



Compton College Academic Senate Agenda



President: Amber Gillis
Date: May 2, 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

<input type="checkbox"/> E. French Preston	<input type="checkbox"/> H. Estrada	<input type="checkbox"/> S. Thomas
<input type="checkbox"/> J. Evans	<input type="checkbox"/> H. Pham	<input type="checkbox"/> D. McPatchell
<input type="checkbox"/> A. Gillis	<input type="checkbox"/> J. Villalobos	<input type="checkbox"/> R. Ekimyan
<input type="checkbox"/> J. Mills	<input type="checkbox"/> K. Schwitkis	<input type="checkbox"/> A. Cortez-Perez
<input type="checkbox"/> M. Khan	<input type="checkbox"/> R. Sidhu	<input type="checkbox"/> M. Moldoveanu
<input type="checkbox"/> B. Kooiman	<input type="checkbox"/> A. Valdry	<input type="checkbox"/> S. Atkinson-Alston
<input type="checkbox"/> V. Haynes	<input type="checkbox"/> M. Roeun	
<input type="checkbox"/> P. Richardson	<input type="checkbox"/> H. Schumacher	
<input type="checkbox"/> N. Williams	<input type="checkbox"/> 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 18, 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. NEW BUSINESS/DISCUSSION ITEMS (1:10-1:40)**
 - 1. First Read: Professional Development Categories and Approved Flex Credit Activities – Judith Crozier and Faculty Development Committee
 - 2. First Read: Student Equity Plan – Bailey Smith
 - 3. Academic Senate Executive Board Elections – Jesse Mills
 - 4. Faculty Roles and Opportunities in the new Guided Pathways Structure – Cesar Jimenez, Amber Gillis, Jerome Evans, and Holly Schumacher
- VI. INFORMATIONAL ITEMS (1:40-1:55)**
 - 1. Campus Master Calendar Ideas – 2019-2020 – Amber Gillis
 - 2. IEPI Findings and April 30, 2019 Meeting Debrief – Jasmine Phillips, Amber Gillis, Holly Schumacher
- VII. EVENTS/ANNOUNCEMENTS (1:55-2:00)**
 - 1. Transition Celebration – May 30, 2019 Compton College Gym
 - 2. Teacher Appreciation Week – May 6, 2019 – May 10, 2019
- VIII. FUTURE AGENDA ITEMS**
 - 1. Tenure Confirmations
 - 2. Resolutions for Retirees
 - 3. First Annual Academic Senate Retreat – Fall 2019
 - 4. Academic Senate Meeting Times – Fall 2019
 - 5. Tenure Reception – Fall 2019
- IX. ADJOURNMENT**

**The Next Scheduled Meeting: May 16, 2019
12:30pm / Boardroom**



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

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)

<u>FALL 2018</u>		<u>SPRING 2019</u>	
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)

<u>FALL 2018</u>		<u>SPRING 2019</u>	
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/ <i>Chairperson</i>	Amber Gillis (18-20)
Past President/ <i>Past Chairperson</i>	Paul M. Flor (18-19)
President-Elect/ <i>Chairperson-Elect</i>	
Vice President/ <i>Vice Chairperson</i>	Jesse Mills (18-19)
Secretary/ <i>Secretary</i>	Nikki Williams (18-19)
Curriculum/ <i>Curriculum Representative</i>	Roza Ekyiman (18-19)
<i>Adjunct Representative</i>	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)

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 18th, 2019 12:30 p.m. Board Room

ATTENDANCE

Senators

Visitors

Jerome Evans
Paul Flor
Amber Gillis
Harvey Estrada
Kent Schwitkis

Aurora Cortez- Perez
Axa Maradiaga
David McPatchell
Valerie Woodward
Judy Crozier

Rajinder Sidhu
Holly Schumacher
Andree Valdry
Nikki Williams
Mahbub Khan
Vanessa Haynes
Jesse Mills
Pamela Richardson
Malinni Roeun
Jasmine Phillips

David Turcotte

- I. **CALL TO ORDER** – Amber Gillis 12:37 p.m.
- II. **APPROVAL OF AGENDA** –Evans/Mills – vote taken and approved
Amendment to agenda to include a 1st and 2nd read with a vote of the Guided Pathways division descriptors.
- III. **APPROVAL OF MINUTES** –Schwitkis/Roeun - vote taken and approved

IV. REPORTS

President’s Report- Amber Gillis reporting.

- Tabled

Vice President- Jesse Mills reporting.

- SLOs- We have all of the fall 2018 timelines sorted out. The facilitators should have this to their divisions so we should be working towards 100% completion. We should have spring 2019 out in the next couple of weeks.

Board Representative – Jerome Evans reporting.

- At the Board meeting this Tuesday, we had 4-5 presentations and I have detailed information if anyone is interested. One was Local Goals and Vision for Success Alignment done by Lauren Sosenko. Then we had the Projects Labor Agreements presentation. The most interesting feature is the “no strike clause” that many of them have. Then we

discussed the food drive. Liza Rios is a certified food handler so we can start serving fresh fruits and vegetables. They still need volunteers to bring in dry goods and such. Then we had a presentation by Christine Aldrich and Christopher Perez dealing with the Tartar Support Network. And finally a report from the ASB on clubs and how to form clubs.

Curriculum: Roza Ekimyan reporting.

- We passed two Certificate of Achievements: Engineering Technology and Engineering Technician. At our next meeting we have 7 lined up. I will have more to bring at our next meeting. The next meeting is on May 7th. I will be discussing these at the senate meeting on the 16th. A. Gillis- When you say bringing over, does this mean that it is El Camino's. R. Ekimyan- This is one from El Camino, but it did not get brought over the first time. I finished the last of the curriculum and COR workshops. We have so many faculty members that came.

Guided Pathways- Vanessa Haynes reporting.

- No report

Distance Education- Jasmine Phillips reporting.

- No report

Academic Affairs- Stephanie Atkinson- Alston reporting.

- No report

V. ACTION ITEMS-UNFINISHED BUSINESS

- A. Gillis- We have our 2nd read of BP 1200. I verified with L. Sosenko if there were any additional changes or feedback that she received and she said no. Does anyone have any feedback or comments? Would you like to have further discussion on this? Motion to approve BP 1200 Schwitkis/Mills- vote taken and the motion carries.

VI. NEW BUSINESS

- J. Mills- It is election season for senate and there are a number of positions that are up for re-election: Health and Human Services, Mathematics, Science, Counseling, At-Large, and 2 Adjunct representatives. These elections need to happen at your next division meeting in May and the results need to be sent back to me so they can be finalized and into the Senate records. P. Flor- At these division meetings if the department only has one nominee then there is no need for an election but if there is a contest between 2 or more, then there needs to be an election within the department. V. Haynes- Are there any rules as to who can be a senator? J. Mills- Yes, for full time they must be tenured or in their third year contract. P. Flor- If M. Khan would like to continue in his role as adjunct representative he can do so. Mills/Valdry- Move to have Mahbub Khan continue as adjunct senate representative. Vote taken and the motion carries.
- J. Mills- There is an At-large position open we will accept nominations for At-large positions. If you have someone in mind you can make nominations. P. Flor- At-large means any faculty from any department or division. I would suggest that if you have someone in mind that they are willing to serve and that at the next meeting they would

come forward. This is announcement to encourage you to recruit anyone who would like to be an addition to senate. H. Schumacher- We will do nominations at our next meeting in May. P. Flor- Calendar wise our next meeting is May 2nd, but most divisions do not meet until May 6th. A. Gillis- We will take the senate elections for the last meeting and we potentially have one last one on the books as needed.

- Cesar Jimenez- new Dean of Counseling. I was the Associate Dean of Counseling at El Camino and before that I was in Chicago. I was born and raised there. I have experienced several community colleges in Chicago. I am happy to be here. A. Gillis- Welcome to the college.
- A. Gillis- We had an Accreditation Steering Committee Meeting yesterday. We are just starting our midterm report which is due in March 15, 2021 and that may seem like a long way off but it really isn't. We are taking all of our action items and our self-evaluation report which is basically our "to-do list" and we want to make sure that we are working on these and completing these tasks. The Accreditation commission asks us to write in narrative format and provide with evidence our actions. This is a timeline that was put together by Dr. A and a number of us. I built an Office 365 site which contains reference material that all of the committees need in order to complete the report. We will be working closely with Institutional Research. You will probably be hearing a lot on this especially in the fall since that is when we will be getting together and start writing again. If you would like to join an accreditation writing team please let me know and we are happy to have you serve.
- We are moving into our first and second read of our Guided Pathways descriptors. V. Haynes- I appreciate everyone that participated in this process. We have been at it for a while. I am excited about getting a description that will be placed on the mapper that will be placed on the website. Dr. Curry stated in the Guided Pathways meeting that we will be revisiting this so this is not something that cannot be changed. We can make adjustments. This started as an assignment for one of the committee members and we have sent this out and gotten a lot of feedback on this. The copy that you have is the final document that was supported by the Guided Pathways Committee approved yesterday. This is what we ended up with which is passed out today. A. Gillis- Why don't we spend a few minutes reading these? V. Woodward- I just have one small grammar correction on the Fine Arts descriptor- the last line should remove "such as" and have an oxford comma. K. Schwitkis- I have a request for the sake of the minutes can you summarize how we came up with the descriptors. D. Turcotte- A sub-committee looked at 7 or 8 institutions that instituted Guided Pathways and looked at their descriptions and came up with 2 different models. Once we came up with these, we sent them back to Ms. Haynes who then disseminated these to faculty and Academic Senate and it has been edited out to the point that it is now. P. Flor- There was one point where faculty were able to give feedback at Flex. V. Haynes- We presented it over and over again until we got to this point. The first paragraph is what the student sees. Discussion followed on the naming of one of the Guided Pathways Division. A. Gillis- I have this from H. Pham. It looks like their division took a vote and they want to change it back to Health and Human Services. We can accommodate the change and take a vote or vote on how they are represented here. K. Schwitkis- I would like to move to have their choice for the title. P. Flor- Who is bringing this motion? A. 8

Gillis- Essentially this is H. Pham. They took a vote. V. Haynes- I cannot tell you what to do, but I can tell you how this went in Guided Pathways. That was brought up and it was discussed and it was recommended that the names be different. N. Williams- It is not our place to override what Guided Pathways voted on as a committee. They are bringing their recommendation to us to vote on their recommendation not a change that is asked to be made. That change needs to go to Guided Pathways and not to us. V. Haynes- It was brought to us and we made a decision. Motion to approve the amended Guided Pathways document for fall 2019 Schwitkis/ Mills- vote taken and approved.

- P. Flor- Where are we with the maps? A. Gillis- My understanding is that the descriptors are important but more critical is the program mappers. When students go to click on the descriptors, there needs to be a map for them to see so they know which classes they are going to take. There is a lot of work that needs to be done. V. Haynes- These maps are not cut in stone. There is a note at the bottom that states that you can meet with your counselor to make your own map. The major courses are clear, but for the GEs you have choices. Every programs core courses will be in that map. Every program is a 2 year program and if you follow the map, you should complete English and Math in 1 year. You will not see any extra units that students take. We can revisit this so that I can show you the map. I will be reaching out to programs that need recommendations. This is for programs such as Psychology or Sociology where students do not get 60 transferable units. I will be reaching out to you to get recommendations from you. If your program has more than 60 transferable units, then I will not be asking you for any recommendations. A. Gillis- What can we do for you as a senate, and do you have a timeline in place? V. Haynes- The time for me to complete the review was the 26th of April. What you can do for me is to encourage the programs to allow me to talk with faculty to get feedback on recommendations for extra units that students may need. A. Gillis- When is your deadline? V. Haynes- It was supposed to be April 26th but it is in May. I will get that date to you. It has to go live. A. Gillis- This is going onto our website when? V. Haynes- I would like you to ask Dr. A. Can we talk with Dr. A about the timeline? P. Flor- Have you identified the areas that need feedback so that this can go from the senators to the next division meetings on May 6th? Would it be reasonable to request that at our May 2nd senate meeting you will have a list of all the programs that need recommendations so that senators at their May 6th meeting they can take it to their departments? A. Gillis- Can you send those to me as soon as possible? Dr. A was hoping that we would be working on these program mappers before spring break. I will send you an email to get the information from you and Dr. A and I will send it out and CC the division chairs to keep them in loop as well as the deans. This can be worked on ahead of the division meeting.

VII. Information- Discussion Items

- A. Gillis- We have been meeting and have changed the title of the Making Decisions document to Collaborative Governance. This is the new term that we adopted. A subcommittee worked on this and that includes Dr. Curry, H. Schumacher, K. Radcliffe, N. Williams, A. Gillis, S. Haigler, T. Norton, and L. Sosenko. This is the running definition that we have. Once we complete a rough draft of the entire document, it will go out to all constituent groups. We realized that we need to meet again. The subcommittees are

writing their narratives and I will be compiling them and bringing this to Consultative Council. We will have one final meeting on May 24th.

Events/Meetings

- Transition Celebration- Make sure that you RSVP- May 30, 2019. RSVP to Christine Aldrich.
- We will be recognizing faculty for tenure and retirees at our May 16th meeting.

MOTION TO ADJOURN –Approved – 1:47 p.m.

Compton College Flexible Calendar Program
Professional Development Categories and Approved Flex Credit Activities

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720) in lieu of regular instruction. The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual’s professional obligation, and consequently, do not meet the purpose of the flexible calendar program. There are two main focuses to the flexible calendar program—the benefit of the individual staff member and the institution as a whole. Faculty and staff should be provided adequate time to participate in any activities which will best suit his or her needs.

In accordance with Title 5, Section 55724, the following is a list of suggested professional development activities that fulfill faculty flex obligations. These activities align with the mission and strategic initiatives of Compton College and are intended to provide continued instructional and institutional improvement to support student learning and success. Approved activities are not limited to what is listed below. For the process of adding an activity to this list contact the Faculty Development Committee Chair, Judith Crozier. Once approved by the FDC it can then be entered into Flex Reporter and offered to faculty.

<u>Faculty Improvement</u>	<u>Student Improvement</u>	<u>Institutional Improvement</u>
<p>Activities include those that enhance knowledge in discipline/subject matter, improve pedagogical practices or student services, and promote holistic wellness of a faculty member, such as:</p> <ul style="list-style-type: none"> • Attending on-campus workshops/trainings/orientations to improve instruction or student services • Attending conferences, workshops, or trainings related to discipline and/or teaching methodology or student services • Reading discipline-related books intended to enhance knowledge in your subject area • Listening to podcasts, TED Talks, etc. related to your discipline and/or teaching methodology • Completing webinars or other online training relevant to your discipline and/or teaching methodology • Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE 	<p>Activities include those that support student success such as:</p> <ul style="list-style-type: none"> • Evaluating scholarship applications • Collaborating with faculty and staff on projects to improve services to students • Serving as student club advisor • Attending workshops on mentoring students • Serving as a student mentor • Participating in New Student Welcome Day • Participating in student orientation programs (faculty only) • Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) • Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) • Conducting workshops for students • Serving at on-campus information table (Career Day, etc.) 	<p>Activities include those that foster program, departmental, and/or institutional effectiveness such as:</p> <ul style="list-style-type: none"> • Serving on College Curriculum Committee (voting reps) • Serving as Division SLO Facilitator • Serving as Annual Program Plan Review Leader • Serving as Program Review Chairperson • Attending SLO workshops/training • Participating in SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement • Participating in meetings to address areas of curriculum or program review • Developing new programs, courses, or curriculum (Not including DE courses) • Modifying an existing course to comply with changing institutional or discipline requirements • Serving on a hiring committee

<ul style="list-style-type: none"> • Evaluating materials to consider for use in major course revision • Participating in a teaching-focused book club • Reading professional books on teaching methodology • Learning a second language to better communicate with a diverse student population • Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction • Training to teach online, re-training for a new course management system • Attending literary readings, debates, sporting events, or lectures relevant to your discipline • Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline • Mentoring new or prospective faculty, or being mentored yourself • Writing and publishing scholarly material (unpaid) • Conducting field research 	<ul style="list-style-type: none"> • Visiting/recruiting at area high schools or in the community • Outreach for special programs (e.g., STEM, MESA, FYE, etc). • Writing grants aimed to improve services to students • Faculty learning another language such as Spanish to help aid in communication and delivery of student services 	<ul style="list-style-type: none"> • Creating a website to support a course or program • Conducting institutional research to improve service to students • Making presentations related to your discipline/program or the college to community groups • Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. • Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. • Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues • Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.)
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<p><u>Other</u></p>
<ul style="list-style-type: none"> • Participating in campus-sponsored wellness activities that assist individuals to be physically and mentally better able to perform their jobs such as: <ol style="list-style-type: none"> a. Humor in the workplace b. Stress reduction c. Self-defense d. Tai Chi or Yoga e. Nutrition and weight reduction f. Healthy cooking techniques g. Painting to relieve stress h. Walking for fitness



2019-22 Student Equity Plan

(For Planning Purposes Only)

- In the chart below the three-year goal for each metric based on data for the college’s overall student population and identify the activities that support goal attainment.

Compton College Draft 1

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<p>Access: Successful Enrollment</p> <ul style="list-style-type: none"> Proportion of all applicants in selected academic year that enrolled and/or applied the prior academic year from CCC Apply application form and specified for intent to enroll during the selected academic year. 	<p>Current Baseline (2017-18)</p> <p style="text-align: center;">42%</p> <p style="text-align: center;">N= 19,425</p>	<p>Goal (2021-2022)</p> <p style="text-align: center;">50%</p>	<p>Completion By Design: Connection</p> <p><u>Re-designed New Student Orientation</u>: students who attend NSO are more likely to enroll in classes.</p> <p><u>Oliver Connor Compton College Promise Program</u>: Students from Compton Promise partnership schools are eligible to have enrollment fees waived for the first year of college, and free textbooks for the first two years of college.</p> <p><u>Educational Planning including Multiple Measures placement into appropriate Math and/or English</u>: Counselors and students work together to determine appropriate course placement.</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

	Current Baseline (2017-18)	Goal (2021-2022)	Completion by Design: Entry and Progress
<p>Retention: Fall to Spring</p> <ul style="list-style-type: none"> Among all unduplicated students, the proportion retained from Fall to Spring at the college in the selected year, excluding students who completed an award or transferred to a postsecondary institution. 	<p style="text-align: center;">54%</p> <p style="text-align: center;">N=</p>	<p style="text-align: center;">65%</p>	<p>Case Management initiative: Student Services programs meet regularly to ensure that students are completing orientation, placement, and financial aid applications.</p> <p>First Year Experience: learning communities with linked classes and peer mentors to ease the transition to college.</p> <p>Guided Pathways: Clear pathways for students to proceed within identified programs.</p> <p>EOPS/CARE, CalWORKS, and Special Resource Center (SRC—disabled student programs and services): support for students with additional financial, social, and academic needs</p> <p>FIST Program: Support for formerly incarcerated students providing specific services for academic, social, and financial needs.</p> <p>Tartar Support Network: food pantry, showers, and community referrals assist students with basic needs.</p> <p>Veterans Resource Center: launching Fall 2019 to support student veterans.</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Transfer to a four-year institution</p> <ul style="list-style-type: none"> Among all students, the number of students who transferred to various types of postsecondary institutions. 	<p>Current Baseline (2016-17)</p> <p>8%</p> <p>N=</p>	<p>Goal (2021-2022)</p> <p>11%</p>	<p><u>Completion By Design: Transition</u></p> <p><u>Guided Pathways Counselors</u>: Academic advising, follow-up, referrals to services, and education planning and progress monitoring, within a collaborative structure that includes instructional and student service representatives.</p> <p><u>Transfer Fair</u>: Increase awareness of transfer opportunities for all Compton College students.</p> <p><u>College Tours</u>: Tours to Historically Black Colleges and Universities, Northern California Colleges and Universities, and Hispanic Serving Institutions to promote transfer.</p> <p><u>MESA/STEM Center</u>: support for students in STEM-related majors, including internships and assistance with transfer applications.</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Completion of transfer level math and English</p> <ul style="list-style-type: none"> Among all students, the unduplicated proportion who completed transfer-level math and English in their first academic year of credit enrollment within the same district. 	<p>Current Baseline (2017-18)</p> <p>1.8%</p> <p>N=</p>	<p>Goal (2021-2022)</p> <p>2.2%</p>	<p>Completion By Design: Entry</p> <p><u>English Bridge</u>: Intensive English review to promote success in subsequent English courses</p> <p><u>Math Academy</u>: Non-credit math review for all levels of math</p> <p><u>Just in Time Math Workshops</u>: Faculty-led workshops on identified math “gateway” topics</p> <p><u>Multiple Measures co-requisite courses</u>: support success in college-level Math and English</p> <p><u>Tutoring</u>: Re-designed academic support services to include drop-in and online tutoring</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</p> <ul style="list-style-type: none"> Among all students, the unduplicated number of students who earned various types of awards within a year of last enrolling. 	<p>Current Baseline (2017-18)</p> <p>4%</p> <p>N=11,114</p> <ul style="list-style-type: none"> And the unduplicated number of adult basic education, adult secondary education, and ESL students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year. 	<p>Goal (2021-2022)</p> <p>5%</p>	<p>Completion By Design: Completion</p> <p><u>Guided Pathways Counselors</u>: Academic advising, follow-up, referrals to services, and education planning and progress monitoring, within a collaborative structure that includes instructional and student service representatives.</p> <p><u>Academic Support</u>: Drop-in, online, and embedded tutoring to support student success in all levels and disciplines.</p> <p><u>Tartar Support Network</u>: Food pantry, lockers and showers, and referrals to needed services for students struggling with basic needs.</p> <p><u>Student Services Categorical Programs</u>: Financial, transportation, and social-psychological support for students.</p> <p><u>MESA/STEM Center</u>: Academic and career related community for majors in STEM areas</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

2. In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

NOTE: Baseline with * indicates < 10 students completed the metric.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
Access: Successful Enrollment PPG	Overall college baseline: 42%		<u>New student activities:</u> Early Decision Day New Student Welcome Day New Student Orientation		
	Current Baseline (2017-18) Disp. Impacted Students			Goals (2021-2022)	
	American Indian / Alaskan Native	28%		American Indian / Alaskan Native	39%
	Black or African American	36%		Black or African American	44%
	Pacific Islander	34%		Pacific Islander	43%
	White	32%		White	42%
	Disabled	37%		Disabled	47%
	Foster Youth	33%		Foster Youth	45%
	LGBT	37%		LGBT	47%
	Veteran	34%		Veteran	46%



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(For Planning Purposes Only)

<p>Retention: Fall to Spring</p> <p>PPG</p>	<p><i>Overall college baseline: 54%</i></p>	<p><i>Overall college goal: 65%</i></p>	<p>SRC Instructional Associates/Notetakers: In-class support for students taking Educational Development courses</p>																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Current Baseline (2017-18)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Black or African American</td> <td style="text-align: right; padding: 2px;">49%</td> </tr> <tr> <td style="padding: 2px;">First Generation</td> <td style="text-align: right; padding: 2px;">50%</td> </tr> <tr> <td style="padding: 2px;">Foster Youth</td> <td style="text-align: right; padding: 2px;">42%</td> </tr> <tr> <td style="padding: 2px;">Veteran</td> <td style="text-align: right; padding: 2px;">36%</td> </tr> </tbody> </table>	Current Baseline (2017-18)		Black or African American	49%	First Generation	50%	Foster Youth	42%	Veteran	36%	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Goals (2021-2022)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Black or African American</td> <td style="text-align: right; padding: 2px;">60%</td> </tr> <tr> <td style="padding: 2px;">First Generation</td> <td style="text-align: right; padding: 2px;">62%</td> </tr> <tr> <td style="padding: 2px;">Foster Youth</td> <td style="text-align: right; padding: 2px;">58%</td> </tr> <tr> <td style="padding: 2px; background-color: yellow;">Veteran</td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Goals (2021-2022)		Black or African American	60%	First Generation	62%	Foster Youth	58%	Veteran		<p>First Year Experience Peer Mentors: Provide peer mentors to FYE students</p>
	Current Baseline (2017-18)																						
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	Male & 20 to 24	49%																					
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Male & First Generation	48%																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">Male & Foster Youth</td> <td style="text-align: right; padding: 2px;">35%</td> </tr> </tbody> </table>	Male & Foster Youth	35%		<p>Note: Several male cohorts were identified as disproportionately impacted in terms of retention. Inclusion of males will be noted in overall college strategies such as professional development, mentoring programs, and outreach strategies.</p>																			
Male & Foster Youth	35%																						
		7																					



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Transfer to a four-year institution</p> <p>PI</p>	<i>Overall college baseline: 8%</i>		<i>Overall college goal: 11%</i>		<p><u>Transfer Fair</u>: Increase awareness of transfer opportunities for all Compton College students.</p> <p><u>College Tours</u>: Tours to Historically Black Colleges and Universities, Northern California Colleges and Universities, and Hispanic Serving Institutions to promote transfer.</p> <p><u>MESA/STEM Center</u>: Assist with academic support, internships, transfer applications, field trips, and workshops to promote transfer.</p>
	Current Baseline (2016-17)		Goal (2021-2022)		
	Black or African American	6%	Black or African American	11%	
	Male & Hispanic	6%	Male & Hispanic		
	LGBT	4%	LGBT	8%	
	Foster Youth	5%	Foster Youth	9%	
	Disabled	6%	Disabled	9%	
		8			



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Completion of transfer level math and English</p> <p>PPG</p>	<p><i>Completion numbers very low across all student populations. No disproportionate impact found.</i></p>	<p><i>Overall college goal: 5%</i></p>	<p><u>English Bridge</u>: Intensive English review to promote success in subsequent English courses</p> <p><u>Math Academy</u>: Math review to help students at various levels refresh their math skills</p> <p><u>Just in Time Math Workshops</u>: Faculty led workshops on identified math “gateway” topics</p> <p><u>Multiple Measures Initiatives</u>: supplemental courses and in-class support to assist students in transfer-level courses.</p> <p><u>Professional Development</u>: learning opportunities for faculty teaching pre-college level and transfer-level courses, especially working with diverse student populations.</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Earned credit certificate over 18 units, associate degree</p> <p>PI</p>	<p><i>Overall college baseline: 4%</i></p>	<p><i>Overall college goal: 5%</i></p>	<p><u>Special Resource Center</u>: support for note-takers and in-class tutoring for Educational Development courses.</p> <p><u>Professional development</u>: focus on working with diverse student populations and retaining male students.</p>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Current Baseline (2017-2018)</th> </tr> <tr> <td style="width: 70%;">Male & 35 to 39</td> <td style="width: 30%; text-align: center;">3%</td> </tr> <tr> <td>Male & Disabled</td> <td style="text-align: center;">3%</td> </tr> </table>			Current Baseline (2017-2018)		Male & 35 to 39	3%	Male & Disabled	3%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Goal (2021-2022)</th> </tr> <tr> <td style="width: 70%;">Male & 35 to 39</td> <td style="width: 30%; text-align: center;">5%</td> </tr> <tr> <td>Male & Disabled</td> <td style="text-align: center;">4%</td> </tr> </table>		Goal (2021-2022)		Male & 35 to 39	5%	Male & Disabled	4%
	Current Baseline (2017-2018)																
	Male & 35 to 39	3%															
Male & Disabled	3%																
Goal (2021-2022)																	
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Male & Disabled	4%																

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2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

Student Equity goals are evaluated on a consistent basis. With the involvement of Institutional Research as well as internal reporting, Student Equity goals are reviewed per term, annually, or longitudinally to assess trends in data. When departments submit proposals for Equity funds, they must meet with a staff member from Institutional Research to delineate measurable outcomes, methods of assessment, and a timeline for evaluation. This evaluation plan is used as part of the review process for granting funding. The project proposal form includes the report template that will be required if the project is funded.

The Student Equity committee reviews progress towards goals in monthly committee meetings, reporting out on projects and inviting project leaders to meetings to give informal reports on implementation. Semester and annual data are compiled using the report template. The report form outlines the impact of the initiative, challenges, and accomplishments. Reports are shared at committee meetings as well as other college venues such as campus-wide Tartar Talks (town halls), Board of Trustees meetings, and Student Services Manager's meetings. Data is used in planning funding for ongoing and newly proposed projects.

Institutional Research staff compiles "snapshot" reports at the end of each academic year to show progress towards established goals.

Timelines for 2019-2022 Student Equity goals assessments:

Late summer: Funding proposals reviewed

Fall and Spring semesters: Ongoing progress reports to Student Equity committee

February/March: Reports for Fall

July/August: Reports for Spring/Academic Year

July/August: Year-End Data

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The Completion for Design framework adopted by the college established a clear trajectory for students, from orientation and enrollment, to transition to work or further education. The Case Management approach targets new students to promote completion of orientation and educational planning before students finish their first semester. Campus-wide goals are set to reduce number of students on probation through counselor-led workshops, referrals to academic support, and Student Equity activities as applicable (such as support for formerly incarcerated students, student with disabilities, and those with basic needs).



2019-22 Student Equity Plan

(For Planning Purposes Only)

The Student Equity and Achievement Program coordinating group ensures that Equity-related programs, outreach and enrollment, gateway course faculty, and academic support staff are working together for student success. The Guided Pathways initiative brings together faculty, staff, students, and administrators to not only share information but do hands-on refinement of Pathway plans. Transfer-related programs such as the STEM Center and college tours are overseen by staff and faculty in both Instruction and Student Services areas and there is strong campus-wide support. Planning occurs across Student Services and Instruction to ensure effective scheduling, reduce duplication of services, and appropriately timed interventions.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

Narrative: link to Completion by Design/alignment with Vision for Success. Note transition to independent status, basics on community demographics, income level, AA and Bachelor’s attainment, unemployment rate, incarceration rate or parolee stats, homelessness, Number of vets

Identified Groups	Goals	Activity	Resources
Access: Successful Enrollment			
American Indian or Alaskan Native	39%	<u>New student activities:</u> Early Decision Day New Student Welcome Day New Student Orientation	No budgetary impact Staffing and logistical support as needed
Black or African American	44%		
Pacific Islander	43%		



2019-22 Student Equity Plan

(For Planning Purposes Only)

Unknown/Not reported	38%		
White	42%		
Disabled	47%		
Foster youth	45%		
LGBT	47%		
Veteran	46%		
Retention: Fall to Spring			
African American	60%	SRC Instructional Associates/Notetakers	\$24,000
First Generation	62%	First Year Experience Peer Mentors	\$24,000
Foster Youth	58%	STEM Support	\$11,765
		Tartar Support Network	No budgetary impact
Earned Degrees and Certificates			
Male, 35 to 39	5%	Professional Development	
Male, Disabled	4%	SRC Instructional Associates/Notetakers	\$24,000
Transfer to a 4-year institution			
Black or African American	11%	Transfer Fair	\$5,600



2019-22 Student Equity Plan

(For Planning Purposes Only)

Male & Hispanic			
LGBT	8%	College Tours	\$95,000
Foster Youth	9%	MESA/STEM Center	\$1,500 (Internship Support) Staffing
Disabled	9%		

2015-16 Expenditures

Category	Expense	Percentage of budget
Student Services and Direct Student Support	370,753	34%
Research and Coordination	292,035	27%
Professional Development and Instructional Support	287,797	35%



2019-22 Student Equity Plan

(For Planning Purposes Only)

2016-17 Expenditures

Category	Expense	Percentage of budget
Student Services and Direct Student Support	377,547	44%
Research and Coordination	266,868	31%
Professional Development and Instructional Support	206,796	24%

2017-18 Expenditures *(preliminary data)*

Category	Expense	Percentage of budget
Student Services and Direct Student Support	500,138	58%
Research and Coordination	306,032	36%
Professional Development and Instructional Support	49,225	6%

Assessment of Progress

Student Equity Goals, 2015-2018 Plan:

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>African American</u> students			
Increase course completion by 5% within five years	2015: 58% 2018: 59%	Increase; goal not met	Establish professional development focusing on diverse populations
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 14% 2018: 11%	Decrease; goal not met No change; goal not met	Multiple Measures initiatives to ensure more accurate placement and higher success



2019-22 Student Equity Plan

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	English: 2015: 28% 2018: 28%		
Increase degree and certificate completion by 5% within five years	2015: 12% 2018: 14%	Increase; goal not met	Guided Pathways Counselors and Program Mapping
Increase transfer rates by 5% within five years	2015: 17% 2018: 21%	Increase; close to target goal	Continue transfer-related activities and tours Collaborate with Transfer Center to bring activities to scale

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Latino/Latina</u> students			
Increase course completion by 5% within five years	2015: 68% 2018: 68%	No change; goal not met	Establish professional development focusing on diverse populations
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 25% 2018: 24% English: 2015: 40% 2018: 40%	Decrease or no change; goal not met	Multiple Measures initiatives to ensure more accurate placement and higher success
Increase degree and certificate completion by 5% within five years	2015: 17% 2018: 20%	Increase; goal not met	Guided Pathways Counselors and Program Mapping
Increase transfer rates by 5% within five years	2015: 16% 2018: 26%	Increase; surpassed target goal	Continue transfer-related activities and tours



2019-22 Student Equity Plan

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			<p>Collaborate with Transfer Center to bring activities to scale</p> <p>Evaluate re-designed Hispanic Serving Institutions tour</p>
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GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Pacific Islander students</u>			
Increase course completion by 5% within five years	2015: 55% 2018: 56%	Increase; goal not met	Establish professional development focusing on diverse populations
Increase transfer rates by 5% within five years	2015: 27% 2018: 10%	Decrease; goal not met Note: population very small; 10-11 students	Specific outreach to P.I students Reactivation of APISA student group Establish professional development focusing on diverse populations

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Student Veterans</u>			
Increase enrollment	2015: 109 2018: 64	Decrease; goal not met	Support for college Veterans Center
Increase transfer rates by 5% within five years	2015: % 2018: %		



2019-22 Student Equity Plan

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GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Students with Disabilities</u>			
Increase course completion by 5% within five years	2015: 63% 2018: 61%	Decrease; goal not met	Support for Education Development courses, additional notetakers
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 19% 2018: 13% English: 2015: 29% 2018: 35%	Decrease; goal not met <i>Note: student population decreased overall in Math courses</i> Increase; surpassed target goal	Support for Education Development courses, additional notetakers
Increase transfer rates by 5% within five years	2015: 13% 2018: 13%	No change; goal not met	Increase collaboration with Transfer Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Foster Youth</u>			
Increase course completion by 5% within five years	2015: 53% 2018: 50%	Decrease; goal not met	Establish professional development focusing on diverse populations
Increase transfer rates by 5% within five years	2015: % 2018: %		Increase collaboration with Transfer Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Males</u>			



2019-22 Student Equity Plan

(For Planning Purposes Only)

Increase enrollment	2015: 3733 2018: 3753	Small increase; goal not met	Disproportionate impact identified with several male student populations; professional development, targeted initiatives, and intentional recruitment of males planned within Student Equity activities
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For further information, contact:

Bailey Smith
 Director, Student Equity
 Compton College
 1111 E. Artesia Blvd.
 Compton, CA 90221

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name _____ Title _____
 Email Address _____ Phone _____

Alternate Point of Contact:

Name _____ Title _____
 Email Address _____ Phone _____



Guided Pathways Divisions for Fall 2019

Science, Technology, Engineering, and Math (STEM)

DEGREES AND CERTIFICATES AVAILABLE

General Science ^{AS}
 Physical Science ^{AS}
 Physics ^{AST}
 General Studies ^{AA} with an emphasis in
 Biological & Physical Sciences
 Mathematics ^{AST}

KEY:

AST – Associate of Science for Transfer
 AAT – Associate of Arts for Transfer

AA – Associate of Arts
 AS - Associate of Science

CERT – Certificate of Achievement

OTHER COURSES AVAILABLE: Degree or certificate *not* available at Compton College.
 Anatomy, Astronomy, Biology, Chemistry, Geography, Geology, Physiology

SUCCESS TEAM

- Dean of Student Learning
- Division Chair
- Faculty (by discipline within a meta-major).....
- Guided Pathway Counselor.....
- Academic Counselor
- Instructional Coordinator
- Student Services Advisor*
- EOPS
- CalWORKs.....
- DSPS
- Health Center
- Financial Aid.....
- Admissions & Records
- Student Success Center.....
- Strong Workforce/Adult Education
- Research & Planning.....



Guided Pathways Divisions for Fall 2019

Public Health & Social Services

DEGREES AND CERTIFICATES AVAILABLE

General Studies ^{AA} with an emphasis in
 Kinesiology & Wellness
 Kinesiology ^{AAT and CERTs}
 Nursing ^{AS}
 Administration of Justice ^{AST and CERT}

KEY:

AST – Associate of Science for Transfer
 AAT – Associate of Arts for Transfer

AA – Associate of Arts
 AS - Associate of Science

CERT – Certificate of Achievement

OTHER COURSES AVAILABLE: Degree or certificate *not* available at Compton College.
 Contemporary Health, Fire & Emergency Technology, First Aid, Human Development, Medical Terminology

SUCCESS TEAM

- Dean of Student Learning
- Division Chair
- Faculty (by discipline within a meta-major).....
- Guided Pathway Counselor.....
- Academic Counselor
- Instructional Coordinator
- Student Services Advisor*.....
- EOPS
- CalWORKs.....
- DSPS
- Health Center
- Financial Aid.....
- Admissions & Records
- Student Success Center.....
- Strong Workforce/Adult Education
- Research & Planning.....



Guided Pathways Divisions for Fall 2019

Business and Industrial Studies

DEGREES AND CERTIFICATES AVAILABLE

- Business Administration ^{AST}
- Business Management ^{AS}
- Computer Information Systems ^{AS and CERTs}
- Marketing ^{AS and CERT}
- Air Conditioning & Refrigeration ^{AS and CERTs}
- Auto Collision Repair/Painting ^{AS and CERTs}
- Automotive Technology ^{AS and CERTs}
- Cosmetology ^{AS and CERTs}
- Machine Tool Technology ^{AS and CERTs}
- Welding ^{AS and CERT}

KEY:

AST – Associate of Science for Transfer
 AAT – Associate of Arts for Transfer

AA – Associate of Arts
 AS - Associate of Science

CERT – Certificate of Achievement

OTHER COURSES AVAILABLE: Degree or certificate *not* available at Compton College.
 Accounting, Electronics/CPU Hardware, Manufacturing Technology, Real Estate

SUCCESS TEAM

- Dean of Student Learning
- Division Chair
- Faculty (by discipline within a meta-major).....
- Guided Pathway Counselor.....
- Academic Counselor
- Instructional Coordinator
- Student Services Advisor*
- EOPS
- CalWORKs.....
- DSPS
- Health Center
- Financial Aid.....
- Admissions & Records
- Student Success Center.....
- Strong Workforce/Adult Education
- Research & Planning.....



Guided Pathways Divisions for Fall 2019

Social Sciences

DEGREES AND CERTIFICATES AVAILABLE

- Early Childhood Education ^{AST}
- Child Development ^{AA} and CERTs
- History ^{AAT}
- Political Science ^{AAT}
- Psychology ^{AAT}
- Sociology ^{AAT}
- General Studies ^{AA} with an emphasis in
Social & Behavioral Sciences
- Ethnic Studies ^{AA}
- Liberal Studies (Elementary Teaching) ^{AA}
- Elementary Teacher Education ^{AAT}

KEY:

AST – Associate of Science for Transfer
AAT – Associate of Arts for Transfer

AA – Associate of Arts
AS - Associate of Science

CERT – Certificate of Achievement

OTHER COURSES AVAILABLE: Degree or certificate not available at Compton College.
Anthropology, Economics, Women's Studies

SUCCESS TEAM

- Dean of Student Learning
- Division Chair
- Faculty (by discipline within a meta-major).....
- Guided Pathway Counselor.....
- Academic Counselor
- Instructional Coordinator
- Student Services Advisor
- EOPS
- CalWORKs.....
- DSPS
- Health Center
- Financial Aid.....
- Admissions & Records
- Student Success Center.....
- Strong Workforce/Adult Education
- Research & Planning.....



Guided Pathways Divisions for Fall 2019

Fine Arts, Humanities, and Communication

DEGREES AND CERTIFICATES AVAILABLE

Music ^{AA and CERTs}
 Communication Studies ^{AAT}
 Studio Art ^{AAT}
 General Studies ^{AA} with an emphasis in:
 Culture & Communication;
 Fine & Applied Arts; or,
 Arts & Humanities
 Transfer Studies ^{CERT}
 English Literature/Rhetoric & Composition ^{AAT}
 Spanish ^{AAT}

KEY:

AST – Associate of Science for Transfer
 AAT – Associate of Arts for Transfer

AA – Associate of Arts
 AS - Associate of Science

CERT – Certificate of Achievement

OTHER COURSES AVAILABLE: *(Degree or certificate not available at Compton College.)*

Dance, English as a Second Language, Film/Video, Japanese, Philosophy, Sign Language/Interpreter, Theatre

SUCCESS TEAM

Dean of Student Success
 Division Chair
 Faculty (by discipline within a meta-major).....
 Guided Pathway Counselor.....
 Academic Counselor
 Instructional Coordinator
 Student Services Advisor
 EOPS
 CalWORKs.....
 DSPS
 Health Center
 Financial Aid.....
 Admissions & Records
 Student Success Center.....
 Strong Workforce/Adult Education
 Research & Planning.....