Compton College Academic Senate
Agenda

President: Amber Gillis
Date: April 18, 2019
Location: Boardroom

Secretary: Nikki Williams
Time: 12:30-2:00pm

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

Mission Statement
Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Accreditation Standards
This meeting aligns to the following:

1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

___E. French Preston	___H. Estrada	___S. Thomas
___J. Evans	___H. Pham	___D. McPatchell
___A. Gillis	___J. Villalobos	___R. Ekimyan
___J. Mills	___K. Schwitkis	___A. Cortez-Perez
___M. Khan	___R. Sidhu	___M. Moldoveanu
___B. Kooiman	___A. Valdry	___S. Atkinson-Alston
___V. Haynes	___M. Roeun	
___P. Richardson	___ H. Schumacher	
___N. Williams	___ P. Flor	

Agenda Items

I.   CALL TO ORDER (12:30)

II.   APPROVAL OF AGENDA (12:30)

III.   APPROVAL OF MINUTES (12:35-12:40)
     April 4, 2019 Minutes

IV.   REPORTS (12:40-1:10)
1. President's Report
2. Vice President's Report
3. Faculty Representative
4. Curriculum Chair
5. Guided Pathways
6. Academic Affairs
7. Distance Education

V.   UNFINISHED BUSINESS (1:10-1:20)
1. BP1200: Second Read and Vote of proposed changes: Lauren Sosenko, Director of Institutional Research

VI.   NEW BUSINESS/DISCUSSION ITEMS (1:20-1:40)
1. Notification of Elections of Senators for 2019-2021 term
2. Accreditation Midterm Report Timeline
3. First Read: Guided Pathways Divisions Descriptors

VII.   INFORMATIONAL ITEMS (1:40-145)
1. Collaborative Governance Working Definition

VIII. EVENTS/ANNOUNCEMENTS (1:45-2:00)
1. Making Decisions Document Meeting 3 – Friday, April 5th
2. Student Leadership Conference – Thursday, April 4th
3. Transition Celebration – May 30, 2019 Compton College Gym

IX.   FUTURE AGENDA ITEMS
1. Flex Credit Matrix – Faculty Development Committee

X.   ADJOURNMENT

The Next Scheduled Meeting: May 2, 2019
12:30pm / Boardroom

BP 2520 Academic Senate   **Issued: May 19, 2015**

Reference:
    Education Code Section 70902(b)(7);
    Title 5, Sections 53200 et seq
    Accreditation Standard IV.A
    Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1.   Curriculum, including establishing prerequisites and placing courses within disciplines;

2.   Degree and certificate requirements;

3.   Grading policies;

4.   Educational program development;

5.   Standards and policies regarding student preparation and success;

6.   District and College governance structures as related to faculty roles;

7.   Faculty roles and involvement in accreditation process, including self-study and annual reports;

8.   Policies for faculty professional development activities;

9.   Processes for program review;

10.   Processes for institutional planning and budget development, and

11.   Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

FALL 2018		**SPRING 2019**	
~~August 30~~	Board Room	~~February 21~~	Board Room
~~September 6~~	Board Room	~~March 7~~	Board Room
~~September 20~~	Board Room	~~March 21~~	Board Room
~~October 4~~	Board Room	~~April 4~~	Board Room
~~October 18~~	Board Room	April 18	Board Room
~~November 1~~	Board Room	May 2	Board Room
~~November 15*~~	Board Room	May 16	Board Room
~~December 6~~	Board Room	May 30 (Tentative)	Board Room

*Adjusted for the holiday

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2018		**SPRING 2019**	
~~September 4~~	Dist. Ed. room 166	~~February 19~~	Dist. Ed. room 166
~~September 18~~	Dist. Ed. room 166	~~March 5~~	Dist. Ed. room 166
~~October 2~~	Dist. Ed. room 166	~~March 19~~	Dist. Ed. room 166
~~October 16~~	Dist. Ed. room 166	~~April 2~~	Dist. Ed. room 166
~~November 6~~	Dist. Ed. room 166	April 16	Dist. Ed. room 166
~~November 20~~	Dist. Ed. room 166	May 7	Dist. Ed. room 166
~~December 4~~	Dist. Ed. Room 166	May 21	Dist. Ed. Room 166
~~December 11 (Tentative)~~	Dist. Ed. room 166	June 4 (Tentative)	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster

2018-2019 (19 members)

Officers:

President/*Chairperson*	Amber Gillis (18-21)
Past President/*Past Chairperson*	Paul M. Flor (18-19)
President-Elect/*Chairperson-Elect*	
Vice President/*Vice Chairperson*	Jesse Mills (18-19)
Secretary/*Secretary*	Nikki Williams (18-19)
Curriculum/*Curriculum Representative*	Roza Ekyiman (18-19)
Adjunct Representative	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)
Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)
Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)
Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)
Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)
Malinni Roeun (19-20)
Jose Villalobos (18-19)

Science (2)
Kent Schwitkis (18-19)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)
Andree Valdry (20-21)

Counseling (2)
Holly Schumacher (20-21)
Vanessa Haynes (18-19)
Paul M. Flor, Past President/*Past Chairperson*

At-Large (2)
Jerome Evans (20-21)
Amber Gillis (18-19)

Adjunct Representatives (2)
Mahbub Khan (18-19), *Adjunct Representative*
_____ (20-21)

ACADEMIC SENATE MINUTES

Thursday, April 4th, 2019 12:30 p.m. Board Room

ATTENDANCE

Senators	Visitors
Jerome Evans	Aurora Cortez- Perez
Paul Flor	Axa Maradiaga
Amber Gillis	David McPatchell
Brent Kooiman	Kendahl Radcliffe
Kent Schwitkis	Judy Crozier
Hoa Pham	
Rajinder Sidhu	
Holly Schumacher	
Shirley Thomas	
Nikki Williams	
Mahbub Khan	
Vanessa Haynes	
Jesse Mills	
Pamela Richardson	
Malinni Roeun	
Jose Villalobos	
Jasmine Phillips	

I. CALL TO ORDER – Amber Gillis 12:44 p.m.

II. APPROVAL OF AGENDA –Schwitkis/Mills – vote taken and approved

III. APPROVAL OF MINUTES – Mills/Schwitkis - vote taken and approved
Approved with addition of Jesse Mills name added to attendance

IV. REPORTS

President's Report- Amber Gillis reporting.

- Tomorrow is the next Making Decisions Document meeting. We will begin drafting. The packet includes a copy of the last minutes. There is a tentative "Table of Contents" included in the packet. Each of the 8 portions of the table of contents has a writing subcommittee that has a list of people that will begin drafting the narrative tomorrow. If you are available, you are more than welcome to come. We may need to meet a few more times because I do not see us writing the entire document tomorrow. We have had about 35 people in attendance at each of the meetings. It has been going very well. I will have more of an update later. Before any document is adopted by the college, it does have to visit all constituent groups so that we can make possible suggestions.
- Consultative Council- We had a food service survey. What we discovered is that there are quite a few students who are not able to have breakfast. This means that students start and sometimes end their day hungry. We asked Bailey Smith to come in and talk about what is

going on with Tartar Support and the Food Pantry. There are about 25 regular shoppers to the food pantry. Dr. Curry gave them a budget of $50,000. They are starting a breakfast pilot. There is a snag to this because they are not able to serve fresh food. They do not have access to running water in there and they are not food safe certified. They will find out what it will take to get the water up and running. The food safe certification can be done online and only costs about $15. We were looking at a possible MOU with Every Table but we run into some problems with the food contracts that we currently have on campus. Every Table would like to set up a vending machine for free or very inexpensive food, but we need to work with this because of the vending machine contracts. We need to figure out how to make that work. Dr. Curry was working with Sara Goldberg Rabb on something related to free lunch. We will hear more on this later on.

Vice President- Jesse Mills reporting.

- The SLO team is meeting every week to sort out the timelines for fall 2018 and spring 2019. When everything was migrated from ECC the timelines were not migrated. We will also be working with people in the divisions to make sure that the SLO statements are accurate in TracDat.
- Program Review- We received another 2017 that got final approval so we only have 2 left. The 2018s are already coming in and a couple of them are on the website because they have been approved. We are moving along.

Board Representative – Jerome Evans reporting

- Consultative Council- Steve Haigler presented his budget assumption issues. There is a COLA increase of 3.46% from the state. There will be 1493 sections of classes offered for 2019-2020. We have positions for at least 9 or more full time instructors. Automotive Technology, Articulation Counselor, ESL, 3 Nursing, Psychology, Sociology, 3 Guided Pathways Counselors (total of 8 counselors) and 3 full time managerial positions.

Curriculum: Roza Ekimyan reporting.
- This semester we did our first CORs and added our new courses for Compton. We passed 4 courses. We have 7 new courses coming in. The Curriculum committee will be working over spring break to get these approved. Maya and I are working on sending emails out to originators to work on comments they are receiving from the technical reviews. We passed 3 CORs and 1 new course. We have a couple more coming through the pipeline and I will announce these at the next meeting.

Guided Pathways- Vanessa Haynes reporting.
- I have been reassigned at 100% to complete the maps. One of the things that we are doing is including the descriptions of the meta-majors. I passed out the descriptions of the draft. This came out of the committee and I wanted to present this to Senate to get some feedback. These will be placed on the website as the descriptions. Students will be able to click on the descriptions. This is supposed to be a catchy description that will bring the students into the program. This is a draft and we would ask for any input on this. S. Thomas- I have a suggestion of changing Public Health and Social Services to Health and Public Professions. A. Gillis- I know that Dr. Peju has been talking to Dr. Curry about this. We want to make sure that students are not misled since Social Services can mean social work so we want to

make sure students are clear on what they are looking for. Are you asking senate to make some recommendations?   Before we take a vote, would you like people to send you the comments? V. Haynes- please send this to Dr. A. You can send these to me and please cc Dr. A. Discussion followed on logistics of sending in comments.

Distance Education- Jasmine Phillips reporting.
* No report

Academic Affairs- Stephanie Atkinson- Alston reporting.
* No report

V.   ACTION ITEMS-UNFINISHED BUSINESS
* None

VI.   NEW BUSINESS

* BP 1200 Mission, Vison and Strategic Initiatives or 1st read. Loren Sosenko- This past year the California Community College Chancellor's Office put out their new vision for success and part of that vision was a requirement for each district to align our major plans to the vision. Because of this we decided that we needed to update the mission statement. We took recommendations from all stake-holders. The old mission statement used to have the language life-long learning but there is a big emphasis on student completion and employment. What you have today is an edited version. So you can see what has been struck through and added. This is still going through vetting with other constituent groups. [L. Sosenko- read through the mission statement]. Any big questions or concerns? The next section of BP 1200 includes the Institutional Effectiveness Outcomes. We held a summit with multiple stakeholders and the resulting edits include the new institutional set goals. J. Phillips- I have a question on page 12 and what we are measuring. Discussion followed. L. Sosenko- the last part of this board policy has to do with the Strategic Initiatives. The only change was with the language since they are staying the same. Discussion followed. A. Gillis- If you want to provide written feedback, please forward them to me. We will bring this back for a second read.
* Jasmine Phillips- The Distance Education Annual Plan is 26 pages and we are sending it through for a first review. It was asked that we send it through to Academic Senate in order to gain support so that you can make recommendations to the board and president about how to better support Distance Education. There are a lot of goals that came out of the QFE and what I would like to do is go over some of these to let you know where we are in terms of what we have already finished and where we need additional support. QFE Goal 1: Part of that takes 3 different steps. The first one was to have a DEFC to go through training and acquire an understanding of what we need on campus. We have started the DEAC committee to take a look at what other campuses are doing. Everything we included is linked backed to the QFE and our strategic goals and master plan. For DE Goal 1B-We are moving forward with hiring a classified Canvas administrator. Thank you for vouching for that. I think Dr. Curry said that we would have this person in June which is when we need this person up and running. We need to identify another dean who can be in that stead until that person is here. Hopefully we will have this conversation soon. DE Goal 1C- We have

the committee established for DEAC. With representation across campus and we are updating our minutes and goals on the website. DE Goal 2A is the handbook and we passed that through Senate, so thank you for your support on that. The next thing that we need to do is we as DEAC will begin documenting the "Best Practices" for faculty in terms of how to use Canvas. Part of the purview of DEAC is to make recommendations of how we use Canvas. We need to start documenting these best practices in DEAC so we need more people to come or if you cannot come then you can make recommendations to your representative so that we can put together a robust list and hopefully have this done by the end of the semester. V. Haynes- Do we have webinars on this? J. Phillips- Every meeting that we have has been recorded and they are all up on the DE Faculty Resources website. We have already established some recommendations for Regular and Effective Contact. Goal 2B- This is in relation to QFE Goal 2 which is to implement best practice to increase online student success. This is where the POCR training begins.   POCR stands for Peer Online Course Review. I don't want to confuse the word review with the already established evaluation process. This is completely different. The POCR review process is outside the contractual duties of faculty and it is a very intense process. 8 faculty members were willing to do this so we trained them in accessibility from the CCC Technology Center and as POCRs from the CVC-OEI. The CVC-OEI has their own process and we have adopted this process because Dr. A stated that she wanted us to adopt their rubric, so we did this. She also stated that she wanted us to review courses based on the rubric, so we are trying to adopt the CVC-OEI process to do this. So if there is any question about where this process came from, it came from the CVC-OEI. [Discussion followed about the implementation of recommendations made by POCRs and differentiating the difference between what the POCR process is for and DEAC]. DEACs role is to provide recommendations on best practices. DE Goal 2C- This relates to best practices. There is a survey that goes out from the state of California. We are to administer it so that we can be part of the statewide process to gain access to information on what DE is doing and how effective it is. There is also regular ongoing trainings that we have structured this semester. There is training on accessibility, the rubric, and best practices and Canvas open lab. We have a couple of trainers in the room. Dr. Schwitkis and Nikki do you have any feedback on the trainings on what faculty have been saying on the trainings and how effective they are? N. Williams- Really one of the things that they are saying is that there are not enough of them. There are so few of us trainers and there is only enough space in our schedules to do so many. We need more in the evening which was the best attended. Faculty that attend are coming again and again because they realize that it is a lot of work. If we want quality classes we need to realize that we need more support with this. Dr. Schwitkis- We need to realize that this going to take a while for all of us to get up to speed. I have had a few open sessions. I worked one-on-one with a person that has not done a shell before so there is a lot of work to do. V. Haynes- Is it possible to have some trainings on webinar? J. Phillips- There are trainings that are provided by Canvas and C3 media. There is no way to provide a recording of trainings that I can give. We have to get there. We are still using outside sources and it makes sense that DE would provide this, however with 6 hours, there is no way that I could provide you with that. DE Goal 2D was adopting Canvas as a course management system. We are underway with that however there is a lot more that needs to

happen. We are still working on the basics. If you are thinking that we are going to have the robust Canvas in June, we are not. The robust ecosystem that we are looking for are not going to be there because every additional thing has to be "contractualized" and sent to the board and part of goodies that we all want like the online counseling comes with being part of Consortium which won't happen until fall. A subcommittee of DEAC needs to be formed to make sure that we are following the checklist and self-evaluation to go through all of the documents to formulate the plan through the summer time to make sure that it is implemented in fall. All we will have is Net-tutor. We are looking to continue this work. DE Goal 2E- We adopted the rubric and implemented the rubric. We are getting some hesitation to continue with the POCR process and the rubric. It would be nice if we could get support with moving this forward otherwise we will have to come back to the drawing board with how to review course shells. P. Flor- What is the hesitation? J. Phillips- Everybody agrees that we need to review, it is just the how is what we are having some hesitation on. A. Gillis- I think that it also has to do with compensation. J. Phillips- The Instructional Coordinator in terms of instructional design, the QFE stated that there would be 20% release time for a DE Instructional Coordinator. That came directly from the QFE and that has not happened yet. There has not been any discussion about how this should happen so we are definitely open to and welcome to Academic Senate discussing this and seeing where this 20% should go whether it is a new person or attached to someone who is already doing something. Whoever wrote the QFE included that and it is definitely part of the structure for success of DE. The QFE stated that we would implement a model course shell program. This is connected to the Instructional Coordinator piece, so without that we will have to pause on having a model course shell program. The third and last goal of the QFE for DE relates to joining the CVC-OEI because they will help with the online counseling including more student resources in Canvas which would also make them available to the whole campus and would support all students. Updating the DE website will happen next semester since we are so busy this semester. We want to create a marketing video. We definitely want to do that, we just do not have time to do this so we will probably move this to next semester. I spoke with Dr. Curry about this. He suggested earmarking $10,000 to allocate for Heather Parnock to figure out how to best do a marketing video and an orientation video as well. DEAC's role is to provide a recommendation as to what should go in the video. 3C is joining the OEI and we have to sign a Master Consortium Agreement, even financial aid has to sign part of the agreement so that the systems communicate. This is a large process. When you read this for the second time I just want to make sure that everyone is clear with any questions on the goals. P. Flor- I had a question and you brushed over it. A DE Instructional Coordinator was written when we did the QFE which predates a lot of what DEAC has been doing so was there an understanding that this was a 20% release outside of the DEFC? J. Phillips- In the QFE it is written that there is 40% release time for DE. A. Gillis- I wonder if this is a typo, because I don't know if Dr. Curry is seeing it that way. N. Williams- The understanding that DEFC would also we be the Instructional Designer as well? P. Flor- Is there a specific description for an Instructional Designer? A. Gillis- I don't think that we have a specific description for this position. J. Phillips- In the QFE it says that DEFC will coordinate DE and the job of the DE Coordinator is to assist faculty with making their course shells and

this is two completely different positions. In fact, the real role of DE is a 100% position and could be divvied up to about 4 or 5 different people with percent time to do all of the things that are required to have a successful DE department. In the QFE it was written as 40%. P. Flor- At this institution a decision was made that whenever a position is coordinator it is at 20% release and this is an arbitrary number. If the QFC says 40% and our definition of coordinator says 20% then we have to retitle it. J. Phillips- I agree with you about retitling this. You can spend 20% going to meetings, because remember that you have to run DEAC, go to Senate and Curriculum. You can have 20% to train and teach faculty, and 20% to do instructional design shells that are robust. There is 100% of work to do no matter who is the faculty coordinator. It should be a 100% position. A. Gillis- I am going to ask you, because I co-wrote the QFE, it just says "recognizing the need for robust instructional support, Compton College will hire a DEFC from the ranks of faculty on reassigned time." There is no mention of 40% release time that I can find. J. Phillips- That one is the faculty coordinator. The words instructional coordinator are in the essay.   A. Gillis- So what it says is that the "DEFC will be supported by a DE Instructional Coordinator who currently oversees support for online students." That person is being hired. J. Phillips-The Instructional Coordinator is not classified person; it is a faculty member. A. Gillis- We have not identified them as a faculty member; it just says that they will oversee technical support for online students, but it does not make mention of any percentage related to release time. J. Phillips- I thought that the support for students is the Canvas administrator. What the Instructional Coordinator said in the QFE that it was going to support faculty members to create course shells. Those are two completely different jobs. Those are the positions that are in the QFE. Do we have any more questions on this before I move on? S. Thomas- Since there seems to be some confusion on this with the wording, maybe you can bring this back? J. Phillips- Absolutely, this is first read. One last thing, with the proposed budget that is on page 23, one thing that needs to be proposed before June 30th. We really need to get support for paying Etudes to maintain our records for 3 years because legally we have to maintain records for 3 years. Right now, their contract is going to end June 30th so we need to pay them to hold our records for 3 years. This is really time sensitive and should go to board approval soon or at least we should have a conversation about this soon.

- POCR process- The purpose of bringing this forth is to get support or a recommendation from Senate as to how to proceed. The VP of Instruction, the Dean of DE, along with full-time and adjunct faculty agree that a robust review of online courses is essential to the success of Goal 2 of the QFE. We trained 8 faculty members in accessibility and the POCR process from the CVC-OEI. DEAC approved that this is a recommendation that we want to bring forward to Senate. I want to explain the process because I think that not everyone is aware of what goes into the process. We are in stage 1. We selected the POCRs and trained them; we matched about 7 people per POCR and let them know that they would be reviewed. This has all happened already. We did not expect faculty to review all 7 in one semester; they will be reviewing 3 this semester. I have designed all of the consent forms and Gema will be creating Master course shells so that we can make sure that we maintain FERPA compliance. In stage 3 the faculty members copy the course shells and let the POCR know that they are ready to be reviewed. The POCR then reviews the course shell

via the rubric sections A, B, and C which will be an extensive process. We have said on the conservative end that it will take 10 hours, but I think it will take more for some that are needing a lot of review. The results go into a Google share doc and the faculty member is able to work on their course over the course of semester and summer to come into alignment. Stage 4 can take a semester or two to get everything aligned. In stage 5, this is where the faculty would contact the DEFC to complete the final review. We do not have an accessibility person yet. This is something that we need to figure out. It is too much to ask the POCRs to review section D. Discussion followed. This is the process that has been adopted state-wide and what faculty are motivated to do. Once a faculty comes into alignment, it is expected that the faculty will implement the process to their other courses. We are not saying that we are going to continuously review faculty. Discussion followed. J. Villalobos- Is the administration going to see this? J. Phillips- An administrator does not see this information until the faculty is aligned. Administrators are not part of the process. Discussion followed. We have postulated 10 hours at your hourly rate to look at the course shell. This is where the push back is coming from. The total cost is $32,000 because all courses need to be reviewed and is a one-time cost. The cost moving forward will be 0. This is a first read and we need feedback or another recommendation. A. Gillis- Have you heard anything from the visit? J. Phillips- No, I have not. A. Gillis- I know that the slated money from that is $200,000. Before as a Senate, we make a recommendation, we need to see what they say and then we can make a recommendation.

VII.   Information- Discussion Items

- A. Gillis- There is flyer in the back for Flex credit. J. Crozier- Come to share your conference information and a quick activity. There will be a link for anyone who wants to present and if you want to attend. It is April 25, 2019 from 12:30-2:30.
- E. French-Preston- I have come to applaud the faculty for the work that you are doing. We currently have 4 honors classes on the schedule this spring semester.

MOTION TO ADJOURN –Approved – 2:02 p.m.

BP 1200 Mission, Vision, and Strategic Initiatives

Issued: October 20, 2009
Revised: December 15, 2015
Revised: April 16, 2019

Reference:
    WASC/ACCJC, Standard I

<u>**Vision**</u>
Compton College will be the leading institution of student learning and success in higher education.

<u>**Mission Statement**</u>
Compton College is a welcoming *and inclusive community* ~~environment~~ where ~~the diversity of our~~ *diverse* students ~~is~~ *are* supported to pursue and attain ~~academic and professional excellence~~ *student success*. Compton College ~~promotes~~ *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* ~~transfer, completion and lifelong learning~~.

<u>**Institutional Effectiveness Outcomes**</u>
Institutional Effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater Institutional Effectiveness—more students from our diverse communities attaining educational success and achieving their academic *and career* goals.

The Tartar Completion by Design provides a framework for the student experience, which is organized around the College's outcomes and strategies: student connection (how a student learns about the college through when they apply), entry (enrollment through gatekeeper courses), progress (through 75% of program of study), completion (the last 25% of coursework to earning a degree or certificate), and transition (into employment or transfer to a four-year institution).

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at Compton College*:*

Connection
Successful Enrollment
Number of Dual Enrollment Students

Entry
Student Readiness Rate
~~Remedial English Completion Rate~~
~~Remedial Math Completion Rate~~
Completion of transfer-level English in first year
Completion of transfer-level math in first year
All student fall to spring persistence rate
Three-Term Persistence Rate (first-time, full-time students)

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Progress
Successful Course Completion Rate
~~30-Units Achievement Rate~~
Average Units Completed per Academic Year

Completion
~~Completion Rate~~
~~Transfer Rate~~
~~Degrees and Certificates awarded~~
Number of Associate Degrees awarded
Average units acquired per Associate Degree
Number of Associate Degrees for Transfer awarded
Average units acquired per Associate Degree for Transfer
Number of Certificates awarded
Number of students completing 9+ CTE units
Number of CTE students employed in their field of study

Transition
Number of Transfers

The College originally developed improvement goals through a consultation process ~~consultation~~ from the 2015-2016 through the 2019-2020 academic year, and comparing annual progress ~~compared~~ with a baseline year. *In spring 2019, the College updated its improvement outcomes and align them with the California Community College State Chancellor's Office Vision for Success.* Institutional effectiveness outcomes will be monitored annually for progress on each ~~goal~~ *outcome*. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives
In order to fulfill the mission and make progress toward the vision *from 2017 to 2024*, ~~Compton Center and the future~~ Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative. ~~Measures assess that progress during the period of the Strategic Plan (2017-2018 to 2021-2022)~~

~~GOAL 1:~~ Improve recruitment, enrollment, retention, and completion rates for our students.
Objective 1. Tailor degree and certificate programs to meet the needs of our students.
Objective 2. Educate students about pathways to graduation.
Objective 3. Enhance student preparation for academic success and completion.
Objective 4. Provide a student-centered environment that leads to student success.

~~GOAL 2:~~ Support the success of all students to meet their education, and career goals.
Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.
Objective 2. Minimize the equity gap for access, retention, and graduation rates.
Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

~~GOAL 3:~~ Support the success of students through the use of technology.

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.
Objective 2. Provide robust distance education course and service offerings.
Objective 3. Enhance technology for teaching and learning through professional development.

~~GOAL 4:~~ Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.
Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.
Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

~~GOAL 5:~~ Establish partnerships in the community and with the K-12 schools.
Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.
Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.
Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

COMPTON COLLEGE
ACCREDITATION MID-TERM REPORT 2021

Accreditation Liaison Officer (ALO): Dr. Stephanie Atkinson-Alston

Accreditation Steering Committee: Dr. Keith Curry (President/CEO), Amber Gillis (Academic Senate and Accreditation Faculty Chair), **Standard I** – Dr. Paul Flor and Lauren Sosenko; **Standard IIA** – Stephanie Atkinson-Alston and Nikki Williams; **Standard IIB** – Bailey Smith and Syria Purdom; **Standard IIC** – Elizabeth Martinez and Dr. Essie French-Preston; **Standard IIIA** – Rachelle Sasser and Amber Gillis; **Standard IIIB** - Linda Owens and Dr. Kendahl Radcliffe; **Standard IIIC** – Andrei Yermakov and David Maruyama; **Standard IIID** – Steve Haigler and Christopher Halligan; **Standard VI** – Dr. Abiodun Osanyinpeju and Dr. Jesse Mills

MID TERM REPORT TIMELINE

March 2019	ACCJC Steering Committee Meeting Confirm Accreditation Standard Committee Membership
April 2019	Build Office 365 site to store Accreditation Mid-Term Report Evidence Review Institutional Self-Evaluation Actionable Items Develop Quality Focus Essay Action Plan
May 2019	Accreditation Standards Training for Co-Chairs Update Institutional Self-Evaluation Actionable Items Review Quality Focus Essay Action Plan
October 2019	Accreditation Standard Committees will: • Begin Developing Draft Accreditation Mid-Term Report Responses • Finding Evidence to Support the Draft Accreditation Mid-Term Report Responses
December 2019	Accreditation Standard Committees will: • Review and Discuss Updated Draft of Accreditation Mid-Term Report Responses • Continue Finding Evidence to Support the Accreditation Mid-Term Report Responses
February 2020	Complete Accreditation Mid-Term Report Update Institutional Self-Evaluation Actionable Items Update Quality Focus Essay Action Plan

March 2020	Accreditation Standard Committees will: • Submit Draft Accreditation Mid-Term Report Responses to Accreditation Faculty Chair • Review First Draft of Accreditation Mid-Term Report for Accuracy & Provide Edits. Finalize Accreditation Mid-Term Report
May 2020	Editors Complete Second Draft of Accreditation Mid-Term Report Responses Post Accreditation Mid-Term Report Responses on Compton College website Hold two Accreditation Forums on Accreditation Mid-Term Report
Summer 2020	Final Editing of Accreditation Mid-Term Report
October 2020	Final Feedback from Accreditation Standard Committees on Accreditation Mid-Term Report
November 2020	Request Feedback on the Accreditation Mid-Term Report through the Consultative Process
December 2020	Compton CCD Board of Trustees receive the Accreditation Mid-Term Report for First Reading
January 2021	Compton CCD Board of Trustees receive the Accreditation Mid-Term Report for Second Reading and Approval
February 2021	Accreditation Mid-Term Report Copied and Bound Mail Accreditation Mid-Term Report to ACCJC

Collaborative Governance Definition:
Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions are made that will drive student success at Compton College.

Revised on 4/05/19 at the Collaborative Governance at Compton College Document Meeting.

Guided Pathways Divisions (Text and Title for Home Page)

Compton College designed five Guided Pathways Divisions (GPD's) areas of interests and programs that will help you create a clear pathway to employment or further education. The degrees and certificates within a GPD's are a clearly designed program of courses that ~~crosses~~ includes different majors and fields but all have~~with~~ similar content. It's an easy way to search for and find the major that's right for you! Select one of the GPD's to explore the programs and maps designed to help you stay on task while on your educational journey.

Program Descriptions

Science, Technology, Engineering and Math (STEM)

The Science, Technology, Engineering and Math (STEM) Guided Pathway includes programs that scientifically study the physical world to create and improve innovations that impact our lives. STEM majors' help students develop analytical and problem-solving skills to prepare for careers in scientific research, medicine, and engineering.

Public Health & Social Services (**Health and Public Professions) recommended by Dr. Shirley Thomas**

The Public Health & Social Services Guided Pathway includes programs for students who are interested in careers dedicated to the well-being and in the ~~in~~ service of others. Students will thrive in their field with knowledge of assessments, procedures, and human relations. Majors in this field will put students on a path to enter a career in healthcare, wellness, or the criminal justice system.

Business and Industrial Studies

The Business and Industrial Studies Guided Pathway prepares students to utilize hands-on skills to further their career goals in high demand business and technical trades. Students in this pathway can grow in their career or enter related industries as an entry level or advanced apprentice.

Fine Arts, Humanities, and Communication

The Fine Arts, Humanities, and Communication Guided Pathway provides ~~exploratory and general education~~ coursework designed to prepare students for rewarding careers in fields that employ professional writers, artists, and communication ~~professionals~~specialists. Students within these fields of study will develop mastery in creative and analytical modes of expression and research leading to a variety of different career paths in creative industries, education, government, and business among others.. ~~master verbal, written, or artistic creative expression.~~ T

Social Sciences

The Social Sciences Guided Pathway explores the interdisciplinary connections among fields of human development, social behavior and historical analysis. Students will develop strong analytical thinking, research, communication, and relationship building skills. These credentials

Vh4/11/19

lead to a number of different career paths in government, social work, education, business, or non-profit organizations.