Academic Senate Agenda

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

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

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

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

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

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from October 29th, 2020**
4. **Review and Approval of Minutes from November 12, 2020**
5. **Reports**
   a. President's Report
   b. ASB President's Report
   c. Vice President's Report
   d. Faculty Board Representative Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Report
   h. Faculty Development Report
6. **Unfinished Business**
   a. Second Read & Vote: Curriculum Committee Handbook (10 min)
   b. Second Read & Vote: Anti-Hate Syllabus Statement (5 min)
7. **Consent Items**
   a. *2-Year CTE Course Review - No Recommended Changes:* BUS 125 - Introduction to Business, CIS 102 - Office Applications, CIS 116 - Using Microsoft Excel, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking, and the Web, CIS 126 - Systems Analysis and Design, and CIS 160 - Application Development and Programming Using Visual Basic.Net.
   b. *C-ID Course Review Update*: BUS 125 - Introduction to Business.
   c. *6-Year Course Review- No Proposed Changes*: ART 207 - Art History of Mexico and Central and South America, EDEV 41 - Assistive Computer Technology Laboratory, ENGL RWA - Integrated Reading and Writing, HIST 101H - Honors United States History to 1877, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, PHYS 152 - Fluids, Heat and Sound, PHYS 252 - Optics and Modern Physics, SOCI 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.
   d. *Distance Education Online*: ART 207 - Art History of Mexico and Central and South America, BUS 125 - Introduction to Business, CIS 102 - Office Applications, CIS 116 - Using Microsoft Excel, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking, and the Web, CIS 126 - Systems Analysis and Design, CIS 160 - Application Development and Programming Using Visual Basic.Net, EDEV 41 - Assistive Computer Technology Laboratory, ENGL RWA - Integrated Reading and Writing, HIST 101H - Honors United States History to 1877, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, PHYS 152 - Fluids, Heat and Sound, PHYS 252 - Optics and Modern Physics, SOCI 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.
   e. *DE Addendum Only Approval*: CDEV 126 - Child Development Practicum II, CIS 102 Office Applications, GEOG 101 - Physical Geography, GEOL 104 - History of Planet Earth Laboratory, MATH 120 - Nature of Mathematics, MUSI 101 - Music Fundamentals, RE 119 - Real Property Management, and SOCI 110 - Introduction to Social Work.
   f. *DE Addendum Only Approval- Emergency Fully Online by Mutual Agreement (EFOMA)*: ACRP 106 - Automotive Collision Repair for Non-Majors, ETEC 112A - Introduction to Engineering Design, ETEC 118A - Engineering Design and Development, and FAID 101 - First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care.
   g. *New Courses - Second Read*: BTEC 101 - Introduction to Biotechnology, BTEC 150 - Techniques in Cell and Molecular Biology, CIS 61- Introduction to Application Development Environment, CIS 62 - Programming Fundamentals 1, and CIS 65 - Advanced Application Development Swift.

8. **New Business**
    a. First Read: Compton College Mid-Term Accreditation Report (5 min)
    b. First Read: SOAA (5 min)
    c. First Read: Academic Senate Goals 2020-2021(5 min)
    d. First Read: PD Reimbursement/Pre-Pay Instructions (5 min)
    e. First Read: PD Flex Requirements – Frequently Asked Questions (5 min)
9. **Discussion Items**
    a. More Efficient Use of Senate Release Time (10 min)
    b. Flex Days for 2021-2022 (5 min)
    c. Commencement Speaker Ideas for 2021 (2 min)
    d. PD Requests for Spring 2021 Senate/Optional Flex Day (3 min)
    e. Data in Action Presentation (10 min)
10. **Informational Items**
    a. DE-Legal Opinion On Camera Use During Synchronous Online Instruction – Policy (5 min)
    b. ASCCC Fall Plenary Resolutions Report (3 min)
    c. Creation of IRB (5 min)
    d. OER Committee Report (5 min)
    e. Computer Replacement Plan (2 min)
11. **Future Agenda Items**
    a. Honors Program Update
12. **Adjournment**

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

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

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

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

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

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

Members:

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

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

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

Business and Industrial Studies (3)
Pamela Richardson (20-21)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

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

Health and Public Services (3)
Don Mason (20-21)
Roza Ekimyan (20-23)
Jasmine Phillips (20-23)

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

Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Carlos Maruri, Secretary
Date: October 29, 2020   **Time:** 12:30-2:00 p.m.   **Location:** Zoom Conference
https://cccconfer.zoom.us/j/91210951098

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

Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

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

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

_x_ Valdry, Andree
_x_ Van Overbeck, Michael
_x_ Villalobos, Jose
Guests
_x_ Berger, Sheri (VP Ac. Aff.)
_x_ Gillis, Amber (Past Pres.)
_x_ Johnson, Susan (DE Chair)
_x_ George, Sarah (FDC Co-Chair)
_x_ Sosenko, Lauren (IR)
_x_ Hill, Chris (ATD)
_x_ Loveless-Morris, Judy (ATD)

Agenda

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

1. **Call to Order @12:36pm- Ekimyan/Estrada**
2. **Approval of Agenda – Estrada/Crozier- (no nays/abstentions)- approved**
3. **Review and Approval of Minutes from October 15th, 2020- McPatchell/VanOverbeck- (no nays/absentions)- approved**
4. **Reports**
   a. President's Report
      i. Authors of Compton looks to be getting more funding from Voices of Compton. Spring schedule is being worked on, Winter reg opens Nov 17th, Spring opens Dec. 1st. Facilities are being worked on- Student services building is ahead of schedule- completion scheduled for Dec 2021, Instructional building#1 completion scheduled for Feb 2021, Instructional building #2 completion scheduled for Sept 2021. Admin is already looking at graduation for spring 2021, considering Drive through, will have it as next AS meeting for discussion for ideas or suggestions. Athletics will most likely not opening up for spring. elumen contract was signed this week.
   b. ASB President's Report
      i. No report
   c. Vice President's Report
      i. Reviewing ed policy AR 4235 & BP4235, committee is looking for collegiate consultation from counseling department, SS divisions and TST for help with AR 4025- needs input and feedback. Asking that it be discussed at their next respective meetings. Discussed Academic Freedom- in the future will be looking at articulation and the coreqs prereqs, minimum quals. Academic renewal policy was brought up by Carlos and Amber brought up academic rank. So if you get an email from us asking for input it so that we make sure we don't look at language without consulting the different departments on campus.
   d. Faculty Board Representative Report
      i. No report
   e. Academic Affairs Report
      i. Although athletics is uncertain, athletic classes will still show on spring schedule. Note will be added for those classes that meeting on campus is dependent on LA DoH decision. Similar to what was done for winter.
   f. Curriculum Report
      i. No report
   g. Distance Education Report
      i. Thank you to all who attended DE extravaganza- about 40+ people attended. DE Summit in November talking about CVC partnership and other activities. Proposed purchasing Badger for the college. Has potential to use across campus even outside of the classroom.
   h. Faculty Development Report
      i. Still looking for volunteers for writing team and PLEC. Clarification on PLEC and what exactly it will entails will be discussed with Moldeveanu. Book club on Friday @1230pm. Anyone is welcome to Join. Book is about homeless students. We do share out things we have available to students so even if you want to come for a meeting that's fine.
5. **Unfinished Business**
   a. Second Read/Vote: DE – Student Authentication Guidelines (2 min) **-** VanOverbeck/Estrada
      i. Discussion: none
      ii. Motion to close disc: VanOverbeck/McPatchell
      iii. Vote: approved (no nays/abstentions)- approved
   b. Second Read: Compton College Response to Call to Action (5 min) Schwitkis/VanOverbeck
      i. Discussion: Moldeveanu: this isn't going for a vote, document is still in draft form. We wanted feedback now if you have any.
      ii. Motion to close disc: VanOverbeck/Estrada

6. **Consent Items- Motion to approve Consent items Estrada/Gillis- (no nays/abstentions)- approved**
    a. New Courses – Noncredit: CIS 63 - Programming Fundamentals I: Apple Swift I and CIS 64 - Programming Fundamentals II: Apple Swift II.
    b. 2-Year CTE Course Review - No Recommended Changes : CDEV 108 - Principles and Practices of Teaching Young Children and MTT 120 - Manufacturing Print Reading
    c. 2-Year Course Review - Conditions of Enrollment Changes: CDEV 125 - Child Development Practicum I (Addition of non-course requirement)
    d. 6-Year Course Review- Conditions of Enrollment Changes: PSCI 125 - Exploring Physical Sciences- (Removal of ENGL 84 as recommended preparation).
    e. Distance Education Online: CIS 63 - Programming Fundamentals I: Apple Swift I, CIS 64 - Programming Fundamentals II: Apple Swift II, CDEV 108 - Principles and Practices of Teaching Young Children, CDEV 125 - Child Development Practicum I, MTT 120 - Manufacturing Print Reading, and PSCI 125 - Exploring Physical Sciences.

7. **New Business**
    a. First Read: BP 4235- Gillis/McPatchell
        i. Disc: Phillips: Based on credit by exam, based on chancellor recommendations change to Credit for Prior Learning. Requesting info from across campus. Intent is to provide student with clear access to gain credit for any prior learning. Any questions, let me know. Barragan-Echeverria: 3rd line says "for eligible courses," are those already identified? Will that list be added to the board policy or would it be kept separate? Phillips: Great question, [indiscernible audio] Berger: it is in the AR. For credit by exam the list is in the catalog and for credit for prior learning it's anything in the catalog is what Title IV says. Credit by exam is a list that is approved locally through curriculum. Barragan-Echeverria: Should the language be changed instead of eligible courses? Since it sounds like it could be any in the catalog. Berger: Credit for prior learning is generally for anything in the catalog and credit by exam is specific and is called out in the next document. Policy is more high level and regulation gets into specifics, I think you will see a distinction there.
        ii. Motion to close disc: Phillips/VanOverbeck
    b. First Read: AR 4235- Barragan-Echeverria/Estrada
        i. Disc: Estrada: for a student that is into arts, such as music, if they are at a proficiency level that is higher than their starting/beginning course, we usually have auditions so they may be placed at the appropriate level. How does this effect that? Normally, in music, you would have a placement where they could place higher. Phillips: Sounds like what you are talking about is a prerequisite clearance to get into the next course as far as skill level, correct? Moldeveanu: There's a difference between getting placed into a certain level and getting credit for prior learning. This regulation is for students who want credit for classes by using prior learning from somewhere else. Estrada: yes, we are talking about the same thing, the students would want credit for the prior course. Phillips: there are examples where students needs the actual credit on the transcript and that is what we're talking about credit for prior learning and then another scenario which would be just a prerequisite clearance. The student could get that credit by either credit by exam or prior learning. Estrada: yes, and they would have to pay for the course right? Phillips: Yes, if they want the units on their transcript yes, they would have to pay. Berger: Different types of credit for prior learning are outlined. Credit by exam is what we have traditionally had is what is be discussed right now. Music is not on the credit by exam list. But there are other methods like portfolios and getting credit for art classes- this would be credit for prior learning- not credit by exam. The student with the art portfolio could petition to get credit for an art class that exists in our catalog but in order to accept the petition for credit rubrics must be established for the course(s) that could be granted credit for prior learning Students would not pay for that. In credit by exam the students do pay. Sean Moore has talked about coming up with a process in curriculum to amend page 21 in catalog to be able to change the list of courses available in credit by exam. For CTE students may be able to bring in certifications if those certs align with course outline and objectives for courses in our catalog. Barragan-Echeverria: my question has to do with credits for a degree. Example student had gotten waived for higher level Spanish, later when

she was coming close to graduating she was going to be short required credits for Spanish transfer degree. Is this credit for prior learning, they don't get the credit unless they do the exam? In a case like this for degree purposes? Berger: Credit for prior learning is the umbrella, they can get credit a number of ways and by exam is one of them. Other examples would be IB, AP, etc. For that student we would probably go credit by exam but normally we do not offer the exam if the student has passed a higher level Spanish course. Military credit could also work, outside of getting the general education credit maybe their experience was working on jeeps all day, and it's on their joint services transcripts, they might petition for credit in auto 101. With that Spanish student they would have to find the units to complete the 60 or 18 elsewhere. Barragan-Echeverria: It sounds like with that example, we are not only able to get prior learning with their high school classes, we can only use them to clear as a prerequisite with no credit given. How could we use credit for prior learning to earn the credits? Berger: That student would need credit by exam. The only other way to get credit for Spanish would be with the AP exam. Barragan-Echeverria: But we want to save them that, that's the whole point of taking courses in HS if it's not AP, I will bring this up in counseling. Berger: What you are talking about is sometimes HS articulation and according to Title V that is only allowed in CT areas.

    ii. Motion to close: Estrada/VanOverbeck

  c. First Read: PD – Faculty Survey Results (3 min)- Phillips/Schwitkis

    i. Disc: Phillips: Faculty wanted to know what faculty felt about DE and PD. It was done so that we could all be on the same page as far as what faculty would like in terms of classes. Survey was pretty unanimous that Faculty would like to continue having @One on campus and not have the only option to have to go off campus for the courses as it is difficult to be reimbursed for the courses. We would like to have the courses continue to be taught in-house. Went through data. So many people signed up indicates that they want to take the course. The idea that this survey can be used to inform the decision on which courses are offered and to continue to have them as well as workshops. We wanted to stress the point that we do not want the @ONE courses to go away.

    ii. Motion to close: Estrada/VanOverbeck

  d. First Read: Anti-Hate Syllabus Statement (5 min)- VanOverbeck/McPatchell

    i. Disc: Moldeveanu: in the past the AS has compiled optional statements faculty can include in their syllabi. I put together this draft from examples of other schools, I am hoping that together we can make it better. Any feedback?

    ii. Motion to close: VanOverbeck/Barragan-Echeverria

8. Discussion Items

  a. ATD/IR – Using Data to Support Student Success/Retention (15 min)- VanOverbeck/Estrada

    i. Disc: Prof. Chris Hill, Dr. Judy Loveless-Morris, and Lauren Sosenko presenting. Presentation about using data to support student success/retention. Goal is not to use data to blame but to use to remove obstacles for student success. Dr. Loveless-Morris discussed some of the changes she was able to make in her sociology classes based on data and the results of those changes- improved retention and success. Prof. Hill discussed Drop-rate improvement program at Odessa College in Texas and how they lowered student drop rate %. Sosenko discussed the types of data that faculty would like to use so that we can continue the conversation of improving student success.

    ii. Motion to close disc: Phillips/VanOverbeck

  b. 504/508 - Accessible Information Management (AIM) Recommendation (10 min)- VanOverbeck/Schwitkis

    i. Disc: Maruyama: Google OSU AIM to look at example. The tech committee and 504/508 committees have been discussing notifications for accessibility, trying to streamline and make it electronic. It helps us with staying in compliance in terms of accessibility. Actually a very nifty tool. Allows students to submit requests and keeps it organized and do not have to bother with the paperwork nightmare that we currently have. Requests go out but sometimes do not make it back and becomes an accessibility issue. Aim is very specific for the SRC. It will especially useful once we return to campus. Moldeveanu: Would we like to learn more about this provider? Can we have one of their reps do a demo for us? What would we like to do with this item as a

body? Since we will be interacting with this on a regular basis our voice is important when the campus is considering an item like this. We would want the admin to hear our voices and any concerns we have when final choices are being made. Phillips: Are we going to get a chance to get training if we do go with this? Maruyama: I believe that would have to happen regardless. Whenever you bring in any new software there is a learning curve. We are still looking at vendors. Estrada: I feel like we should take it to the next level. Moldeveanu: I will include it next time as an action item so we can vote on an endorsement or not.

        ii. Motion to close: Phillips/Martinez

   c. More Efficient Use of Senate Release Time (10 min)

   d. Acceptable Proofs of Completion of Flex Webinars (5 min)

9. Informational Items

   a. Key-Note Speaker for Spring Flex (1 min)

   b. Camera On During Synchronous Online Instruction – Policy (4 min)

10. Future Agenda Items

   a. Second Read: Revised CCC Handbook.

   b. Honors Program Update

   c. Accreditation Mid-Term Report – Coming to Senate

   d. SOAA – Coming to Senate 12/3

11. Adjournment- Villalobos/VanOverbeck- 2:08pm

Next Scheduled Meeting: November 21th, at 12:30pm
Zoom Link: *https://cccconfer.zoom.us/j/91210951098*

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

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

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

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jasmine Phillips (20-21)
Distance Education Representative	Susan Johnson (20-22)

Members:

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

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

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

Business and Industrial Studies (3)
Pamela Richardson (20-21)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

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

Health and Public Services (3)
Don Mason (20-21)
Roza Ekimyan (20-23)
Jasmine Phillips (20-23)

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

Special Meeting

Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Carlos Maruri, Secretary
Date: November 12, 2020   **Time:** 12:30-21:00 p.m.   **Location:** Zoom Conference
https://cccconfer.zoom.us/j/91210951098

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators
__ Barragan-Echeverria, Theresa
_x_ Crozier, Judith
__ Ekimyan, Roza
__ Estrada, Harvey
_x_ Gonzalez, Citlali (Dr. Preston sub)
_x_ Hill, Jennifer
__ Kahn, Mahbub
_x_ Mason, Don
__ Martinez, Jose Manuel
_x_ Martinez, Victoria
_x_ Maruri, Carlos

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

_x_ Valdry, Andree
_x_ Van Overbeck, Michael
_x_ Villalobos, Jose
Guests
_x_ Berger, Sheri (VP Ac. Aff.)
_x_ Gillis, Amber (Past Pres.)
__ Johnson, Susan (DE Chair)
_x_ George, Sarah (FDC Co-Chair)
__ Sosenko, Lauren (IR)
__ Hill, Chris (ATD)
__ Loveless-Morris, Judy (ATD)

Agenda

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

1. **Call to Order-** Schwitkis/Hill @ 12:33pm - approved
2. **Approval of Agenda-** Crozier/VanOverbeck- approved
   a. Time change- 12:30pm-2pm change to 12:30pm to 1pm
3. **Unfinished Business**
   a. Third Read &Vote: Compton College Response to Call to Action
      i. Motion to approve: Schwitkis/Hill- approved (no nays or abstentions)
4. **New Business**
   a. First Read & Vote: BP 4020- Hill/Schwitkis
      i. Disc: none
      ii. Motion to approve: Mills/Hill- approved (no nays or abstentions)
   b. First Read & Vote: AR 4020- McPatchell/Mills
      i. Disc: none
      ii. Motion to approve: Preston/Moore- approved (no nays or abstentions)
   c. First Read & Vote: BP 4235- Mills/Hill
      i. Disc: none
      ii. Motion to approve: McPatchell/Preston- approved (no nays or abstentions)
   d. First Read & Vote: AR 4235- Schwitkis/VanOverbeck
      i. Disc: none
      ii. Motion to approve: Moore/Villalobos - approved (no nays or abstentions)
   e. First Read & Vote: BP 4030- Schwitkis/VanOverbeck
      i. Disc: none
      ii. Motion to approve: Schwitkis/VanOverbeck- approved (no nays or abstentions)
5. **Consent Items-** McPatchell/Moore**-** approved (no nays or abstentions)
   a. *2-Year CTE Course Review - No Recommended Changes:* CDEV 112 - Teaching Young Children in a Diverse Society, CDEV 116 - Creative Art for Young Children, and NURS 232 - Obstetrical Patients and the Newborn.
   b. *2-Year CTE Course Review - Revise Lecture and Lab Hours:* MTT 101 - Introduction to Conventional and CNC Machining, and MTT 103 - Conventional and CNC Turning.
   c. *6-Year Course Review- No Proposed Changes*: BIOL 100 - Fundamentals of Biology, BIOL 100H - Honors Fundamentals of Biology, COMS 270 - Organizational Communication, PHYS 120 - General Physics, PHYS 150 - Mechanics of Solids, PHYS 250 - Electricity and Magnetism, and PSYC 107 - Physiological Psychology.
   d. *Distance Education Online*: BIOL 100 - Fundamentals of Biology, BIOL 100H - Honors Fundamentals of Biology, CDEV 112 - Teaching Young Children in a Diverse Society, COMS 270 - Organizational Communication, ESL 7 - Career Exploration, MTT 101 - Introduction to Conventional and CNC Machining, MTT 103 - Conventional and CNC Turning, PHYS 150 - Mechanics of Solids, PHYS 250 - Electricity and Magnetism, and PSYC 107 - Physiological Psychology.
   e. *DE Addendum Only Approval*: ACRP 130 - Basic Automotive Painting-Refinishing, ACRP 140 - Beginning Automotive Collision Repair I, ACRP 154 - Intermediate Automotive Refinishing I, ART 103 - History of Western Art Proto-Renaissance to 19th Century, ART 141 - Digital Art Fundamentals, ART 207 - Art History of Mexico and Central and South America, ATEC 101 – Introduction to Automotive Services, ATEC 114 - Brakes, ATEC 123 - Engine Performance, Electrical and Fuel Systems, ATEC 124 - Computer Controlled Engine Management, Fuel Systems, ATEC 135 - Manual Transmissions Drive Train and Drive Axles, BUS 125 - Introduction to Business, CDEV 117 - Music and Movement for Young Children, CDEV 118 - Science and Math for Young Children, CIS 102 - Office Applications, CIS 116 - Using Spreadsheets, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking), CIS 126 - Systems Analysis and Design, CIS 132 - Pers Computer Support and Networking, CIS 160 - Application Development and Programing Using Visual Basic. Net, COMS 260 -

Introduction to Intercultural Communication, COMS 270 - Organizational Communication, DANC 164 - World Dance, EDEV 33 - Specific Learning Strategies, EDEV 37 - Increased Learning Performance: English, EDEV 38 - Increased Learning Performance: Mathematics, EDEV 41 - Assistive Computer Technology Laboratory, EDUC 101 - Introduction to the Field of Education, EDUC 201 - Foundations in Education, ENGL 101 - Reading and Composition, ENGL 103H - Honors Critical Thinking and Composition, ENGL 127 - Creative Writing: Introduction to the Craft of Fiction, ENGL 242 - Chicano and Latino Literature, ESL 05A - ESL for Childhood Educators I, FILM 124 - Production Planning, GEOG 105 - World Regional Geography, GEOL 103 - Physical Geology Lab, GEOL 106 - Earth Science in Education, HIST 101H - Honors United States History to 1877, HIST 129 - History of Los Angeles, MATH 8C - Intermediate Algebra Corequisite, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, MICR 133 -General Microbiology, MTT 105 - Conventional and CNC Milling, MTT 107 -Advanced Manufacturing Processes, MTT 110 - Introduction to CAD/CAM, MTT 120 -Manufacturing Print Reading, MTT 160 - General Metals, MTT 201 - Introduction to Aerospace Fastener, MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments, MUSI 103A - Theory and Musicianship I, MUSI 152 - Concert Choir, MUSI 180 - Fundamentals of Electronic Music, MUSI 215A - Music History and Literature Up to 1750, MUSI 284 - Commercial Music Business Studies, MUSI 285 - Songwriting for Commercial Music, NFOO 110 - Nutrition, NURS 143 - Introduction to Nursing, NURS 144 - Dosage Calculations, NURS 149 - Advanced Placement in Nursing, NURS 222 - Medical Surgical Nursing Older Adult, NURS 226 - Nursing Skills Practicum I, NURS 230 - Mental Health Nursing, NURS 238 - Skills Practicum II, NURS 242 - Intermediate Medical-Surgical Nursing II, NURS 244 - Skills Practicum III, NURS 247 - Advanced Medical-Surgical Nursing I, NURS 254 - Advanced Nursing Process I, PE 154 - Women's Badminton Team, PE 158 - Men's Intercollegiate Baseball Team, PE 180 - Women's Intercollegiate Softball Team, PE 183 - Intercollegiate Track and Field Teams, PE 270 - Fitness and Sports Nutrition, PHYS 120 - General Physics, PHYS 150 - Mechanics of Solids, PHYS 152 - Fluids-Heat and Sound, PHYS 250 - Electricity and Magnetism, PHYS 252 - Optics and Modern Physics, PSYC 107 - Physiology Psychology, PSYC 108 - Social Psychology, PSYC 110 - African American Psychology, PSYC 112 - Human Sexuality, PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences, PSYC 122 - Research Methods in the Behavioral Sciences, SPAN 101 - Elementary Spanish, SPAN 122 - Intermediate Conversational Spanish, SOC 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.

f. *DE Addendum Only Approval- Emergency Fully Online by Mutual Agreement (EFOMA):* ETEC 110B - Principles of Engineering Technology II, ETEC 112B -Introduction to Engineering Design II, ETEC 115B - Aerospace Engineering II, ETEC 118B -Engineering Design and Development II, FILM 122 - Production I, NURS 220 - Nursing Fundamentals, WELD 101 - Introduction to Welding Processes, WELD 105 - Basic Welding for Allied Fields, WELD 111 -Introduction to Shielded Metal Arc Welding (SMAW), WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW), WELD 142 - Intermediate Gas Tungsten Arc Welding (GTAW), WELD 144 - Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab, WELD 150 - Structural Fabrication,

g. *DE Addendum Approval Only- Hybrid Offering Only:* NURS 234 - Pediatric Nursing, NURS 242 - Intermediate Medical-Surgical Nursing II, NURS 247 - Advanced Medical-Surgical Nursing I, NURS 248 -Advanced Medical-Surgical Nursing II Preceptorship

h. *New Course Proposal*: ESL 7 - Career Exploration

6. **Adjournment-** Preston/Moore- approved @12:43pm

Next Scheduled Meeting: November 19th, at 12:30pm
Zoom Link: *https://ccconfer.zoom.us/j/91210951098*

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

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

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

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jasmine Phillips (20-21)
Distance Education Representative	Susan Johnson (20-22)

Members:

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

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

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

Business and Industrial Studies (3)
Pamela Richardson (20-21)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

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

Health and Public Services (3)
Don Mason (20-21)
Roza Ekimyan (20-23)
Jasmine Phillips (20-23)

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

Compton College Curriculum Handbook

1111 E. Artesia Blvd.
Compton, CA 90221

p. (310) 900-1600

www.compton.edu

Table of Contents

The handbook provides College Curriculum Committee (CCC) representatives with information to assist them in understanding and fulfilling their responsibilities. The Curriculum Committee exists for the purpose of advising the Chief Instructional Officer and Board of Trustees on recommendations pertaining to the programs and courses offered by the college. It evaluates and makes recommendations on matters related to the credit and noncredit curriculum. The committee must act upon course and program additions, deletions, or significant changes in program requirements or in course outlines. It also serves to guide Curriculum Committee members so they can review and approve curriculum in accordance with state regulations as well as local policies and procedures.

With adherence to the guidelines and procedures contained in this handbook, Compton College will continually develop curriculum which is consistent with its mission to meet the educational needs of its diverse community and ensure student success by offering quality comprehensive educational opportunities.

Compton Community College

Mission

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."

Vision

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

Values

Compton College values are grounded on the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.

- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, Compton College will focus on the following Strategic initiatives:

- GOAL 1: Improve recruitment, enrollment, retention, and completion rates for our students.
- GOAL 2: Support the success of all students to meet their education and career goals.
- GOAL 3: Support the success of students through the use of technology.
- GOAL 4: Offer excellent programs that lead to degrees and certificates in allied health and technical fields.
- GOAL 5: Establish partnerships in the community and with the K-12 schools.

Institutional Learning Outcomes (ILOs)

Upon transfer or graduation, Compton College students will have the following skills:

Critical Thinking

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Information Literacy

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Board Policy 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 "academic and professional matters" means the policy development and implementation matters listed in this policy.

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.

Board Policy BP 4020 Program, Curriculum, and Course Development

Issued: November 21, 2016

References: Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

The programs and curricula of the District shall be of high quality, relevant to our mission, community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chief Executive Officer (CEO) shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The CEO delegates to the Chief Instructional Officer (CIO) the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the CIO or designee. The procedures are located in the College Curriculum Handbook.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The CEO will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The CEO shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The CEO shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The CEO delegates to CIO the development of procedures regarding the "credit hour" and "clock hour". These procedures are developed jointly by the Academic Senate and the CIO. The procedures are located in the College Curriculum Handbook.

Chapter Two: Role and Responsibilities in the curriculum Review Process

Composition of the College Curriculum Committee

Voting representatives shall be two full-time tenured or probationary faculty members from each academic division, one dean, one division chair, one full-time faculty counselor, one Student Learning Outcomes (SLO) coordinator, one Distance Education Faculty Coordinator (DEFC) and one full-time librarian. Representatives who serve on the College Curriculum Committee (CCC) who are non-voting members shall include, but are not limited to, the Articulation Officer, Chief Instructional Officer (CIO)/Vice President of Academic Affairs (VPAA), curriculum analyst, evaluator and student representative. The CCC chair is a non-voting member, except to break a tie vote.

- The CCC faculty members, in consultation with division chairs, shall be recommended by their division chair to the Academic Senate President for appointment. Committee faculty member appointment is illustrated in the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.
- CCC faculty member shall serve 3-year terms and all CCC faculty members, with the exception of the division chairs and deans, have the option of serving another 3-year term. Their tenure shall not exceed two consecutive terms.
- Deans shall be appointed by the VPAA or district designee for a term of 3-years.
- In the event that a CCC faculty member is unable to fulfill their term for one semester, the Academic respective division chair shall assign a proxy. If the CCC faculty member is unable to fulfill their second consecutive term, they will be replaced using the process defined within the Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.

Faculty

Curriculum development is faculty driven within their area of expertise and teaching discipline. With guidelines from Title 5 and local standards, faculty develop a Course Outline of Record (COR), which includes items such as: (e.g. course title and description, course objectives, outline of subject matter) and provides representative textbooks, assignments and modes of assessment. The COR provides the community, students, and faculty information on the course outline, objectives and goals regarding content and rigor. Faculty who propose a distance education version of an existing course or a new distance education course should consult with the Distance Education Advisory Committee. Consultation with program directors and deans is necessary for faculty selection and course scheduling.

Faculty responsibilities for new course or program proposals must:

1. Propose course or program revisions including special topics.
2. Make courses or program proposals for inactive status.
3. Ensure that course outlines (and the conditions on enrollment, if they apply) are updated at least once every six years or two years for CTE courses.
4. Ensure that the division reviews and verifies the accuracy of all course and program information listed in the catalog and in CurricUNET META prior to the spring catalog publication date.
5. Archive courses that the division has not been able to offer at least once every two years.
6. Ensure appropriate discipline assignments for every proposal.
7. Review all proposals for accuracy.

Division Chair
1. In consultation with the dean, recommends scheduling and assigning and/or canceling classes after faculty consultation in conformance with the college's standards and practices.
2. Recommends curriculum development, modification and deletions, and supervise the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the CCC.
3. Consults with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.

Student Learning Outcomes and Assessment (SLO) Coordinator
1. Conducts SLO review to ensure compliance with program and institutional SLOs for every course and program reviewed by the Curriculum Committee.

2. Acts as a liaison between the Curriculum Committee and the SLO and Assessment Committee.
3. Provides input and expertise on all issues related to SLOs.

Librarian
1. The CCC librarian representative serves as a liaison between the CCC and the Library.
2. The representative is responsible for thorough study and review of all curriculum proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions.
3. In addition, the librarian may recommend additional information resources to faculty authors.

Distance Education Faculty Coordinator
1. Reviews all curriculum proposals with Distance Education components and conducts DE subcommittee review.
2. Reviews all curriculum proposals for technical accuracy and compliance with current regulatory, writing, and content standards related to Distance Education.
3. Functions as a liaison between the curriculum committee and the Distance Education faculty subcommittee.

Division Dean
Each Division Dean in conjunction with the Division Chair is responsible for coordinating the development of all division curriculum. They serve as a part of the technical review committee and are responsible for the thorough review and approval of all division curriculum. The Division Dean submits the proposed course or program to the Chief Instructional Officer.

Curriculum Analyst
1. Maintains all curriculum files.
2. Submits curriculum materials for local and state approval.
3. Maintains the curriculum database and forms in CurricUNET META.
4. Facilitates CurricUNET META and related technology training for all committee members and faculty authors.
5. Provides advice and guidance to the Chief Instructional Officer and to the College. Curriculum Committee on curriculum related issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.
6. Maintains the curriculum handbook and develops recommended procedures and forms for the processing of curriculum materials.

7. Prepares and submits an annual report of committee activities for the Academic Senate.
8. Records College Curriculum Committee meeting minutes.
9. Distributes minutes to all committee members within two weeks following a meeting, but no later than two days before the next scheduled meeting.
10. Compiles agendas and materials and posts them, preferably by the Friday prior to the scheduled meeting but no later than three days prior to the scheduled meeting.
11. Works with the Curriculum Committee chair to prepare and distribute committee documents and reports.
12. Works with the Chief Instructional Officer to prepare the curriculum items to submit to the Board of Trustees.

Chief Instructional Officer
1. Provides leadership in developing and maintaining curriculum.
2. Reviews all curriculum proposals to ensure congruence with the mission, need, quality, feasibility and compliance requirements of Title 5.
3. Approves all changes in academic courses and curricula.
4. Authorizes courses and/or programs to be offered.
5. Approves all selected topics.
6. Works with Curriculum Chair to carry out committee responsibilities.
7. Prepares the necessary board items to ensure that all curriculum is board approved in a timely manner.

College Curriculum Committee Chair

The College Curriculum Committee (Curriculum Committee) chair is a faculty member who is responsible for overseeing all curriculum proposals through the curriculum review process, including review of courses and programs. The chair also acts as the liaison between the Curriculum Committee and the Academic Senate (both at the college and statewide). The chair works closely with the Curriculum Analyst and the Articulation Officer to make sure curriculum

The Curriculum Committee Chair shall be elected according to the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VI, sections 1 – 6. See appendix I.

The curriculum chair receives reassigned time and secretarial support to complete the following duties and responsibilities:

1. Serves as a resource person to assist faculty in the development of curriculum proposals.

2. Reviews all curriculum proposals for technical accuracy and discipline assignment.
3. Works with department chairs and course authors to make necessary corrections.
4. Develops a recommended curriculum committee schedule for the year.
5. Schedules and conducts the pre-curriculum review meetings.
6. Prepares curriculum committee agendas and conducts committee meetings.
7. Works with the Curriculum Analyst.
8. Reports at the regular Academic Senate meetings on actions of the Curriculum Committee and curriculum issues.
9. Attends meetings with the VPAA or designee, Curriculum Analyst and others as appropriate.
10. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
11. Attends curriculum workshops at the local, regional, and state levels.
12. Participates in developing the annual curriculum calendar.
13. Performs additional duties as mutually agreed upon by the Curriculum Committee and Chief Instructional Officer or designee.

College Curriculum Committee (CCC)
1. The Curriculum Committee is responsible for the development and review of the college's curriculum and for ensuring that all curriculum meets local and state standards as outlined in the Chancellor's Office's Program and Course Approval Handbook (PCAH). The Curriculum Committee is a standing committee of the Academic Senate as provided by the California Code of Regulations, Title 5, Section 55002. Review of curriculum proposals is based upon state regulations, local requirements, and the mission and objectives of the college.
2. The Curriculum Committee will operate under its bylaws, relevant board policies, and the Academic Senate constitution. The chair will regularly report the committee's activities to the Senate.
3. The Curriculum Committee chair may convene ad hoc committees to formulate specific curriculum procedures or address specific curriculum concerns. Ad hoc committees will report their findings to the Curriculum Committee. If a report to the Senate is deemed advisable, the chair shall provide a report and any recommendations. The Senate may also recommend that the chair form ad hoc committees to address Senate curricular issues.

Articulation Officer
1. Facilitates articulation with public and independent colleges, universities, and other community colleges.

2. Develops, updates, and maintains all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
3. Serves as a consultant to counselors and instructional faculty on issues related to articulation.
4. Facilitates participation in the Course Identification (C-ID) Numbering System.
5. Participates in statewide meetings pertaining to articulation and transfer.
6. Keeps counselors and instructional faculty informed on matters related to articulation.
7. Serves as a consultant to Admissions and Records staff in evaluating transcripts and certifying students for graduation.
8. Assists the curriculum analyst with editing the transfer and graduation information in the schedule of classes, the college catalog, and the catalog supplements.
9. Works with the appropriate college personnel to maintain an accurate Master Course File database.
10. Maintains and regularly updates the ASSIST database.
11. Ensures that required ASSIST reports are filed accurately and on time.
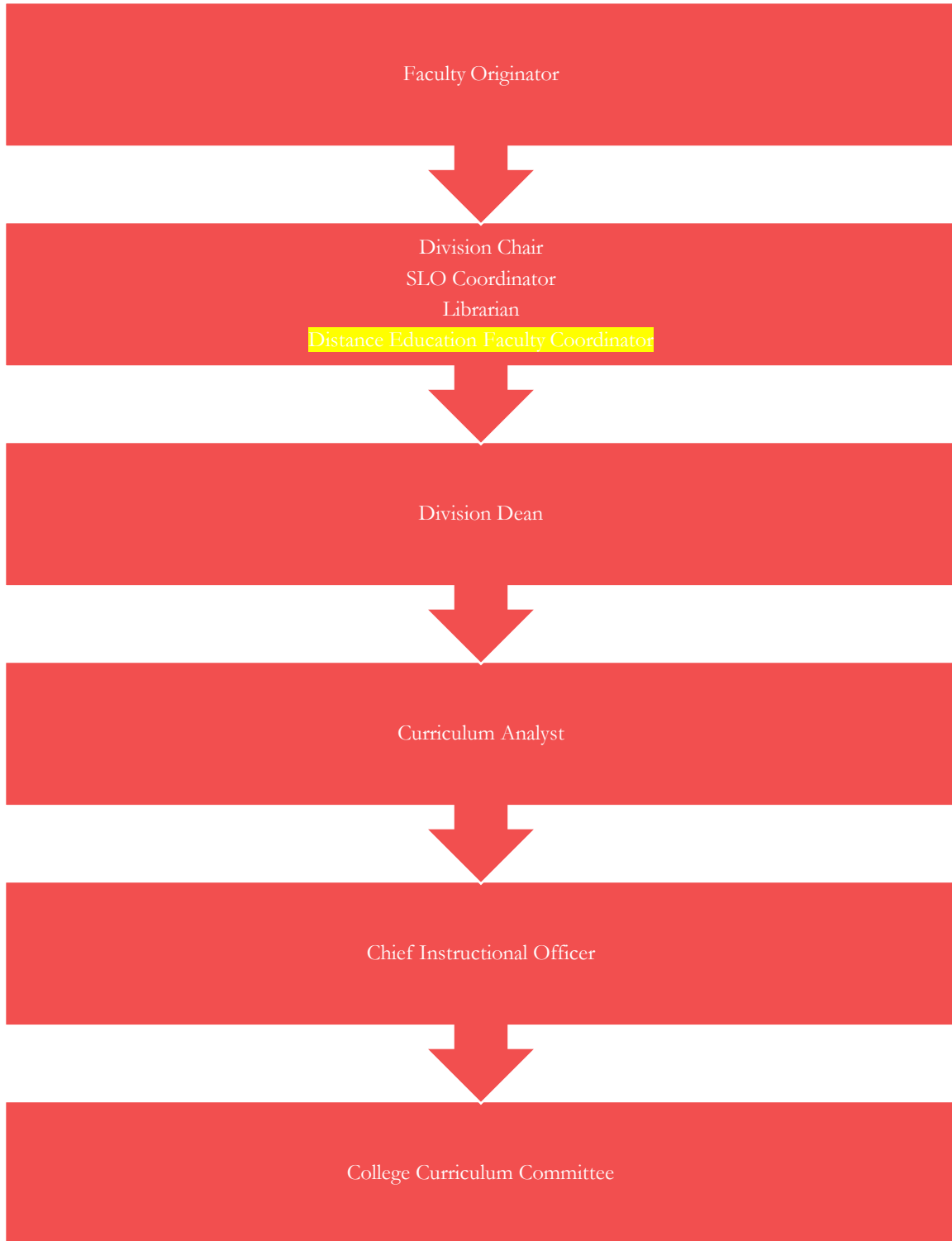
Academic Senate Secretary
1. Checks for all recording of Curriculum Committee minutes.
2. Works with the Curriculum Chair to prepare and distribute committee documents and reports.

Counselor
1. Serves as a resource person for the department in such matters as transfer, associate degree, certificates, and student needs.

Curriculum Review Flowchart

Faculty Originator

↓

Division Chair
SLO Coordinator
Librarian
Distance Education Faculty Coordinator

↓

Division Dean

↓

Curriculum Analyst

↓

Chief Instructional Officer

↓

College Curriculum Committee

Overview

The regulatory and statutory criteria for curriculum approval is contained in the Title 5 California Code of Regulations and the State Education Code. The Course Outline of Record (COR) should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree applicable credit, non-degree applicable credit, non-credit or community services offering under title 5 section 55002.

Curriculum Committee

As described in title 5 section 55002(a)(1), the Compton College Curriculum Committee (Curriculum Committee) recommending the course shall be established by the mutual agreement of the Curriculum Committee and the academic senate. The Curriculum Committee is a committee of the academic senate that includes faculty and is otherwise comprised in a way that is mutually agreeable to Compton College District and the academic senate.

Standards and Criteria for Courses
(Adapted from title 5 section 55002)

These standards and criteria guide the work of the curriculum committee in creating local curriculum forms and approval processes for:

- Degree applicable credit course
- Non-degree applicable credit course
- Non-credit courses
- Community services offering

Degree Applicable Credit Courses
A. A degree applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Title 5 Section 55062, has been recommended by the Curriculum Committee and has been approved by the district governing board as a collegiate course meeting the needs of the students.

    (1) Standards for Approval. The Curriculum Committee shall recommend approval of the course for associate degree credit if it meets the following standards:

         (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated

proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002. The Course Outline of Record (COR) shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, prerequisites or corequisites that are eligible for associate degree for credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the Curriculum Committee deems appropriate for a college course.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the

catalog description, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation. required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content in terms of a specific body of knowledge, and student learning outcomes (SLOs).

(3) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 section 58161.

Non-degree Applicable Credit Courses

A. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the Curriculum Committee and is approved by the district governing board.

(1) Non-degree applicable credit courses are:

(A) Non-degree applicable basic skills courses as defined in Subdivision (b) of Title 5 Section 55002;

(B) Courses designed to enable students to succeed in degree applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) Pre-collegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree applicable credit career technical courses or programs;

(D) Essential career technical instruction for which meeting the standards of Subdivision (a) in Title 5 section 55002 is neither necessary nor required.

(2) Standards for Approval. Curriculum Committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002.5. The COR shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside of class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree applicable work.

(D) Prerequisites and corequisites. When the Curriculum Committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content

in terms of a specific body of knowledge, and student learning outcomes (SLOs). The COR shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 Section 58161.

Non-credit Courses

A. A non-credit course is a course which, at a minimum, is recommended by the Curriculum Committee (the committee described and established under subdivision (a)(1) of section 55002 of title 5 and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved pursuant to sections 5502 and 55150 of Title 5 and fall into one of the statutory categories under Title 5 section 58160(a).

(2) Course Outline of Record. The course described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Community Services Offering

A. Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Note: Authority cited: Education Code EDC Sections 66700 and 7090.1.

Degree Programs and Certificates

New degree and certificate programs must be conform to the following standards as set forth in Title 5: Course Outlines of Record (COR)

- The content and scope of each course in a degree or certificate program proposal must be recorded in an official COR in compliance with all relevant state and local policies. The connection between the course and program level objectives must be clear.
- The objectives in the COR for each required course should clearly show how they support the objectives of the program. Further, the objectives in each course must demonstrate why the course is required and why the program course is sequenced as proposed. If this relationship is not evident for a given course, its relationship should be fully explained in the rationale.
- The course content and set of requirements in any associate degree program should emphasize principles, providing not only the skill to engage in current practices but also the critical perspective to evaluate and improve upon these practices.

Mission

The objectives of the proposed program must be consistent with the mission of the community college.

Need

There must be a demonstrable need at the time and in the region the college proposes to serve with the program in order for a program to meet the objectives as stated.

Quality

The objectives of each required course should be clearly necessary and sufficient to meet the stated goals and objective of the program. Successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, must be sufficient to enable students to fulfill the program goals and meet the stated program objectives. The CORs for each course must be complete, rigorous, current, and effective.

Completeness

The standard format for CORs used by the college should encourage complete information, as required by Title 5 Section 55002(A)(3) with specific examples of textbooks, teaching methods, assignments and evaluation of sufficient substance.

Rigor

The stated objectives of the constituent courses must meet the standards of Title 5 Section 55002(A) regarding critical thinking, writing, evaluation and grading at the college level. The course objectives must include critical thinking and should be linked to subsequent areas of the COR to make clear how critical thinking will be taught and evaluated.

Currency

The content, textbooks, software, and other materials, including library assignments, for each constituent course must represent current or emerging knowledge and practice for that subject or occupation.

Effectiveness

The course objectives should be comprehensive enough that it is possible to trace the reason for each of the course specifications by reference to at least one course objective.

Feasibility

The college must be able to commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.

Compliance

Programs must comply with any other applicable laws, including federal regulations, licensing requirements, and the particular legal requirements.

Non-credit Courses

The Course Outline of Record (COR) should contain sufficient information to permit the Curriculum Committee to correctly determine whether the course should be recommended for approval and classified as Degree Credit, Non- Degree Credit, or Non-Credit under Title 5 of the California Administrative Code.

Criteria

A Non-Credit course must fall under one of the nine areas covered by the Education Code, Section 84757(a) items 1 through 9. These courses may or may not be designed to prepare students to succeed in degree applicable courses.

Standards

In addition to meeting the criteria above, a Non-Credit course must conform to the following standards specified in Title 5 Section 55002(c):

(a) A Non-Credit course is a course which, at a minimum, is recommended by the Compton College Curriculum Committee and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to Article 2 (commencing with Title 5 Section 55150) of Subchapter 2 and satisfy the requirements of Title 5 Section 58160 and other applicable provisions of Chapter 9 (commencing with Title 5 Section 58000) of this division.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Chapter Four: The Curriculum Process

The following section provides a broad overview of the curriculum proposal, submission, and approval process, detailing specific timelines and procedures for:

- Credit Course Development and Revision
- Non-credit Course Development and Revision
- Credit Program Development and Revision

Committee Timelines

The section establishes a standard timeline and procedure for curriculum submission. The Curriculum Committee will broadly adhere to the following schedules, but may alter it in response to each year's workload or emerging needs.

Standard Meeting Schedule

The Curriculum Committee typically meets from 2:30pm to 4:00 pm on the first and third Tuesday of each month during the Fall and Spring terms. Meetings for each academic year will begin on the third Tuesday of the first month and continue through the first Tuesday of the last month of the Academic year. The Committee Chair may schedule additional meetings when needed.

Quorum

To transact business at a committee or subcommittee meeting, a quorum shall consist of 50% plus one (1) of the faculty membership of that committee or subcommittee.

Agenda

Agendas will be distributed to each member of the committee at least three days prior to the day the committee is scheduled to meet.

Minutes

The Curriculum Analyst will see that minutes are kept at all meetings. The Academic Senate Secretary will be the backup of taking the notes. The minutes will include all actions taken and make note of all significant discussions. Minutes will be distributed to all members of the committee, within two weeks of the meeting. In addition, minutes must be distributed at least two days before the next meeting of the committee.

Proposal Submission Timeline

Course proposals are considered on a rolling basis. The Curriculum Committee reviews and approves proposals for new courses and changes to existing ones on an ongoing basis during the academic year.

Proposals for new course or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time- scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals
Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to grant mandates or other time-sensitive Funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate. Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate's approval, the courses are sent to the Board of Trustees for final approval.

Distance Education Addendum Approval Process

The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the "originator") in their division that they are the responsible party for

reviewing the course outline of record in Curriqunet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the DEFC will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriqunet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forwarded in the Curriqunet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

Credit Courses

Credit course proposals that are approved by the Curriculum Committee are presented by the Curriculum Chair to the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officers. The Chief Instructional Officers submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, the BOT prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topic courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected topics courses must receive approval from the Curriculum Committee.

Selected Topics Course Submission and Approval Process

Approved Selected Topics courses may be offered two times. Selected Topics courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Course Change Approval Process

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Course modifications must undergo the 9 step approval process (see chart below) for all changes, including, but not limited to the following:

- Catalog description
- Objectives or content
- Units or hours
- Number of repetitions
- Course number
- Credit/no credit status
- Prerequisites
- Course title
- Length in term
- Text and/or instructional material
- Methods of instruction, assignments or methods of evaluation,
- Addition of distance education mode or addition of SLOs,
- Adding or dropping from an AA/AS degree or certificate program, AA/AS degree GE list, CSU GE, IGETC or TCA lists.

Chapter 5: Course Outline of Record

Overview

The components and standards for the Course Outline of Record for all credit courses:

Reference Program and Course Approval Handbook, fifth edition, September 2013, published by the Chancellor's Office

- The Purpose of the Course Outline of Record
- Course Discipline Assignment
- Required Components of the Credit Course Outline of Record
- Standards for the Major Components of the Course Outline of Record

The Purpose of the Course Outline of Record

The Course Outline of Record (COR) is a document with defined legal standing that plays a central role in the curriculum of all California community colleges. The COR has both internal and external influences, detailing expected course content and learning objectives as well as

providing guidance for faculty. The COR offers students, the community, and other educational institutions information about courses and programs, playing an integral role in program evaluation and accreditation review. The COR is also the primary vehicle for individual programs and departments to outline the scope, rigor and direction of their curriculum.

Function of the Course Outline of Record
The COR clearly identifies course standards and content, playing a critical role in the ongoing process of program review, by which a college seeks to keep its curriculum relevant and to allocate its resources effectively. New programs are evaluated to ensure they meet specific student needs through the selection of courses and construction of course outlines.

The COR and a class syllabus are not the same. While the COR is a contract between the college and the student containing the requirements and components of a course, whereas the syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments. Syllabi can provide specific dates, grading standards, and other guidelines required by the individual instructor. The COR outlines the universal components of a specific course, whereas a syllabus includes instructional methods and topics which go beyond the COR. (California State Academic Senate Curriculum Committee, Stylistic Considerations in Writing Course Outlines of Record / Purposes of the Course Outline of Record 1999).

Course Double Coding
If a course covers material common to more than one subject area, it may be appropriate to list the course under both subjects. An example is Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) and Sociology 109 (Introduction to Elementary Statistical Methods for the Study of Behavior). This practice is referred to as double-coding. Courses proposed for double-coding must meet the following criteria for consideration by the Curriculum Committee:

- The course must be recorded in two separate, but identical CORs.
- To ensure collaboration and agreement between departments on all proposed courses, faculty members from the proposed subject areas must author the COR for their area. Using the example above, this means that a Psychology faculty member will write and propose the PSYC 9A COR and a Sociology faculty member will write and propose the SOCI 109 COR. In cases where the subject-area faculty cannot agree to identical CORs, the Curriculum Committee Faculty Chair may be called upon to arbitrate the disagreement. If faculty authors are still unable to reach consensus after arbitration, the course will not be considered for double-coding.
- Double-coded courses must also be cross-listed in both disciplines or designated as interdisciplinary.

- Cross-listed example: PSYC 9A – Psychology must list both Psychology 9A and SOCI 109 must list both Sociology and Psychology in the same section. This enables faculty from either discipline to teach the course under both subject codes.
- Interdisciplinary example: Both PSYC 9A and SOCI 109 ~Psychology lists the following in Section A2 of their CORs: "Interdisciplinary: Psychology and Sociology." This requires faculty to meet minimum qualifications for both Psychology and Sociology as described on the Board of Governors (BOG) Disciplines List under Interdisciplinary Studies.

Course Discipline Assignment

Each course reviewed and recommended for approval by the Curriculum Committee must be assigned to the appropriate discipline(s) from the BOG Disciplines List, indicating that the minimum qualifications for service on the list provide appropriate academic or vocational training to teach a particular course. This information is recorded in Section A2 of the Compton College COR. While Title 5 does not specify that course disciplines be listed on the Course Outline of Record, this is the logical repository for discipline data as it allows review and approval through the regular curriculum process and provides easy access to this information. The process of placing courses within disciplines is a local Academic Senate responsibility spelled out in Title 5 §53200.

Courses may be assigned to disciplines as follows:

- Single Discipline
- Cross-listed (Multiple Disciplines): Course content is common to all listed disciplines
- Interdisciplinary: Course content requires preparation in two or more of the listed disciplines

Courses assigned to more than one discipline or assigned as Interdisciplinary may be considered for double-coding as previously described. Double-coding cross-listed courses is not required. The Curriculum Committee will consider the professional judgment of the originating faculty author on this matter.

The following text, taken from the "COR: Curriculum Reference Guide" published by the ASCCC in 2008, clarifies the process and recommends that discipline assignation be a stated duty of the Curriculum Committee as it is functionally related to other CC decisions.

Components of the Credit Course Outline of Record

Required Components

Title 5, §55002(a)(3) requires that specific course information be contained in a Course Outline of Record. All CORs shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

This is true for all credit courses, degree-applicable, non-degree-applicable, and stand-alone courses. Items to be included are:

- Taxonomy of Programs (TOP) code
- Course Identification Number
- Course Title
- Credit status
- Transfer status
- Basic skills status
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

Course Repeatability

Some courses may be repeated for credit up to three times provided that the COR contains a clear explanation for repeatability. Courses may be designated as repeatable under the following specific conditions described in Title 5 § 55041.

The college policy and procedures on course repetition adopted pursuant to Titles section 55040 may designate as repeatable courses only those courses described in this section.

If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted without petition. For instances, when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, such courses must conform to all attendance

accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

The district policy adopted pursuant to Title 5 section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

- The district must identify the courses which are to be repeatable and designate such courses in its catalog.
- The district must determine and certify that each identified course is one in which either:

    1. The course content differs each time it is offered or

    2. The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

        a. Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

        b. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Courses which may qualify as repeatable include but are not limited to the following:

- Physical education courses; or
- Visual or performing arts courses in music, fine arts, theater or dance.

Foreign language courses, ESL courses and non-degree-applicable basic skills courses are not considered "activity courses" for purposes of repeatability. The district must develop and implement a mechanism for the proper monitoring of such repetition.

Students may repeat a course pursuant to this section for not more than three semesters including summer and winter intersessions.

When a college establishes several levels of courses which consist of similar educational activities, the repetition limitation applies to all levels of courses that involve a similar primary

educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average (GPA).

Conditions on Enrollment

Courses with prerequisites, co-requisites, recommended preparations, or any other limitations on enrollment are required to have Form A attached to the COR explaining and documenting the data supporting the condition on enrollment. The following text from the State Academic Senate Handbook explains the regulatory and practical considerations for this form.

Standards

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. Content review should document that pathway by showing how the skills achieved in the requisite courses are fundamental to success for most students taking the "required" course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as "Upon entering this course the student should be able to" with a list of those entry skills following, expressed using active learning verbs following Bloom's taxonomy. In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

Justification of prerequisites requires documentation and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a) VII of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts "maintain documentation that the above steps were taken." A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course Title 5 §55003(b) & (e), which require requisites be based upon "data collected using sound research practices" for the skills of communication and computation when they are being required outside of those respective programs. This requirement does not affect the general requisite "content review" requirement for those programs specializing in communication and computation. An English course having a prerequisite of a lower level English course must validate this need

through content review, but a business course requiring that same lower level English course is additionally required to base this need upon "data collected using sound research practices."

Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the COR, such should be well defined and be as measurably objective as possible. A sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. For instance, be able to swim ten laps in a standard competition pool in under eight minutes" would be reasonable for a water polo tryout, but requiring this to be done in less than one minute would be considered extreme.

Regulatory Requirements – Title 5 Prerequisites and Co-requisites §55002(a)2D
When the college and/or district Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.

Title 5 provides the rules for requisites to be implemented and enforced in any credit courses, degree applicable or non-degree applicable, and specifically gives the determination for this need to the college Curriculum Committee. In integrating an outline, the objectives, content, learning materials, methods of instruction and evaluation should all reflect the need for the required entry skills. The relationship is in that an objective may or may not have an entry requirement, but every entry requirement must be reflected by at least one of the objectives, content, learning materials, methods of instruction or methods of evaluation.

Basic Skills Requirements §55002(a) 2E
If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

This standard mandates the requisites of communication and computation skills if the likelihood for success is dependent upon them. It sets the level at that which is required for eligibility into degree- applicable credit courses. This does not, however, eliminate the need for requisite validation as provided for in §55003 in the communication and computation areas.

Distance Education Status

<mark>Courses proposed for fully online or hybrid status, must undergo separate course approval process and be attached to the course outline of record according to Title 5 § 55206 Separate Course Approval. A hybrid course is one in which, any percent of instruction is moved online in lieu of face-to-face interaction. A course that is approved for 100% online instruction is also approved for any hybrid configuration.</mark>

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

The Curriculum Committee adheres to all Title 5 regulations and Chancellor's Office regulations relative to Distance Education offerings.

Writing and Review Standards for the Major Components

This section establishes the content and writing standards for the major components of the Course Outline of Record.

These elements of the COR express both the particulars of a given course and the broader instructional mission of the college. With this in mind, it is essential that faculty authors develop courses and programs consistent with the mission, values, institutional Student Learning Outcomes, and the academic freedom policy of Compton College. The Curriculum Committee will honor the discipline expertise of course authors and other discipline faculty by remaining open to multiple approaches and perspectives in all areas of curriculum development. The committee will work collegially with faculty authors in all discussions of course content or pedagogy while ensuring the high quality and rigor of curricula.

Developing Inclusive Curricula
Where appropriate, faculty authors will provide specific evidence of how cultural diversity is addressed through course content, assignments, Student Learning Outcomes, course assessments, or teaching methods. While the language and extent to which these elements are included in individual courses will vary to reflect theories and practices particular to each discipline, faculty authors are expected to develop inclusive curricula in a manner consistent with current and emerging in their field.

Course Description

The course description is a summary of the major topics covered in a course and should accurately reflect course content and objectives. Because they address a broad audience that includes students and the general public, course descriptions should be written in clear language and provide a summary of the course, including how it meets major, degree, certificate, or transfer requirements. For example, "Meets general education laboratory science requirement."

Prerequisites, Co-requisites, and/or Advisories

Indicate if the course is graded using Credit/No Credit grading, varies as to teaching method, or is repeatable.

Student Learning Outcomes

Student Learning Outcomes are defined as the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences (Accrediting Commission for Community and Junior Colleges, 2002). Student Learning Outcomes have the following characteristics:

- Represent culminating performances
- Express an integration of knowledge/concepts/skills/abilities/attitudes
- Describe performances that are essential
- Refer to learning that transfers beyond the classroom
- Stress the application of knowledge and skills
- State clear expectation in terms students can understand
- Have sufficient substance to drive decision about what students should learn
- Are realistic and achievable within a reasonable time frame
- Are verifiable/measurable using qualitative or quantitative methods

Course Objectives

Course objectives define the skills and knowledge a student gains upon successful completion of a course and should integrate course content, methods of instruction, methods of assessment, and typical assignments. All instructors who teach these courses are contractually bound to fulfill the objectives as stated. It is recommend that objectives be broad and introductory in scope as to preclude individual instructors from interpreting the course according to their own expertise or the needs of the class.

Course Objectives:

- Contain more than five and fewer than 10 objectives for most three-unit courses

- Broadly state the expectations for the course while adequately covering theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts, rather than adding concepts to supplement skills
- Are expressed in measurable terms
- Indicate higher-level performance, critical thinking and developmental complexity commensurate with a college-level course by utilizing course-level-appropriate critical thinking and performance verbs
- Not <u>all</u> objectives need to reflect critical thinking; recognizing, describing, and comprehension are valuable skills. It should be clear that higher thinking skills are an essential component of the course.

Course Content

Course content outlines the major concepts and topics of the course. When writing or reviewing content, keep in mind that the COR will be the basis for all sections of the course, which may be taught by any discipline faculty. Consequently, this outline should focus on major topics of study that would be covered by any instructor teaching this course while providing enough detail to take out the broad scope of the course. Remember that while all faculty are obligated to teach every point of content contained in this section of the COR, an individual instructor may go beyond this list in any given section of the course.

- Outline the main topics and subtopics commonly included in a course, with enough detail to allow for consistency of instruction whenever new faculty are assigned to this course
- Present in outline format with major topics and sub-headings.
- Provide a detailed-enough list of content to give direction to a new instructor but leave some room for individual instructors to interpret the subject matter according to their area of expertise.
- Adequately support and reflect the course objectives.

Methods of Instruction

The Methods of Instruction section should provide a detailed description of all instructional methods that may be used in the course, drawing clear and specific connections between the methods and the course content. When considering the writing style of this section, keep in mind that the assignments and methods of instruction should support the stated objectives. In particular, because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking appropriate to the nature and academic level of the course.

Methods of Instruction may include: lab, demonstrations, group discussion, critique, lecture, in-class student performances or reading, simulations, experiments, collaborative group work, project or portfolio presentations, multimedia presentations, guest lecturers, case study reviews, field trips, student presentations, or peer teaching and review.

Chapter Six: Course Review Guidelines and Checklist

<div align="center">

COMPTON COLLEGE

COURSE REVIEW GUIDELINES & CHECKLIST

This worksheet assists faculty in course review and is not submitted for approval.

Instead this document should be filed in course file in the Division Office.

</div>

Division/Department: _____ *Date:* _____

<div align="right">

Date Course Submitted to CCC

</div>

Course: _____

<div align="center">

Subject & Number   Descriptive Title

</div>

Originator: _____

<div align="center">

Faculty in Charge of Course Review

</div>

Course review has four steps. We recommend a read-through of the entire process below before beginning. Systematically undergoing the first two steps will simplify the last two steps considerably.

Step 1: Discuss the course and review course materials	Before using CurricUNET META
Step 2: Decide on necessary modifications and the review type	Before using CurricUNET META
Step 3: Modify course documents (in CurricUNET META)	Using CurricUNET META
Step 4: Obtain CCC approval	Using CurricUNET META

Step 1: Discuss the course and review course materials

Proposal originates from discipline faculty author. Course review should be done by an appropriate group of faculty (not an individual faculty member), in consultation with the dean and division CCC representative. In course review, step back and think about the course holistically. Examine SLO assessment reports, program review documents, the current Course Outline of Record, sample syllabi, examinations, course schedules, and instructional material. There is no particular order to discussion points listed below and changes may not be necessary. Questions should be directed to the division CCC Representative, the Curriculum Analyst, or the Dean.

A checked box indicates completion.

Examine recent course offerings and delivery methods. Consider inactivating any course that has not been offered in two or more years. If a distance education version exists, it must be updated. If a distance education version is appropriate, it should be developed.

Estimate the independent work hours outside of class and ask if there are sufficient contact hours (lecture and laboratory) to ensure that the course units accurately reflect the hours of work the average successful student requires to succeed. Changes here may affect faculty load.

Contact the articulation officer for recommendations regarding the general education and transfer status of the course. Contact the curriculum advisor with questions about the discipline or credit status of the course (degree-applicable credit, non-degree-applicable credit, or noncredit). Credit status rarely changes.

Reconsider the justification for any conditions of enrollment the course may have, in order to ensure that these conditions are justified in accordance with Title 5 regulations.

In the current course outline of record:

Reconsider the descriptive title and catalog description in order to ensure that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course. In most cases changes are not necessary.

Reexamine the course objectives in order to ensure that the outcomes and objectives are appropriate and attainable, and that a representative assessment type has been identified for each one.

Revisit the outline of subject matter in order to ensure that the content is current and appropriate, that each course topic is given sufficient time, and that sufficient detail is provided for each. When the course has both lecture and laboratory hours, major topics in the outline of subject matter must be separated by lecture and laboratory.

Review the methods of evaluation, typical assignment, critical thinking assignments, work outside of class, and instructional methods, in order to ensure that these are current and appropriate.

Update the materials for the course, including textbooks, in order to ensure that all materials are as current as possible and appropriate. For courses that satisfy CSU Breadth GE or IGETC, a textbook with a publication date within 5 years or open stacks is necessary. However, this does not mean that the textbook listed must be used for the course.

Step 2: Decide on necessary modifications

Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval process. The only substantive difference between a standard and a full review is the number of members of the CCC who will examine the proposed changes. Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review. The Curriculum Analyst and the College Curriculum Committee Chair make the final decision of the review type. In each row of the table below, if nothing is checked, then no changes are being proposed.

Proposed Changes	Standard Review	Full Review
Contacts	☐ Faculty Contact/Originator/Author	☐ Faculty contact/originator/Author ☐ Curriculum Chair and Curriculum Analyst
Inactivation or Reactivation	☐ Inactivation	☐ Reactivation
Distance Education	☐ Update Existing DE version	☐ New DE version proposed
Discipline	☐ Changes proposed	
General Education		☐ Changes proposed
Transfer Status		☐ Changes proposed

Proposed Changes	Standard Review	Full Review
Credit Status		☐ Changes proposed
Lecture, Lab and Independent Work Hours Course Units	☐ Proposed changes with no change in course units	☐ Changes to course units
Faculty Load	☐ No changes or decrease in faculty load	☐ Any increase in faculty load (prior administrative approval required)
Grading Method	☐ Changes proposed	
Descriptive Title	☐ Changes proposed	
Subject		☐ Changes proposed
Course Number	☐ Changes needed	
Catalog Description	☐ Changes needed	
Course Objectives	☐ Changes needed	
Outline of Subject Matter	☐ Changes needed	
Required Texts and Materials	☐ Updated current representative textbook ☐ Other changes to required material	
Primary Method of Evaluation	☐ Changes needed	
Assignments	☐ Changes needed	
Conditions of Enrollment	☐ Only minor editorial changes needed	☐ Substantive changes requiring new justifications

Step 3: Modify course documents (in CurricUNET META)

One faculty member serves as the Faculty Contact Person (or *Originator or Course Author)*, who is responsible for creating the course review proposal in CurricUNET META. Contact the Division CCC Representative with any questions.

Step 4: Obtain DCC and CCC approval

After a final review of the material, the *Originator* launches the course review proposal approval process. The *Originator* must be available for consultation throughout the approval process and will make requested changes in CurricUNET META, contacting fellow faculty about any requested changes, if appropriate.

Additional Information:

Course Units, Contact Hours, Faculty Load, and Independent Work Hours Outside of Class

Course units are intended to award students for the hours they spend mastering the knowledge and skills of the target course. At Compton College, we define one *course unit* as 54 hours of student work hours, including the *total contact hours* and the *total independent work hours*.

Weekly contact hours include both weekly lecture and lab hours.

Total contact hours are based on weekly lecture hours and weekly lab hours and the number of weeks a course has in a regular term.

Independent work hours are the hours successful students spend learning outside of contact hours.

Total independent work hours are an estimate of an unknowable average and should be determined using the best judgment of instructors and any data which may be collected.

In order to calculate the course units, you need the number of weeks the course lasts in a regular semester, the weekly contact hours, and the weekly independent study hours. Compton College will utilize a full term 18 weeks in length. Most transfer-level lecture courses assume that a successful student needs two hours of independent work for every hour of lecture. Consider the example below:

Example:	Math 120	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162 total hours
Weekly Lecture Hours:	3 hours	x 18 weeks = 54 total lecture hours

Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	6 hours	x 18 weeks = 108 total independent work hours
Justification: The sum of total lecture and total independent work hours is 162. 162 hours ÷ 54 hours/unit = 3 course units.		

Some believe this 2-to-1 ratio originated in date with the standardization of the 1910 definition of the "Carnegie unit" used by secondary institutions. However, the Title 5 definition of the course unit is much more flexible. The examples below illustrate this flexibility:

Example:	ATEC 33	
Regular Semester Course Weeks:	18 weeks	
Course Units:	8 units	x 54 hours = 432 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180 total lab hours
Weekly Independent Work Hours:	9 hours	x 18 weeks = 162 total independent work hours
Justification: With 8 course units assigned to this course, there is an expectation that the student needs an average of 432 total hours in an 18-week semester in order to succeed. The 270 total contact hours leaves 162 total independent work hours. This works out to 9 weekly independent work hours.		
Example:	French 1	
Regular Semester Course Weeks:	18 weeks	
Course Units:	4 units	x 54 hours = 216 total hours

Weekly Lecture Hours:	5 hours	x 18 weeks = 90	total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0	total lab hours
Weekly Independent Work Hours:	7 hours	x 18 weeks = 126	total independent work hours
Justification: The set up for this course suggests that the student needs an average of 126 total independent work hours, or 7 weekly independent work hours, in order to succeed.			

Common practice has dictated that faculty decide weekly lecture hours, weekly lab hours, and course units. They then calculate the total and weekly independent work hours and ask if the results are reasonable estimates of the average time a successful student needs to complete the necessary work.

Occasionally, course review reveals a course that is no longer in compliance with Title 5 regulations, as we see in the example below. Courses no longer in compliance, need to be identified and corrected.

Example:	PE 80abc	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162	total hours
Weekly Lecture Hours:	0 hours	x 18 weeks = 0	total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180	total lab hours
Weekly Independent Work Hours:	0 hours	x 18 weeks = 0	total independent work hours
Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course is a 3-unit course.			

Changes to weekly lecture and lab hours can affect *faculty load,* which is based on total contact hours. In general, any increase in total contact hours increases faculty load. In order to determine faculty load, use the following formula:

$$\text{faculty load} = \frac{\text{lecture hours/week}}{15} + \frac{\text{laboratory hours/week}}{20} + \frac{\text{activity lab hours/week}}{22}$$

For example, a course with 2 lecture hours and 2 laboratory hours per week yields a faculty load of 0.2333, or 23.33% of a full load. A course with 4 lecture hours per week class yields a faculty load of 0.2667 or 26.67% of a full load. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins. Faculty and deans should consider the possibility of far-reaching effects of making changes to lecture and laboratory hours for a course. Hence, decreases in faculty load would be inadvisable from a scheduling perspective.

1. Conditions of Enrollment:

Establishing and *justifying* conditions of enrollment are two of the most important responsibilities the state has assigned faculty. We are required to review the justifications for conditions of enrollment every six years. There are three classes of enrollment conditions (prerequisites and co-requisites, recommended preparations, and enrollment limitations).

Categories:	Sequential	Other Knowledge	Communication / Computational	Health and Safety	Statute or Regulation	Standard Requisite	Program Requirement
Type of Requisite or Recommended Preparation:							

1. Enrollment limitations are allowed for courses like orchestra or school newspaper, and are not subject to the same justification procedures as other enrollment conditions. More information is available below.

2. Prerequisite and co-requisite courses, knowledge or skills are those without which a student is highly unlikely to succeed in the target course. These are required.

3. Recommended preparation courses, knowledge or skills are those which greatly enhance a student's ability to succeed in the target course. These are advisory.

Prerequisite Course	✓	✓	✓	✓	✓	✓	✓
Co-requisite Course	✓		✓		✓	✓	✓
Non-Course Prerequisite				✓	✓		✓
Non-Course Co-requisite					✓		✓
Recommended Preparation Course	✓		✓				
Non-Course Recommended Preparation		✓		✓			

There are multiple types and categories of prerequisites, co-requisites, and recommended preparations. The category of the condition determines how it is justified and what documentation is needed. Common categories for each type of requisite or recommended preparation are checked in the table above. If a box is left unchecked, such a combination is rare.

CATEGORIES

CATEGORY 1:

Sequential – Any course in the same department as the target course

CATEGORY 2:

Other Knowledge or Skills – Any course not in the department of the target course

CATEGORY 3:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: For these categories, *content review* (as defined in Title 5) is the process used to determine whether or not a proposed prerequisite, co-requisite, or recommended preparation course is appropriate. Here are the steps to *content review*:

A. Faculty members with appropriate expertise participates in the entire content review process.

B. The course Student Learning Outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.

C. Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.

☐ For a prerequisite or co-requisite: The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the entry skills page of the target course's CurricUNET META file as required skills. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.

☐ For a recommended preparation: The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the entry skills page of the target course's CurricUNET META file as recommended skills. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.

D. For a prerequisite, co-requisite, or recommended preparation course, the knowledge and skills listed in the entry skills page of target course's CurricUNET META file are matched to the course Student Learning Outcomes and course objectives of the prerequisite, co-requisite or recommended course. This may be done on the CurricUNET META entry skills page.

E. CurricUNET META will automatically include the matching skills and content review information in the Course Outline of Record.

CATEGORY 4:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: Currently, data must be gathered to justify this category of requisite. Complete an Entrance Requirements Needing Data Collection (Form B) and place it on file in the division office. This is not available online.

CATEGORY 5:

Health and Safety

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, justify health or safety requisites by listing the skills which students should have in order to avoid creating hazards to themselves or others. No additional documentation is necessary.

CATEGORY 6:

Statute or Regulation

Program Requirement

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, cite the appropriate statute or regulation, or program requirement. No additional documentation is needed.

CATEGORY 7:

Standard Requisite

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, list at least three UC or CSU examples of equivalent courses and requisite courses. Copies of the appropriate catalog pages of the UC or CSU examples should be uploaded on the attached files page in CurricUNET META.

3. Enrollment Limitations: Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET META, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the Curriculum Analyst for guidance writing these conditions. In addition, describe any degree or certificate requirements the target course satisfies. If they exist, alternate courses that satisfy

the same requirements, but do not have enrollment limitations, should be listed in CurricUNET META.

4. Course Student Learning Outcomes and Course Objectives

Enter course student learning outcomes and their assessment methods in the CurricUNET META SLOs & Assessments Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. Course Student Learning Outcomes are NOT subject to CCC approval and can be changed at any time. Student Learning Outcomes should meet minimum standards for quality and must be assessable. All courses submitted for course review must have a complete set of Student Learning Outcomes.

Enter course objectives and their assessment methods in the CurricUNET META Curriculum Module. Course objectives are subject to CCC approval and can only be changed through the process of course review. Course objectives must be behaviorally measurable and some course objectives must expect students to conduct critical thinking.

5. Methods of Evaluation and the Typical Assignment

The typical assignment must be evaluated using the primary method of evaluation for the course. The typical assignment should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of methods of evaluation should consist of those methods that are highly likely to be used by all instructors of the course. Instructors are not required to use the methods listed.

6. Critical Thinking Assignments

The critical thinking assignments must have clear products and must clearly involve critical thinking skills. The critical thinking assignments should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. Critical thinking assignments are now required by Title 5 for all credit courses, whether degree applicable or not. Local standards encourage noncredit courses to include critical thinking assignments.

7. Work Outside of Class and Instructional Methods

For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse instructional methods with work outside of class,

so double-check these. Finally, only check "Field Trips" under instructional methods if these are trips that must receive prior Board of Trustees approval. (For more information about field trips and alternate class sites, contact your dean.)

8. Textbooks/Materials

Textbooks/Material should only include items that students may be asked to purchase. If there is doubt about a particular item, please contact the Curriculum Analyst.

Articulation is greatly facilitated when a course has at least one representative textbook with a recent publication date. When the appropriate textbook has no recent edition or printing, the faculty can justify the textbook by indicating that it is an "industry standard" or "discipline standard" or the "most recent edition available". Textbooks are inappropriate for some courses. There is no requirement that a course must have a textbook. However, faculty should consult with the Articulation Officer regarding any articulation issues that may arise as a result of requiring no textbook.

In CurricUNET META, textbooks and alternate texts should be entered under texts only if the title, edition, author, publisher, and date of publication are available. Otherwise, list other required readings under supplemental readings or materials. Using these other options allows faculty to list more general items, such as "Six Shakespeare plays, any version", "The Iliad, any translation", or "Students select four plays written in the last five years".

Proposal Submission Timeline

Curriculum proposals for each academic year must be submitted to the Curriculum Analyst for initial review no later than the third week in October. Exceptions will be made for exigent circumstances. Proposals will be reviewed through the stated curriculum process in the Fall term and submitted for Academic Senate and Board of Trustees (BOT) approval in December.

Proposals may be carried over for review and approval into the Spring term depending on the proposal load of any given academic year.

Proposals for new courses or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time-scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics Courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to Grant mandates or other time-sensitive funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate and then to the Board of Trustees (BOT) for final review and approval in December and May of each academic year. The implementation policies for all proposals is as follows:

Credit Courses

Credit course proposals approved by the Curriculum Committee are presented by the Curriculum chair at the December and May meetings of the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officer. The Chief Instructional Officer submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory Database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, and the BOT and the Chancellor's Office prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topics Courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected Topics Courses must receive approval from the Curriculum Committee.

Credit Course Proposal Submission and Approval Process

Step 1: Proposal originates from discipline faculty author

Step 2: Review by division chair, SLO Coordinator, Librarian, and Distance Education Faculty Coordinator

Step 3: Division Dean reviews proposal to ensure compliance with all curricular and institutional standards and ensures Division-level review of all proposals

Step 4: Curriculum Analyst reviews for:

- Compliance with writing standards.
- Completeness
- Course discipline assignment(s)
- Correct Supplemental Forms
- Chancellor's Office compliance

Step 5: Chief Instructional Officer reviews the course proposal

Step 6: Curriculum Committee review and approval

Step 7: Curriculum Analyst drafts the Board agenda and submits to Chief Instructional Officer

Step 8: Chief Instructional Officer represents the Curriculum Committee at the monthly Board meeting and Board approves curricular actions as recommended by the Curriculum Committee

Step 9: Curriculum Analyst submits course into Chancellor's Office Curriculum Inventory database for approval

Step 10: Upon notification of approval in Curriculum Inventory, the course is published in the catalog and schedule of classes

Selected Topics Course Submission and Approval Process

Selected Topics Courses cover topics not offered by the established curriculum. As they are experimental in nature, these courses are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations.

Approved Selected Topics Courses may be offered two times. Selected Topics Courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Agenda Format

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Full review for substantive changes
- Major changes in catalog description, objectives or content
- Changes in units or hours
- Changes in the number of repetitions
- Changes in Credit/No Credit status
- Changes to Prerequisites
- Major changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Addition of Distance Education mode
- Determination of imminent need to initiate expedited approval

Consent Agenda for minor changes
- Non-substantive changes in catalog description, objectives or content
- Changes in course number
- Changes in course title
- Minor changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Added or dropped from an AA/AS degree or certificate program
- Added or dropped from AA/AS degree GE list
- Added or dropped from CSU GE, IGETC or TCA lists
- Addition of SLOs

Information items for minor technical changes to courses or the approval of Selected Topics courses

- Changes in term length
- Changes in the text and/or instructional material
- Addition of a focus area to a special topics list for the next letter in the sequence
- Notification of approval of Selected Topics Courses by the Vice President of Instruction

Chapter Seven: General Education Requirements

Overview

A student has three options to complete the General Education Requirements:

- Option 1 is designed for students completing the Associate degree major.
- Option 2 is designed for students completing the CSU GE Breadth transfer requirements.
- Option 3 is designed for students completing CSU/UC (IGETC) transfer requirements.

Option 1: Associate Degree Requirements

Complete the specified number of units in categories 1-6 or 7.

Definition of Associate Degree

The associate degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

An Associate of Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.

An Associate of Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.

1. Natural Sciences

Courses in natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationships between science and other human activities.

This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.

2. Social and Behavioral Sciences

Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

3. Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion.

4. Language and Rationality

Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

A. English Composition

Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.

B. Communication and Analytical Thinking

Courses fulfilling the communication and analytical thinking requirement include oral communication, logic, computer languages and programming, and related disciplines.

5. Health Education and Physical Education Course

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

6. Mathematics Competency

A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.

7. American Institutions and California Government

A course in American Institutions and California government is required for Associate of Arts degrees but not Associate of Science degrees. A course proposed to meet American

Institution and California government requirement must satisfy the requirements CSU executive order # 167 if the course is intended to meet the California State University graduation requirement as well as the Associate Degree requirement.

Associate Degrees for Transfer

California Community Colleges offer associate degrees for transfer to the CSU. These may include Associate of Arts (AA-T) or Associate of Science (AS-T) transfer degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are given priority admission consideration to a CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. If the AA-T or AS-T is deemed a similar degree by the CSU, students will be able to complete their remaining units for the bachelor's degree within 60 units.

Option 2. California State University (CSU) General Education

If a course is proposed for areas of CSU GE (Executive Order No. 595) (Title 5, Sections 40405.1), it must satisfy the following criteria:

Area A. Communication in the English Language and Critical Thinking

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- A1. Oral Communication

- A2. Written Communication
- A3. Critical Thinking

Area B. Physical Universe and its Life Forms

Instruction approved for the fulfillment of this requirement is intended to impact knowledge of the facts and principles that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- B1. Physical Science
- B2. Life Science
- B3. Laboratory Activity
- B4. Mathematics/Quantitative Reasoning

Area C. Arts, Literature, Philosophy and Foreign Languages

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this

requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- C1. Arts
- C2. Humanities

Area D. Social, Political, and Economic Institutions and Behavior, Historical Background
Instruction approved for the fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- D1. Anthropology and archeology
- D2. Economics
- D3. Ethnic Studies
- D4. Gender Studies
- D5. Geography
- D6. History
- D7. Interdisciplinary Social or Behavioral Science
- D8. Political Science, Government, and Legal Institutions
- D9. Psychology
- D10. Sociology and Criminology

Area E. Lifelong Understanding and Self Development
Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study.

Option 3. Intersegmental General Education Transfer Curriculum (IGETC)

If a course is proposed for IGETC (Title 5, Section 40405.2), it must satisfy the following criteria:

- Requirements prior to submission for IGETC
- Course must be listed on the UC Transfer Course Agreement (TCA) list and
- Course must be transferable for CSU baccalaureate elective credit/baccalaureate list
- Course complies with Intersegmental General Education Transfer Curriculum requirements in Title 5, Section 40405.2.

Area 1. English Communication

English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

The English Communication subject area includes a requirement for a combined course in critical thinking-English composition. The IGETC curriculum states that the course must have a prerequisite of a first-semester reading and composition course. The course must provide "as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays." Written work shall be evaluated for both composition and critical thinking.

- Group A: English Communication
- Group B: Critical Thinking-English Composition

Area 2. Mathematical Concepts and Quantitative Reasoning

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey math/quantitative reasoning requirement.

Area 3: Arts and Humanities

Arts - The IGETC requires that courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation courses focusing primarily on performance.)

Humanities - Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all other elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they were

taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses as long as the focus is not solely on technique but includes the role of logic in humanities disciplines.

- Arts
- Humanities

Area 4: Social and Behavioral Sciences

Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus were not approved.

Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

Area 5: Physical and Biological Sciences

Biological Sciences - Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

Physical Sciences - Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way we live, are not acceptable.

- Physical Science with lab or Physical Science lab only (non-sequence)

- Physical Science lecture only (non-sequence)
- Physical Science lecture course
- Physical Science with lab or Biological Science lab only (non-sequence)
- Biological Science lecture only (non-sequence)
- Biological Science lecture course
- Biological Science lab course
- First Science course is a special sequence
- Second Science course in a special sequence

Appendix

Appendix I.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary,

Board Representative, Treasurer, from among the members of the Academic Senate. Senate

sub-committee chairs shall be officers of the Senate Executive Board. All Senate officers

must be tenured members of the full-time faculty when they take office.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for

nominations. The Vice President is responsible for processing nominations and for verifying

the eligibility of each nominee. Nominees must be members of the Senate. Nominations for

office are made from the floor by Senators. At the time of nomination, the nominees must

indicate whether they wish to be considered for the position nominated. The order of

nomination of offices shall be President, President-Elect when applicable, Vice President,

Secretary, Treasurer, Board Representative. Presentation of Candidates: At the first meeting in
May, the nominees shall

be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret

ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article IIV, SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The Academic Senate shall elect its Senate Subcommittee Chairs from tenured members of the full-time faculty. The Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominations for chair positions are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The Vice President shall be responsible for conducting the election by secret ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.

When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.

SECTION 4.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her

election.

SECTION 5.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President which is cumulatively three years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

8

SECTION 6.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

Appendix II.

ARTICLE VIII: COMMITTEES SECTION 1. SUB-COMMITTEES

a. The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as "Senate Sub-Committees." Faculty Senate Committee members shall be appointed by the Senate President in consultation with the Executive Board. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.

b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

83

Anti-Hate Syllabus Statement

In this course, the diversity of our students is acknowledged, accepted, and valued as an asset. Diverse perspectives, stemming from differences in race, culture, sex, gender expression, sexual orientation, age, disability, socio-economic status, religion, citizenship status, and many other aspects of the human experience, provide opportunities to re-examine our own beliefs, to expand our understanding and cognitive complexity, to open our minds, and to learn from each other; in other words, it creates an inclusive and rich learning experience. In order to create an inclusive space where healthy dialogue can thrive, and where all class members are treated with dignity, we need to respect each person's right to their own opinion, consider others' viewpoints carefully by listening attentively, and we need to express our own opinions in ways that do not denigrate any members of our community. We will not always agree with others, but we can disagree in a respectful way, that leaves people feeling heard, and valued.

Compton College

Midterm Report

The Midterm Report is submitted in support of Reaffirmation of Accreditation

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

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

March 15, 2021

Certification Page

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

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

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

Signatures:

_____

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

_____

Dr. Keith Curry, (President/CEO, Compton College)   (Date)

_____

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

_____

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

_____

Dr. Minodora Moldoveanu, (Academic Senate President, Compton College) (Date)

_____

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

_____

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

Table of Contents

Report Preparation

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

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

---

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

1

Plans Arising from the Self-Evaluation Process

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

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

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

The College updated agenda and minute templates in 2018 to include the new mission statement, and users can access it online on the Institutional Standing Committees webpage (AII.1-1). Furthermore, the mission is present in multiple locations and in publications, including the Mission Website, page 3 of the *2019-20 College Catalog*, and page 5 of the *Compton College 2024: Every Student is a Success Story Comprehensive Masterplan* (AII.1-2, AII.1-3, & AII.1-4).

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

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

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

2

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

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

Compton College piloted disaggregation of PLOs by ethnicity in spring 2020 and plans to use the same process to disaggregate a sample of SLOs for distance education in fall 2020. Scaling disaggregation of learning outcomes across all PLO and SLOs will be problematic with the current Nuventive data collection system that does not support data collection at the student level. Compton College is considering alternative platforms to scale and will have a plan for adoption by October 2020 (AII.4-1).

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

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

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

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

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

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

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

The Distance Education Advisory Committee (DEAC) was established in spring 2017, and became fully operational in spring 2018, as a subcommittee of the Academic Senate. DEAC's membership is comprised of faculty members from across the disciplines, counselors, articulation officer, and is co-chaired by the distance education faculty coordinator and the vice president of Academic Affairs. DEAC meets twice a month and reports directly to the Academic Senate (AII.8-1). In 2019-2020, DEAC worked with the Institutional Effectiveness Partnership Initiative (IEPI) to improve Compton College's distance education program through a grant awarded in fall 2019 (AII.8-2).

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

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

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

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

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

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

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

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

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

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

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

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

6

As mentioned in AII 2, the Collaborative Governance at Compton College document was completed and approved by the CCCD Board of Trustees on May 19, 2020 (AII.2-6).

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

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

Response to Team Recommendations for Improvement

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

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

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

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

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

College's President/CEO webpage as well as on the College's social media channels (R2-2, R2-3).

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

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

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

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

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

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

9

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

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

The College has taken several steps to strengthen professional development offerings campus-wide. First and foremost, the Academic Senate established the Faculty Development Committee in fall 2017, which began designing and offering regular flex workshops throughout the semesters (R6-1). This committee also established a semester reading/book club, and since fall 2019 has been offering an optional faculty-centered professional development day that complements the College's required professional development day (R6-2, R6-3, & R6-4). All professional development opportunities are open to adjunct employees. Adjuncts are encouraged to participate and are offered meals and stipends when available for special trainings such as the AB705 professional development support workshops (R6-5). In fall 2019, the Academic Senate asked the Faculty Development Committee to review and recommend an approved listing of flex activities to the District (R6-6, R6-7). This listing was approved by the Academic Senate on May 16, 2019 and submitted to the CCCD as informational thereafter (R6-8).

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

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

The final step that the College took to strengthen professional development efforts, campuswide, was to hire a professional development manager. Hired July 1, 2019, the professional development manager's role is to "facilitate and coordinate appropriate and timely professional development workshops for faculty, management and staff; design, plan and implement various programs to address institutional, departmental, and personal training needs; train, supervise and evaluate assigned staff" (R6-13). The manager has worked with the Profession Development Committee and established a calendar for 2020-2021.

10

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

As the College completed the transition away from El Camino College, staffing needs were assessed and suggestions were made in the revision of the *Staffing Plan* (R7-1). The College addressed its needs through the lens of Guided Pathways implementation, CTE/curriculum trends, and various legislative changes including AB288, AB705, and AB504/508. The *Staffing Plan* was revised to align with the College's Tartar Completion by Design framework as well as the *Compton College 2024: Every Student is a Success Story* comprehensive masterplan (AII.1-4). Furthermore, in order to increase effectiveness of staffing needs that reflect the needs of the College's diverse student population, the College partnered with the University of Southern California's (USC) Center for Urban Education to review job descriptions and create opportunities for diversity and inclusiveness at the College (R7-2).

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

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

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

Recommendation 9 (Improvement): *In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is*

11

linked to resource allocations; clarify how priorities are decided; and improve communication of this information. (III.D.2, III.D.3)

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

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

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

12

Data Trend Analysis

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

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

Year 1: 2016-2017

Year 2: 2017-2018

Year 3: 2018-2019

Annual Report Data – Institutional Set Standards

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

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

Analysis of the data:

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

- Transition for El Camino College: The transition from El Camino College was a historic and consequential event for Compton College faculty, staff, administrators, and students. The College had been building toward this new independent Compton College operations as of June 7, 2019.
- Implementation of AB 705: Compton College has been implementing efforts related to AB 705 since spring 2019. The key changes were revised course offerings in math and English, with the elimination of the lowest level courses. Further, faculty in math and English participated in professional development in winter and summer 2019 to provide accelerated course success.

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

13

- Compton College is joining Achieving the Dream, Inc to focus on professional development about teaching and learning, as well as improved data use.
- Compton College is implementing Guided Pathways and key student supports, such as the early alert system that was piloted in fall 2019 and is currently being scaled across the campus.

College stakeholders review course success during its annual review of Institutional Set Goals in the spring of each year. The stretch goal was increased in year 3 as a response to discussion about AB 705 and the expected increase in course success related to increased success in math and English.

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

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

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

Analysis of the data:

The number of students awarded an associate degree has increased from 487 to 497 between 2016-2017 and 2018-2019 school year; this represents an increase of 10 awards. During each of the last three years, the actual performance of degree completion surpassed the institutional-set standard. After raising the stretch goal, the College fell behind the stretch goal in the 2018-2019 school year.

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

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

14

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

Analysis of the data:

The number of students awarded a certificate decreased from 178 to 104 between 2016-17 and 2017-2018 school year. However, the number of students awarded a certificate increased from 104 to 173 between the 2017-18 and 2018-19 school years. The actual performance of certificate completion surpassed both the institutional-set standard and stretch goal except during the 2017-18 school year.

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

Transfer

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

Analysis of the data:

The number of students who transferred increased from 615 to 642 between the 2016-17 and 2017-18 school years. The number of transfers surpassed both the institutional-set standard and stretch goal. However, in year three there was a decrease in the number of transfers accounted for Compton College. This decrease was due to a change in how the transfer data were pulled from the National Student Clearinghouse. In the prior years, the methodology to pull "Compton College" students from the El Camino Community College District Institutional Research Office was to include any student who had completed 12 units in the previous year at either the Compton College or El Camino campus. In 2018-2019, as Compton College was regaining its independence from El Camino, the methodology was changed to pull only students who had completed 12 units in the previous year at Compton College. Moving forward this is the methodology that will be used, and the decrease will need to be accounted for in a revised institutional set standard and stretch goal.

15

In fall 2020, the director of Institutional Effectiveness will request that the transfer Institutional Set Goal and Standard be included in the Institutional Effectiveness Committee agenda for a recommended change. This recommendation will be forwarded to Consultative Council and then to the Board of Trustees to finalize the new standard and goal for the college.

STUDENT LEARNING OUTCOMES ASSESSMENT

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

Analysis of the data:

The table above presents the number of student learning outcomes, program learning outcomes, and institutional learning outcomes that were scheduled for assessment during the academic years. The courses and programs are on a three-year assessment cycle that was initiated in 201X. The number of courses assessed decreased from 271 to 135 during the last three years.

The number of programs assessed has decreased from 15 to 4. Compton College is establishing a new report that will be disseminated to Academic Deans to track SLO and PLO completion. Academic Deans will be responsible to ensure full participation on an ongoing basis, instead of the semi-annual report that has been provided in the past. The college has not yet assessed the Institutional Learning Outcomes (ILOs). In 2020-2021, Compton College will re-establish the ILO assessment schedule and assessing one ILO each year.

Compton College also uses Nuventive for its SLO data collection. The SLO Coordinator conducts regular trainings about SLO data collection and use. The College has defined SLOs, PLOs, and ILOs and entered them into the Nuventive system. However, participation in entering assessment results has been a continuing struggle, as the College has experienced turnover in faculty coordinators and facilitators. Further, the College would like to understand how to collect student-level data and is considering a change to the data collection platform. The College has named a new faculty SLO coordinator for winter 2020. Under the new leadership, the College emphasized the importance of SLO collection and implemented a PLO disaggregation project.

The College is undertaking a review of the SLO, PLO, and ILO mapping and assessment timeline in fall 2020. The College also is resetting the ILO assessment schedule to include measuring and assessing one ILO per year.

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

16

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

Analysis of the data:

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

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

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

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

Analysis of the data:

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

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

Annual Fiscal Report Data

General Fund Performance

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

18

Analysis of the data:

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

Other Post-Employment Benefits

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

Analysis of the data:

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

Enrollment

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

Analysis of the data:

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

19

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

Financial Aid

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

Analysis of the data:

The data for year 3 represents fiscal year 2016. The previous two years show less than 10 borrowers, per the US Department of Education website: https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=042817.

20

Report on the Outcomes of the Quality Focused Projects

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

Quality Focused Essay – Action Project 1: Integrated Planning

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

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

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

Strengthen the link between Annual Program Plans and Resource Allocation

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

The College has further developed the institutional standing committees (ISCs) across the campus (QF1-02). All ISCs report to Consultative Council, the representative planning committee co-chaired by the President/CEO and the Academic Senate President. Compton College has fifteen institutional standing committees with clearly defined purpose statements captured on the representative list circulated each term by the President/CEO and Academic Senate President (QF1-03, QF1-04). These committees have a faculty and administrator co-chair leadership structure and a defined administrative assistant to ensure all agenda and notes, including any recommendations that will require resource allocations, are captured and posted online in a timely manner for access by all college stakeholders.

21

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

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

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

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

In addition to hiring a director of Institutional Effectiveness, Compton College also invested in the Nuventive platform to capture the College's planning documentation that is linked to the budget process (QF1-17). Since its adoption, the OIE conducts regular, periodic Nuventive trainings across the campus in alignment with AR6200: *Budget Calendar* to increase the number of faculty and staff who complete annual plans (QF1-18). During the 2019-2020 planning cycle, a majority of annual plans were captured in the Nuventive system and documented in the annual evaluation report (QF1-19). This work has been institutionalized.

The program review faculty coordinator offers regular trainings about how to complete a rigorous program review; however, the program reviews are still captured outside of Nuventive

22

(QF1-20). The OIE will begin work on a plan in fall 2020 to integrate all program review content into Nuventive, which will effectively link program review recommendations to the annual plan recommendations that inform the annual budget.

Improve Campus Communication Regarding Planning Processes and Actions

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

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

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

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

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

Quality Focused Essay – Action Project 2: Distance Education

23

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

Organizational Management Structure

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

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

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

Implement Best Practices to Increase Student Success

The distance education faculty coordinator and the DEAC have developed a *Distance Education Handbook* that outlines best practices and guidelines for Compton College faculty (QF2-7). In joining the CVC-OEI, the College is building its capacity to create strong distance education course offerings (QF2-8).

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

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

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

Promote Student Awareness and Develop Tools for Student Success

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

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

Cranium Cafe Student Hub was installed into Canvas to allow all students to be able to contact all student services and other various departments online through Canvas in spring 2020. Further, the NetTutor was installed into Canvas along with a list of tutors to address the student's need for online tutoring in a myriad of subjects. Proctorio was installed into Canvas to address the need for testing software, Labster addresses the need for online laboratory courses, and Ally

25

addresses the need for managing accessibility across all Canvas courses (QF2-25). The College leadership is closely watching the state-level funding for these resources and will consider local funding if necessary.

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

Actionable Improvement Items

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

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

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

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

Actionable Improvement Item 5
AII.5-1	Student Equity Report and Plan
AII.5-2	Planning Summit Agenda – October 11, 2019
AII.5-3	Tartar Talks Presentation – November 19, 2019
AII.5-4	Men of Color Taskforce Agenda – May 22, 2020
AII.5-5	LGBTQ+ Taskforce Agenda – November 29, 2018
	LGBTQ+ Social Event Flyer – Summer 2020

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

Actionable Improvement Item 7

27

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

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

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

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

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

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

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

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

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

Actionable Improvement Item 16
AII.16-1   Compton College Governance Survey – 2016
AII.16-2   Compton College Governance Survey – 2017
AII.2-2   Tartar Talks Presentation – September 2019

28

Recommendations from External Evaluation Team

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

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

Recommendation 3
R3-1	Compton College Homepage (Screen Capture)
R3-2	OU Campus Training Flyer/Schedule

Recommendation 4
AII3-1	Core Planning Workgroup Meeting Agenda – November 2019

Recommendation 5
R5-1	Student Success Center and Strong Workforce Meeting Agenda
R5-2	Tartar Completion by Design Framework Model
R5-3	Early Alert Presentation/Rollout

Recommendation 6
R6-1	Faculty Development Meeting Agenda
R6-2	Faculty Development Book Club Flyer
R6-3	Fall 2019 Optional Faculty Development Flex Day Agenda – August 23, 2019
R6-4	Fall 2019 Flex Day Agenda – August 22, 2019
R6-5	AB705 Assessment Implementation Update
R6-6	Academic Senate Letter to Faculty Development Committee, Re: Flex Activities
R6-7	Approved Flex-Day Activities List
R6-8	Academic Senate Meeting Minutes
R6-9	Compton College Needs Assessment Survey (Draft to Senate)
R6-10	Academic Senate Meeting Minutes – September 19, 2019
R6-11	Needs Assessment Survey Results Report
R6-12	Classified Professional Development Day Presentation – Spring 2018
R6-13	Professional Development Manager Job Description

29

Recommendation 7

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

Recommendation 8

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

Recommendation 9

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

Quality Focus Essay

Action Project 1: Integrated Planning

Action Project 2: Distance Education

QF2-1	Distance Education Faculty Coordinator Job Description
QF2-2	Learning Management System Specialist Job Description
QF2-3	Instructional Coordinator Job Description
QF2-4	Distance Education Manager Job Description
QF2-5	Instructional Designer/Faculty Distance Education Trainer
QF2-6	DEAC meeting minutes
QF2-7	**Pending
QF2-8	Distance Education Handbook
QF2-9	CVC-OEI Partnership Agreement
QF2-10	POCR Process
QF2-11	Digital Summit Agenda, November 2019
QF2-12	Faculty Canvas Training Agenda, Summer 2020
QF2-13	Emergency COVID-19 Faculty Canvas Training Agenda, March 2020
QF2-14	IEPI Report
QF2-15	Student Services Website
QF2-16	Counselor Online Counseling Training Agenda, fall 2019
QF2-17	Emergency COVID-19 Counselor Online Counseling Training Agenda, March 2020

30

QF2-18	Technology Plan
QF2-19	IEPI Distance Education Plan
QF2-20	Guided Pathways POCR Training Agenda

31

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

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

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

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

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

1

Page intentionally left blank

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

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

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

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

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		in Program Mapper. The program maps include career information, i.e. salary, job growth outlook, etc. The GPD websites are being revised. Programs are also included in the new student orientation.

Term, if *at scale* or *scaling:* | *Timeline for implementing next steps:* Fall 2020 – ongoing |
| c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program. | ☐ Not occurring
☐ Not systematic
☒ Planning to scale
☐ Scaling in progress
☐ At scale | *Progress to date:* Updates have been inputted for Transfer & Career Center webpages with updated links to university webpages and career exploration tools. Major prep advising worksheets are available on the counseling webpage with employment information. The 2019-2020 academic year ended with the Career Clarity Committee (C3) making recommendations for next steps on implementing a campus wide career readiness vision. C3 membership reviewed CCCMyPath for onboarding of students with career cards, reviewed and added SOAA concepts based on employment focus, and adopted the LinkedIn Learning resource as a supplemental tool for building transferable skills to support career readiness. Additionally, program maps were completed by June 30, 2020. The program maps have been uploaded onto Program Mapper.

Term, if *at scale* or *scaling:* | *Next steps:* Leveraging existing software tools (EMSI), CCCMyPath, Program Mapper, GPD Division pages connected to all career resources. Furthermore, by fall 2020, we will complete a program map pipeline with CSUDH.

Timeline for implementing next steps: Spring 2021 |

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Developed academic program maps for each of our degree and certificate programs and completed by June 2020. Information provided in each GPD website and in new student orientation. The GPD webpages show important information about and programs. All students including K-12 students have this information available to them via the Compton College webpages, via Educational Partnerships, and Dual Enrollment Specialists. Term, if *at scale* or *scaling:*	*Next steps:* Creating Marketing & Communication material that is connected to academic program maps and a Guided Pathways webpage. *Timeline for implementing next steps:* Fall 2020
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Completed program maps and uploaded into Program Mapper. Students have several avenues to receive help: Stem Center, L-SSC, DSPS, Free 24/7 online tutoring, including NetTutor, Khan Academy, Math TV, EdReady Math, provide assistance and guidance to students. Additionally, we now have Math 65 for those who may not have the foundation for college Math 150.We are currently piloting a co-teaching model for Math 150 with a corequisite of 15C. This has been developed but not yet approved to be offered. Last, the college contracted with the Research and Planning (RP Group) to conduct an evaluation of English and math placement	*Next steps:* Reflect upon the evaluation findings from the RP group to refine basic skills course, co-requisite, and support services to improve student outcomes, including throughput and completion, or other alternative student support strategies. Operationalizing case management for students in STEM and across all five GPDs. Making sure courses are being offered and consistent with program maps. Strong college support of the Stem Center, L-SSC, DSPS in their projects, and efforts to help all students. End of Spring 2021 provides the next benchmark to measure progress in this area. All forms of tutoring should be continued.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		and is currently collecting and analyzing this data. Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:* Fall 2020 – ongoing

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		corequisites, and workshops. All Student Success Center services are available to Compton College students who have been historically underrepresented and/or underserved in higher education. Term, if *at scale* or *scaling:*	gateway English courses include all SSC reading/writing support services on their syllabus. *Timeline for implementing next steps:* Fall 2020- ongoing
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* All Student Success Center services are available to Compton College student who have been historically underrepresented and/or underserved in higher education. All SSC services are actively promoted to the campus community via flyers, emails, CRM Advise, SSC webpage, and social media. Term, if *at scale* or *scaling:*	*Next steps:* The TSTs will receive training on CRM Advise, scale, and help provide support for students. Have all instructors include all SSC support services on their syllabus. SSC Instructional Specialist participation in GP Tartar Success Teams to strategize and plan for intensive support so students can succeed in all college-level courses as soon as possible. *Timeline for implementing next steps:* Fall 2020- ongoing
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college hired Dual Enrollment Specialists to help onboard students. Outreach has dedicated advisors and counselors that meet with students. Enrollment cycles at our feeder high schools increase student awareness of Promise benefits and ensures successful completion of the Steps to Enrollment, selection of Guided Pathway Division, and participation in student support programs. Outreach events across the	*Next steps:* The college will create opt-out scheduling and block scheduling for dual enrolled and AB 288 students. Prepare literature in Spanish. Continue outreach and recruitment activities while strengthening relationships with feeder high schools. *Timeline for implementing next steps:* Spring 2021- ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		region focus on creating authentic community engagement and promoting early exposure to college in K-11th grades. Promoting bi-lingual counseling where needed and implemented CCCMyPath, which will help prospective students learn more about our college academic programs through the career cards and program sheets. Term, if *at scale* or *scaling:*	

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

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college is on pace to completed 10 ADT program maps that are linked to CSU Dominguez Hills bachelor's degrees. The Transfer & Career Center hosts monthly events. About 90% of programs have PLOs, grounded with graduation and employment. Courses are reviewed regularly. SLOs were revised, input from Business Advisory Committee. Term, if *at scale* or *scaling:*	*Next steps:* Collaborate with CTEOS to inform program plans/review and accreditation. Track students after degree/ certificate completion. *Timeline for implementing next steps:* Spring 2020- ongoing
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Joined Achieving the Dream. Joining this network will help provide PD for teaching and learning, i.e. flipped classroom, differential teaching, etc. The college continues to review SLOs and PLOs. The college is exploring the purchase of eLumen. Term, if *at scale* or *scaling:*	*Next steps:* Include AtD in in teaching and learning professional learning opportunities for faculty and foster deep learning. *Timeline for implementing next steps:* Fall 2020 - ongoing
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Offered Math 99 independent study course and encouraged students to participate in college activities. Recommend Human Development course for students. Cooperative Work Experience Education program has been approved by the Chancellor's Office. All students can earn college credit while gaining faculty approved work experience. Students have	*Next steps:* Make information of such activity available to students by fliers, forums, emails, Compton Homepage etc. Experiential learning will be managed within e-portfolio based structure. *Timeline for implementing next steps:* Fall 2020 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		the opportunity for clinical placements and experiential learning in the nursing program. The child development discipline helps student find practicum sites when enrolled in practicum courses. Another example of experiential learning opportunity was funded through our Student Equity grant in the Physics department. Students designed and launched a High-Altitude Balloon during their learning experience where they experimented with 3 improvements. The 3 improvements were to improve battery longevity, parachute positioning relative to balloon and payload boxes, and changing the parachute design to include ballute elements. Some of the class projects in the Communication program, in particular small communication group, created Job Interview Closet, have attended a speech & debate tournament, attended the City of Compton's Rotary inaugural gala, serving at Meals On Wheels, serving at the Salvation Army, serving at Habitat for Humanity, serving at Food Finders Inc., serving at Nesting Place. Compton College has been approved by the Chancellor's Office to offer Cooperative Work Experience Education. These experiential learning opportunities are not consistent across all programs.

Term, if *at scale* or *scaling:* | |

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* The college purchased eLumen, a curriculum and assessment management system. This platform was recommended by Compton College faculty and is uniquely designed to support student-level data collection across the campus because it integrates with the existing Canvas Learning Management System employed by faculty. The eLumen platform will include a means to enter data and track student learning outcomes, program learning outcomes, institutional learning outcomes, and service area outcomes, as well as the annual plans and resource recommendations from faculty and staff across the campus. Term, if *at scale* or *scaling:*	*Next steps:* Implement eLumen and provide training for faculty. *Timeline for implementing next steps:* Fall 2020 - ongoing
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The Core Planning Workgroup was created and consists of various members from across the campus' constituency groups dependent upon the focus of the work group. The Director of Institutional Effectiveness is leading the Core Planning Workgroup, and membership has included academic deans, the Curriculum Chair, the Program Review Coordinator, SLO Faculty Coordinator, the Distance Education Faculty Coordinator and the Academic Senate President. The work of this group has evolved over the last year, focusing on	*Next steps:* Continue gathering retention and success data to inform future professional activities. Implement the Achieving the Dream Institutional Capacity Assessment tool. Continue partnership with Achieving the Dream. *Timeline for implementing next steps:* Fall 2020 - ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		the Distance Education IEPI proposal and master plan updates in 2019-2020, and now on SLO/PLO disaggregation in 2020-2021. In spring 2020, the Director of Institutional Effectiveness requested that the Core Planning Workgroup and the Institutional Effectiveness Committee review the IEPI Action Plan by June 2020. To organize and formalize the Program Review process at the College, the President/CEO and Vice President of Academic Affairs created the Program Review Faculty Coordinator position in fall 2016. This role includes the creation and maintenance of the webpages for Academic Program Reviews and Administrative/ Student Services Program Reviews, the publishing of the College's Program Review Schedule, the creation of the Program Review Handbook, as well as hosting program review trainings and office hours. Additionally, the Program Review Faculty Coordinator also serves on The Institutional Effectiveness Committee that actively monitors and certifies completion of program reviews across academic, student, and administrative services areas. Furthermore, completed program reviews are posted online, while the Institutional Effectiveness Committee and the Program Review Faculty Coordinator notifies program review authors and supervisors of delinquent reviews by email.	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The college purchased College Central Network, which includes portfolio development and an opportunity to establish academic and career-based accomplishments in an electronic portfolio. Resource is currently available in the Learning Resource folder of MyCompton. College Central Network is scheduled to be contracted in July 2020 for a three-year contract. Term, if *at scale* or *scaling:*	*Next steps:* Implementation of the Cooperative Work Experience Education program. Explore our own process for gathering placement data that connects to employers and creating alumni relationship. *Timeline for implementing next steps:* Fall 2020 - ongoing
g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* The theme for the Tartar Success Team Institute 2.0 was data. The Institutional Effectiveness TST members supported in the implementation of data template usage. Additionally, Institutional Effectiveness has created and distributed Tableau report on success and retention and enrollment trends. They have engaging stakeholders and work with the TSTs to identify best practices in supporting student success. Furthermore, the college partnered with the Achieving the Dream for continued support with data, with a focus on teaching and learning. Last, the Professional Development Manager was hired and Faculty – Professional Development liaisons are being hired to support ongoing targeted professional	*Next steps:* Provide training for the Tartar Success Teams in each Guided Pathway regarding Student Equity Data, educational practice, and teaching and learning. *Timeline for implementing next steps:* Fall 2020- ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		development. The Professional Development Manger sent a survey to the campus asking for input and suggestion on professional development for 2020 – 2021. Term, if *at scale* or *scaling:*	

2018-2019 Academic Senate Goals

1. Establish a diverse representation on all campus committees.
2. Support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.

3. Establish an orientation for Academic Senate senators.

4. Increase communication between Senators and their constituents.

5. Increase faculty attendance and involvement at Academic Senate meetings.

6. Assist in the growth of faculty professional development activities on campus.

7. Support and assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.

8. Increase transparency and communication between faculty and administration.

2020-2021 Proposed Academic Senate Goals

1. Implement a Summer Institute for Teaching and Learning.
2. Establish an Equity Certificate Program
   a. The Equity Centered Syllabus
   b. Equity Centered Pedagogy
   c. Culturally relevant pedagogy
3. Add more Ethnic Studies courses.
4. Continue to work on making our campus more inclusive and more equitable.
   a. Conduct survey to get a sense of our campus members' experiences with racism and discrimination on our campus.
   b. Conduct Townhall meetings on campus to gain a better understanding of what we know, what we don't know, and how we can improve regarding discrimination and exclusion on our campus.
5. Implement data driven decision-making.
   a. Increase awareness of available student success and student retention data.
   b. Create dialogue based on the data.
   c. Change practices to improve student success and retention.
6. Implement evidence-based practices in the classroom.
7. Improve cultural education and cultural intelligence (CQ) on our campus.

2020-2021 Proposed Academic Senate Goals

1. Implement a Summer Institute for Teaching and Learning.
2. Establish an Equity Certificate Program
   a. The Equity Centered Syllabus
   b. Equity Centered Pedagogy
   c. Culturally relevant pedagogy
3. Add more Ethnic Studies courses.
4. Increase reliance on OER.
5. Alter CORs to demonstrate focus on diversity, equity, and inclusion.
6. Continue to work on making our campus more inclusive and more equitable.
   a. Conduct survey to get a sense of our campus members' experiences with racism and discrimination on our campus.
   b. Conduct Townhall meetings on campus to gain a better understanding of what we know, what we don't know, and how we can improve regarding discrimination and exclusion on our campus.
7. Implement data driven decision-making.
   a. Increase awareness of available student success and student retention data.
   b. Create dialogue based on the data.
   c. Change practices to improve student success and retention.
8. Implement evidence-based practices in the classroom.
9. Improve cultural education and cultural intelligence (CQ) on our campus.

Reimbursement/Pre-Payment for Professional Development Events

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

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

Reimbursement amounts: Full-time recipients will be funded a maximum of $1200 and $800 for part-time recipients per academic year if attending or presenting at a conference or workshop, or taking part in another professional development activity or training. Funds are available on a first-come, first-served basis until all funds are expended or encumbered. Funding will not exceed total cost incurred by the attendee. Use of funds is to the discretions of the Professional Development Committee.

Flex credit: Flex credit may also be available. Follow directions for conference attendance using the Vision Resource Center at: https://visionresourcecenter.ccco.edu/

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

BEFORE ATTENDING THE EVENT

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

to the Director of Accounting with a copy of the latest datatel account availability report; otherwise, it shall be returned to the requestor for travel.

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

AFTER ATTENDING THE EVENT

Applications for cost reimbursement MUST include all of the following:

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

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

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

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

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

Compton College Flex Requirements– Frequently Asked Questions

1. **What are Flex Days?**

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

2. **If we didn't have Flex Days, would we have more days of vacation?**

   No, faculty would have additional days of instruction.

3. **What is my Flex requirement?**

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

4. **What kinds of activities are considered "professional development" activities?**

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

5. **Do all professional activities have to occur on certain days?**

   No, but for accountability purposes, certain days are labeled "Flex days" on the academic calendar. However, attendance on designated days, for which Flex credit is given, is required by the district.

6. **What is "Flex Credit"?**

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

7. **What happens if I am sick or have a personal emergency on a mandatory day?**

   If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed Flex time and may not make up the absence. Six hours of Flex time shall be equal to one day of absence. Any portion of the 6 hours missed shall be considered a partial absence and shall be charged accordingly.

Compton College Flex Requirements– Frequently Asked Questions

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

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

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

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

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

12. **When can I earn Flex credit?**

Compton College Flex Requirements– Frequently Asked Questions

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

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

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

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

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

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

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

Compton College Flex Requirements– Frequently Asked Questions

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