="checkbox"/> Returned to faculty for revision
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Application Packet

Committee Member Comments

Signature of Committee Members

Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	
Committee Member		Date	



GUIDED PATHWAYS: 2022-26 Work Plan Development Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@cccoco.edu

Guided Pathways 2022-26 Work Plan Template

Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

45% (met goal in 2021-2022)

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The College currently lacks a sustainable process to collect prospective student information and a way to follow up with these students.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Continuously met with students to ensure that students complete steps to enrollment. Partner with other on-campus departments to extend services and create a culture of knowledge for first-year applicants to ensure persistence and retention rates. The College implemented a Call Center who does outreach to students who applied but did not register.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

Increase awareness and participation in Guided Pathways divisions. Begin implementation of CRM Recruit to better track and follow-up with prospective students. The College has contracted with an outside company to assist with CRM Recruit implementation and the development of messaging to prospective students from the time of first contact through application and registration. Provide customer service training and training about general campus programs and student support services for all staff.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Attract and retain traditional students as well as non-traditional, hire more personnel that accurately reflects the populations we need to be more equitable with. The College is also targeting the adult learner population as well as blacks and males of color.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

The College has devoted resources through leveraging all funding sources to ensure that staff is in place to assist in the successful enrollment efforts.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

We continue to engage our three high school districts to ensure that Compton College, and not outside area colleges, have access to high school students at the high school locations. We continue to engage a high number of staff and counselors to educate them about the myriad programs at Compton College.

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

Continue to actively recruit and hire professionals that represent the target populations and increase a sense of belonging on campus.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Compton College has focused on interventions that directly target the overall student population rather than focusing on institutional capacity. Compton College has focused its effort to host a variety of initiatives and activities that include outreach to Veteran Support, Intentional Outreach, STEM Support, Transfer and Career support, Academic Support, and Special Resource Center support. Compton College has also developed a Student Equity Plan to address stated challenges highlighted in statewide equity plans.

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Implement a customer relationship management system through CRM Recruit that will have direct contact with students that have not completed the steps to enrollment. CRM Recruit will allow Compton College staff to increase matriculation efforts.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Professional development backed by the Black and Males of Color Success program to increase academic success, cultural awareness, and personal

development for current students and staff in regard to the target population for Successful Enrollment-Males of Color.

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

60% (met goal in 2021-2022)

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Many students that enroll at Compton College are first generation students, single parents, and /or working adults that come from low-income households. Many of the underrepresented groups face financial, food and housing insecurities. Decolonizing the curriculum/classroom, onboarding, and registration process. Many student continue to prefer to enroll in distance education classes, however, the success rates in these classes is lower than in person classes. A challenge has been to bring more students on campus after the pandemic, where even students surveyed acknowledged they learn best when in person.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Provide more support for students to be successful in every class. Continue to provide professional development for faculty to understand and operationalize DEIA. More capacity is needed for early alerts, which has been impactful with persistence rates.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

The SEA Plan has outlined DI groups that need intentional support. SEA is at the forefront of programming and activities with Student Success Teams. The documentation of SEA as well as GP work is included in our action plan updates. Examples include creating an Adult Strategic Enrollment Management Plan, creation of Director of Black and Males of Color Initiative position, creation of the Farmers Market in Compton – which is a food desert, addressing student basic needs, and offering professional development on teaching and learning, creating a culture of care, and focusing on marginalized students. We joined Achieving the Dream, and our focus is teaching and learning

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

The Guided Pathways Committee is cross-functional and has established strategic goals and north stars. The strategic goals are to strengthen on-ramps to Compton College for new students, returning students, and those who have stopped out, improve holistic student support for those enrolled in English 101 using case management through the Success Team structure, improve holistic student support for those enrolled in transfer-level math using case management through the Success Team structure, and retain students from fall to spring through interventions and strategies. The north stars are successful enrollment, all students: fall to spring persistence rate, and completion of transfer-level English and math in one-year.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

A challenge was the structure of the GP Committee but now the institutional standing committee has formalized the structure. The formal structure now includes voting members who are classified professionals, faculty, and administrators.

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The GP Committee hosts annual GP Summits that focus on early alerts, teaching & learning, and onboarding. This is an example of a continuous improvement process. Furthermore, the college documents efforts via quarterly reports, in the action plan update.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

There is much work that needs to be done but taking a pause on new initiatives and focusing on operationalizing the GP framework and Compton College Completion by Design will add value to improved outcomes.

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Having a retreat will help with development and implementing a continuous improvement process. Creating a timeline with measurable outcomes will help move the needle.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

The added support of the CAGP Cohort and support of Dr. Rob Johnstone as the GP Coach has given the college community strategies to improve our outcomes and benefit the continuous improvement cycle. The college needs to continue the lessons learned from the CAGP convenings to ensure ongoing progress in meeting our goals.

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

48% for English (at 19% in 2020-2021); 18% for Math (at 12% for 2020-2021)

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Preparedness of student as well as their outside commitments such as family and work that limit the amount of time students can put into their coursework. Also, the preparedness of faculty to be ready for underprepared students in light of AB 705/1705. Students are not taking advantage of available academic support resources. Also, getting first-time students to enroll in both and English and Math in their first fall semester.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

The College needs to continue engaging in professional development for faculty through the teaching and learning projects to infuse DEIA pedagogy into classes and DEIA curriculum into curriculum. More and more faculty are embracing OER to minimize textbook costs. More students need to be encouraged to enroll in English and Math in their first semester.

The College has already increased support such as Just-In-Time workshops and embedded tutoring, the hiring of Instructional Specialists in English and Math to work as liaisons with faculty, and the developed corequisite classes.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Provide targeted support to meet student’s needs (basic needs and academic support), financial aid to keep students in school, data-informed enrollment strategies, use of student voice to make continuous improvements, DEIA training for faculty and staff.
Program maps will be reviewed to ensure all include English and Math in their first semester.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Helper Text: N/A

The college continues to offer professional development for English and Math faculty, Community of Practice, team teaching, funding for Just in time Workshops, Early Alerts/advising outreach, administration and faculty discussions, IE data collection and use has improved

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

No, the college is committed to these efforts.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of ‘Transfer-level Math & English Completion’ equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The College has committed funding for community of practice, instructional specialists, tutoring, and Success Teams all to support and guide students.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Students are not aware and are not taking advantage of all resources provided, faculty are slowly embracing the ideals of AB 705/1705, and we continue to

encourage students to take the support classes shown to help them reach their completion goals.

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Continue to fund different activities in support of student success. Faculty are exploring new curriculum to provide support to students by creating transferable classes with support time included in the class.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Improve enrollment services and continue to provide professional development for faculty and student access to transfer level classes.

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

494 transfers (at 325 in 2020-2021)

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Students at Compton College are enrolled part-time due to work schedules and responsibilities outside of the classroom. The IE Set Goal for transfer is defined only by the number of students enrolled in 12 or more units in an academic year, who then transferred to a 4-year university the next academic year. For example, course offerings provided by the institution are inadvertently creating barriers for students to enroll due to the conflicting responsibilities.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Address and enhance the transfer culture as a district and community. Structurally, there must be significant investment with the Transfer Center to build capacity. Better understanding of the IE Set Goal for transfer and include more stakeholders in the conversation about strategies to attain the goal. Review the number of students who identify transfer as an educational goal and transfer rates. Information and recommendations are put in Transfer and Career Center unit plan, year after year, and little to no recommendations have been actualized. However, the College recently hired a FT Student Services Advisor for the Transfer and Career Center.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Males of color is a DI group at Compton College. The College needs to continue to strengthen partnership with Black and Males of Color Success Initiative and other departments, i.e. EOPS/CARE, etc. Some examples of scaling efforts have been field trips via Summer Scholars Transfer Initiative to ASU, UCI, CAU, taking students to Umoja day at UCLA, and partnering with UCLA Community College Partnership that focuses on males of color.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

The Transfer and Career Center created both Transfer and Career Milestones in the Program Mapper. The Transfer Milestones will provide recommendations for students planning to obtain a degree and transfer to a four-year university. The Career Milestones highlight specific tasks a student can complete during their time at Compton College that support their academic, transfer, and career

goals. Additionally, Compton College partnered with CSUDH to create Transfer Maps for all ADT degrees. Recently, a Transfer Canvas shell has been created with transfer information.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Provide Transfer training to the Counseling Department on how to utilize transfer milestones and transfer checklist in counseling session. Do an environmental scan of where transfer milestones/transfer information can be included/strengthened, i.e. new student orientation, syllabus, FLEX, class, social media, etc.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

Transfer and Career Counselor and Articulation Officer have provided training to Counseling Department. Hiring additional student workers to help with Transfer and Career services. Review student survey results from programming and activities. Review Transfer and Career Center Service Area Outcomes (SAOs) results and make informed decisions. Course completion and course offerings need to be continuously reviewed and improved.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

More discussion is needed and cross-functionally with Academic Affairs and Student Services, maybe even creating workgroups around course scheduling, degrees offered, course completion, etc.

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Review Counselor survey results of ADT course offerings and plan accordingly. More studies need to be reviewed on course sequencing for ADTs, especially with AB 928 and CSU Pathway. Increase # of ADTs offered.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

GP Committee offered a summit on teaching and learning. Tap into Achieving the Dream for professional learning and CAGP.

Question Group: Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

50% to 75% complete

Sub Questions:

Which areas of Completion does your college identify as 50% to 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Degree goal 466 AA/AS and 211 ADT (at 530 AA/AS and 139 ADT in 2021-2022); Certificate goal 133 (at 284 in 2021-2022)

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The biggest challenge has been having students declare an ADT over a general studies AA/AS major. We have been reviewing the ADT templates to see which new degrees can be created.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

We recently created the AA-T in Economics. We are in the process of creating additional ADTs.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college will be working to implement AB 928 to ensure all students declare an ADT as their major if one exists at the College. This will help to increase the number of ADTs being awarded and to reduce the number of units students are taking to attain the degree.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

The College's Equity Plan highlights the efforts to increase completion for Black/African American, Latino/a/x, and male students. The Student Equity Plan has been incorporated into the Action Plan, which progress is tracked quarterly.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

The College is organized into five Guided Pathway Divisions. Each division has a success team comprise of faculty, counselors, administrators, and staff from cross-functional areas of the colleges. The success teams meet at least monthly. They discuss case management strategies as well as activities to engage students and create a sense of belonging at Compton College.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

The division and success team structure are fully implemented, and the College is fully committed to maintaining that structure. The challenge has been consistent participation of instructional faculty in some success teams. The College is finalizing the revision of the Success Team Manual which more accurately describes roles and responsibilities of those on the teams.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Certificate Completion

Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The College has made significant progress in reaching the Institutional-Set Goals. Associate degrees have increased from 432 in 2017-2018 to 530 in 2021-2022. However, the number of ADTS has decreased from 227 to 139 in the same timeframe. An AB 928 taskforce meets monthly to discuss implementation and conversations have begun about how to get students to declare an ADT major if one exists.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Completion takes all areas to be involved: faculty in the classroom, who have been discussing high-impact practice to counselors and student services professionals, who provide out of class and basic needs to supports. The Academic Senate has been discussing student retention strategies. The

Curriculum Committee is developing a DEIA rubric to evaluate course outlines of records. All to find ways to engage students both in and out of the classroom.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Integration in Progress –
Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

The new SEA plan was created in December 2022, which means it is still very new to the college campus. Therefore, there has not been time for faculty, staff, and management to fully review the new SEA plan and discuss implementation.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

There needs to be professional development around the new SEA plan, and a discussion on how we will follow the recommendations laid out in the 2023-2025 SEA plan to improve outcomes for our targeted populations.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Professional Development on new SEA Plan
Intermediate: College wide planning on implementing SEA recommendations.
Long-Term: Achieving SEA goals of improving student outcomes by 5%.

How will your college evaluate these listed outcomes?

Compton College will review data to ensure a 5% improvement in targeted populations.

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college’s progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Integration in Progress –
Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

We don’t have a clear structure that requires students to select an ADT major. Through CCCApply, all programs are listed alphabetically, and students select what interests them. While we have information through Program Mapper and CCCMyPath to help guide students, it is unclear if they are using those resources before applying to Compton College.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

The College has formed an AB 928 Workgroup, led by the Dean of Counseling and Guided Pathways. The work has recently begun discussing implementation of AB 928 as it relates to ensuring students are in an ADT major if one exists. Ideas have been discussed from organizing the list of majors in CCCApply to have the ADTs more prominent in the list to ways to have students select the ADT during their counseling sessions.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Detail strategies for placing students in ADT major.
Intermediate: Implement and evaluate strategies. Develop new ADT majors.
Long-Term: Continuous outreach to students not in ADT major for counseling into ADT major.

How will your college evaluate these listed outcomes?

We will increase the % of new students in an ADT major by 20%. Increase number of ADT awards to 211/ year.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college’s progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

Lack of OER/ZTC infrastructure leads to hesitance for the larger faculty population; additionally, faculty resistance to make the switch to OER/ZTC course materials stems from the work involved with overhauling courses. Faculty Compensation for converting courses to OER/ZTC / developing OER/ZTC course materials is expected by faculty. For those faculty that resist strongly usually make the points that there is a lack of quality OER/ZTC available for certain subjects, lack of support for faculty interested in using or developing OER/ZTC courses, or a lack of established training program for faculty interested in developing OER/ZTC courses or using OER/ZTC course materials.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

The Academic Senate approved a goal of achieving 85% OER/ZTC course sections by 2035. Since then the college obtained a Spark Grant from the Michelson 20MM Foundation and developed an OER Proposal to establish a framework for increasing OER/ZTC courses offered at the college with compensation is included for OER/ZTC developers. The college has offered OER Fundamentals Training to introduce faculty to the basics of using and developing OER materials and OER Train-the-Trainer training to faculty interested in being OER leaders for the campus. The OER Committee has developed a presentation that is being presented at divisions meetings to raise awareness about OER/ZTC materials. The college has dedicated \$250,000/year for the next 8 years toward the implementation of an OER program along with applying for IEPI support of \$200,000 from the CCC Chancellors Office to be used toward the implementation of an OER/ZTC Program. Lastly, the college funded development of proposals for the ZTC Competitive grants being made available to the community college system.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Completion of the IEPI process, hiring of a faculty OER coordinator, and establishment of operating policies and procedures.
Intermediate: Complete set-up of OER/ZTC infrastructure needed to support faculty and complete OER/ZTC program evaluation.
Long-Term: Increase in the number of OER/ZTC courses offered at the college.

How will your college evaluate these listed outcomes?

The college will analyze data on OER/ZTC to evaluate outcomes.

Question Group: California Adult Education Program (CAEP) Integration (Lynell Wiggins)

Using the scale below, describe your college’s progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

The challenges with implementing Guided Pathways through the CA Adult Education Programmatic lens primarily center around crafting a Vocational ESL and noncredit short-term CTE pathway. The College has hired an Adult Education Counselor to prioritize offering student supports at our three partner adult schools and on-campus locally, but greater alignment between noncredit and credit paths should be developed to institute greater throughput for English language learners and those interested in new career paths. No program maps currently exist for the noncredit programs. The appearance of limited interest by English language learners contributes to the institutions slow roll-out of additional noncredit paths, but the pandemic showed great promise with these types of paths through ESL Medical Terminology and the Mobile Applications Development program through Apple Swift Coding.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

By integrating components of the Tri City Adult Education Consortium three-year and annual plan into the Adult Education Program Plan, strategies have been identified which can be leveraged for the good of all initiatives. We have chosen to operationalize our College planning efforts through the College's Action Plan, providing ongoing updates of the work described across all plans. Specific updates citing ongoing workplan fulfillment are entered on a shared document which identifies leads and collaborators on cross-referenced projects. The adult education guided pathways counselor will assist with pathway clarity and discussions with adult school principals to identify viable options for transitional paths.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)

Immediate: Conduct a feeder district survey of viable short-term paths in our service area. Develop noncredit program maps.

Intermediate: Ensure courses are up to date to be used as certificate options

Long-Term: Develop certificate of completions and competency in alignment with pathway goals

How will your college evaluate these listed outcomes?

Collect survey responses. Increase course offerings by 10% and increase certificates of completion by 10%. Development of noncredit program maps.

Question Group: Strong Workforce Program (SWP) Integration (Lynell Wiggins)

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Integration in Progress –
Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

The majority of integrations between Guided Pathways and Strong Workforce have been implemented seamlessly. The shift from focusing on a certificate of achievement to that of an associate degree in program mapping has been a recognizable change for many students. The College's development of the Program Mapper and its use as an advisement tool towards earning the associate in science degree for CTE majors was a difficult challenge for many. Understanding the Guided Pathways strategy of directing students towards associate degree completion for increased earning potential makes sense to educators. However, students didn't make the same connection as they focus on specific, tangible skill-sets. They see those as the driver for earnings, not the additional general education and elective courses needed for a degree. This philosophical difference needs to be better communicated for students.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

Resources have been extended to students to encourage increased unit taking behavior, as well as offering additional support in areas that make attending classes challenging (food insecurity, Social Services supports, housing stabilization, child-care, etc.). A recommendation to be considered should be a campaign focused on the utility of a College degree and the motivation or attending College that is intrinsic in nature. Consider encouraging motivators that are tied to a deeper sense of satisfaction and aren't primarily external in nature.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles. This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Communicate a marketing timeline to the community which highlights the CTE programs and benefits of AS degree.
Intermediate: Collaborate with the research analyst to devise a sound Strong Workforce data collection instrument and identify a solution to capture employability data of program completers.
Long-Term: Clarify what it means to have Guided Pathways and Strong Workforce integration to produce meaningful College outcomes through our leading and lagging indicators.

How will your college evaluate these listed outcomes?

Marketing strategy created and AS CTE degrees increase by

100%

DRAFT

COMPTON COMMUNITY COLLEGE DISTRICT



OPEN EDUCATIONAL RESOURCES COORDINATOR

POSITION DESCRIPTION

The Open Educational Resources (OER) Coordinator will report to the assigned administrator to increase the adoption of open educational resources on campus. The coordinator will complete their work with the goal of increasing student success, equity, and inclusive excellence using open educational resources. The OER Coordinator will be responsible for leading faculty recruitment for grant programs, raising campus awareness about OER, and will represent Compton College as the OER Liaison with the Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI).

DUTIES AND RESPONSIBILITIES

- Attend monthly OER Committee meetings.
- Recruit and onboard participants in faculty/department grant program.
- Support grant awardees through technical support, identifying existing OER resources, navigating copyright concerns, and publishing original resources.
- Attend and serve on 4CD OER Council.
- Work collaboratively with the Distance Education Manager and Professional Development Manager to plan and deliver FLEX activities for fall and spring.
- Work collaboratively with 4CD OER Council and Distance Education Manager to plan and deliver a districtwide OER showcase during Open Education Week..
- Attend OER-related conferences and professional development programs.
- Working with the Distance Education Manager to maintain a database of proposals and OER courses.
- Collaborate with Distance Education Manager to distribute student advertising.
- Maintain colleges OER Commons hub
- Coordinate Quality Review teams and provide feedback to OER developers.
- Maintain Database of OER vs ZTC/Low-Cost courses and coordinate with bookstore and scheduling for appropriate course designations.
- Maintain updated Website for OER visibility to incoming/current students as well as training for faculty/staff.
- Creation/adoption and maintenance of the OER evaluation template in conjunction with the OER committee and student government.
- Coordinate with the Articulation officer to be sure OER courses are being accepted for transfer.
- Creation of OER mini module/template for inclusion in Canvas shells (student guides on how to use OER, request printed copies, etc)
- Ensures faculty are sharing materials in the true spirit of OER, making materials open for others to use.
- Provides training and assistance to faculty to share their OER.

REQUIRED QUALIFICATIONS

Full-time Compton Community College District instructor with at least two years of experience developing or using OER.

Preferred Qualifications

Completion of OER Fundamentals and Train the Trainer workshops or equivalent.

Salary Range: Current Salary and the Open Educational Resources (OER) Coordinator will be compensated with 50% reassigned time, subject to the approval of the President/Chief Executive Officer.

Conditions of Employment: Temporary assignment, full-time Compton Community College District instructor.



California Community Colleges

Institutional Effectiveness

Institutional Effectiveness Partnership Initiative Partnership Resource Teams Institutional Innovation and Effectiveness Plan Date: May 23, 2023

Name of Institution: Compton College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Implementation of a campus-wide Open Educational Resources (OER) / Zero Textbook Cost (ZTC) initiative	<ol style="list-style-type: none"> Completion of senate and curriculum course review that ensures OER/ZTC quality through the use of the COR DEIA Rubric. Develop and implement a marketing campaign across multiple modalities that highlights the college's efforts to eliminate textbook costs as one part of a larger strategy that saves students money. Deploy ZTC and OER in high impact, large enrollment gateway courses as an institutional strategy to save the most students the most money. Build an appropriate classroom technology workspace for faculty and staff innovation that allows for high quality recording of lectures and web-based learning tools. Incentivize faculty participation in the ZTC and OER program through appropriate release time and/or compensation for the first use of ZTC/OER's in a class. Ensure that Library 	<ol style="list-style-type: none"> Academic Senate President, Curriculum Committee Chair OER Committee Co-Chairs, OER Coordinator, Director of Communications VP of Academic Affairs, Area Deans Distance Education Manager, Distance Education Faculty Coordinator, Academic Senate President VP of Academic Affairs, Faculty Union President Dean of Student Success and Learning (Blonshine); College Librarians; Library Advisory Committee Director of Institutional Effectiveness Distance Education Faculty Coordinator, Faculty Instructional Designer, Distance Education Manager 	<ol style="list-style-type: none"> December 2023 December 2023 (Faculty)/June 2024 (Institution) December 2023 Assessment Fall 2023 / Completion (Varies) June 2024 Assessment Fall 2023 / Completion (Varies) December 2023 June 2024 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Obtain Curriculum Committee Approval Obtain Academic Senate Approval Amend COR Form in Curriquet Curriculum Committee implements COR DEIA Rubric. <ol style="list-style-type: none"> Continue raising awareness among faculty. Develop and implement a marketing plan for the larger campus and how to track metrics from different populations. Identify high impact courses and their departments; seek out early adopters; provide staff and technical support to reduce barriers regarding workload; implement ZTC/OER in those courses. <ol style="list-style-type: none"> Assess and implement appropriate technologies that will support the development of OER courses (e.g., video editing, Canvas engagement tools, and other resources to support student learning). Assess and implement AI tools that could support student learning. Hire student workers that could support faculty in course content Canvas and media development. 	<ol style="list-style-type: none"> Approvals obtained; form amended; implementation commenced; Number of OER courses approved. <ol style="list-style-type: none"> Number of faculty that sign up to participate in using OER. Marketing materials (Community Partners, Institution, Community at large) developed and implemented. Courses identified for production; ZTC/OER implemented in those courses. <ol style="list-style-type: none"> Identified tools and resources launched. Number of students hired to assist faculty. <ol style="list-style-type: none"> Contract language completed and approved Number of stipends/ /release time assignments Databases to support students learning and faculty teaching identified and launched. 	<ol style="list-style-type: none">

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
	<p>databases cover sufficient areas of content to provide access to downloadable articles for faculty and student use.</p> <p>7. Establish a dashboard or metric for tracking and publicizing the number and/or percentage of academic programs/courses that have ZTC or OER's available to students.</p> <p>8. Develop and implement a style options guide for faculty to use that makes OER and ZTC materials look the same from course to course (i.e., build Canvas shells and OER prototypes that have a consistent style and brand).</p>			<p>5. Negotiate appropriate levels of compensation and/or release time to support faculty adopters of OER/ZCT's and key faculty coordinators for the completion of established professional Development milestones.</p> <p>6. Assess databases (including input from faculty through Library Advisory Committee) and purchase and implement those that would best support faculty and student use of OER/ZTC materials.</p> <p>7.</p> <ul style="list-style-type: none"> a. Review dashboards from other colleges to identify data collection needs. b. Assess the sources of data needed to create dashboards and technical capability required. c. Determine reliability of data. d. Dashboards created. <p>8.</p> <ul style="list-style-type: none"> a. Determine what faculty would like related to styling options. b. Determine what students would like among styling options. c. Design and implement two or three style options guides in accord with the findings. 	<p>7. Dashboards reviewed; data needs and resources assessment completed; data reliability determined; dashboards created and implemented; metrics made available to the college.</p> <p>8. Faculty and student feedback received and analyzed; design and implementation completed; two or three style guide options made available to choose from.</p>	
B. Faculty Professional Development: Introduction to OER / ZTC materials, training on developing and using OER/ZTC materials, and support for how best to deliver OER/ZTC materials to students	1. Require appropriate training for faculty before OER's/ZTC's are deployed in a class for the first time and consider a second required training for consistent professional approaches.	1. Distance Education Faculty Coordinator, Distance Education Manager, OER Committee Chair	1. June 2024	2.	2.	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Implementation of a campus-wide Open Educational Resources (OER) / Zero Textbook Cost (ZTC) initiative	<ul style="list-style-type: none"> 2. Develop and implement a marketing campaign across multiple modalities that highlights the college's efforts to eliminate textbook costs as one part of a larger strategy that saves students money. 5. Incentivize faculty participation in the ZTC and OER program through appropriate release time and/or compensation for the first use of ZTC/OER's in a class. 8. Develop and implement a style options guide for faculty to use that makes OER and ZTC materials look the same from course to course (i.e., build Canvas shells and OER prototypes that have a consistent style and brand). 	OER Faculty Coordinator – The OER Faculty Coordinator will be the primary contact to support faculty developing and adopting OER/ZTC materials for their courses. They will coordinate training, maintain record keeping, and assist early adopters with their OER efforts. The coordinator will also serve as the primary contact for faculty with OER/ZTC questions and will work to market the benefits of OER/ZTC materials to faculty across the campus. (20% Release Time for 1 year with the intention to file for an extension for another year.)	\$32,000
B. Faculty Professional Development: Introduction to OER / ZTC materials, training on developing and using OER/ZTC materials, and support for how best to deliver OER/ZTC materials to students	<ul style="list-style-type: none"> 1. Require appropriate training for faculty before OER's/ZTC's are deployed in a class for the first time and consider a second required training for consistent professional approaches. 	Distance Education Faculty Coordinator (DEFC) – The DEFC will lead the assessment of establishing a local POCR process and if feasible, establish the process. In addition, the DEFC will assess our current DE Training standards to ensure faculty are adequately trained to develop content in Canvas, and will update training requirements as needed. (15% Release Time for 1 year with the intention to file for an extension for another year.)	\$24,000
A. Implementation of a campus-wide Open Educational Resources (OER) / Zero Textbook Cost (ZTC) initiative	<ul style="list-style-type: none"> 4. Build an appropriate classroom technology workspace for faculty and staff innovation that allows for high quality recording of lectures and web-based learning tools. 	<p>The college will need physical and digital resources in order to develop a workspace that will support the development and use of OER/ZTC Content.</p> <p>Physical Whisper Room – A sound-proof recording booth to record lectures or voice over PowerPoints. Lecture Capture Equipment</p> <p>Digital Multimedia Development Tool (i.e., Camtasia) Course Engagement Tool (i.e., H5P) Assistive Technology Tool (i.e., ReadSpeaker)</p>	\$100,000
A. Implementation of a campus-wide Open Educational Resources (OER) / Zero Textbook Cost (ZTC) initiative	<ul style="list-style-type: none"> 6. Ensure that Library databases cover sufficient areas of content to provide access to downloadable articles for faculty and student use. 	Library Database Subscriptions	\$20,000
B. Implementation of a campus-wide Open Educational Resources (OER) / Zero Textbook Cost (ZTC) initiative	<ul style="list-style-type: none"> 4. Build an appropriate classroom technology workspace for faculty and staff innovation that allows for high quality recording of lectures and web-based learning tools. 	Hire student worker(s) to support faculty in the classroom technology space with the development of accessible course materials.	\$24,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name:	
Signature or E-signature:	Date:



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4105 Distance Education

Issued: June 19, 2018

References:

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

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

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

- Secure credentialing/login and password system
- Proctored examinations
- ~~New or other~~ Other technologies and practices ~~that is~~ effective in verifying student ~~identification~~ identification.

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

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

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

Commented [SLB3R2]: We do not charge students – this does not apply.

Definition

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

Commented [SLB4]: See new Title 5 definitions

New Title 5 Language: “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the

Commented [SLB5]: Title 5 definition

instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

1. The internet
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

The definition of "distance education" does not include correspondence courses.

New Title 5 Language: "Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Commented [SLB6]: Title 5 language

Course Approval

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

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

For each course offered, in accordance with Publication of Course Standards, the District will publish the following facts to be made available to students before they enroll in the course:

- All online and in-person synchronous meeting days/dates and times;
- Any required asynchronous in-person activities;
- Any required technology platforms, devices, and applications;
- Any test or assessment proctoring requirements.

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New Title 5 Language: If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode the requirement for regular and substantive interaction -specified in section 55204. The course design and all course materials must be accessible to every student, including students with

Commented [SLB7]: New title 5 language

disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Certification

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

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.

~~• Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.~~

- Regular and Substantive Contact: Each section of the course that is delivered through distance education will include regular, effective, and substantive contact between instructor and students, and will provide opportunities for regular effective contact between students.

“Regular interaction” between a student and instructor(s) is ensured by, prior to the student’s completion of a course or competency:

- Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
- The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

“Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student’s coursework;
3. Providing information or responding to questions about the content of a course or competency;

Commented [J8]: The bit about regular contact between students is included in the [law verbiage as noted here](#).

Commented [SLB9R8]: Please note the official repository of Title 5 language once filed is at Westlaw. Specifically the sections for DE are at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I639021B04C6911EC93A8000D3A7C4BC3&originationContext=documentoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I639021B04C6911EC93A8000D3A7C4BC3&originationContext=documentoc&transitionType=Default&contextData=(sc.Default))

Commented [SLB10]: Title 5 definition

4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

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Instructors shall be selected by the same procedures used to determine all instructional assignments

Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of district policies and negotiated agreements.

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment.

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between the district and federation of employees (certificated unit).

- Accessibility Standards: Requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Commented [J11]: Per previous DEAC.

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

Commented [J12]: This has nothing to do with DE and seems misplaced here as it's more general.

No Show and Census Reports

Consistent with federal, state, and local guidelines, instructors shall submit "no show reports or census reports" to maintain an accurate roster. ~~Distance Education Course Requirements (approved by DEAC and the Academic Senate) that must be in a Compton College Distance Education course within the Welcome Module include a Welcome Letter, the course syllabus and the first Check-In Assignment.~~ Acceptable evidence of academic attendance is may include but is not limited to logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester. Faculty should follow the guidelines in the Board approved Distance Education Handbook.

Commented [SLB13]: Too specific for regulation.

Commented [J14]: Per previous DEAC



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

AR 7341 Sabbaticals

Issued:

Reference:

Education Code Sections 87767 et. seq.

Sabbatical leave may be granted to selected tenured full-time faculty in accordance with Compton Community College District's collective bargaining agreement with the Compton Community College Federation of Employees (Certificated Unit).

2023-2024 COMPTON COLLEGE GOALS

1. **Implement the Completion by Design framework to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study^[1].**
 - a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data used to inform equity-minded practices campuswide.
 - b. Increase capacity and skill level among all faculty for online/remote instruction.
 - c. Enhance online student support services for Compton College students.
 - d. Monitor 504/508 concerns and implement Universal Design across all institutional services campuswide.
 - e. Support the AB-705 and AB-1705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College. Continue innovation in supporting student success in English and math while evaluating and refining current programs.
 - f. Strengthen and evaluate Guided Pathways structure.
 - g. Coordinate and evaluate student success activities as they relate to the Student-Centered Funding Formula.
 - h. Sustain basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Support Network.
 - i. Implement a Work Experience Plan for Compton College.
 - j. Support eLumen as the learning outcome and planning repository for the college. Disaggregate learning outcomes.
 - k. Expand the use of Open Educational Resources (OER)/Zero Textbook Cost (ZTC) to reach 85% by 2035.

Outcomes: Implement a plan for accessibility for technology and/or physical facilities; More faculty certified to teach Distance Education (currently 101); More course reports show that SLO findings result in changes in teaching practice (currently 9); Employees report reduced silos (climate survey); Increase in count of students who complete math and English in one year, earn Associate Degrees for Transfer (ADTs), associate degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study; Increase the OER/ZTC adoption (currently at 23%)

2. **Grow enrollment to 3,750 Full-Time Equivalent Students (FTES) for the 2023-2024 year.**
 - a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.
 - b. Implement the 2023-2024 Outreach and Recruitment Plan.

- c. Implement the Adult Strategic Enrollment Management Plan that is aligned with the Compton College 2024 Enrollment Management Plan and the 2023-2024 Outreach and Recruitment Plan.
- d. Offer 1,359 course sections during the 2023-2024 year, with a 65% fill rate of all sections offered.

Outcome: Achieve 3,750 FTES

3. Complete all Compton College Accreditation efforts.

- a. Implement the Institutional Self-Evaluation Report (ISER) timeline and complete the ISER draft for vetting by all constituent bodies to ensure on-time submittal to ACCJC by August 1, 2023.
- b. Respond to evidence requests from the visiting team and prepare for the core inquiries and on-site visit in March 2024.
- c. Create an intentional link between institutional standing committees and the accreditation standards.

Outcome: Compton College maintains accreditation

4. Continue to improve facilities to support student learning and success.

- a. Prioritize scheduled maintenance/site improvements for Compton College to ensure the health and safety of students and employees.
- b. Monitor the planning for the Vocational Technology Building Renovation, the Math/Science Building Renovation, and the new Visual and Performing Arts Complex.
- c. Begin construction on the new Physical Education Complex and the new Student Housing Project.
- d. Receive a recommendation from the Facilities Committee about establishing a beautification mindset campuswide and establishing a cleaning schedule or other solution(s) to ensure a clean, safe, and compliant campus ready for student learning.

Outcomes: Progress on renovation and new building projects; Employees and students report satisfaction with the learning environment; Employees and students report feeling safe on campus

5. Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.

- a. Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.

- b. Continue to implement the College Futures Foundation funding, through June 30, 2024, that supports guided pathways, dual enrollment, block scheduling, and aligned associate degree for transfer pathways at Compton College.
- c. Have a fully operational Foundation for the Compton Community College District that meets the needs of Compton College and Compton College students.
- d. Increase participation among the College Promise programs with Lynwood, Paramount, and Compton unified school districts.
- e. Increase faculty voice in communication with dual enrollment partners, including faculty-to-faculty and counselor-to-counselor dialogues.
- f. Continue to implement the California Volunteer Grant with the Californians for All College Corps Program
- g. Establish and/or enhance partnerships with four-year colleges/universities, including University of California, California State Universities, historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and private colleges/universities.
- h. Establish the Community College Center for Educational Justice and Transformation.
- i. Maintain active participation in the California Virtual Campus Online Education Initiative (CVC-OEI).
- j. Submit a successful Developing Hispanic Serving Institution (DHSI) grant to the US Department of Education.

Outcomes: Maintain dual enrollment student count; Increase in count of students transferring to university partners (e.g., UCI, CSUDH, CSULB); Establish the Community College Center for Educational Justice and Transformation

6. Create a stronger sense of connection among employees, students, the college, and the community.

- a. Enhance stakeholder engagement in decision-making; review/revise the Collaborative Governance Handbook at Compton College.
- b. Implement and evaluate Diversity, Equity, Inclusion, and Accessibility (DEIA) activities, including the Compton College Response to the Chancellor's Call to Action.
- c. Support and champion equity-minded practices designed to engage traditionally marginalized groups, including but not limited to, men of color, LGBTQ+, persons with disabilities, foster youth, and formerly incarcerated students.
- d. Increase student engagement in campus events and programs among all students.
- e. Explore systematic sense of belonging data collection that could be included in a predictive model of success or persistence.

- f. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.
- g. Focus Professional Development Days on activities designed to increase community engagement and camaraderie, inclusive of staff, faculty, and administration.
- h. Conduct annual needs assessment about faculty and staff professional development, including technology needs.
- i. Continue to develop and be responsive to the Compton College employees' professional development needs in alignment with the Achieving the Dream, Inc. partnership.

Outcomes: Increase in positive responses by employees and students who report being connected to the college; Increase in student use of college services; Establish baseline measures from the National Assessment of Collegiate Campus Climates (NACCC)

7. No audit findings.

- a. Create and implement an action plan to improve fiscal business processes that reduce audit findings.
- b. Complete the annual audit in a timely manner.
- c. Implement Fiscal Crisis and Management Assistance Team (FCMAT) action plan activities to ensure the fiscal health of the institution.

8. Initiate the Compton College strategic planning cycle.

- a. Start the strategic planning cycle in spring 2024 for completion by December 31, 2024.

Outcomes: Strategic plan drafted.

[□](#) Outcomes are aligned with the Vision for Success goals from the California Community Colleges Chancellor's Office.

- **Curriculum Team Members:** Met on Friday, May 5, 2023 2:00 p.m. 3:00 p.m. Attendees: Sean Moore, Hoa Pham, Minodora Moldoveanu, and Susan Johnson Agreed to send it to in this order:
- Shared with Curriculum Committee for comments/discussion on May 9
- Edited with the feedback from CC May 9 (edited completed May 22)
- Sent to CC for second read May 23: vote approved to forward this COR Committee
- COR Review Taskforce had no proposed edits

Commented [SM1]: team May 9, 2023

1. Curriculum Committee
2. OER Committee and DEI Task Force at the same time—Curriculum Chair
3. Academic Senate.

CurriQuinet Course Template

New Diversity, Equity, and Inclusion Course Outline of Record Field Questions

Course Description:

1. The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Yes

Not Applicable

Explanation: (required for not applicable)

Commented [SMJ2]: It may be outside the scope of this document and committee - but the need for a DEI (or IDEA) coordinator was raised. This person would need training and release time to review CORs in conjunction with CC members.

Commented [SMJ3]: Can a note explaining how we are defining DEI be included in this section of CNET?

Content:

2. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences prior knowledge.

Yes

Not Applicable

Explanation: (required for not applicable)

Commented [SMJ4]: The explanation field should be required for both answers and the faculty member should include evidence for IDEA by citing information in the COR

Commented [SMJ5]: Change to: Background or life experience (knowledge denotes school/book based information) the intention was life experience

3. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Yes

Not Applicable

Explanation: (required for not applicable)

Commented [JP6]: What does this mean? Opinion maybe?

4. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Yes

Not Applicable

Explanation: (required for not applicable)

Course Objectives:

5. The course objectives appeal to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Yes

Not Applicable

Explanation: (required ~~for not applicable~~)

6. The course textbook(s) and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies. ~~representing conflicting views.~~

Yes

Not Applicable

Explanation: (required ~~for not applicable~~)

7. The course textbook(s) and/or materials include ~~demonstrate~~ a balance of images that display a diversity of identities. ~~this may include (but not limited to): represent either a diversity of racial, cultural, ability/disability, socio-economic/class, sexualities, religion, nationality, and/or gender identities, or those portraying intersectionality.~~

Yes

Not Applicable

Explanation: (required ~~for not applicable~~)

8. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Yes

Not Applicable

(Either option should still move the course along)

Methods of Evaluation and Examination

9. The methods of evaluation and examination include assessments of in-class activities that encourages peer interactions.

Yes

Not Applicable

Explanation: (required)

10. The course activities are aligned with ~~multiple learning styles that reflect~~ the principles of a Universal Design for Learning (UDL). ~~and awareness of bias in assessment and an attempt to mitigate those biases by using multiple means of assessment., representation, action and expression, engagement, and encourage peer interactions.~~

Yes

Not Applicable

Explanation: (required)

11. The methods of instruction ~~foster future scenarios~~ related to the discipline or job skills.

Yes

Not Applicable

Explanation: (required)

12. The methods of instruction use ~~support~~ rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Commented [SJ7]: do we have to hit all of these to be a "yes"??

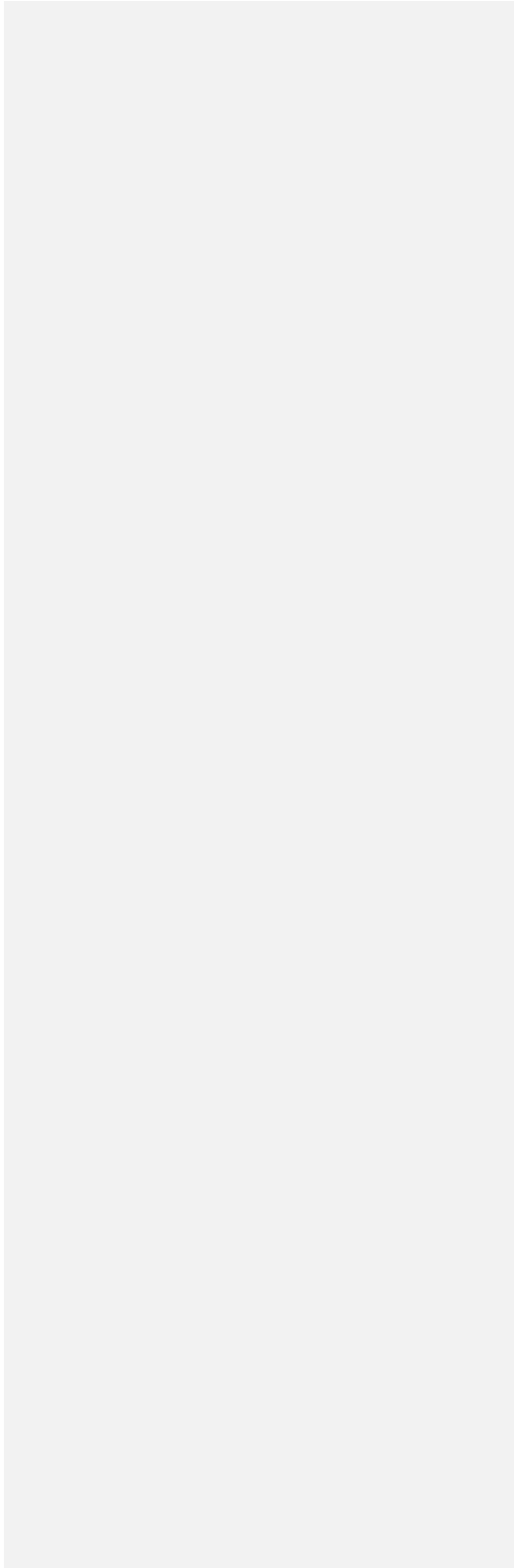
Commented [NL8R7]: Yes, what should be the threshold and what does it mean to not meet it?

Commented [JP9R7]: I'm down for 11 out of the 12 honestly but thats just my opinion

Commented [SJ10]: diverse or different views

Commented [JP11]: What does this mean?

Yes
Not Applicable
Explanation: (required)



Hyflex Definition at Compton College

Definition: "Hyflex" is a modality of teaching that combines in-person and synchronous remote teaching in one class. Students are free to attend class in person or to join via Zoom or other video conferencing technology as appropriate. All students need to attend class at the stated class time.

Hyflex classes will also have required in-person laboratory sections for lecture/lab courses and will require two in-person meeting days at the instructor's discretion. The in-person days will be published in the class schedule as will the "hyflex" designation.



*Measures with an asterisk come from the Student Success Metrics [dashboard](#) provided by Cal-PASS Plus or the [CO dashboard](#)

^ Goal aligned with Chancellor’s Office [Vision for Success](#) to contribute to a 20% increase in completions and 35% increase in transfers. The college also has set standards for a sub-set of measures, which are noted in the metric title if applicable. Standards are thresholds not to dip below, and if that occurs, it will trigger immediate action.

Achievement Measure	2017-18	2018-19	2019-20	2020-21	2021-22	AVG	AVG + %	2023-24 Goal
*Successful Enrollment (Student Count) <i>Guided Pathway North Star, Equity</i>	34% 2,903	32% 2,525	39% 5,094	34%+ 2,788	45%+ 3,517	37% 3,365	38% 3,533	45%
Number of Dual Enrollment Students	1,150	1,391	1,863	1,600	1,802	1,561	1,639	1,518
Student Readiness Rate (Core Service Completion)	...	...	...	...	...			100%
*All Students’ Fall-to-Spring Persistence Rate (student count) <i>Guided Pathway North Star, Equity</i>	54% 3,197	54% 2,821	58% 2,351	55% 1,556	...	55% 2,481	58% 2,605	60% 3,590
First-Time Full-Time Students Returning after 1 Year (student count)	90% 294	65% 329	61% 250	47% 182	60% 86	65% 228	68% 240	66% 237
Course Success Rate, Equity (Institution-Set Standard = 62.6%; grades)	68% 25,926	69% 24,251	71% 20,110	70% 16,644	68% 14,315	69% 20,249	73% 21,262	74% 26,108
In-person Course Success Rate (successful enrollment count)	69% 21,860	70% 19,567	72% 15,822	73% 7,040	81% 5,098	74% 14,202	78% 14,912	74% 23,256
Distance Ed. Course Success Rate (successful enrollment count)	63% 6,441	65% 7,114	67% 5,425	68% 13,419	63% 14,052	65% 9,290	68% 9,755	67% 4,335
*Completion of Transfer-Level English in First Year (students), SCFF- <i>Guided Pathway North Star</i>	12% 230	16% 251	19% 240	19% 122	...	17% 211	17% 222	48% ^{VS} 324
*Completion of Transfer-Level Math in First Year (students), SCFF- <i>Guided Pathway North Star</i>	4% 83	6% 87	9% 114	12% 79	...	8% 91	8% 95	18% ^{VS} 98
Average Units Completed per Academic Year- Part-Time (Average units attempted)	6.2 8.8	4.8 7	4.7 7.7	5.3 7.6	5.4 7.7	5.2 9.3	5.5 9.8	7.5
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.6 30.7	21.6 29.6	20.3 30.6	23.1 31.5	22.4 31.2	22.4 30.6	23.5 32.1	26.2
*Associate Degrees Awarded (Institution-Set Stand. = 264 Degrees), SCFF	432	426	339+	458+	530+	437	459	466 ^{VS}
*Average Units Acquired per Associate Degree	90	89	90	90	...	90	85	79 ^{VS}
*Associate Degrees for Transfer (ADT) Awarded (Institution-Set Stand. = 264 Degrees), SCFF	227	143	147+	186+	139+	168	177	211 ^{VS}
*Average Units Acquired per ADT	π	π	91	96	...	94	89	79 ^{VS}
*Certificates Awarded (Institution-Set Stand. = 20 Certificates), SCFF	60	119	109+	177+	284+	150	157	133
Number of Transfers (Institution-Set Stand. = 329 Transfers) [†] , SCFF	π	388	344	325	...	352	370	494 ^{VS}
*Students Completing 9+ CTE Units SCFF	554	556	442	415	...	492	516	590 ^{VS}
*CTE Students Employed in Their Field of Study SCFF	66% 41	79% 22				73% 32	76% 33	69% ^{VS}

“...” indicates the data is not yet available; SCFF stands for Student-Centered Funding Formula; π Data are not interpretable because of data disruptions. + Locally calculated.

Equity Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Successful Enrollment (Number of successful enrollment students) <i>Guided Pathway North Star, Equity</i>	34% 2,903	32% 2,525	39% 5,094	34%+ 2,788	45%+ 3,517	45%
Gender						
Male	39% 1,153	33% 916	37% 1,832	32% 838	50% 1,216	
Female	33% 1,744	32% 1,574	41% 3,212	35% 1,931	43% 2,205	
All Masked Values*	5% 6	13% 35	16% 50	19% 18	45% 212	
Ethnicity						
American Indian /Alaskan Native Asian	* *	* *	26% 10	* *	45% 9	
Asian	28% 41	16% 40	34% 116	41% 206	46% 213	
Black or African American	30% 950	28% 726	40% 1,181	29% 603	39% 812	
Latino/a/x	41% 1,400	37% 1,206	50% 2,690	39% 1,742	49% 2,195	
White	27% 61	26% 54	7% 112	11% 88	31% 283	
Filipino	37% 42	38% 41	47% 105	N/A	N/A	
Pacific Islander or Hawaiian Native	18% 16	* *	44% 39	27% 17	54% 25	
Two or More Races	32% 374	31% 336	41% 425	36% 84	43% 86	
Unknown/Non-Respondent	* *	19% 74	35% 377	20% 43	44% 89	
Multiple Values Reported	* *	43% 35	48% 39	N/A	N/A	
All Masked Values	16% 19	20% 13	* *	2% 51	N/A	
Age						
19 or less	43% 805	39% 712	45% 912	60% 1,125	64% 1,482	
20 to 24	40% 1,008	35% 787	43% 1,851	26% 580	40% 672	
25-29	32% 507	30% 442	37% 1,062	25% 449	38% 460	
30-34	27% 228	25% 225	33% 270	28% 292	35% 312	
35-39	20% 110	22% 124	33% 270	27% 170	37% 210	
40-49	22% 138	22% 139	31% 288	24% 153	36% 217	
50 and older	25% 107	24% 96	35% 200	21% 85	37% 151	

*Includes Non-binary, non-respondents, and those who reported multiple values. * Calculated Locally

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Number of Dual Enrollment Students	1,150	1,391	1,863	1,600	1,802	1,518
Gender						

Male			694 37%	569 36%	676 38%	
Female			1,144 61%	1,014 63%	1,065 59%	
All Masked Values			26 1%	18 1%	61 3%	
Ethnicity						
American Indian /Alaskan Native Asian			*	*	*	
Asian			135 7%	138 9%	137 8%	
Black or African American			146 8%	126 8%	125 7%	
Latino/a/x			1,440 77%	1,241 77%	1,271 78%	
Native Hawaiian or Pacific Islander			16 1%	15 1%	9 1%	
White			30 2%	29 2%	24 2%	
Two or More			33 2%	33 2%	29 2%	
Unknown/ Non-respondent			61 3%	85 4%	37 2%	
Age						
12-14					157 9%	
15-16					869 48%	
17-18					762 42%	
19 and older					14 1%	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*All Students' Fall-to-Spring Persistence Rate (Number of students persisting from fall to spring) <i>Guided Pathway North Star</i>	54% 3,197	54% 2,821	58% 2,351	55% 1,556	...	60% 3,590
Gender						
Male	52% 1,131	52% 987	56% 790	52% 445	...	
Female	56% 2,057	56% 1,831	60% 1,541	57% 1,096	...	
Non-Binary	...	...	49% 18	52% 15		
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	40% 68	49% 75	51% 37	50% 22	...	
Black or African American	49% 783	49% 634	59% 544	49% 383	...	
Latino/a/x	59% 2,105	58% 1,881	60% 1,503	58% 997	...	
Filipino	57% 71	62% 76	54% 36	58% 28	...	
Native Hawaiian or Pacific Islander	39% 13	36% 10	*	*	...	
White	36%	42%	53%	48%	...	

	59	65	29	20		
Two or More	51% 90	46% 74	70% 49	66% 47	...	
All Masked Values (American Indian /Alaskan Native Asian, Unknown/Non- Respondent/Multiple Values)	44% 8	35% 6	...	46% 59	...	
Age						
19 or less	66% 801	65% 683	65% 518	55% 230		
20 to 24	53% 1,199	54% 1,013	60% 803	56% 510		
25-29	50% 1,088	50% 503	57% 422	54% 305		
30-34	50% 264	49% 244	54% 227	58% 210		
35-39	47% 139	50% 142	54% 135	59% 134		
40-49	53% 160	55% 157	53% 145	53% 115		
50 and older	43% 91	45% 79	51% 101	45% 52		

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
First-Time Full-Time Students Returning after 1 Year (student count)- <i>Guided Pathway North Star</i>	90% 294	65% 329	61% 250	47% 182	60% 86	66% 237
Gender						
Male	89% 179	64% 147	54% 95	41% 81	59% 36	
Female	92% 115	66% 182	65% 155	54% 99	60% 49	
All Masked Values	*	*	*	67% 2	50% 1	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	*	
Asian	*	*	*	*	*	
Black or African American	86% 48	42% 42	49% 37	39% 27	62% 21	
Latino/a/x	92% 228	72% 271	64% 203	52% 141	59% 60	
Filipino	*	*	*	*	*	
Native Hawaiian or Pacific Islander	*	*	*	*	*	
White	*	*	*	*	*	
Two or More	*	*	*	*	*	
Unknown/ Non-respondent	*	*	*	*	*	
All Masked Values	82% 18	53% 16	53% 10	33% 14	56% 5	
Age						
19 or less	99% 149	67% 254	62% 197	49% 141	61% 62	
20 to 24	83% 120	65% 55	59% 32	38% 24	46% 11	
25-29	80% 12	46% 11	*	71% 12	*	

30-34	*	*	*	*	*	
35-39	*	*	*	*	*	
40-49	*	*	*	*	*	
50 and older	*	*	*	*	*	
Unknown/Non-respondent	*	*	*	*	*	
All Masked Values	81% 13	45% 9	55% 12	29% 5	65% 13	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Course Success Rate (Number of enrollments; Institution-Set Standard = 62.6%)	68% 25,926	69% 24,251	71% 20,110	70% 16,644	68% 14,315	74% 26,108
Gender						
Male	68% 13,998	69% 12,537	70% 10,101	70% 7,087	69% 7,203	
Female	69% 23,929	69% 22,528	71% 18,026	70% 16,381	68% 13,437	
All Masked Values (Including Unknown/ Non-respondent)	100% 1	67% 3	68% 296	69% 265	64% 276	
Race/Ethnicity						
American Indian /Alaskan Native Asian	50% 20	33% 27	69% 55	66% 38	51% 51	
Asian	85% 1,706	86% 1,778	89% 1,167	89% 1,017	93% 856	
Black or African American	61% 9,710	63% 8,417	64% 6,125	63% 5,480	61% 5,157	
Latino/a/x	70% 24,144	70% 22,481	72% 18,254	72% 15,188	71% 13,289	
Filipino	*	*	*	*	*	
Native Hawaiian or Pacific Islander	57% 192	58% 158	60% 149	54% 156	66% 125	
White	81% 961	80% 977	78% 423	71% 428	68% 377	
Two or More	64% 1,152	65% 1,035	76% 629	65% 655	66% 534	
All Masked Values (Including Unknown/ Non-respondent)	67% 73	64% 195	60% 1,621	64% 711	52% 527	
Age						
19 or less	69% 10,172	68% 9,857	73% 9,286	69% 7,193	72% 7,590	
20 to 24	67% 14,722	67% 12,701	69% 8,841	67% 6,708	65% 5,127	
25-29	69% 6,042	72% 5,593	71% 4,284	73% 3,817	68% 2,974	
30-34	69% 2,782	69% 2,898	71% 2,461	74% 2,547	68% 1,997	
35-39	74% 1,569	73% 1,600	70% 1,266	74% 1,477	70% 1,376	
40-49	67% 1,721	77% 1,542	68% 1,385	73% 1,338	69% 1,138	
50 and older	68% 920	69% 877	63% 900	68% 643	55% 714	
Unknown/Non-respondent	*	*	*	60% 10	*	

	2017-18	2018-19	2019-20 ¹	2020-21	2021-22	Goal
In-person Course Success Rate (Number of enrollments)	69% 21,860	70% 19,567	72% 15,822	73% 7,040	81% 5,098	74% 23,256
Gender						
Male	69% 12,098	69% 10,524	70% 8,413	71% 3,061	83% 2,735	
Female	70% 19,391	71% 17,329	73% 13,439	74% 6,503	79% 3,455	
All Masked Values	100% 1	67% 3	69% 245	71% 107	72% 132	
Ethnicity						
American Indian /Alaskan Native Asian	53% 19	33% 21	74% 43	81% 16	78% 9	
Asian	84% 1,233	87% 1,251	89% 968	91% 464	96% 503	
Black or African American	63% 7,580	65% 6,315	66% 4,314	65% 2,135	74% 1,205	
Latino/a/x	71% 20,960	71% 18,656	73% 14,606	75% 6,266	81% 4,162	
Native Hawaiian or Pacific Islander	62% 159	60% 126	62% 116	54% 68	84% 31	
White	82% 617	82% 600	80% 342	71% 185	82% 106	
Two or More	65% 861	67% 730	78% 465	75% 231	91% 152	
Unknown/ Non-respondent	74% 58	66% 151	62% 1,243	66% 321	74% 154	
Age						
19 or less	69% 9,279	68% 8,612	74% 8,038	72% 3,573	84% 3,376	
20 to 24	68% 12,144	68% 10,063	70% 6,751	71% 2,591	77% 1,264	
25-29	72% 4,623	75% 4,052	74% 2,991	74% 1,388	76% 616	
30-34	71% 2,100	72% 2,078	74% 1,650	79% 899	81% 378	
35-39	77% 1,193	77% 1,160	70% 918	76% 489	82% 255	
40-49	69% 1,381	79% 1,186	67% 1,011	78% 458	78% 263	
50 and older	67% 767	70% 699	61% 738	66% 264	66% 170	
Unknown/Non-Respondent	* *	* *	* *	67% 9	* *	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Distance Ed. Course Success Rate (Number of enrollments)	63% 6,441	65% 7,114	67% 5,425	68% 13,419	63% 14,052	67% 4,335
Gender						
Male	63%	64%	66%	68%	60%	

¹ Due to COVID Protocol, in-person courses pivoted to online in Spring 2020. For our purposes, they are counted as in-person.

	1,902	1,982	1,378	3,791	4,282	
Female	63% 4,539	65% 5,132	67% 4,000	68% 9,474	64% 9,631	
All Masked Values	*	*	70% 47	67% 154	57% 139	
Ethnicity						
American Indian /Alaskan Native	*	*	40% 10	55% 22	43% 40	
Asian	85% 473	84% 521	89% 172	88% 515	88% 320	
Black or African American	54% 2,130	58% 2,076	59% 1,597	61% 3,177	56% 3,837	
Latino/a/x	65% 3,154	65% 3,757	71% 3,084	70% 8,551	66% 8,778	
Native Hawaiian or Pacific Islander	30% 33	47% 32	57% 28	53% 87	61% 92	
White	80% 344	78% 374	72% 71	70% 233	62% 259	
Two or More	60% 291	61% 304	72% 140	58% 405	55% 364	
Masked/Unknown/ Non-respondent	38% 16	52% 26	55% 323	62% 429	41% 362	
Age						
19 or less	70% 893	71% 1,232	72% 1,051	66% 3,576	62% 4,149	
20 to 24	62% 2,578	62% 2,592	65% 1,784	65% 3,935	61% 3,750	
25-29	61% 1,419	64% 1,516	65% 1,105	71% 2,300	64% 2,227	
30-34	62% 682	63% 811	64% 729	70% 1,551	64% 1,532	
35-39	63% 376	63% 435	68% 306	72% 928	67% 1,075	
40-49	59% 340	72% 353	71% 319	69% 805	65% 805	
50 and older	69% 153	66% 175	69% 131	67% 323	49% 514	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Completion of Transfer-Level English in First Year (Number of first-time students that complete transfer-level English)	12% 230	16% 251	19% 240	19% 122	...	48% ^{VS} 324
Gender						
Male	11% 90	15% 93	18% 92	19% 45	...	
Female	13% 140	17% 158	20% 145	19% 77	...	
All Masked Values	0% 0	*	16% 3	0% 0	...	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	10% 45	10% 35	14% 42	17% 25	...	
Latino/a/x	15% 164	20% 190	23% 179	23% 88	...	

Filipino	*	*	*	*	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	*	*	*	*	...	
All Masked Values	8% 21	11% 26	10% 19	8% 9	...	
Age						
19 or less	17% 162	24% 192	24% 145	26% 71	...	
20 to 24	7% 32	7% 26	13% 34	13% 16	...	
25-29	7% 11	*	24% 28	23% 13	...	
30-34	14% 14	*	15% 13	*	...	
35-39	*	*	*	*	...	
40-49	*	*	*	*	...	
50 and older	*	*	*	*	...	
All Masked Values	6% 11	9% 33	10% 20	12% 22	...	

Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were grouped under All Masked Values.

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Completion of Transfer-Level Math in First Year (Number of first-time students that complete transfer-level math)	4% 83	6% 87	9% 114	12% 79	...	18% ^{VS} 98
Gender						
Male	5% 38	4% 27	9% 46	12% 29	...	
Female	4% 45	6% 60	9% 66	12% 49	...	
All Masked Values	0% 0	*	11% 2	14% 1	...	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	3% 13	4% 15	7% 20	9% 14	...	
Latino/a/x	6% 63	6% 60	10% 80	15% 57	...	
Filipino	*	*	*	*	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	*	*	*	*	...	
All Masked Values	3% 7	5% 12	7% 14	7% 8	...	
Age						
19 or less	6% 56	8% 61	12% 71	16% 43	...	
20 to 24	4% 17	3% 11	6% 15	14% 17	...	
25-29	*	*	*	*	...	

30-34	*	*	*	*	...	
35-39	*	*	*	*	...	
40-49	*	*	*	*	...	
50 and older	*	*	*	*	...	
All Masked Values	2% 10	4% 15	7% 28	8% 19	...	

Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were grouped under All Masked Values.

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Average Units Completed per Academic Year- Part-Time (Average units attempted)	6.2 8.8	4.8 7	4.7 7.7	5.3 7.6	5.4 7.7	7.5
Gender						
Male	6.1 8.7	4.8 7.1	4.5 7.9	5.2 7.6	5.6 8	
Female	6.3 8.8	4.8 7	4.9 7.6	5.3 7.6	5.3 7.7	
All Masked Values	1 1	2 3.3	4.5 7.1	4.4 7.5	3.9 5.7	
Ethnicity						
American Indian /Alaskan Native	4.3 7.2	1.7 4.7	4.2 9	2 8.3	2.8 5.8	
Asian	6.2 7.2	5.5 6.3	5 5.6	5.6 6.4	6 6.4	
Black or African American	5.7 9.1	4.5 7.6	4.6 8.9	4.8 8.4	5.3 9	
Latino/a/x	6.5 9	4.9 7.1	4.9 7.4	5.5 7.5	5.6 7.5	
Native Hawaiian or Pacific Islander	5.7 9	3 5.7	3.9 7.9	4.4 7.7	3.1 5.5	
White	5.2 6.2	4.3 5.3	3.5 6.9	3.7 6.5	4.6 7.6	
Two or More	5.8 8.7	4.2 6.9	5.6 8.7	6.3 9.7	5.6 8	
Unknown/ Non-respondent	6.2 8.4	4.3 6.3	3.5 8.1	4.7 7.7	2.6 8	
Age						
19 or less	5.4 7.7	4.5 6.7	4.6 7	4.7 6.6	5 6.8	
20 to 24	6.6 9.4	4.8 7.1	5.1 8.7	5.5 7.8	6.1 9.1	
25-29	6.1 8.5	5.1 7.4	5.5 9.1	6.7 9.5	6.1 9.2	
30-34	6.3 8.8	4.7 7.1	5.2 9.1	5.8 8.7	5.1 7.9	
35-39	6.3 8.3	5.2 7.5	4.6 7.8	6.3 9.1	6.5 9.2	
40-49	5.8 8	5.2 6.9	3.9 6.5	5.3 8.2	5.6 8.6	
50 and older	5.6 7.4	4.4 6.6	3.1 6.6	4.2 7.6	4.5 9.3	
Unknown/Non-respondent	*	*	*	7 14	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.6 30.7	21.6 29.6	20.3 30.6	23.1 31.5	22.4 31.2	26.2

Gender						
Male	24.5 30.5	21.6 29.8	19.7 31	23.3 32.1	22.1 30.9	
Female	24.7 30.9	21.6 29.5	20.9 30.2	23.1 31.8	22.6 31.4	
All Masked Values	...	...	22.8 30	18.5 29	27 32	
Ethnicity						
American Indian /Alaskan Native	*	*	27 46	*	*	
Asian	26.8 30.5	21 29	33 34	29.5 29.5	28 31	
Black or African American	24.2 30.9	20.2 30.5	18.8 29.8	22.4 31.5	22.4 32.4	
Latino/a/x	24.8 30.7	21.9 29.3	21.1 30.7	23.5 31.5	22.2 30.5	
Native Hawaiian or Pacific Islander	18 33	8 24.5	13 31	27 30	16.5 32.5	
White	25.3 29.8	23.4 29.3	24 35	*	31 33	
Two or More	21.3 31.7	25.3 30.7	28.2 32.5	16.5 33.2	21.4 30.2	
Unknown/ Non-respondent	*	*	24 29.4	26 31.6	23 30.5	
Age						
19 or less	24.4 30.6	23.6 30.3	22.4 31.2	22.9 31.5	21.9 30.8	
20 to 24	24.6 31	25.9 31.7	21.9 31.9	21 31.7	22.9 30.8	
25-29	25.3 31.1	26.4 31.9	23.8 31.9	22.8 28.7	24 32.5	
30-34	25.4 31.5	23.5 31.6	17.9 33.1	23.8 31.4	24.4 35.7	
35-39	27.7 30.9	27 28.9	22.1 30.4	23.7 33.4	24 31.7	
40-49	24.1 29.3	24.4 32.1	18.7 31.8	35.5 35.5	22 27.8	
50 and older	22.6 27.8	23.3 30	20.9 30	31 35	10 29.7	
Unknown/Non-respondent	*	*	*	21 33	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Associate Degrees Awarded Institution-Set Standard = 264 Total Degrees	432	426	339	458	530	466 ^{vs}
Gender						
Male	135	113	89	99	137	
Female	297	313	250	355	391	
All Masked Values	0	*	0	*	*	
Ethnicity						
Asian	*	*	16	21	16	
Black or African American	107	122	64	94	140	

Latino/a/x	295	279	241	307	342	
White	*	*	9	7	*	
Two or More	14	*	*	13	14	
Unknown/ Non-respondent	16	25	*	14	12	
Age						
19 or less	17	16	29	38	69	
20 to 24	203	193	116	152	170	
25-29	104	87	74	97	109	
30-34	50	52	54	80	70	
35-39	*	38	27	38	51	
40-49	23	24	30	36	49	
50 and older	*	16	10	17	12	
All Masked Values	35	*	18	17	48	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Average Units Acquired per Associate Degree	90	89	90	90	...	79 ^{vs}
Gender						
Male	89	89	91	99	...	
Female	90	89	87	88	...	
All Masked Values	...	...	190	77	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	88	89	94	92	...	
Filipino	*	*	84	*	...	
Latino/a/x	90	89	91	88	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	81	111	*	86	...	
All Masked Values	93	80	83	106	...	
Age						
19 or less	*	66	65	67	...	
20 to 24	87	88	90	89	...	
25-29	97	97	109	104	...	
30-34	94	102	92	2	...	
35-39	96	89	*	96	...	
40-49	79	84	71	88	...	
50 and older	*	77	*	103	...	
All Masked Values	78	N/A	99	N/A	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Associate Degrees for Transfer ADT Awarded Institution-Set Standard = 264 Total Degrees	227	143	147	186	139	211 ^{vs}
Gender						
Male			48	46	40	
Female			99	139	99	
All Masked Values			0	*	0	
Ethnicity						
Asian			*	*	0	
Black or African American			30	39	35	
Latino/a/x			104	137	101	
White			*	*	0	
Two or More			*	*	0	
All Masked Values			6	*	*	
Age						
19 or less			0	0	10	
20 to 24			86	90	56	
25-29			32	40	30	
30-34			14	31	25	
35-39			8	8	13	
40-49			5	11	*	
50 and older			*	6	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Average Units Acquired per ADT	π	π	91	96	...	79 ^{vs}
Gender						
Male			89	110	...	
Female			92	92	...	
All Masked Values			*	71	...	
Ethnicity						
American Indian /Alaskan Native			*	*	...	
Asian			*	*	...	
Black or African American			87	94	...	
Latino/a/x			91	93	...	
Native Hawaiian or Pacific Islander			*	*	...	
White			*	*	...	
Two or More			*	*	...	
All Masked Values			95	146	...	
Age						
19 or less			74	*	...	
20 to 24			90	92	...	

25-29			101	107	...	
30-34			94	90	...	
35-39			*	*	...	
40-49			*	*	...	
50 and older			*	*	...	
All Masked Values			90	103	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Certificates Awarded Institution-Set Standard = 20 Certificates	60	119	109	177	284	133
Gender						
Male	27	*	36	50	102	
Female	33	76	73	127	178	
All Masked Values	0	*	0	0	*	
Ethnicity						
Asian	*	*	0	*	*	
Black or African American	16	52	22	30	59	
Latino/a/x	39	56	80	138	209	
Native Hawaiian or Pacific Islander	*	*	*	0	0	
White	*	*	*	0	*	
Two or More	*	*	*	*	*	
Unknown/ Non-respondent	*	*	*	5	*	
Multiple Values Reported	*	*	*	...	...
Age						
19 or less	*	*	15	21	19	
20 to 24	21	42	19	63	88	
25-29	15	31	19	35	52	
30-34	10	15	10	15	31	
35-39	*	*	6	10	24	
40-49	*	11	9	11	24	
50 and older	*	*	6	5	13	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Students Completing 9+ CTE Units	554	556	442	415	...	590 ^{VS}
Gender						
Male	209	211	147	107	...	
Female	345	345	294	305	...	
All Masked Values	0	*	1	3	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	21	16	16	20	...	

Black or African American	170	166	102	108	...	
Filipino	13	20	15	14		
Latino/a/x	319	306	251	237	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	15	22	17	*	...	
Two or More	13	19	11	15	...	
All Masked Values	3	7	30	21	...	
Age						
19 or less	39	59	42	28	...	
20 to 24	174	155	132	99	...	
25-29	116	116	100	94	...	
30-34	78	76	60	67	...	
35-39	58	51	37	55	...	
40-49	52	61	37	46	...	
50 and older	37	38	34	16	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*CTE Students Employed in Their Field of Study	66% 41	79% 22	...	...	...	69.0% ^{vs}
Gender						
Male	67% 16	64% 7	...	...	...
Female	66% 25	88% 15	...	...	...
Ethnicity						
Asian	*	*	...	...	...
Black or African American	50% 8	*	...	...	...
Latino/a/x	67% 26	77% 17	...	...	...
White	*	*	...	...	...
Two or More	*	*	...	...	...
All Masked Values	100% 4	83% 5	...	...	...
Age						
19 or less	*	*	...	...	...
20 to 24	50% 9	82% 9	...	...	...
25-29	79% 15	80% 4	...	...	...
30-34	71% 5	*	...	...	...
35-39	80% 4	100% 3	...	...	...
40-49	67% 4	100% 3	...	...	...
50 and older	67% 4	*	...	...	...
All Masked Values	0% 0	50% 3	...	...	...

Note: No students were reported in the American Indian/Alaskan Native or Native Hawaiian or Pacific Islander categories.

Outcome Definitions

Proposed Goals

The proposed goals are standing goals that were not met by 2021-2022, for which the campus governance bodies recommended the college keep through 2023-2024. Existing goals that had been met were updated to new goals based on the average of all available data points plus 5%. Such goals were established for the number of dual enrollment students, all students' fall-to-spring persistence rate; and, first-time, full-time students returning after one year. The same methodology was used to establish new goals for completion of transfer-level math in the first year and completion of transfer-level in the first year were established as the state-level data source updated the cohorts for Compton College, which updated the percentages. Finally, the number of transfers goal was updated based upon the average of 2018-2019 and 2019-2020 data plus 35% to be in line with the Vision for Success goal.

Proposed Standards

The standards stayed the same from the November 2021 update.

Successful Enrollment Applicant Yield Rate

Percentage of students who enroll in a Compton College course of all students who applied to Compton College that year. Due to many fraudulent applications, the 2020-21 and 2021-22 results were calculated using local data, so they do not reflect what is currently available on Cal-PASS Plus. Data have been disaggregated by hand. Data are from the [Student Success Metrics Dashboard](#).

Number of Dual Enrollment Students

Count of high school students who enrolled in a Compton College class. MIS referential data are used for this metric.

Student Readiness Rate

Percentage of new, non-exempt, full-time students completing orientation and an abbreviated or comprehensive education plan by the end of their first semester. Although the data were analyzed, the data does not look accurate. Institutional Effectiveness staff is working with Student Services to understand how these data are collected and submitted to the Chancellor's Office.

All Students Fall-to-Spring Persistence Rate

Percentage of students who were enrolled in the fall term who also enrolled in the spring term.

Percentage of First-time, Full-time Students Still Enrolled After One Year

Percentage of all first-time students to Compton College who enrolled full-time in the fall term 12 units or more who were still enrolled in the subsequent fall term. This metric was changed to all students, instead of focusing only on degree, certificate, and/or transfer-seeking students, because there were so few students with this educational goal in the last two years. IE staff will follow up to understand how the educational goal is recorded and submitted to MIS.

Course Success Rate

Percentage of enrollments earning an A, B, C, and P in a course. Disaggregated for in-person classes and distance education courses (i.e., online synchronous and asynchronous courses; hybrid courses were excluded from the analysis). Emergency withdrawal (EW) grades were excluded from the analysis because they skew the success rates in spring 2020 due to the COVID-19 pandemic. All courses that transitioned to online in spring 2020 are still recorded as in person.

Completion of Transfer-level English Students in the First Year

Percentage of first-time students who completed transfer-level English in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 48%. Data is from Cal-PASS Plus.

Completion of Transfer-level math Students in the First Year

Percentage of first-time students who completed transfer-level math in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 18%. Data is from Cal-PASS Plus.

Average Units Completed

Students enrolled in 24 units during the primary terms are full-time, while students enrolled in fewer than 24 units during the primary terms are considered part-time. The average units earned metric is calculated over each academic year. The average units attempted metric for the same time frame is provided in the subscript for each data point.

Associate Degrees/Associate Degrees for Transfer Awarded

The total number of Associate Degrees and Associate Degrees for Transfer awarded during the academic year. Data from Cal-PASS Plus is used for 2017-18 and 2018-19. Local MIS referential data was used for 2019-20 to 2021-22.

Average Number of Units Earned by Award Recipients

The average number of units earned by award recipients, disaggregated by Associate Degrees and Associate Degrees for Transfer. Data is from Cal-PASS Plus.

Certificates Awarded

The total number of Chancellor's Office-recognized certificates earned by award recipients. Data from the Chancellor's Office Data Mart. Data from Cal-PASS Plus is used for 2017-18 and 2018-19. Local MIS referential data was used for 2019-20 to 2021-22.

Number of Transfers

The total number of Compton College students enrolled in 12 or more units an academic year, who then transferred to a 4-year university the next academic year/fall. Data is from the National Student Clearinghouse.

Students Completing 9+ CTE Units

Among all students, the count who successfully completed nine or more career education units in the selected year within the district. Data is from Cal-PASS Plus.

CTE Students Employed in their Field of Study

Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study. Data is from Cal-PASS Plus.

RISING SCHOLARS AT COLLEGE OF THE CANYONS



California
Community
Colleges

Rising Scholars
Network

DIANNE AVERY - DEAN OF ACADEMIC INNOVATION AND CONTINUING EDUCATION

GARRETT RIECK - FACULTY DIRECTOR OF ADULT AND CONTINUING EDUCATION

DR. TARA WILLIAMS - RISING SCHOLARS FACULTY COORDINATOR AND CHEMISTRY FACULTY

INTRODUCTION

Please raise your hand if...

1. You have ever taught in a jail or prison
2. You are interested in teaching in a jail or prison

RISING SCHOLARS STATEWIDE NETWORK

- A network of CCC committed to serving incarcerated and formerly incarcerated students
- 75 of 116 CCCs have Rising Scholars programs
- Comprised of 400+ practitioners



RISING SCHOLARS NETWORK MISSION

- Serving incarcerated and formerly incarcerated students is a critical matter of equity and aligns with the Vision for Success
- Elevating opportunities to individuals, communities, and families impacted by mass incarceration
- Pairing high-expectations with high-support to build a generation of graduates and leaders in communities
- Offer courses to students incarcerated in jails, state prisons, federal prisons, and youth facilities as well as offer on-campus supports to formerly incarcerated people

RISING SCHOLARS PROGRAMS IN JAILS

- Thousands of individuals are incarcerated in California's 58 county jail systems, and nearly 90% of them are within 10 miles of a community college.
- 24 CCCs partner with Sheriff's Offices to offer courses in jails, Day Reporting Centers, or Reentry Centers
- Colleges take a different approach to serving students than in prisons where stays are longer
- In jails, colleges offer non-credit and credit courses, CTE certificate programs, online courses in any pathway, and transitions support for the move from jail back to the community

RISING SCHOLARS TECHNICAL ASSISTANCE

- Robust online professional development and meeting series
- Active listserv: email knadler@cccco.edu to join
- Vision Resource Center Community: search “Rising Scholars” in “Communities”
- Website with statewide directory and archived resources
- Regional Consortium Meetings
- Regional Coordinator Technical Assistance

COLLEGE OF THE CANYONS RISING SCHOLARS PROGRAM

College of the Canyons joined the Rising Scholars Network in 2015 offering credit courses
We currently offer 36 credit classes and 24 noncredit classes to justice-involved students

Credit offerings

- General Education courses that meet IGETC requirements for transfer to 4-year University (UC or CSU)

Noncredit offerings

- Health and Safety/Parenting - parenting strategies, anger management, domestic violence, substance abuse, personal health/wellness, and stress management.
- Basic Skills - English support courses – builds writing skills for those working toward taking transfer level English (ENGL 101).
- Workforce Prep and Short-term Vocational - Career Skills, CPR/First certification, Gardening/Landscaping, Commercial Sewing, and Culinary Arts.

NONCREDIT CPR/FIRST AID AND GARDENING/LANDSCAPING CLASSES



CPR/First Aid Class
at Century Regional
Detention Facility



Practical skills test
on manikins



Pond maintenance and benefits of watering plants with fish waste.



Ongoing landscape design project.

COC RISING SCHOLARS PROGRAM AT PITCHESS DETENTION CENTER



TEACHING STRATEGIES

- Filmed lectures
- TED Ed and YouTube Videos
- Worksheet activities to go along with videos
- Small group assignments
- Small group discussions including written discussion boards
- Students write their own quiz or activity that the class can complete
- Multiple weekly assignments and responsive feedback to increase human interaction

WHY IS THIS PROGRAM IMPORTANT?

- Every study in the field confirms that the higher the education level achieved, the lower the rate of recidivism. The data shows a different correlation: for every additional year of education, the recidivism rate is significantly reduced.
- Among inmates who have completed some high school courses, **recidivism rates can drop to about 54.6%**. Those who complete high school or the GED, have an even lower rate. **Vocational training brings recidivism further down to 30%**. For prisoners who attain a **bachelor's degree: only 5.6% recidivism**; and for prisoners who attain a **Master's degree: 0% recidivism!**

WHAT WE OFFER OUR STUDENTS – CREDIT COURSES

- General Education courses that meet IGETC requirements for transfer to 4-year University (UC or CSU)
- Examples include: Chemistry and Society (CHEM 100), World Regional Geography (GEOGRPH 104), Development of Jazz (MUSIC 106), Introduction to Social Justice Studies (SOC1 104), Understanding Theatre (THEATR 110)
- New courses offered in Spring 2022– History of Animation (MEA 102) and Welding (WELD 101A and WELD 101B). This Fall we are introducing WELD 101C and Landmarks of Art and Visual Culture (ART 100).

NONCREDIT COURSES

- Life Skills Courses - include Parenting, Anger Management, Domestic Violence, and Substance Abuse
- Career Skills Courses – support the instruction of soft skills for employment
- English Support Courses – builds writing skills for those working toward taking transfer level English (ENGL 101).
- Counseling Courses – helps students understand their criminal record and how to gain employment with a record
- CPR/First Aid Course – allows students to gain American Red Cross certificate for Adult and Pediatric CPR, FA, and AED
- Health & Wellness Courses – Personal health and Mindfulness for Stress Management
- Current Vocational Programs: Gardening/Landscaping and Commercial Sewing
- Future Vocational Programs: Culinary Arts and Large Office Equipment and Printshop

CAREER EDUCATION COURSES

- Example Courses – Both Credit and Noncredit
 - Automotive Technology
 - Welding
 - Master Gardener certificate program – Includes Pest Management and Landscape Design
 - Culinary Arts - Upcoming



ENROLLMENT TOTALS

- Credit total enrollments 15/16 - 162
- Credit total enrollments 16/17 - 343
- Credit total enrollments 17/18 - 192
- Credit total enrollments 18/19 - 183
- Credit and noncredit total enrollments 19/20 - 371
- **Credit and noncredit total enrollments 20/21 – 4,118**
- **Credit and noncredit total enrollments 21/22 – 4,893**

ON-CAMPUS EFFORTS MOVING FORWARD

- Website for interested students with contact information for our team of faculty, administration, and staff
- Working with probation to recruit students when released
- Working to identify and contact our Rising Scholars students
- Building partnership resources with our community to distribute to our students while in custody
- Building awareness to our on-campus groups to assist our Rising Scholars students
- Presenting whenever possible to showcase our program

THE PATH FORWARD AND OUR “WHY”

- Justice impacted students are underserved in several ways
- Being one of the few educational institutions, and the only higher learning institution with a contract with LASD, we can offer both the students and the Sheriff’s Department quality instruction on important topics which make a difference not only to the students but also to their families and the communities they live in.
- The courses we currently have and those we plan to develop are all part of the overarching goal to help reduce recidivism and increase employability in justice impacted students.

BENEFITS OF HAVING A RISING SCHOLARS PROGRAM

- Close equity gaps
- Be part of the change you want to see – educational opportunities reduce recidivism which in turn makes communities safer
- Serve an often neglected and underserved student population, sometimes due to stereotypes or misunderstanding of the students and their needs
- Incredibly fulfilling experience for students, professors, and staff

QUESTIONS?



Projected CRN Count by GPD Division



Summer	202050	202150	202250	202350	202450
BIST	5	8	14	17	6
SSCI	39	31	38	41	38
HEPS	29	33	29	38	33
STEM	40	35	32	35	46
FACH	39	32	38	34	44
Total	152	139	151	165	167
Projected Total CRNs	149	167	167	167	167
Total vs. Prior Year (%)	-24.8%	-8.6%	8.6%	9.3%	1.2%

Fall	202070	202170	202270	202370	202470
BIST	71	73	73	90	91
SSCI	110	106	95	110	140
HEPS	106	106	103	113	135
STEM	108	93	85	91	138
FACH	124	123	127	142	158
Total	519	501	483	546	662
Projected Total CRNs	594	601	621	554	662
Total vs. Prior Year (%)	-7.8%	-3.5%	-3.6%	13.0%	21.2%

Winter	202110	202210	202310	202410	202510
BIST	3	5	5	6	6
SSCI	20	21	24	25	27
HEPS	22	20	21	24	28
STEM	14	19	16	19	29
FACH	16	18	24	25	15
Total	75	83	90	99	104
Projected Total CRNs	100	91	95	99	104
Total vs. Prior Year (%)	-18.5%	10.7%	8.4%	10.0%	5.1%

Spring	202130	202230	202330	202430	202530
BIST	63	66	72	77	81
SSCI	102	92	105	110	129
HEPS	95	98	100	110	116
STEM	95	104	99	112	125
FACH	105	123	134	130	134
Total	460	483	510	539	585
Projected Total CRNs	538	530	647	539	585
Total vs. Prior Year (%)	-8.2%	5.0%	5.6%	5.7%	8.5%

Annual	2020-21	2021-22	2022-23	2023-24	2024-25
BIST	142	152	164	190	183
SSCI	271	250	262	286	333
HEPS	252	257	253	285	312
STEM	257	251	232	257	338
FACH	284	296	323	331	352
Total	1,206	1,206	1,234	1,349	1,518
Projected Total CRNs	1,381	1,389	1,431	1,359	1,518
Total vs. Prior Year (%)	-11.2%	0.0%	2.3%	9.3%	12.5%

Figures in Blue are from completed terms

Figures in Green are In Progress and subject to change



Compton College Five-Year FTES Projection

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Funded FTES	5,980	5,980	5,980	5,980	5,980	5,980
Potential FTES @100% Fill Rate	5,772	5,070	5,130	6,082	5,776	6,452
Target FTES (Fill Rate)	4,128 (70%)	4,056 (80%)	4,914 (85%)	3,750 (65%)	3,750 (65%)	6,132 (95%)
Summer	614	507	502	396	461	675
Fall	1,712	1,751	2,170	1,410	1,529	2,674
Winter	280	255	329	249	273	420
Spring	1,523	1,544	1,913	1,695	1,487	2,363

Reported FTES	4,317	3,316	2,818	2,989*	276*	
Summer	468	457	378	361*	233*	
Fall	1,882	1,409	1,236	1,205*	43*	
Winter	242	197	176	206*		
Spring	1,725	1,253	1,028	1,217*		

Sections Offered	1,358	1,193	1,207	1,234*	1349*	1,518
Summer	202	149	139	151	165*	167
Fall	563	515	501	483	546*	662
Winter	92	75	84	90	99	104
Spring	501	454	483	510*	539	585

Initiatives:						
FTES included in "Target FTES"						
Early College High School Program	54	57	61	65	65	65
Number of Sections	18	18	18	18	18	18
Cosmetology	183	202	211	220	220	220
Number of Sections	40	44	44	44	44	44
Dual Enrollment (AB-288)	76	86	98	112	112	112
Number of Sections	25	27	29	31	31	31
Afternoon College Program	97	108	122	137	137	137
Number of Sections	32	34	36	38	38	38
CAMS	92	96	102	108	108	108
Number of Sections	30	30	30	30	30	30
Adult Education - CTE	20	40	50	60	60	60
Number of Sections	4	8	10	12	12	12
Adult Education - IGETC	--	38	40	43	43	43
Number of Sections	--	12	12	12	12	12

*As of 5/11/23 - Registration/Scheduling/Reporting are still open for these terms.

Academic Affairs - May 11, 2023