Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: October 5th, 2023   **Time:** 2:00-3:30 p.m.   **Location: In Person – Board Room**

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

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

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26 Voting Members	__ Moldoveanu, Minodora	__ Joanna Wyatt	**Senators**
__ Blake, Eckko	__ Monterroso, Noemi		__ Barrag
__ Elfarissi, Hassan	__ Moore, Sean	**Ex-Officio Voting Members**	Ekimy
__ Ekimyan, Roza	__ Morales, Janette	__ Conn, Brad-DEFC	__ Ellis, S
__ Hobbs, Charles	__ Schwitkis, Kent	__ Moore, Sean-Curric. Chair	Estrada
__ Johnson, Susan	__ Tavarez, Juan	__ Morales, Janette-Un. Pres.	Corona
__ Lopez, Karina	__ Thomas, Shirley	__ Diaz, Corina-FDC Chair	__ Hobbs,
__ Lopez, Nathan	__ Valdry, Andree		__ Kahn,
__ Martinez, Jose	__ Van Overbeck, Michael	**Guests**	Madric
__ Martinez, Victoria	__ Villalobos, Jose	__ Berger, Sheri-VP Ac. Aff.	__ Mason
__ Maruri, Carlos	__ West, Pamela		__ Martin
__ Mills, Jesse	__ Woodward, Valerie		__ Martin

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from September 7, 2023**
4. **Reports**
   a. President's Report
   b. Associated Student Government (ASG) Report
   c. Vice President's Report
   d. Accreditation Faculty Coordinator Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Faculty Coordinator (DEFC) Report
   h. Faculty Development Committee Report
   i. Enrollment Committee Report
   j. Open Educational Resources (OER) Committee Report
   k. LGBTQ+ Committee Report
   l. First Year Experience (FYE) Committee Report
   m. Student Learning Outcomes (SLO) Coordinator Report

5. **Consent Items**
   a. <u>2-Year CTE Course Review—Update Course Description—SLO Update</u>: CDEV 110- Child Health, Safety and Nutrition; CDEV 114 - Observing and Assessing Young Children.
   b. <u>Course Inactivation</u>: ENGL 100 - Supervised Tutoring: Writing Center Laboratory (Division Date of Approval to Deactivate Course 9-5-2023).
   c. <u>New Course</u>: ART 145 - Graphic Design I.

6. **Presentation**
   - Equal Employment Opportunity Plan

7. **Unfinished Business**
   a. Academic Senate Constitution Revisions
      i. The Academic Senate develops and approves a new step-by-step, transparent, and inclusive Academic Senate Bylaw revision process.
   b. Statement of Opposition to the All African Diaspora Education Summit (AADES)

8. **New Business**
   a. Early Alert Optional Syllabus Statement
   b. AR4105 – Distance Education
   c. Recommendation Statement i*n Support of Changing the Foreign Language Department Name to Department of Modern Languages.*
   d. Remove the Curriculum Chair Position from Distance Education Advisory Committee (DEAC)
   e. Program Review Student Survey

9. **Discussion Items**
   a. Student Centered Student Grievance Policy

b. Students on Probation: Students on Probation - 153 on Probation level 1, 53 on probation level 2, 5 on level 3 - dismissal. Some colleges changed the name from probation to notification.

c. Students on probation: motivational Mondays, mentorships, cohort model, critical friends id

d. Brainstorm ideas of Teaching and Learning Plans: Emphasis on Skills vs. Degrees – How do we ensure our programs remain relevant in the job market?

e. Ideas of Issues to Tackle as a Senate

10. Informational Items

a. Committee Vacancies

Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person

Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

Faculty Development Committee Members: All Divisions – Meeting TBA

FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom

Equitable approaches to community safety and health.

DEAC - Student Rep, HEPS, Adjunct Faculty Rep

PLEC – 1 faculty

Chair for the AI Impact on College Taskforce

Calendar Committee - need new staff

Student Success Committee - 1 faculty; Every 3rd Thursday 1:00 p.m. -2:00 p.m.

PLEC - 1 faculty - Every 2nd Friday at 11:00 a.m. via Zoom

Auto Degree Awarding Taskforce – 1 faculty tri-chair needed

b. Cal Works has kiddie table

11. Future Agenda Items

a. Reaching out to Student Who Drop

b. Students on Probation

12. Public Comment

13. Adjournment

Next Scheduled Meeting: October 19th, 2023

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	Board Room
September 21	Board Room	March 7	Board Room
October 5	Board Room	March 21	Board Room
October 19	Board Room	April 4	Board Room
November 2	Board Room	April 18	Board Room
November 16	Board Room	May 2	Board Room
December 7	Board Room	May 16	Board Room

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

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

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Juan Tavarez (23-26)
Susan Johnson (23-26)
Andree Valdry (23-26)
Valerie Woodward (20-24)

Counseling (5)
Eckko Blake (23-26)
Vacant (23-26)
Carlos Maruri (21-24)
Noemi Monterroso (21-24)
Karina Lopez (23-26)

Social Sciences (3)
Nathan Lopez (23-26)
Jesse Mills (21-24)
Pam West (23-26)

Business and Industrial Studies (3)
Vacancy (21-24)
Sean Moore (23-26)
Michael Van Overbeck (23-26)

Science, Technology, Engineering and Mathematics (5)
Hassan Elfarissi (23-26)
Jose Martinez (23-26)
Kent Schwitkis (23-26)
Jose Villalobos (23-26)
Vacancy (22-25)

Health and Public Services (3)
Vacancy (23-26)
Shirley Thomas (21-24)
Roza Ekimyan (23-26)

Adjunct Faculty (2)
Joanna Wyatt (22-25)
Victoria Martinez (23-26)

Ex Officio Voting Members
Janette Morales – Union President (23-25)
Sean Moore – Curriculum Chair (22-24)

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

Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: September 21st, 2023   **Time:** 2:00-3:30 p.m.   **Location: In Person – Board Room**

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

Mission Statement:
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26 Voting Members
_X_ Blake, Eckko
__ Elfarissi, Hassan
_X_ Ekimyan, Roza
_X_ Hobbs, Charles
_X_ Johnson, Susan
_X_ Lopez, Karina
_X_ Lopez, Nathan
__ Martinez, Jose
_X_ Martinez, Victoria
_X_ Maruri, Carlos
_X_ Mills, Jesse
_X_ Moldoveanu, Minodora

_X_ Monterroso, Noemi
_X_ Moore, Sean
_X_ Morales, Janette
_X_ Schwitkis, Kent
_X_ Tavarez, Juan
__ Thomas, Shirley
_X_ Valdry, Andree
_X_ Van Overbeck, Michael
_X_ Villalobos, Jose
_X_ West, Pamela
_X_ Woodward, Valerie
_X_ Joanna Wyatt

Ex-Officio Voting Members
_X_ Conn, Brad-DEFC
_X_ Moore, Sean-Curric. Chair
_X_ Morales, Janette-Un. Pres.
_X_ Diaz, Corina-FDC Chair

Guests
__ Berger, Sheri-VP Ac. Aff.
_X_ Ricardo Rico
_X_ Sacramento Ramos
_X_ Angelica Ceja

Senators
__ Barrag
__ Ekimy
__ Ellis, S
__ Estrada
__ Corona
__ Hobbs,
__ Kahn,
__ Madric
__ Mason
__ Martin
__ Martin
__ Maruri

Agenda

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

1. **Call to Order at 2:05pm**

2. **Approval of Agenda**
   - **Carlos M. motioned to approve agenda. Jose V. seconded. Approved**

3. **Review and Approval of Minutes from September 7, 2023**
   - **Brad C. motioned to approve minutes. Kent S. seconded. Approved**

4. **Reports**
   a. President's Report – Minodora Moldoveanu
      o Accreditation Town Hall (open forum) for entire campus will be held on 10/17/23 at 10am per accreditation team request. Administration tried to switch it to be held during college hour but accreditation team was not available at that time
      o Attended training on how to complete Program Review in elumen. Jesse Mills will hold more trainings to help faculty familiarize themselves with process
      o Susan Johnson will be co-chair of taskforce on impact of AI on campus. Taskforce will convene.
      o Sabbatical Committee has been staffed with faculty and administration representatives. Hopefully committee will start meeting to process sabbatical applications that have been submitted
      o Jennifer Burchett is requesting recommendations for EEO trainings. Any recommendations can be sent directly to her
      o Conferences faculty will be attending soon: Guided Pathways Conference, Holistic Student Support Conference
   b. ASG Report
      o Not Present
   c. Vice President's Report – Sean Moore
      o Reviewed BP and AR Flow Chart (document provided in Agenda and printed)
      o Registered for Fall 2023 ASCC Plenary in November 16th – 18th. Will be voting delegate (voting on resolutions on the Saturday). If faculty are interested in writing/drafting resolutions, Sean can present during Plenary. Resolutions: if there is an issue at the college, but it's affecting all community colleges, we can write a resolution to have it addressed through entire state. If it's approved at Plenary, then it can progress to legislation. Please let Sean know if you have any ideas for future resolutions that we can draft as a team
      o Student ID stickers will start to be provided in a few weeks
      o Foreign Languages Department would like to rename their department to Modern Languages Department. The e-board will discuss with the district at next meeting
   d. Accreditation Faculty Coordinator Report – Rebekah Blonshine
      o Last Friday, Accreditation team sent a request for further evidence based on their review of ISER. As of Wednesday, 27/43 evidence has been provided
      o Meet and Greet with Accreditation Team will be held on 10/16/23 by invitation only. Invitees include Academic Senate e-board, Faculty Union leadership, Classified Union leadership, Standards co-leads, and Consultative Council members
      o Accreditation Open Forum will be held on 10/17/23 at 10am; everyone is encouraged to attend
      o Open site visit will occur during the week of February 20, 2024

- o Core inquires will be received end of October
- e. Academic Affairs Report – Dr. Blonshine
  - o E-mail was sent to all faculty regarding the process on Reporting Absences
  - o Reminders have been sent to faculty regarding submission of Early Alerts and Progress Reports for dual enrollment students: deadline was 9/21 for full-term and 1st 8wk courses. Early alerts can be submitted at any time in the semester
  - o Please let division coordinator know if you will be using ZTC books by next week 9/28/23
- f. Curriculum Report – Sean Moore
  - o CIS faculty have expertise and are willing to design an AI program (once it's been approved and they get a green light)
  - o CIS and Art faculty will be meeting to discuss details of designing a Game Design program; still gathering information
  - o Curriculum Committee team will be provided 2023-2024 Annual Curriculum Approval Certification Training at next meeting
  - o New committee members:
    - ▪ Crystal Moore - Student representative ASG President
    - ▪ Arneshia Bryant-Horn – HEPS Representative
    - ▪ Mayela Rodriguez – FACH Representative
    - ▪ Kendahl Radcliffe – SSCI Representative
    - ▪ Andree Valdry – Librarian Representative
    - ▪ Victoria Martinez – Adjunct Representative
- g. Distance Education Faculty Coordinator Report – Brad Conn
  - o AR4105 is going to be reviewed at next week's DEAC meeting (will be action item so it can be sent to Senate)
  - o Will be submitting a proposal to get reimbursement for online teaching design training for DEAC team
  - o Thank you for feedback in the Distance Education Summit survey
- h. Faculty Development Report – Corina Diaz
  - o Have more representatives and have started meeting. Still missing BIST, Counseling, and STEM representatives
  - o Submitted a Teaching and Learning Plan but it was not approved. This impacted goal of having 6 trainings per semester. Group will work on pinpointing specific trainings that they want to focus on
  - o EEO training feedback – safe space training (intersectionality), clarification by what we mean when we say we have to hire people of color
- i. Enrollment Committee Report
  - o Not present
- j. OER Committee Report – Nathan Lopez
  - o Developing a newsletter to inform faculty about OER resources. Compton College committed to achieving 85% OER adoption rate
- k. LGBTQ+ Committee Report
  - o Not Present
- l. FYE Committee Report - No faculty co-chair
  - o Does senate have say in release time for positions? Some positions are only 10% and it will not get filled. Recommended to increase release time so that it actually gets filled
    - ▪ Only union can negotiate release time
  - o Sean – SLO facilitator + Coordinator position release time was discussed in e-board meeting with administration and will continue to discuss
- m. SLO Coordinator Report
  - o Vacant

5. **Consent Items**
   - **Sean M. motioned to approve Consent Agenda Items. Kent S. seconded. Approved**
   a. *2-Year CTE Course Review—No Proposed Changes*: ACRP 132 - Automotive Refinishing Materials and Equipment; ACRP 150 - Beginning Automotive Painting I; and ACRP 154 - Intermediate Automotive Refinishing I.
   b. *2-Year CTE Course Review—Update SAM code—Distance Education:* ACRP 130 - Basic Automotive Painting - Refinishing; and ACRP 140 - Beginning Automotive Collision Repair I.
   c. *2-Year CTE Course Review—Update SAM code—Distance Education—EFOMA/Hybrid Only:* ACRP 101- Introduction to Automotive Collision Repair.
   d. *2-Year CTE Course Review—Update Course Description—SLO Update—Distance Education*: CDEV 103 - Child Growth and Development, CDEV 104 - The Home, The School, The Community, CDEV 112 - Teaching Young Children in a Diverse Society, and CDEV 115 - Introduction to Curriculum.
   e. *Standard 6-year Course Review—Update Course Description—Requisites Remove Prerequisites*: PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences.
   f. *Standard 6-year Course Review—No proposed changes*: PSYC 101 - General Psychology; PSYC 101H - Honors General Psychology, PSYC 102 - Psychology for Effective Living, PSYC 107 - Physiological Psychology, PSYC 108 - Social Psychology, PSYC 115 - Abnormal Psychology; and PSYC 122 - Research Methods in the Behavioral Sciences.

6. **Presentation**
   The Process of Reaching out to Students for Whom Faculty Submitted Early Alerts – Dr. Jimenez & Rosa Portillo Gonzalez
   - Presentation will be provided via e-mail
   - No Recommendations/Questions on presentation or Early Alert process

7. **Unfinished Business**

8. **New Business**

   a. Academic Senate Constitution Revisions
      i. "Academic Senate develop together, and approve a new step-by-step, transparent, and inclusive AS Bylaw revision process. for the AS to follow. One the AS Bylaws are approved faculty wide, solely with this revision, additional revisions may be made that follow the newly adopted step-by-step AS Bylaw revision process."
      - **Sean M. motioned to open discussion on Item 8a.i. Pamella W. seconded**
      - Right now, there are no steps in constitution on how to create revisions to constitution. An idea is to create a workgroup /revision team that can be responsible on drafting revisions (with feedback from all faculty) to review during Senate
      - First step: Do we want to come up with a process to make revisions to constitution?
         - Senators are asked to bring up topic in next division meetings and bring suggestions from division regarding revision process or creating a team
      - Other idea/suggestion: Senate can review and vote on 1-2 revisions per senate meeting and approve revisions along the way. Then send all Senate approved revisions to Constitution to all faculty for final vote
      - Roza: Can Senate President send an email to all faculty regarding that this topic will be coming up and encourage idea generating in different division/team meetings?
         - Minodora will send e-mail to all faculty regarding this topic

- Kent: To recap, this statement is asking if academic senate should have a senate bylaw revision process? Answer: yes
- Everyone recommended to discuss in next division meetings
- **Sean M. motioned to close discussion. Kent S. seconded**

    ii.   Education Policy Review Process
   - I.   Meet with faculty member(s) who have expertise in the area to make track changes.
   - II.   Send to appropriate committee if necessary with track changes for review/approval.
   - III.   Send to Vice President of Academic Affairs so Deans and Directors can review and add potential track changes.
   - IV.   Send to AS for with track changes for review and approval.
   - **Carlos M. motioned to open discussion on item 8a.ii. Charles H. seconded**
   - Meant to formalize a process that Senate VPs should follow as they review and revise BP/AR
   - In step 1: maybe remove the word "track changes" and replace with "revisions". Include detail that we will keep record of revisions
   - **Kent S. motioned to approve Education Policy Review Process as amended. Jesse M. seconded. Approved**

b. Statement of Opposition to the All African Diaspora Education Summit (AADES)
   - o **Carlos M. motioned to open discussion on item 8b. Susan J. seconded**
   - o Reviewed Statement of Opposition. Some conversations and comments include:
      - Last Monday, we repealed our travel bans. There are no longer travel bans. The idea is that we shift focus to create more outreach to those states that have discriminatory laws. The board felt that the bans affected our students' ability to experience trips like the fieldtrips to HBCU campuses. Literature also showed that there was no negative impact or effect on legislature in those states due to travel ban; no effect on other states' laws or economy by restricting travel to those states
      - Everyone is encouraged to address this in their next division meeting so Senators can represent the faculty voice from their divisions (not only personal perspective)
      - Educational practices are very different in other countries from USA. It's a good opportunity for faculty that can go to learn about different pedagogy and teaching practices
      - In previous trip, there was a commitment from Compton College to guarantee the safety of the folks traveling within the confines of the conference. In previous trip to AADES, there were chaperones, trusted taxi drivers, the conference ensured that they were safe; they even provided chaperones in night excursions
      - Anti-LGBTQ+ bill passed two years ago and the feeling of unsafety wasn't experienced/felt during previous trip
      - Many senators raised safety concerns, especially for LGBTQ+ folks and allies. When opposition is high, they might look for people to target and attendees might be at risk. A quick review of our website shows that we are LGBTQ+ allies, would this make participants a target?
      - The USA itself is not safe for African American and Black people and don't feel entirely comfortable in any spaces. Previous Ghana trip might have been the only place they felt entirely safe
      - They should have no reason to target AADES attendees. If they are not purposely out or doing anything against their laws then there shouldn't be an issue

- ▪ "it is easy for us heterosexual people to think that way because we have privilege. We don't have to suppress who we are to exist in spaces"
- ▪ When you travel in different countries, you are at mercy of the country and no one can guarantee safety. Do we have procedures on what we would do if something does happen? Answer: no
- ▪ What is the value of this conference? Previous attendees were supposed to present about what they learned and bring back something to implement at college but we haven't heard anything from them. How are we justifying sending another group of attendees to a space where we can't guarantee their safety?
- ▪ There is no alternative to this type of conference. It's the first time that African government opened its doors to host this type of professional development
- ▪ There is a lot of focus on making things equitable for our students but not enough done to ensure it for all faculty
- o **Michael V. motioned to close discussion on item 8b. Charles H. seconded**

c. Early Alert Optional Syllabus Statement

9. **Discussion Items**
   a. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
      - o **Sean M. motioned to open discussion on item 9a. Michael V. seconded**
      - o An article indicated that employers are not requiring a degree to hire staff. Concern is if degrees are remaining relevant/required. Faculty from every department can strategize how to make assignments relevant to workforce so students are prepared when they leave. Our students are high achieving and are great in classroom, but they struggle outside the classroom/in the workforce. How do we help students learn and transfer critical skills learned in the classroom to the workforce?
      - o Recommendations/Comments:
        - ▪ Compton College should revisit conversation regarding Badgr to help students keep track of transferable skills
        - ▪ We should revamp how we think about general education. Maybe we need to use similar language across disciplines and help students understand that they are learning the same skills (i.e., critical thinking, quantitative reasoning, etc.). Emphasize that students are learning skill sets not just discipline knowledge
        - ▪ Faculty role is to help them mature in life to prepare them for real world. We can remail relevant by helping our students mature
        - ▪ The skill becomes a behavior, not just a performance
        - ▪ The changes in legislature might be causing the rigor in colleges to reduce and may become undesirable for universities, especially legislature like AB1705 that require us to only offer transfer level English and Math when students are not prepared to be successful in those courses
          - • Example: there are students currently in Calculus I that are not prepared to be successful in class (they can't add or subtract)
        - ▪ "badges" show that students actually know what they need to know and this might be the direction that employers are going
      - o **Valerie W. motioned to close discussion on item 9a. Pamella W. seconded**

- • **Meeting adjourned at 3:36pm**

   b. Student Centered Student Grievance Policy

    c. Students on Probation: Students on Probation - 153 on Probation level 1, 53 on probation level 2, 5 on level 3 - dismissal. Some colleges changed the name from probation to notification.
    d. Students on probation: motivational Mondays, mentorships, cohort model, critical friends id
    e. Brainstorm ideas of Teaching and Learning Plans
    f. Ideas of Issues to Tackle as a Senate

10. Informational Items

    a. Committee Vacancies

        Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person

        Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

        Faculty Development Committee Members: All Divisions – Meeting TBA

        FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom

        Equitable approaches to community safety and health.

        DEAC - Student Rep, HEPS, Adjunct Faculty Rep

        PLEC – 1 faculty

        Chair for the AI Impact on College Taskforce

        Calendar Committee - need new staff

        Student Success Committee - 1 faculty meets Every 3rd Thursday 1:00 p.m. -2:00 p.m.

        PLEC - 1 faculty - Every 2nd Friday at 11:00 a.m. via Zoom

11. Future Agenda Items
    a. EEO Plan 2023-2026

12. Public Comment

13. Adjournment at 3:36pm

Next Scheduled Meeting: October 5th, 2023

COMPTON COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2023-2026

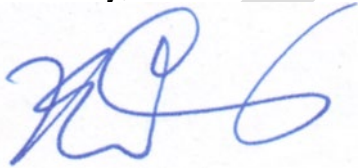# Compton Community College District's 2023-2026 EEO Plan Contents

Plan Component 1: Introduction

Compton Community College District continues to encourage a welcoming work environment that fosters and celebrates diversity which promotes and rewards employee excellence. The District believes diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking, and helps people learn to communicate effectively with others of varied backgrounds.

To properly serve a diverse community, the District will endeavor to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves. We strive for a culture of belonging and psychological safety.

The Equal Employment Opportunity Plan contains procedures for the hiring of academic and classified staff; the requirements for a complaint process for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures relating to unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the Equal Employment Opportunity Plan. This plan is intended to assist with this important conversation of inclusion and equity and to provide a structure to promote equal employment opportunities.

Sincerely,

Keith Curry, Ed.D.
President/Chief Executive Officer

2

Plan Component 2: Definitions

Reference Title 5 § 53001

(a) *Adverse impact.* "Adverse impact" refers to statistical measure (such as those outlined in the EEO Commission's "Uniform Guidelines on Employee Selection Procedures") that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code Section 12940. A disparity identified in each selection process will not be considered to constitute an adverse impact if the numbers involved are too small to permit a meaningful comparison.

(b) Business Necessity. "Business necessity" means circumstances which justify an exception to the requirements of section 53021 (b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(c) *State Chancellor's Office.* "State Chancellor's Office" refers to this documents' reference to the California Community College's Chancellor's Office.

(d) *Cultural Proficiency.* "Cultural Proficiency" refers to encompassing successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students are being taught and treated, and translates that understanding to the removal of barriers to student success.

(e) *Culture.* "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Cultural" therefore refers to more than simply race and ethnicity.

(f) *Diversity.* "Diversity" refers to a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation, or veteran status.

(g) *Equal Employment Opportunity.* "Equal Employment Opportunity" refers to the existence of a situation in which all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity also involves identifying and eliminating barriers to employment that are not job related; and creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code (h) Section 12940 or Title 5 § 5300 et seq. Equal employment opportunity should exist at all levels in the seven job categories: (h) In-house or

3

Board Approved: February 2024

Promotional Only Hiring. "In-house or promotional only" hiring means that only existing District employees are allowed to apply for a position.

(i) Equal Employment Opportunity Plan. "Equal Employment Opportunity Plan" refers to a written document in which the District's workforce is analyzed and specific plans and procedures are set forth for promoting equal employment opportunity.

(j) Equal Employment Opportunity Programs. "Equal Employment Opportunity Programs" refers to all of the various methods by which equal employment opportunity is promoted. Such methods include but are not limited to: using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5 § 53006.

(k) Equal Pay Act of 1963(EPA). "Equal Pay Act of 1963(EPA)" refers to a law that makes it illegal to pay different wages to men and women if they perform equal work in the same workplace.

(l) Ethnic group identification. "*Ethnic group identification*" refers to an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5 § 53004. These groups shall be more specifically defined by the Chancellor in accordance with State and Federal law. In-house or Promotional Only Hiring means that only existing district employees are allowed to apply for a position.

(m) In-house or Promotional Only Hiring. "In-house or promotional only" refers to hiring that allows only existing district employees to apply for a position.

(n) Monitored Group. "Monitored group" refers to those groups identified in section Title 5 § 53004(b) for which monitoring and reporting is required pursuant to Title 5 § 53004(a):

(1) Executive/administrative/managerial;
(2) Faculty and other instructional staff;
(3) Professional non-faculty;
(4) Secretarial/clerical;
(5) Technical and paraprofessional,
(6) Skilled crafts; and
(7) Service and maintenance

(o) Person with a Disability. "Person with a disability" refers to any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

(p) Projected Representation. "Projected representation" means the percentage of persons from a monitored group determined by the President/Chief Executive Officer to be available and qualified to perform the work in question.

(q) Race/Ethnic Categories. "Race/Ethnic Categories" refers to the categories that are used for race and ethnicity data within this plan as follows:

• American Indian or Alaska Native – A person having origins in North and South American (including Central America), and who maintain a tribal affiliation or community attachment.

• Asian – a person having origins in the Far-East, Southeast Asia, or the Indian Subcontinent, including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

• Black or African American – a person having origins in any of the black racial groups of Africa.

• Hispanic or Latino – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

•Native Hawaiian or Other Pacific Islander – a person having origins in Hawaii, Guam, Samoa, or other Pacific Islands.

• White – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

(r) *Reasonable Accommodation.* "Reasonable accommodation" refers to the efforts made on the part of the District to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

(s) Screening or Selection Procedure. "Screening or selection procedure" refers to any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, education, and work experience requirements, interviews, and review of application forms.

(t) Significantly Underrepresented Group. "Significantly underrepresented group" refers to any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

(u) *Equity.* Per the Equity Statement in Compton College District's Student Equity and Achievement Plan – Adopted by the Board of Trustees on November 22, 2022. Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, background, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

Plan Component 3: EEO & Nondiscrimination in Employment Policy Statement

Reference Title 5 § 53002 and § 59300

The Compton Community College District (CCCD) is committed to the principles of equal employment opportunity and has designed this comprehensive plan to provide a practical tool for this purpose. The data driven components of this EEO Plan are grounded in equal employment opportunity principles and guide the administration of all programs to ensure their implementation conforms to Federal and State laws.

It is the District's mission to be 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. To meet our mission, we acknowledge that students benefit from having a college environment that fosters cooperation, acceptance, democracy and free expression of ideas. This is possible when we strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other underrepresented groups to ensure the District provides an inclusive educational and employment environment.

The District has adopted policies to specify that all qualified applicants, and all current employees, have full and equal access to employment opportunities, and are not subjected to discrimination in any program or activity. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics (CCCD Board Policy/Administrative Regulation 3410 – Nondiscrimination, Board Policy/Administrative Regulation 3430 – Prohibition of Harassment).

In April 2020, a DEI Taskforce report from the California Community College Chancellor's Office with a "Call to Action" plan was provided to all California Community Colleges with 6 key areas to address with an aim to dismantle the structural inequities that harm students, to implement over the next 5 years. On June 2, 2020, the State Chancellor's Office called on leaders to expedite the existing timeline to implement the recommendations of the Task Force and to actively strategize to act against structural racism with urgency. Based upon this call to action by the State Chancellor, and in response to the importance of this work in the community we serve, the District took immediate action by emphasizing our commitment to respect, equity, diversity, inclusion, and accessibility. On June 16, 2020, the District adopted Resolution NO. 06-16-2020F affirming Compton Community College District Commitment to Faculty and Staff Diversity, on November 13, 2020 a working document responding to the State Chancellor's Office call to action was developed, on May 18, 2021 the District adopted Resolution NO. 05-18-2021A affirming our Commitment to Diversity, Equity and Inclusion, and on June 20, 2023 the District adopted Resolution NO. 6-20-2023C recognizing June as Pride Month. Compton Community College's commitment to DEIA principles is emphasized through these documents/resolutions, various ongoing District planning documents across the institution, and within this 2023-2026 EEO Plan.

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Plan Component 4: Delegation of Responsibility, Authority & Compliance

Reference Title 5 § 53003(c)(1) and § 53020

It is the policy of the District that all employees promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of the Plan are set forth below.

1. Board of Trustees
    The Board of Trustees is ultimately responsible for ensuring equal employment opportunity as described within this EEO Plan, including implementation and oversight at the District level and through college operations.

2. President/Chief Executive Officer
    The Board of Trustees delegates to the President/Chief Executive Officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The President/Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The President/Chief Executive Officer shall direct the review of progress towards EEO Program goals for consideration by the board and oversee the adoption by the Board of any recommended changes. The President/Chief Executive Officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer
    The District has designated the Director of Diversity, Compliance, and Title IX as its Equal Opportunity Officer to be responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Director of Diversity, Compliance, and Title IX is responsible for administering, implementing and monitoring the Plan, including assuring compliance with the requirements of Title 5, sections 53000 et seq. The Director of Diversity, Compliance, and Title IX is also responsible for receiving complaints, ensuring the plan is posted on the website, ensuring selection procedures are followed and using reliable public and private data to monitor applicant pools.

4. Equal Employment Opportunity Advisory Committee
    The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Director of Diversity, Compliance, and Title IX and District to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. Good Faith Effort
    The District shall make a continuous good faith to comply with all the requirements of its Plan.

Plan Component 5: EEO Advisory Committee

Reference Title 5 § 53005 and § 53006

The District has established an Equal Employment Opportunity Advisory Committee ("Advisory Committee") to assist the District in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

Every year, the Advisory Committee shall receive training in all of the following:

The requirements of all applicable federal, state, and local laws, including Title 5 of the California Code of Regulations, Section 53000 et seq.;

Identification and elimination of bias in hiring;

Racial equity and the importance of closing racial equity gaps;

The educational benefits of workforce diversity; and

The role of the Advisory Committee in carrying out the District's EEO Plan.

The committee shall include a diverse membership whenever possible. A substantial good-faith effort to maintain a diverse membership is expected. If the District has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee shall be composed of, but not limited to, two (2) faculty members appointed by the Academic Senate President, two (2) classified members appointed by the Compton Community College Federation of Classified Employees, two (2) administrators appointed by the President/CEO, one (1) confidential employee and student representation appointed by the President/CEO, and the EEO Officer.

The Advisory Committee shall hold a minimum of one (1) meeting per academic year, with additional meeting if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the President/Chief Executive Officer.

The governing board of the college shall receive anti-discrimination training as specified in Title 5 of the California Code of Regulations, Section 53006.

Plan Component 6: Complaints

Reference Title 5 § 53003 (c)(4) and § 53026

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:

Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 are final.

Complaints Alleging Unlawful Discrimination or Harassment (Title 5 § 59300)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Diversity, Compliance and Title IX is responsible for receiving such complaints and for coordinating their investigation per Compton Community College District Administrative Regulation 3435.

Plan Component 7: Notification of EEO Plan and Policy

Reference Title 5 § 53002 and § 53003 (c)(5)

The commitment of the Board of Trustees and the President/Chief Executive Officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Plan, policy statement and Board Policy/Administrative Regulation 3420 Equal Employment Opportunity. An Equal Employment policy statement is printed in the college's catalog and class schedule. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the President/Chief Executive Officer, Administrators/Managers, the Academic Senate, Compton Community College Federation of Employees (Certificated Unit), Compton Community College Federation of Classified Employees representatives, and members of the Equal Employment Opportunity Advisory Committee.

The Human Resources Department will provide all new employees with a copy of the Equal Employment Opportunity Policy Statement at hire and will distribute an annual written notice to employees indicating where the plan can be obtained and summarizing the provisions of the District's Equal Employment Opportunity Plan.

The Plan will be made available on the District's website, and when appropriate, may be distributed by e-mail to employees and community-based/professional organizations, agencies or institutions.

Plan Component 8: Training for Screening/Selection Committees
Reference Title 5 § 53003 and 53204 (e)

Screening/selection committee membership shall bring a variety of perspectives to the assessment of applicants' qualifications. Any organization or individual involved in the recruitment and screening/selection of personnel, whether an employee of the District or not, shall receive appropriate EEO training on the following:

The requirements of Title 5 of the California Code of Regulations, Section 53003 et seq.;

The requirements of all applicable federal, state, and local nondiscrimination laws;

The requirements of the District's Equal Employment Opportunity Plan;

The District's policies on nondiscrimination, recruitment, and hiring

The educational benefits of workforce diversity;

Racial equity and the importance of closing racial equity gaps;

The elimination of bias in hiring decisions; and

Best practices in serving on a selection or screening committee.

Each District employee involved in the recruitment and screening/selection of personnel will be required to participate in a training session and exercise strategies that promote diversity within screening and selection committees. Training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The District's Office of Human Resources is responsible for providing the required training for District employees serving on any screening/selection committee.

Plan Component 9: Annual Notification to Community Based and Professional Organizations

Reference Title 5 § 53003

To remain broad based in its approach, the District will provide an annual notice to appropriate community-based or professional organizations, agencies and institutions concerning the components of the Plan and will serve to provide information on recruitment to those organizations that may serve as a source for diverse applicants, especially for those within underrepresented populations. The annual notice shall include:

Where to find a copy of the current EEO Plan;

A summary of the EEO Plan;

The web address where the District advertises its job openings; and

Names, departments, and phone numbers of individuals to contact regarding employment information.

A current list of organizations that will receive this annual notice is attached to the Plan (Appendix A). This list may be revised as appropriate and necessary to ensure accuracy and to remain relevant for the purpose for which it was designed.

Plan Component 10: Analysis of District Workforce and Applicant Pool Reference Analysis

Reference Title 5 § 53003

All recruitment for employment positions conducted by the District shall be conducted consistent with all the requirements set forth in Section 53021 of Title 5 of the California Code of Regulations. Recruitments for all academic positions are also governed by Board Policies and Administrative Regulations and recruitments for all classified positions are also governed by the rules and regulations adopted by the Compton Community College District Personnel Commission. The Personnel Commission's rules and regulations are posted on the Personnel Commission's website.

The District's Office of Human Resources shall create job announcements using race-conscious and equity-minded language and set qualifications for employment positions consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations and that set forth the knowledge, skills, and abilities necessary to job performance. All recruitments include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job specifications are reviewed before the position is announced, to ensure conformity with the requirements of Title 5, Section 53021 and state and federal nondiscrimination laws.

The District shall gather and analyze the existing workforce and applicant pool data. This includes data that allows for the District to compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview. It also includes data that allows for the district to track the composition and diversity of who is hired and retained over time, disaggregated by discipline, job category and other relevant measures.

The District's screening and selection procedures shall be consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- Based solely on job-related criteria;

- Designed to ensure that for all faculty and administrative positions and as appropriate for all other positions (including classified positions), meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;

- Designed to avoid an adverse impact, as defined in Section 53001 (a) of Title 5 of the California Code of Regulations and monitored by means consistent with this section to detect and address any adverse impact which occurs for any specific group;

- Provided to the President/Chief Executive Officer upon request;

Plan Component 11: Determining Underrepresented Groups within Job Categories
Reference Title 5 § 53003, 53006, 53023, and 53024

The District, through its Office of Human Resources, shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of its Equal Employment Opportunity Plan and to provide data needed for the longitudinal analysis required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District shall annually report to the Compton Community College Board of Trustees and California Community College Chancellor's Office (as required), in a manner prescribed by the Chancellor, this data for employees of the District.

For purposes of the data collection and reporting required under this section, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability status. A person may designate multiple ethnic groups with which he or she identifies but shall be counted in only one ethnic group for reporting purposes. Consistent with all applicable federal, state, and local laws, the District may collect additional data as needed to determine underrepresentation in these or other protected areas.

Annually, or more often if deemed necessary by the Vice President of Human Resources or his/her designee, the Office of Human Resources shall review the data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The analysis used in the review shall include, but need not be limited to:

- Longitudinal analysis of data job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;

- Analysis of data regarding potential job applicants, from public or private resources, which may indicate and help to identify the cause of significant underrepresentation of a monitored group. This data allows for comparison of the percent of a "monitored" group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation; and

- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

Plan Component 12: Measures to Address Underrepresentation

Reference Title 5 § 53003(c)(10) and 53003(c)(9)

Where the review identifies that underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern.

Additional measures used to address identified underrepresented groups or adverse impacts shall also include the following:

Review the District's recruitment procedures and identify and implement any additional measure which might reasonably be expected to attract candidates from the significantly underrepresented groups;

Consider various additional means of reducing significant underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;

Make availability of disaggregation of data by race/ethnicity a standard option for review by hiring committees;

Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time;

Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

Any requirements of all applicable federal, state, and local laws; and

- Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

- Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonable available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect by removing barriers that could be causing an adverse impact on job applicants.

For purposes of this section, "a reasonable period of time" means three years, or such longer period as approved by the President/Chief Executive Officer upon the Equal Employment Opportunity Advisory Committee's request. Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes as necessary to ensure equal employment opportunity and mitigate the causes of any adverse impact. provided that such actions are consistent with the requirements of all applicable laws.

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Plan Component 13: Strategies for Multiple Methods and Timetable for Implementation
Reference Title 5 § 53024.1,

Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Having a campus that has a culture of inclusion baked into its core operating principles and lives the principles of diversity and multiculturalism facilitates the ability to ensure a good faith effort in this plan's implementation. Institutionalizing a well-developed, well-funded, well-communicated and fully supported plan by District leadership, that has campus wide buy-in, is of substantial value.

Year 1

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
Seek subject matter experts to provide well designed campus-wide training Title 5 hiring/recruitment regulations and EEO representative program, to diversify participation and expertise on hiring committees.	Director of Diversity, Compliance and Title IX in consultation with President's Cabinet and the EEO Committee. By Summer 2024	Demonstrate a 20% increase in diverse employee participation on hiring committees. Endeavor to have 1-3 individuals from each employee group to serve as an EER on hiring committees.
Consult with EEO Committee, CCLC and other colleges to develop and update the CCCD EEO policy/administrative regulation 3420.	Director of Diversity, Compliance and Title IX By Fall 2023	Solicitation of EEO Committee input and conclude Board adoption of revised policy/regulation.
Review college website, publications/marketing tools for diversity/inclusivity in images, pictures, graphics, and text.	Director of Diversity, Compliance and Title IX in consultation with the Director, Community Relations/ Webmaster By Spring 2024	Initiate review of web analytics and best practices at initial implementation and review at 1 year mark to determine an increase in website traffic/resource utilization.
Disseminate Results of Student and Employee NACCC Survey Outcomes	Director of Diversity, Compliance and Title IX By Spring 2024	Conduct campus conversations, identify key movers, align program goals with results, prioritize actions.
In partnership with the USC Race and Equity Center, develop and conduct a Compton College Faculty Preparation Academy to facilitate opportunities for former community college students interested in teaching at a California Community College.	President/CEO, Director of Professional Development and Director of Diversity, Compliance and Title IX By Fall 2024	Have completed the first cohort of the Academy and set up methods to gather analytics for ongoing success metrics for the Academy.

Collaborate with the Office of Civil Rights(OCR) to present to the campus on best practices in hiring and demystify the process of developing inclusive interview questions, etc.	Director of Diversity, Compliance and Title IX By Fall 2023	Promote the PD event campus-wide and secure attendance of a diverse group of campus stakeholders for the event spur a renewed interest and comfortability with supporting the District by serving on hiring committees.
Take a target approach to adding to the list of organizations we distribute the EEO Plan to focus on cultivating meaningful collaborations to support employee referrals among groups determined to be underrepresented at Compton College: Women in Tech and Skilled Trades, Men in Clerical Roles, and of LGBTQ and Asian/Pacific Islanders in all employee categories.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Summer 2024	Analyze current practices, set a baseline based on EEO Plan metrics, create a desired growth metric, and determine an effective assessment tool, including timeline intervals to determine progress.
Board of Trustees to receive training on elimination of bias in hiring and employment.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Fall 2023	Secure the date and modality of this training, provide training, establish an ongoing schedule of training for each election cycle.

Hiring

Implementation	Who/When	Effective Metrics and Review
Create methodology around updating job descriptions and job announcements in a compliant and effective way.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Summer 2024	Create a structured process for reviewing job descriptions from an equity and diversity lens to promote inclusion through MQ and desired qualifications criteria.
Collaborate with the Director of the Special Resource Center to create meaningful infrastructures to support the accessibility and inclusiveness of our application and hiring processes.	Director of Special Resource Center, the Director of Diversity, Compliance and Title IX By Summer 2024	Analyze current practices, create a metric to gather feedback and assess ways to implement universal design into recruitment materials/ processes.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
Conduct surveys of applicants to identify barriers and/or areas for improvement.	Human Resources Staff By Summer 2024	Create a metric to gather feedback and assess ways to implement suggested changes

		into current Human Resources applicant systems and future PD events (as necessary).
Collect employee turnover data, develop a process to analyze and interpret applicability of data.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Spring 2024	Work with President's Cabinet to develop measurable metrics for further analysis/discussion.
Conduct New Employee Welcome Trainings that include: Personalized Welcome Emails, Orientation Program(s), Campus Tour(s), Welcome Packages with access to resources on topics such as health and welfare benefits, IT support, School First services, parking permits.	Human Resources Staff By Summer 2024	Continue to monitor outcomes related to participant feedback on level of preparedness and setting them up for success. Develop measurement methods to gauge impact of efforts on retention and employee performance.
Hosted Employee Orientation Programs that cover the college's history, values, policies, and available resources.	Human Resources Staff By Summer 2024	Continue to monitor outcomes related to participant feedback on the providing support to new employees upon arrival. Develop a method of assessment to gain an understanding of the impact this provides on the broader context of their work and fostering a sense of belonging.

Year 2

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
Assess outcomes of advertising jobs via diversity-oriented channels adding to the list of organizations we distribute the EEO Plan to and the impact of employee referrals in groups determined to be underrepresented: Women in Tech and Skilled Trades, Men in Clerical Roles, and of LGBTQ and Asian/Pacific Islanders in all employee groups/categories.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Summer 2026	Analyze progress and impact based on EEO Plan metrics and established baseline to determine outcomes, make any necessary adjustments, and continue to assess per established timeline.

Board of Trustees to receive training on elimination of bias in hiring and employment.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Fall 2025	Secure the date and modality of this training, provide the training, establish an ongoing schedule of training for each election cycle.

Hiring

Implementation	Who/When	Effective Metrics and Review
Ensure deliverables specific to recruitment and hiring functionality in current Succession Plan are reviewed, implemented, and evaluated.	Director of Diversity, Compliance and Title IX and J Human Resources Staff By Spring 2025	Revisit the success intervals and timelines developed in the most recent plan document and serve as a reinforcement to implementation of recommendations. Support any necessary adjustments to meet or exceed current or revised goals within this plan.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
Conduct survey of all current employees to receive feedback on Human Resources Operations.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Spring 2025	Develop measurement methods to gauge outcomes and effective change management strategies as needed.
Analyze process for handling complaints (i.e. discrimination/accessibility, etc.) to facilitate ease of process, transparent, trackable approach to resolution and ongoing management.	Dean of Athletics and Student Support Services, the Director of Special Resource Center, the Director of Diversity, Compliance and Title IX By Fall 2024	Discuss ways to leverage existing technologies to digitize process. Seek the development of a process for training new employees with institutional role/responsibility for these tasks on processes.
Collect employee turnover data, develop a process to analyze data.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Spring 2025	Begin the analyses of data and determine methods to address turnover rates.

Year 3

Pre-Hiring

Implementation	Who/When	Effective Metrics and Review
Research blind paper screening in iGreentree for Faculty and Administrator positions.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Summer 2026	Analyze system configuration, develop process to consider for implementation, and based upon EEO Plan metrics establish baseline and determine desired outcomes, and consider project timeline.

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Hiring

Implementation	Who/When	Effective Metrics and Review
Leverage web technologies, resources and information to demonstrate a welcoming inclusive culture that promotes a commitment and sensitivity to underrepresented groups such those individuals who identify as members of the LGBTQ+, Veteran and Disabled communities.	Director of Diversity, Compliance and Title IX in consultation with the Webmaster By Spring 2026	Develop, pilot and launch web pages or content that previously did not exist within the DEIA webpage. Create an assessment tool for campus stakeholders to provide feedback. Create analytics process and determine goals in number of visitors to page and use of resources listed. Determine a % increase measurement goal, in both student and employee groups, who self-identify in this communities.

Post-Hiring

Implementation	Who/When	Effective Metrics and Review
Seek members of District staff to mentor new hires in key areas with emphasis on EEO and diversity enhancement.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Spring 2026	Develop a process for becoming and assignment of mentors. Seek 1-5 participants in each employee classification to assign to new hires.
Utilize the data related to complaint types in this plan to inform professional development activities/events to seek proactive tools and collaborative problem-solving methods into related/impacted campus operations.	Director of Diversity, Compliance and Title IX and Human Resources Staff By Spring 2026	Create a metric to capture this data and appropriate platforms for communication with decision makers/key stakeholders.

Plan Component 14: Annual Review and Board Action by Compton Community College District's Board of Trustees

An annual report at a regular meeting of the Compton College Board of Trustees to demonstrate progress toward the multiple measures outlined in component 13, request for review, assessment, recommendations (as needed), and action to approve this plan as an action item is required. This review will comprise Multiple Methods certifications. The State Chancellor's Office shall be notified as required of any recommendations from the Board of Trustees to make satisfactory progress to component 13. These requirements shall occur in a timely fashion on the annual certification form provided by the CCCCO for this purpose. With each of the following requirements of Title 5:

1) Reviewed and assessed progress towards meeting EEO program as set forth in Title 5 section 53024.2.; Districts must conduct longitudinal analysis of district employment trends.
2) Updated, as needed, to ensure satisfactory progress of component 13 of the District's EEO Plan; should EEO plan goals not be met, a district must adopt revisions specifying efforts it will make to meet those goals.
3) Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with Section 59300), and
4) Expended Equal Employment Opportunity funds in accordance with the purposes set forth in subdivision (c) of Title 5 section 53030.

Appendix A: EEO Plan Annual Community Organizations Distribution List

A Black Education Network (ABEN)
P.O. Box 3134
San Jose, CA 95156
408-977-4188
www.aben4ace.org

American Civil Liberties Union
ACLU Pasadena – Foothills Chapter
1313 West Eighth Street
Los Angeles, CA 90017
213-977-9500
chap-pasadena@aclusocal.orgz

Asian Pacific American Network (APAN)
231 East 3rd Street Suite G104
Los Angeles, CA 90013
213-473-3030
www.apanet.org/about.html

Asian Pacific Americans in Higher Education (APAHE)
LinkedIn Group
https://www.linkedin.com/groups/4309232/

California Community Colleges Registry
registry@yosemite.edu

Center for Asian Americans United for Self-Empowerment
260 South Los Robles Ave. #115
Pasadena, CA 91101
626-356-9838
info@causeusa.org

Diverse: Issues in Higher Education
10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
800-783-3199 or 703-385-2981
www.diverseeducation.com

Greater Los Angeles African American Chamber of Commerce
5120 W. Goldleaf Circle, Suite 230
Los Angeles, California 90056
323-292-1297
info@glaaac.org

Japanese American Citizens League
Pacific Southwest Regional Office
244 South San Pedro Street, Suite #409
Los Angeles, CA 90012
213-626-4471
www.jacl.org

Japanese American Cultural & Community Center
244 S. San Pedro Street
Los Angeles, CA 90012
213-628-2725
www.jaccc.org

League of Women Voters Los Angeles County
3333 Wilshire Boulevard
Suite 803
Los Angeles, CA 90010-4108
(213) 368-1616
info@lwvlosangeles.org

LGBT Center LA
Anita May Rosenstein Campus
1118 N. McCadden Place
Los Angeles, CA 90038
323-993-7400

Los Angeles County African American Employees Association
P.O. Box 91851
Los Angeles, CA 90009
admin@lacaaea.org

Mexican American Legal Defense & Education Fund
634 S. Spring Street Suite 1100
Los Angeles, CA 90013
213-629-2512
info@MALDEF.org

Mexican American Women's National Association (MANA)
1140 19th Street NW, Suite #550
Washington, DC 20036
202-525-5113
www.hermana.org

Asian Pacific Islander American Public Affairs (APAPA)
4000 Truxel Rd, Suite 3
Sacramento, CA 95834
Phone: 916.928.9988
info@apapa.org

National Association for the Advancement of Colored People (NAACP)
Compton Branch
P.O. Box 731
Compton, CA 90223
310-763-2002

National Association for Equal Justice in America (NAEJA)
P.O. Box 663
Compton, CA 90223

National Center for Lesbian Rights (NCLR)
NCLR National Office
870 Market Street, Suite 370
San Francisco, 94102
415-392-6257
www.nclrights.org

National Congress of American Indians (NCAI)
1516 P. Street, NW
Washington, DC 20005
202-466-7767
http://ncai.org

National Federation of Filipino American Associations (NFFAA)
1322 18th Street NW
Washington, DC 20036-1803
202-803-1353
http://naffaa.org

National Organization for Women (NOW)
1100 H Street NW, Suite 300
Washington, DC 20005
202-628-8669 (628-8now)
www.now.org

National Urban League
80 Pine Street, 9th Floor
New York, NY 10005
212-558-5300
www.nul.iamempowered.com

North County African American Women's Association (NCAAWA)
4140 Oceanside Blvd. Suite #159
Oceanside, CA 92056
760-978-6534
www.ncaawa.org
North County African American Women's Association (NCAAWA)
4140 Oceanside Blvd. Suite #159
Oceanside, CA 92056
760-978-6534
www.ncaawa.org

Office of Samoan Affairs
454 East Carson Plaza Drive
Carson, CA 90746
310-538-0555
info@officeofsamoanaffairs.org

Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
12912 Brookhurst Street
Garden Grove, CA 92840
714-636-9095
http://www.ocapica.org

Southern California Regional Occupation Center
2300 Crenshaw Blvd.
Torrance, CA 90501
310-224-4200
info@scroc.k12.ca.us

The Campaign for College Opportunity
1149 S. Hill Street, Suite 925
Los Angeles, CA 90015
213-744-9434
katrina@collegecampaign.org

United Way of Greater Los Angeles
1150 S. Olive Street, Suite T500
Los Angeles, CA 90015
213-808-6220
info@unitedwayla.org

University of Southern California Race and Equity Center
3470 Trousdale Parkway, WPH 1103
Los Angeles, CA 90089
213-821-6888

University of Southern California Center for Urban Education
3470 Trousdale Parkway, WPH 702
Los Angeles, CA 90089
213-740-5202
race@usc.edu

Women's Bureau
Office of the Secretary US Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210
202-693-6710
www.dolgov/wb

Appendix B: Compton College Employee Analysis Report 2023

Fall 2019 – Fall 2022

Introduction

This report provides an analysis of the trends in employment demographics at Compton College between Fall 2019 and Fall 2022. Results are discussed in terms of employee classification, gender, ethnicity, and age group. In addition to a four-year trend analysis, the report provides a detailed examination of key components of the Fall 2022 composition of staff. The California Community Colleges Chancellor's Office (CCCCO) Management Information Systems (MIS) data was used to produce information for this report. CCCCO MIS data is provided according to the following employee groups:

1) Educational Administrator
2) Full-Time Faculty and Other Instructional Staff ("Academic, Tenured/Tenure Track"; includes instructors, counselors and librarians)
3) Part-Time/Temporary Faculty and Other Instructional Staff ("Academic, Temporary")
4) Classified Staff

The Appendices provide tables showing the number and percentage of employees, categorized by different demographic variables, across the four Fall terms (Fall 2019 through Fall 2022).

Board Approved: February 2024

Compton College Employee Population & Classification

As of Fall 2022, there were a total of 383 employees. This is a significant decrease from 438 employees in Fall 2019 (see Figure 1). The impact of the 2020 Covid-19 pandemic on the California Community College system, and its traditional delivery of educational services in a predominant brick-and-mortar model, resulted in the need to pivot by leveraging technology, developing innovative approaches to accessibility, and providing digitized wellness resources for employees, in order to sustain operations and services through the uncertainty that resulted from the pandemic. A phenomenon known as the "great resignation" resulted in employees across multiple sectors coming to the realization that they weren't happy with their jobs during the pandemic. Data has shown that during the pandemic the available workforce preferred fully remote work, were not satisfied with their work environment, the industry they were in, or their work-life balance, and many left their jobs during, as well as in the period following, the pandemic. Here at Compton College, we were not immune to the impacts of Covid-19 on the workforce, statistically we have yet to regain the number of employees that existed pre-pandemic. (see Figure 1)

Figure 1. Trends in Total Number of Compton College Employees

Compton College Employees Count Per Year

Board Approved: February 2024
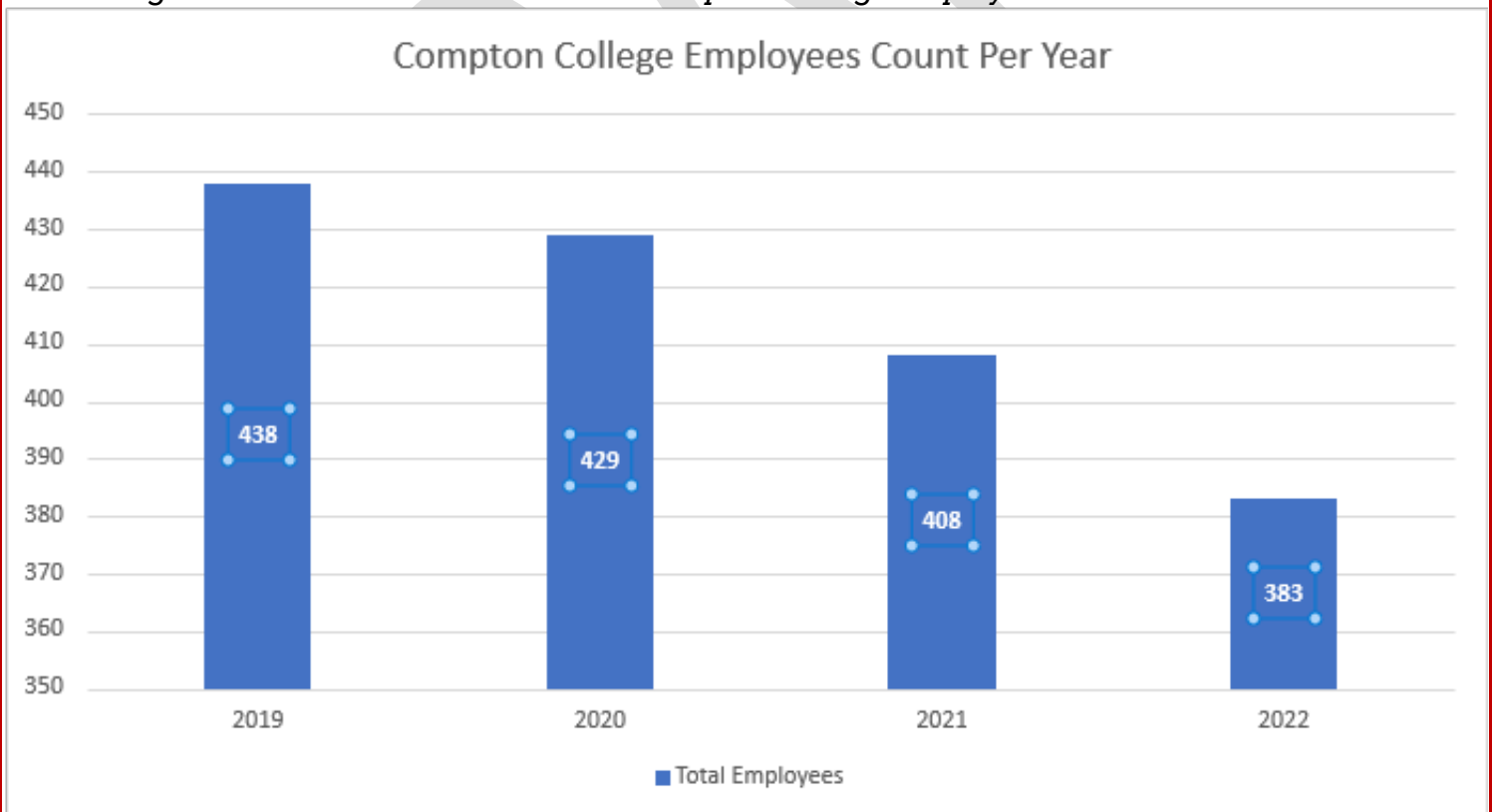
As of Fall 2022, the largest employee group at Compton College is the "Classified" category. The next-largest group is the "Academic, Temporary" (Part-Time Faculty) category. Administrators make up the smallest group of employees. The trend in distribution of employee groups indicates that the number of employees within each group was relatively stable up until the impact of the 2020 Covid-19 pandemic when enrollment decreases resulted in less course offerings and a decrease in part-time faculty employees. Conversely, throughout the pandemic the reinforced role of Classified Employees in sustaining services as essential workers, maintaining student services and increasing basic needs for our students resulted in the largest Compton College employee group being that of Classified Professionals (see Figure 2).

Figure 2. Trends in Distribution of Compton College Employee Groups

Yearly Employee Classification
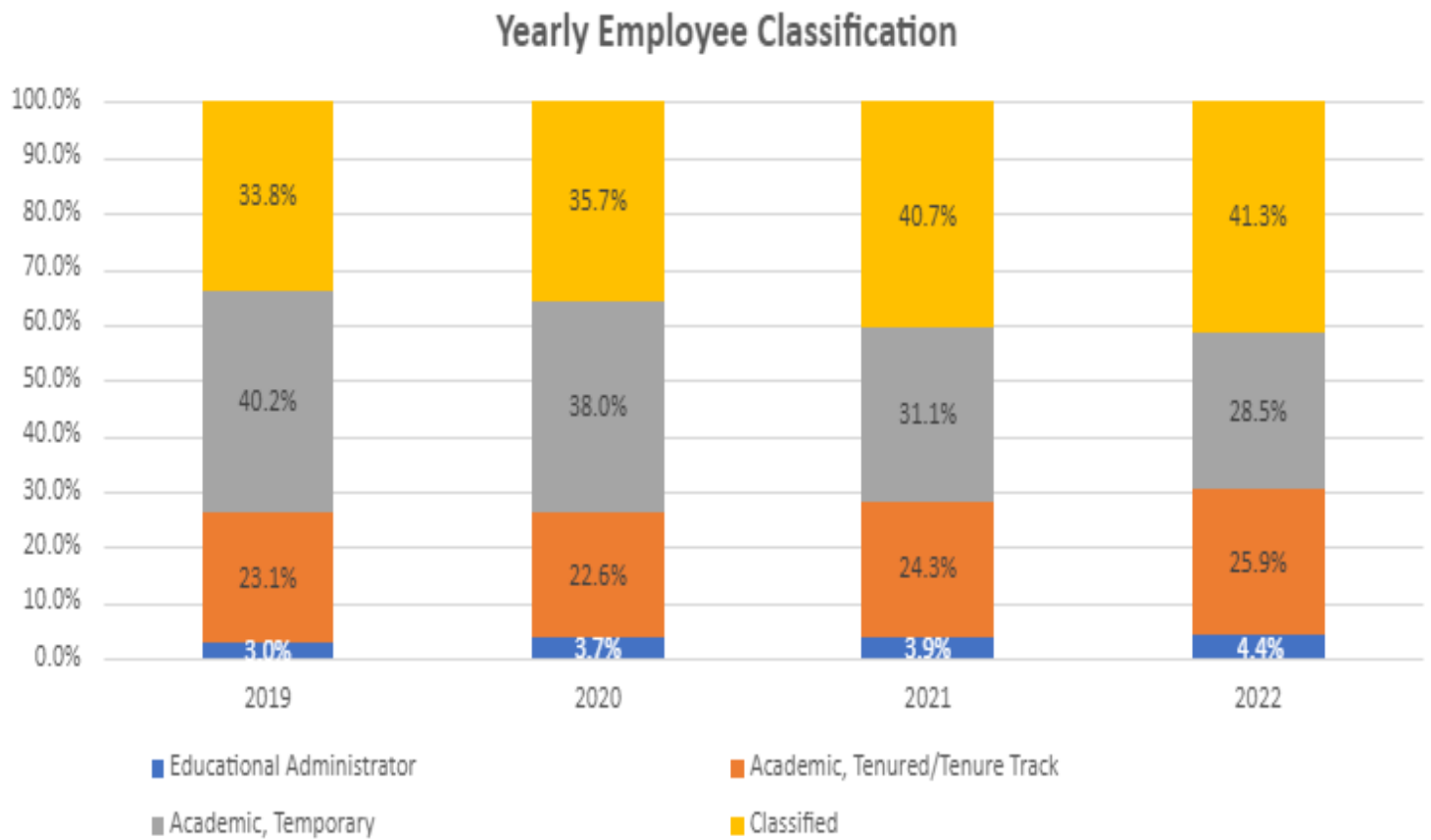
In Fall 2022, nearly half of Compton College employees were Classified Professionals (41%), followed by Part-Time Faculty (28%), Full-Time Faculty (25%) and Administrators (4%) (see Figure 3).

Figure 3. Trends of Compton College Employee Population by Employee Group

Yearly Employee Classification

Year	Educational Administrator	Academic, Tenured/Tenure Track	Academic, Temporary	Classified
2022	4.4%	25.9%	28.5%	41.3%
2021	3.9%	24.3%	31.1%	40.7%
2020	3.7%	22.6%	38.0%	35.7%
2019	3.0%	23.1%	40.2%	33.8%

- ■ Educational Administrator
- ■ Academic, Tenured/Tenure Track
- ■ Academic, Temporary
- ■ Classified
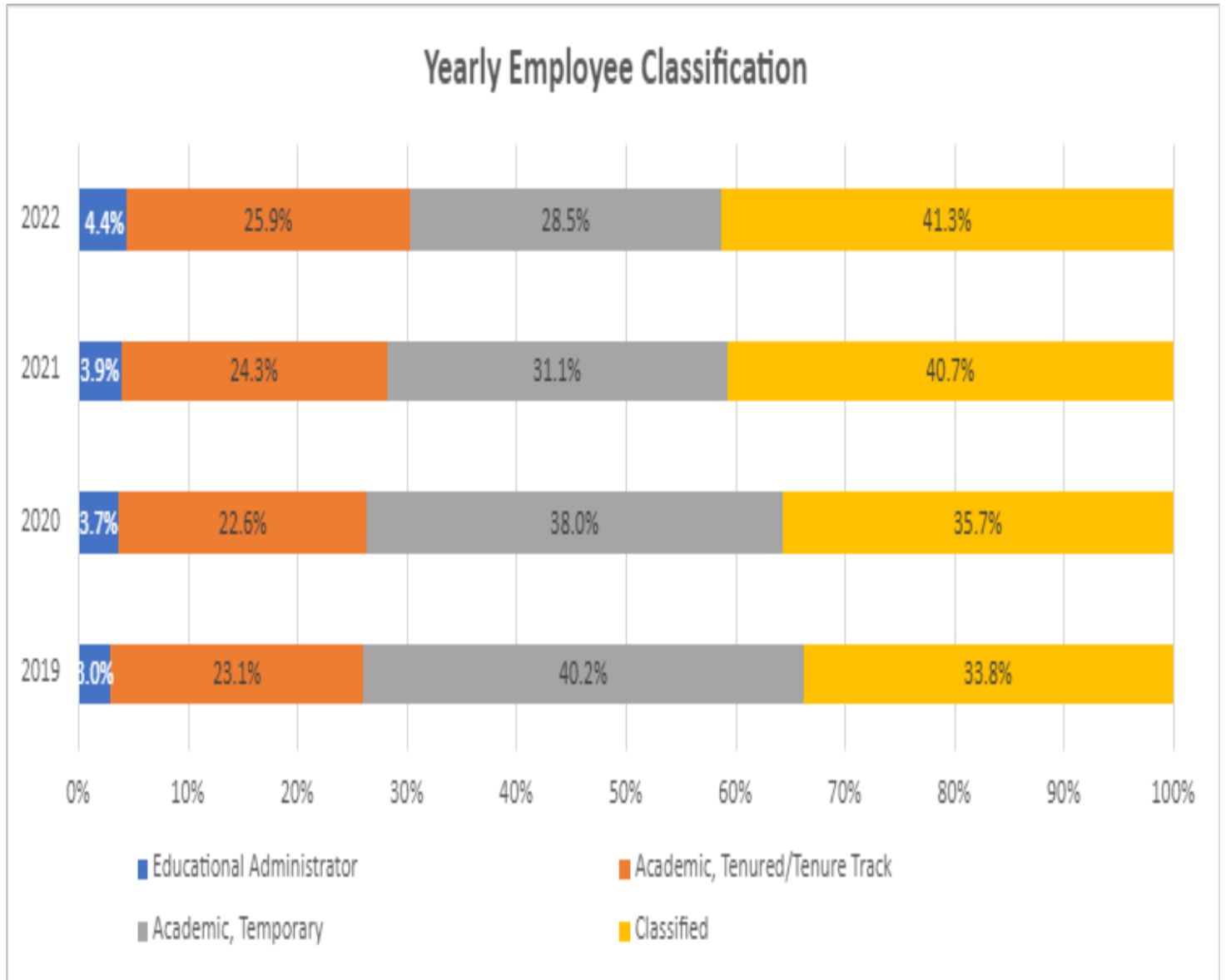
Gender Distribution of Compton College Employees

Over the four-year period for all employee groups there was a higher percentage of female employees than male employees. From Fall 2019 to Fall 2022 there was a decrease in the number of female employees, and simultaneously the number of male employees decreased. Therefore, the number of female employees remained predominant. Further, in 2021 a non-binary gender category became available for self-identification by employees, and by 2022 there were employees who identified in this gender category at Compton College (see Figure 4).

Figure 4. Trends in Gender Distribution of Compton College Employees

Gender Distribution of Compton College Employees
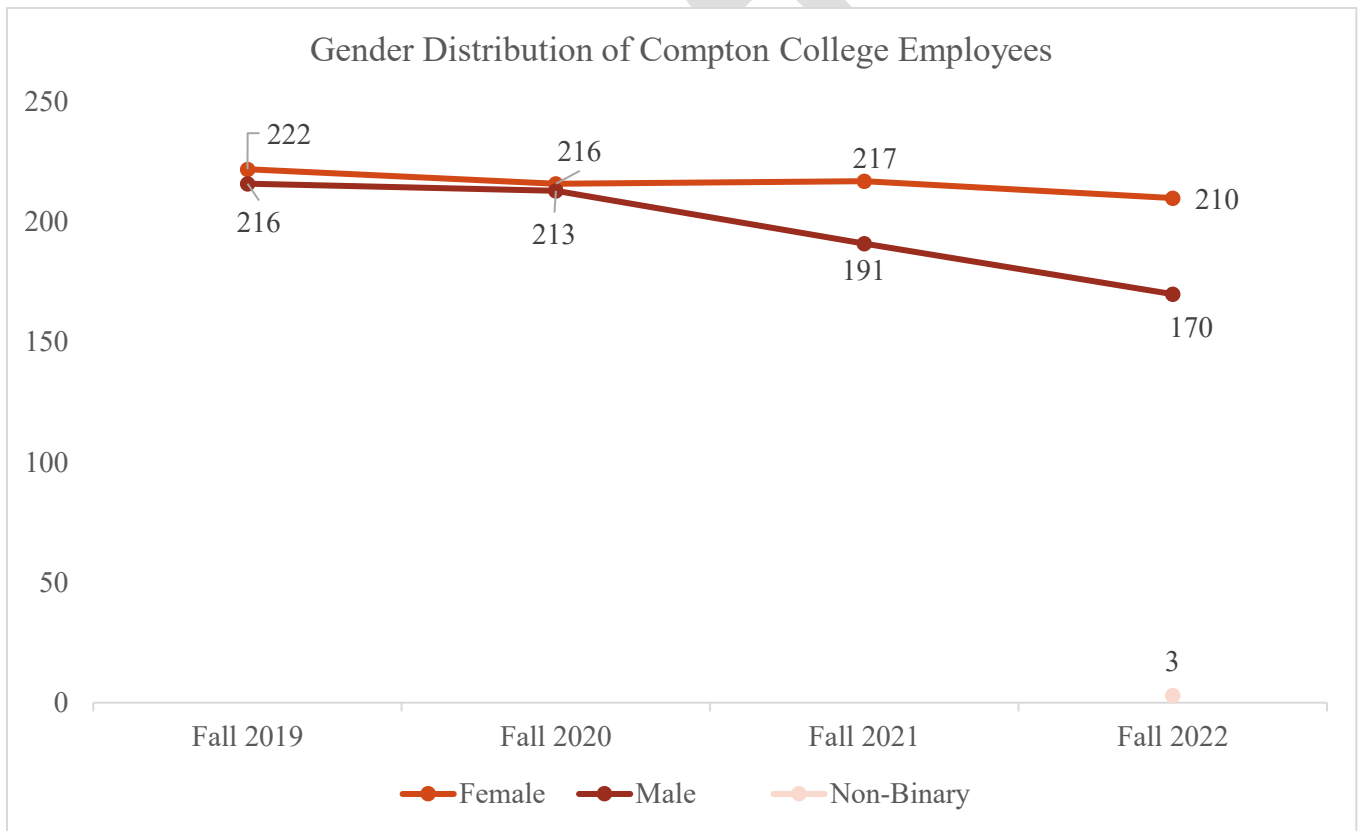
In Fall 2022, within the employee classifications, the % of female employees were highest among Full-Time Faculty (61%) and Classified Professionals (54%). Although the administration had the highest % of employees identified as non-binary (5.9%), the Part-Time Faculty had the highest number of employees identifying as non-binary (2) (see Figure 5).

Figure 5. Fall 2022 Gender Distribution of Compton College Employees

Fall 2022 Gender Distribution by Employee Group
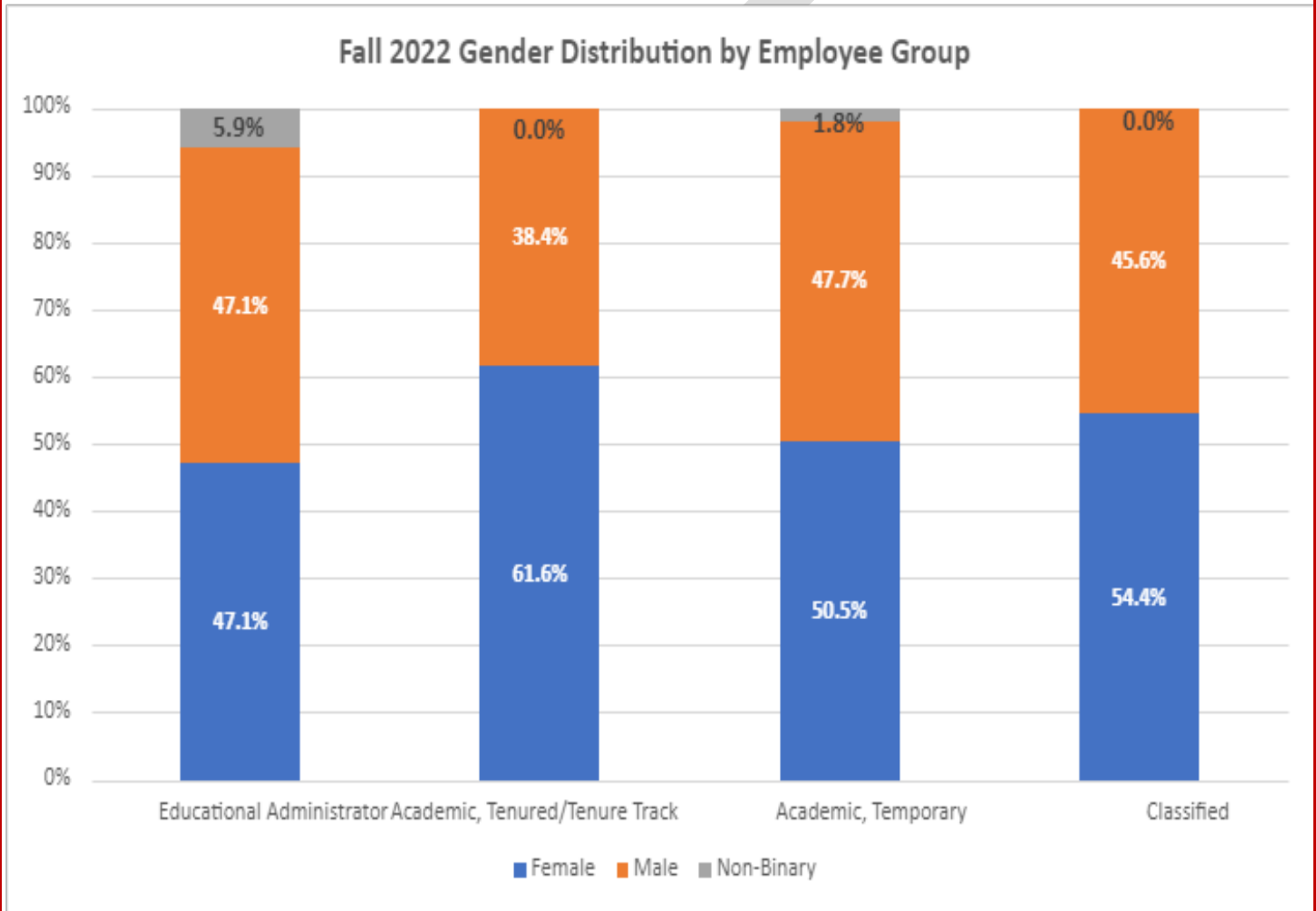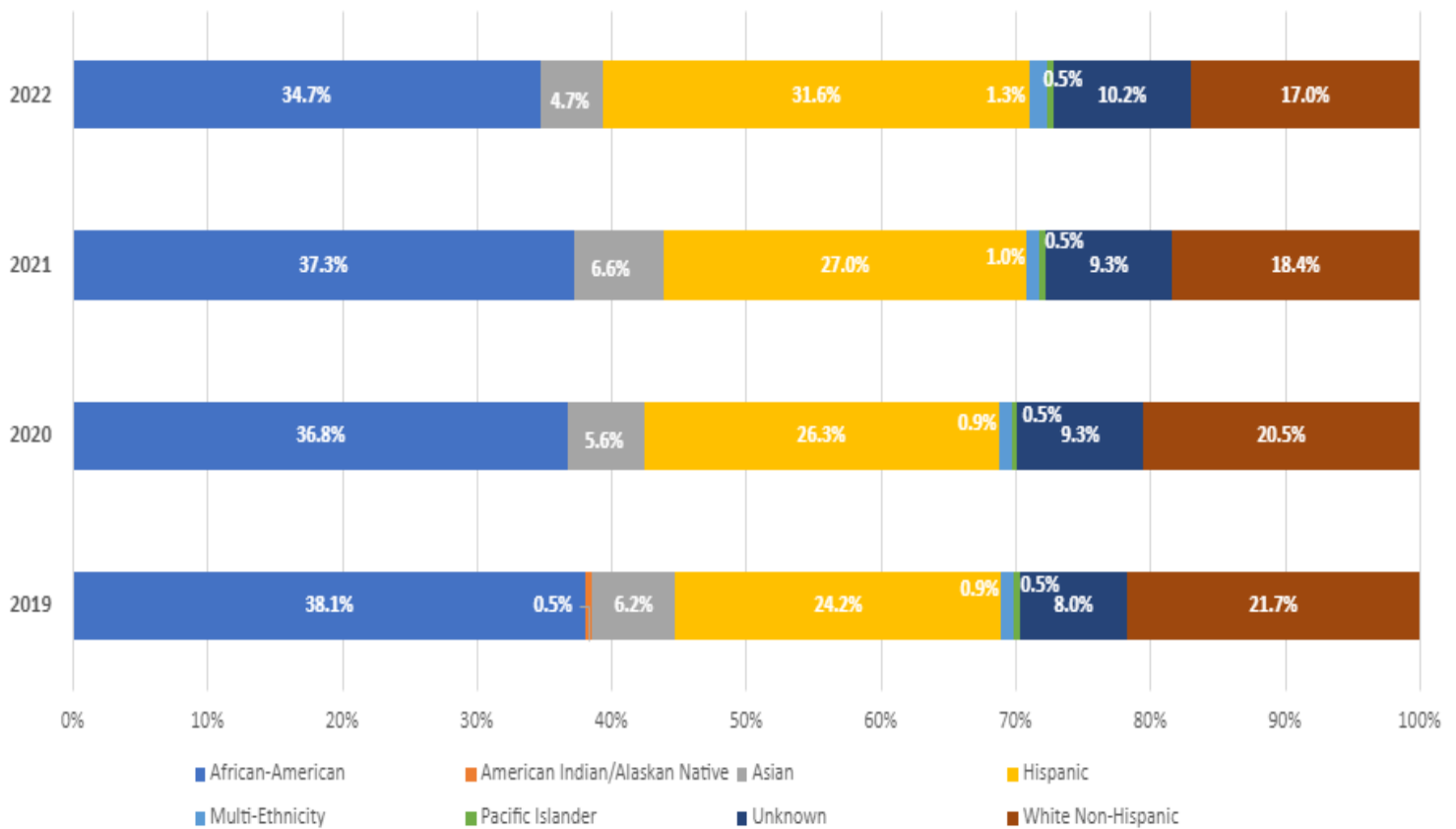
Ethnic Group Distribution of Compton College Employees

Non-White ethnic groups consistently comprised at least 78% of Compton College's employee population in the past four Fall terms. African American/Black employees were the largest ethnic group of employees, followed by Latinx employees and White employees. In the last 2 years, there has been an increase of Latinx employees, and a slight increase in those who identified as multi-ethnicities. Also, there was a decrease in Asian and White employees for the same 2-year period (see Figure 6).

Figure 6. Trends in Ethnic Group Distribution of Compton College Employees

Historical Ethnicity Distribution for All Employees

Legend: African-American | American Indian/Alaskan Native | Asian | Hispanic | Multi-Ethnicity | Pacific Islander | Unknown | White Non-Hispanic

Year	African-American	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic	American Indian/Alaskan Native
2022	34.7%	4.7%	31.6%	1.3%	0.5%	10.2%	17.0%	
2021	37.3%	6.6%	27.0%	1.0%	0.5%	9.3%	18.4%	
2020	36.8%	5.6%	26.3%	0.9%	0.5%	9.3%	20.5%	
2019	38.1%	6.2%	24.2%	0.9%	0.5%	8.0%	21.7%	0.5%

African American/Black employees comprise the largest ethnic group for all employee classifications except Classified Professionals, where Latinx represent nearly half of the group (46%). The proportion of each ethnic group tends to differ from the overall proportions for Fall 2019, and this difference varies by employment category (see Figure 7).

Figure 7. Fall 2022 Ethnic Group Distribution of Compton College Employees

Fall 2022 Ethnicity Distribution by Employee Group

	Educational Administrator	Academic, Tenured/Tenure Track	Academic, Temporary	Classified
Other	29.4%	12.1%	19.3%	5.1%
White Non-Hispanic	5.9%	28.3%	22.0%	7.6%
Hispanic	5.9%	25.3%	20.2%	46.2%
Asian	5.9%	5.1%	6.4%	3.2%
African-American	52.9%	29.3%	32.1%	38.0%

Legend: African-American, Asian, Hispanic, White Non-Hispanic, Other
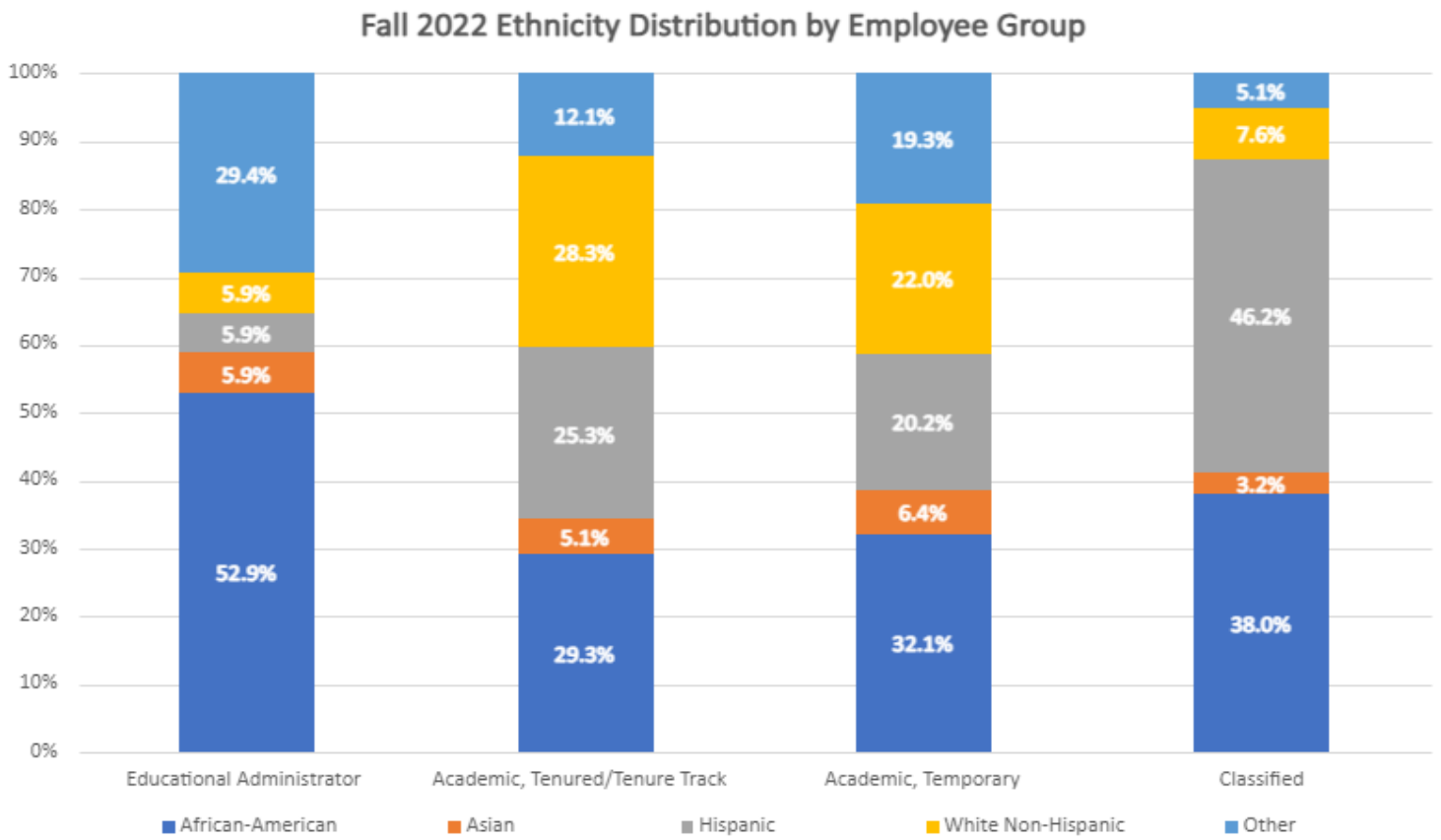
Age Distribution of Compton College Employees

Compton College employees have remained predominantly within the 35 to 64-year-old age groups since Fall 2019 to the present (see Figure 8).

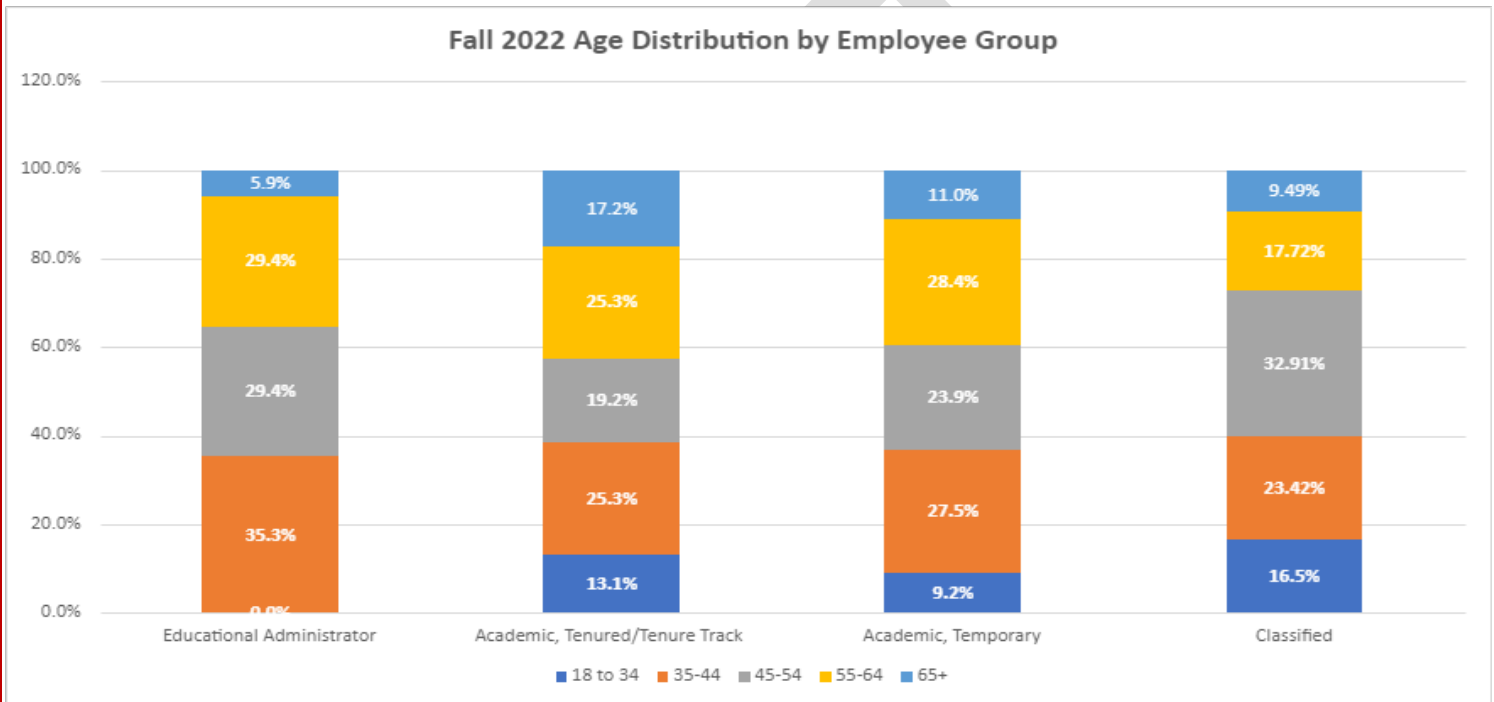*Figure 8. Trends in Age Distribution of Compton College Employees*

Historical Age Distribution for All Employees

Year	18 to 34	35-44	45-54	55-64	65+
2022	13%	26%	27%	23%	12%
2021	13%	27%	26%	23%	11%
2020	14%	29%	25%	21%	11%
2019	12%	28%	24%	23%	13%

Legend: ■ 18 to 34 ■ 35-44 ■ 45-54 ■ 55-64 ■ 65+
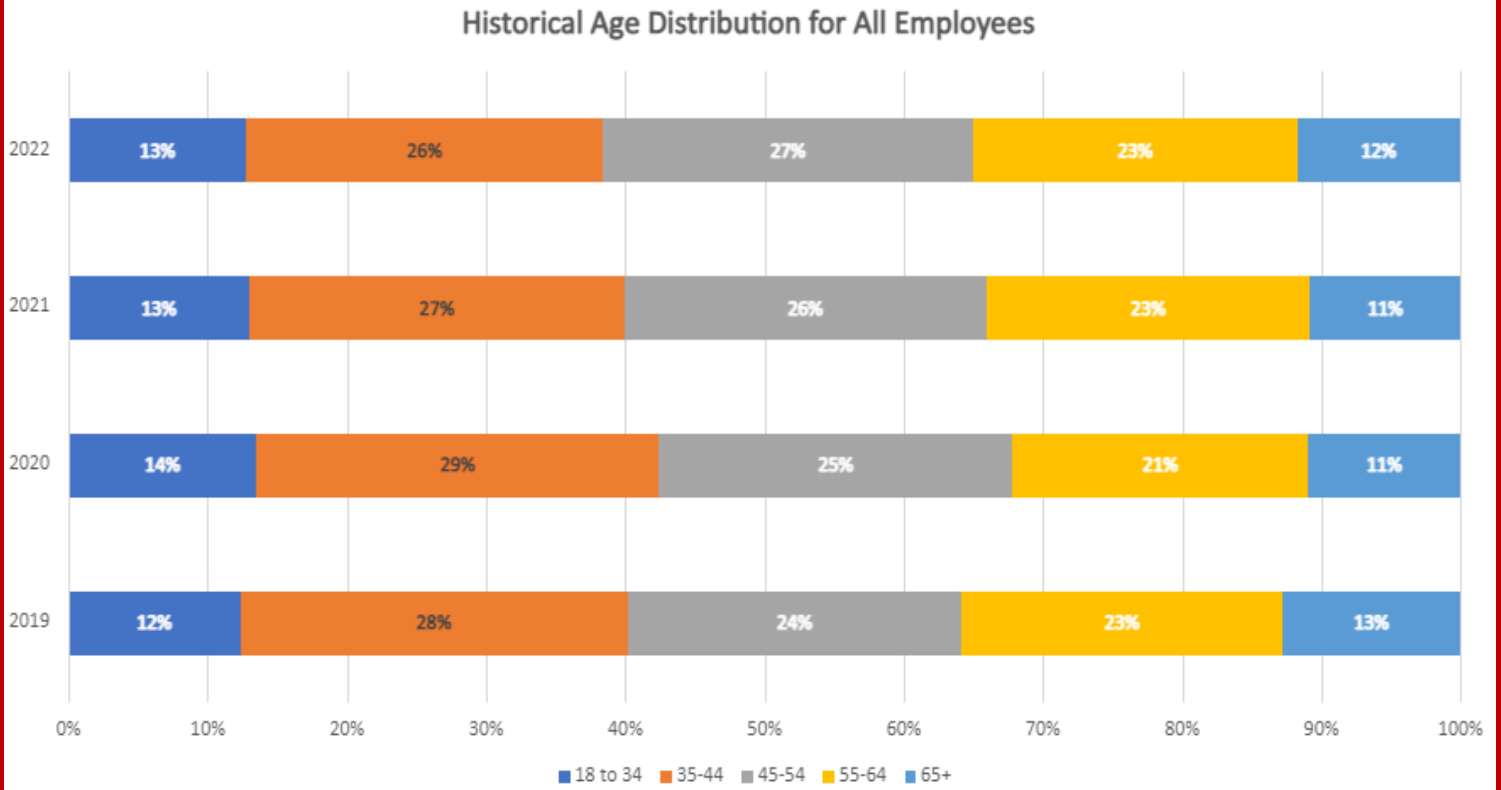
The distribution of employee age groups during the Fall 2022 term indicates that most employees are between 35 and 64 years of age, collectively representing 76% of Compton College's employee population. Each of these age groups (i.e., 35-44, 45-54, and 55-64) are relatively evenly distributed in comparison to each other. Although the overall ratios of each age group are closely reflected within some employment categories, such as Full-Time Faculty and Classified Professionals, there are certain employment categories with more disproportionate ratios of the listed age groups, such as Administration. (see Figure 9)

Figure 9. Fall 2022 Age Distribution by Employee Group

Fall 2022 Age Distribution by Employee Group

| Employee Group	18 to 34	35-44	45-54	55-64	65+
Educational Administrator	0.0%	35.3%	29.4%	29.4%	5.9%
Academic, Tenured/Tenure Track	13.1%	25.3%	19.2%	25.3%	17.2%
Academic, Temporary	9.2%	27.5%	23.9%	28.4%	11.0%
Classified	16.5%	23.42%	32.91%	17.72%	9.49%

Ethnic Group and Gender Distribution of Compton College Applicants

Data of significance in the development of the multiple methods in Component 13 has been analyzed and included for reference in this appendix. To effectively address underrepresentation while considering the pre-hire, hire and post-hire aspects of the process, analyses of applicant data has proven to be essential.

The overall ethnicity trends of applicants for employment being at or above 70% during a four-year period demonstrates that we continue to attract applicants that are largely diverse. In Fall 2022, our Hispanic applicants increased and took over as the largest applicant group (40%), with African American/Black being the second largest applicant group (29%) (see Figure 10).

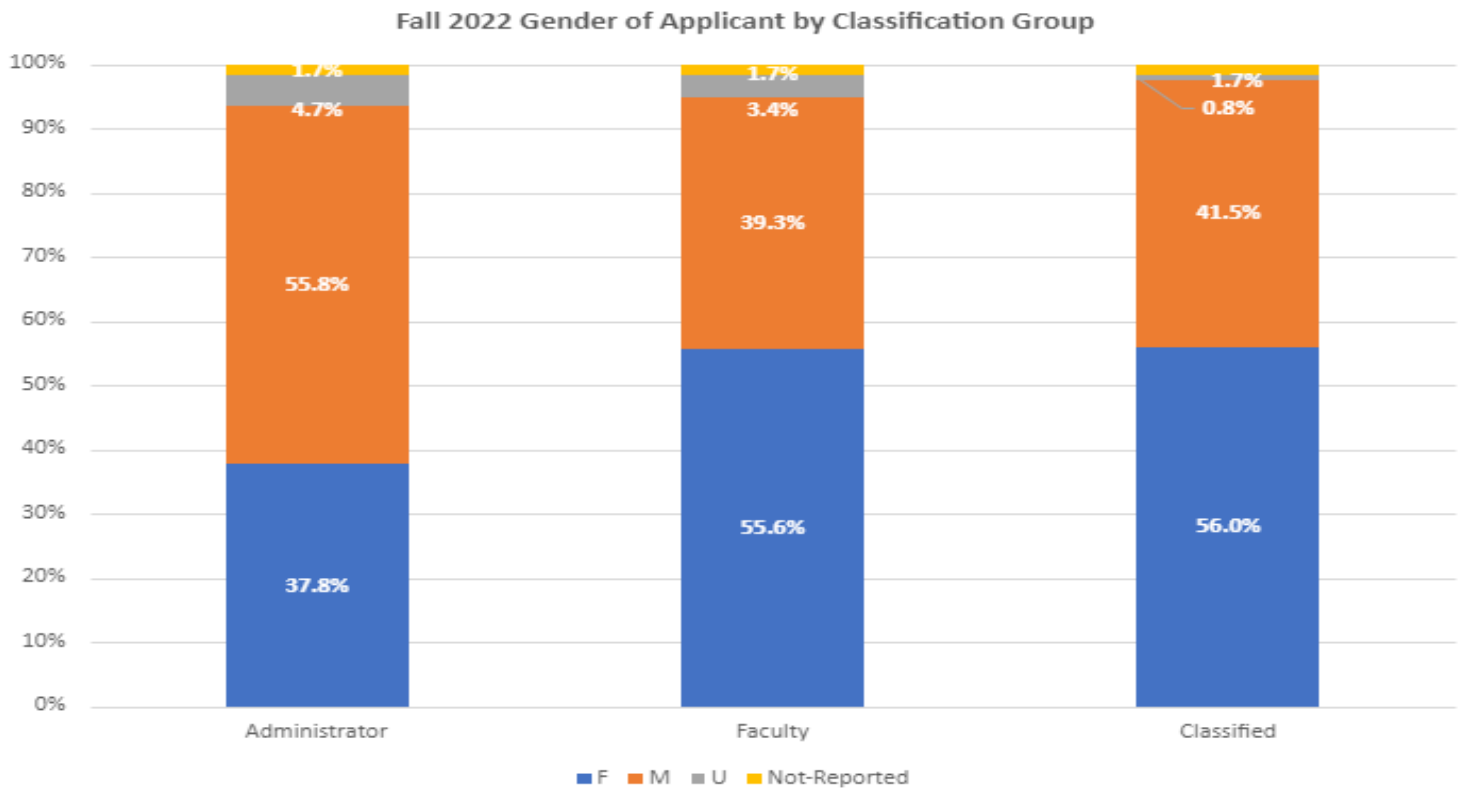*Figure 10. Trends in Ethnic Distribution of Applicants for Employment*
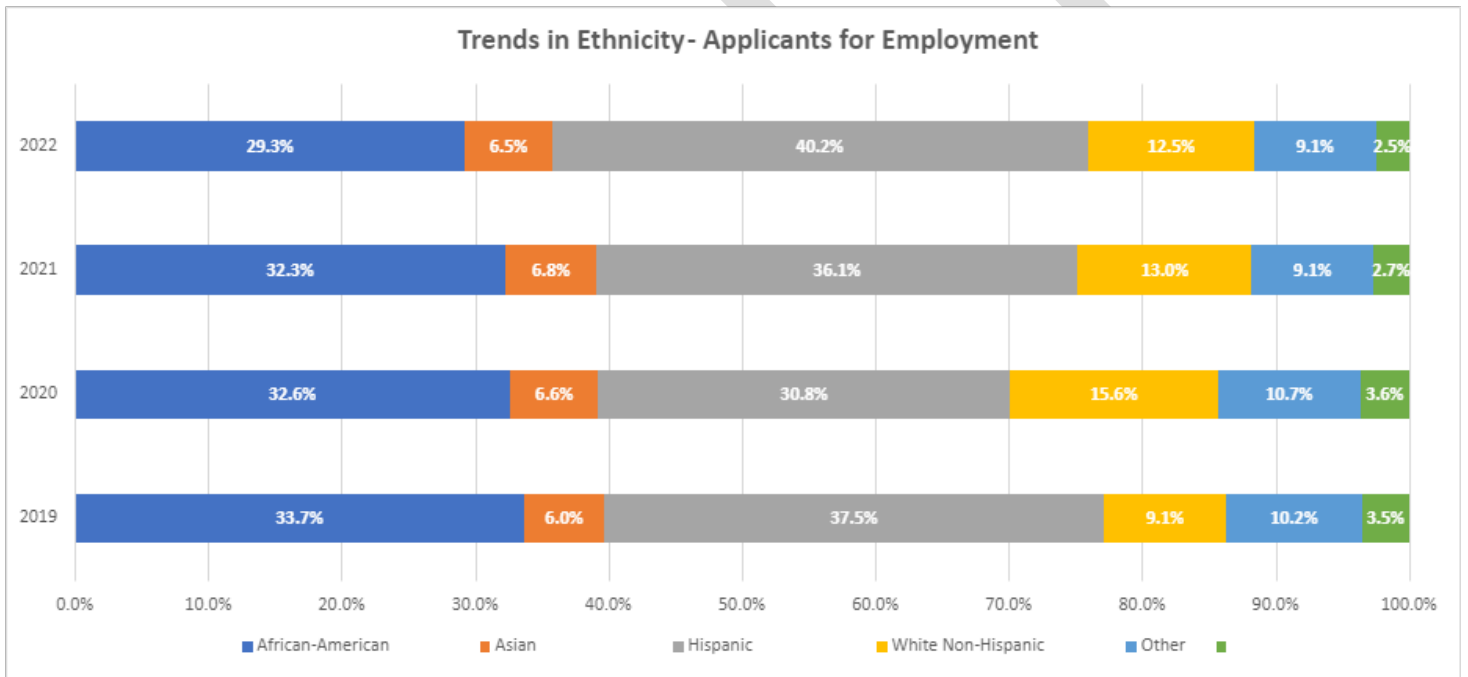
In Fall 2022, Latinx applicants represented the largest group for all Classified Professional positions (48%) and the majority for all classifications other than Administrators (22%), Administration had more African American/Black applicants (41%). All applicant groups had high levels of diversity composition within them (see Figure 11).

Figure 11. Fall 2022 Ethnicity of Applicants by Classification Group

Ethnicity Status for Applicants for 2022 by Classification

38
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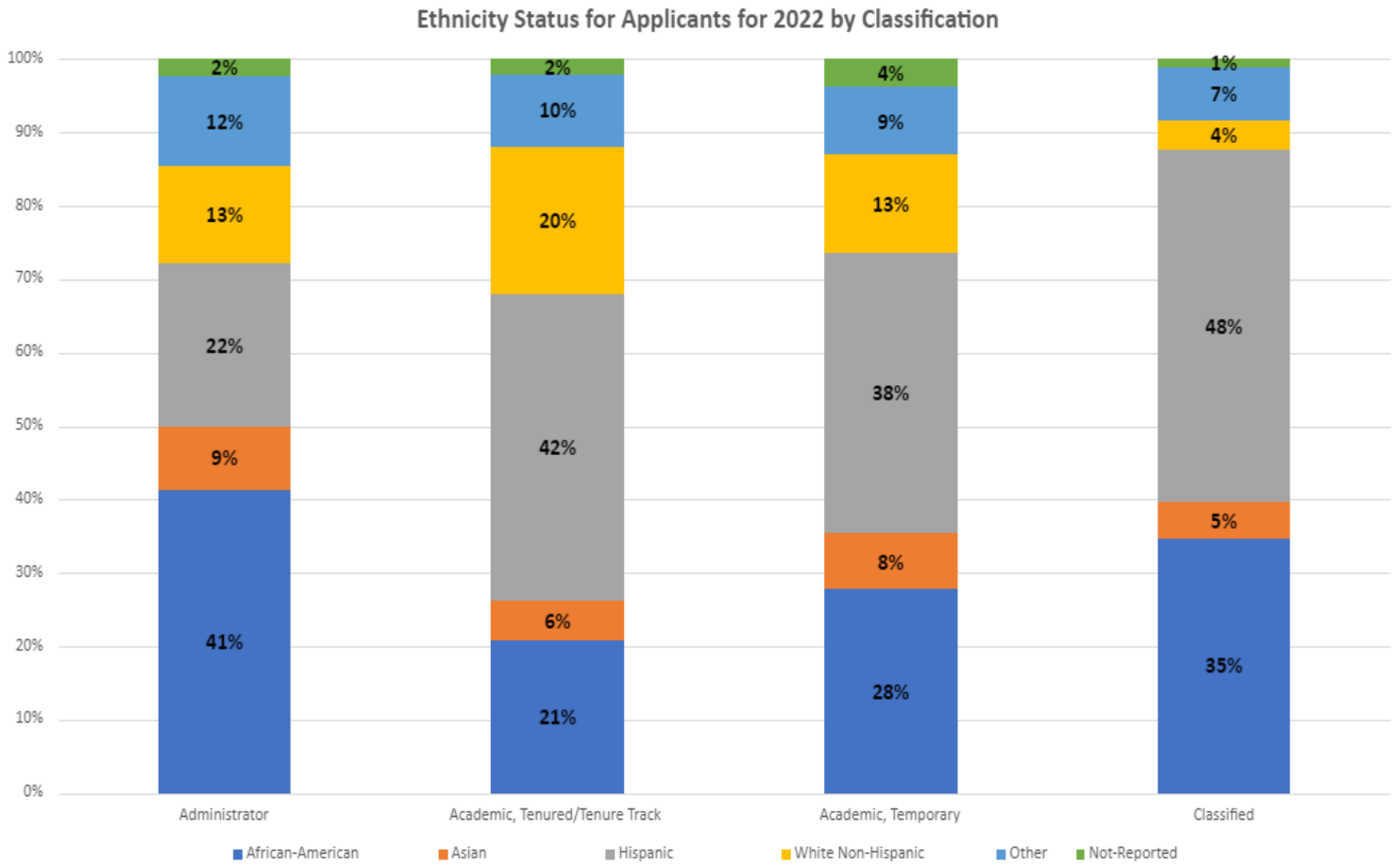
In Fall 2022, female applicants represented the largest group for all Faculty (55%) and Classified Professional (56%) positions, Administration had more male applicants (55%). All employee groups had applicants that identified as non-binary (see Figure 12).
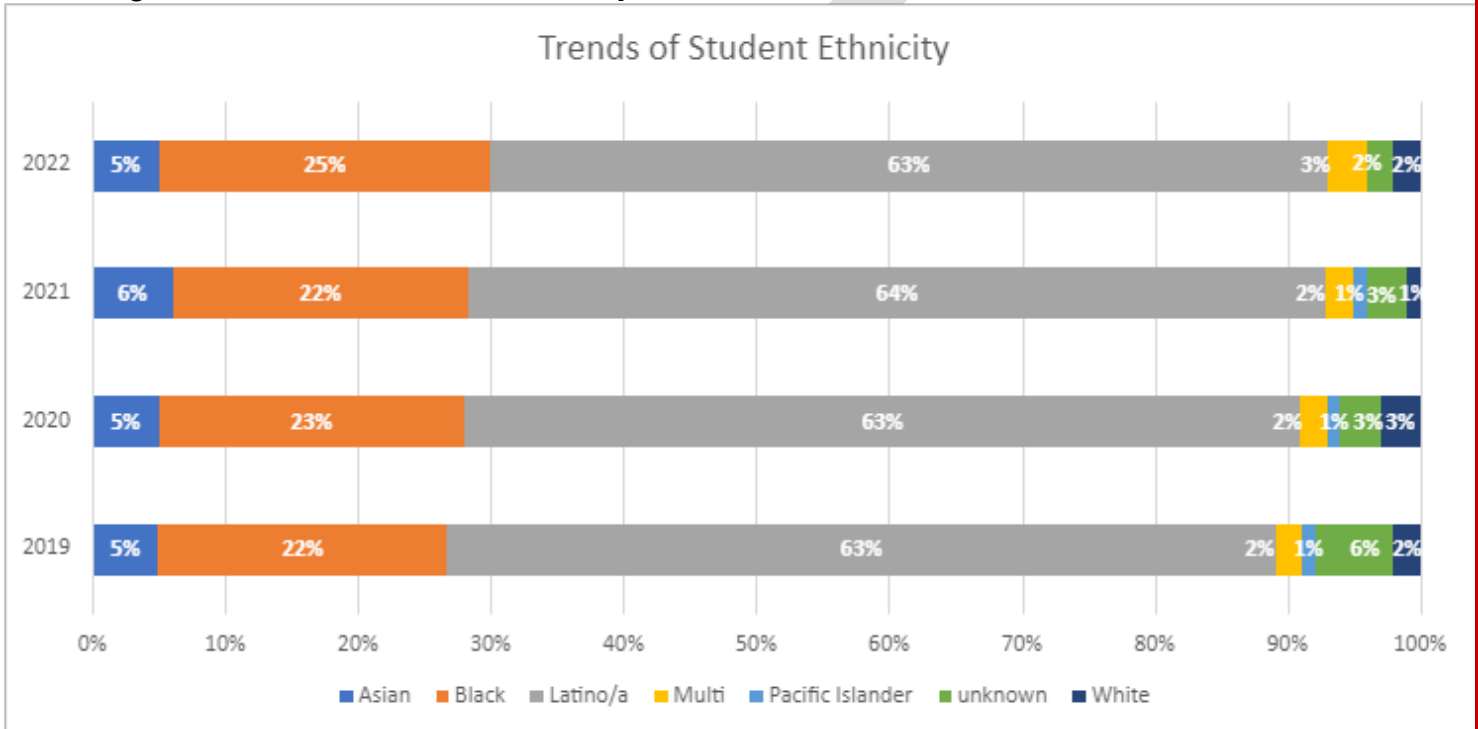
Figure 12. Fall 2022 Gender of Applicants by Classification Group

Fall 2022 Gender of Applicant by Classification Group

	Administrator	Faculty	Classified
Not-Reported	1.7%	1.7%	1.7%
U	4.7%	3.4%	0.8%
M	55.8%	39.3%	41.5%
F	37.8%	55.6%	56.0%

Legend: ■ F ■ M ■ U ■ Not-Reported

Trends in Ethnic Group Distribution of Compton College Students

Compton College strives to align our employee demographics with that of our student body. Students benefit from having instructors who look like them and represent the diversity of the community in which they live and work. The chart below identifies ethnicity trends in our student body over the four-year period of 2019-2022. Our student's ethnicity has remained relatively consistent being predominantly Hispanic/Latinx, being within the 60 percentiles during this period (see Figure 13).

Figure 13. Trends in Student Ethnicity

Trends of Student Ethnicity

Year	Asian	Black	Latino/a	Multi	Pacific Islander	unknown	White
2022	5%	25%	63%	3%		2%	2%
2021	6%	22%	64%	2%	1%	3%	1%
2020	5%	23%	63%	2%	1%	3%	3%
2019	5%	22%	63%	2%	1%	6%	2%

Applicant Trends in Veteran and Disability Status

Compton College continues to have applicants who self-identify as veterans (see Figure 14) and disabled (see Figure 15).

Although not currently part of the multiple methods measurements in Component 13, this data is included in this plan for reference to demonstrate that analysis has taken place and will continue to be a focus of our pre-hiring/hiring analyses by the District. This data also presents the opportunity to continue efforts to attract individuals from these underrepresented groups through focused marketing, accommodating applicant accessibility needs and maintaining a welcoming, supportive working environment.

40
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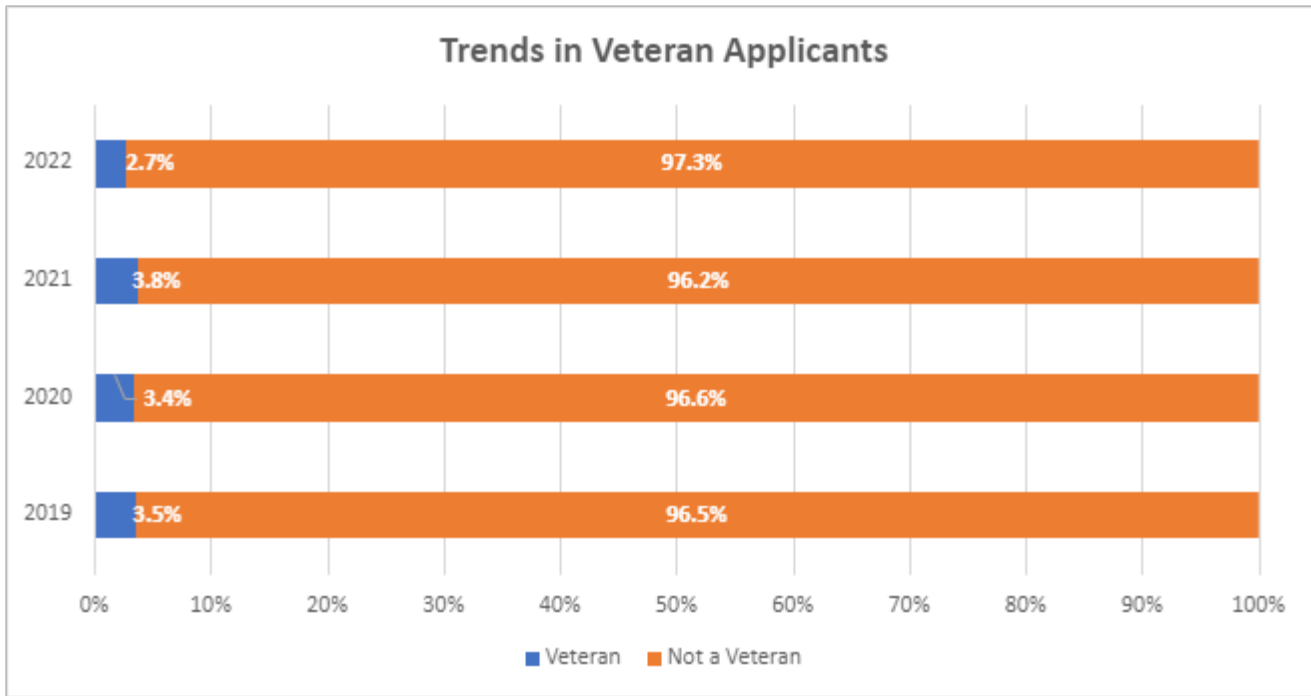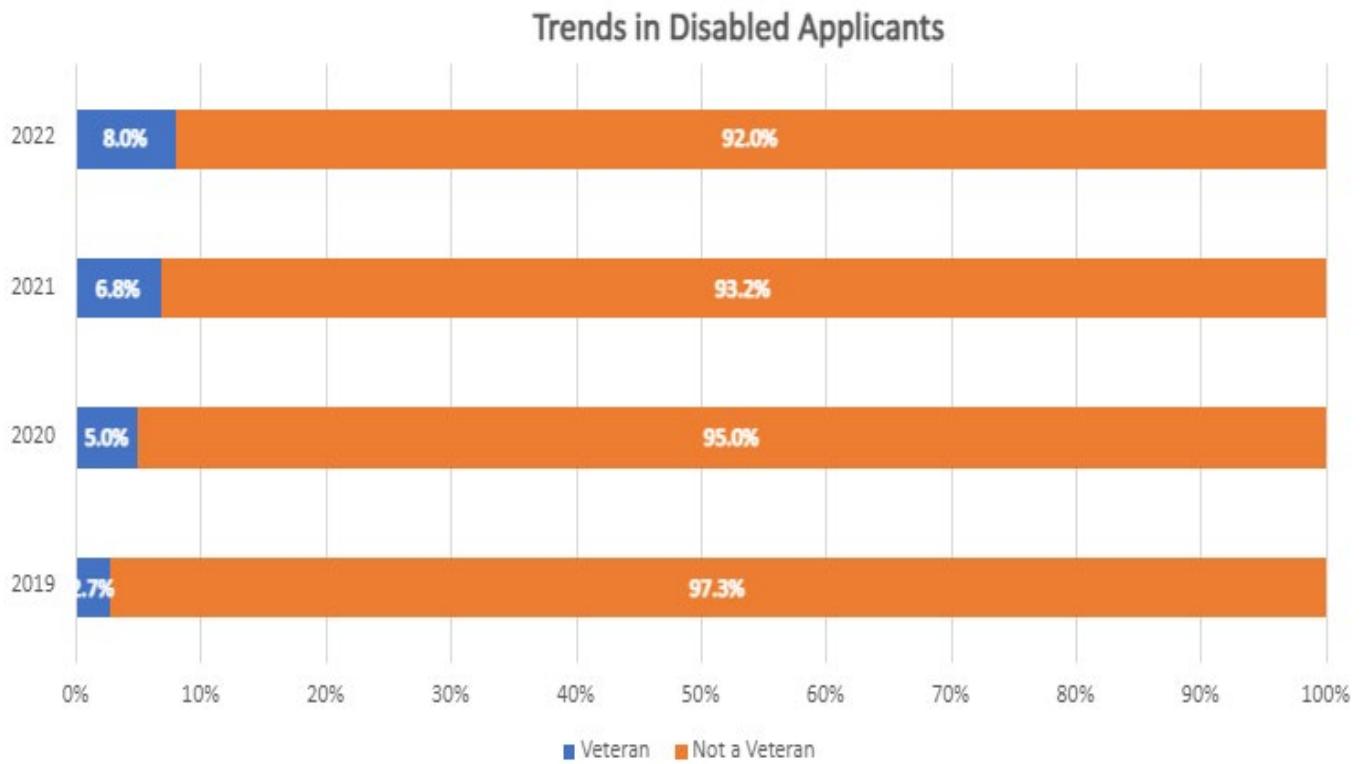
Figure 14. Trends of Veteran Applicants

Trends in Veteran Applicants

Year	Veteran	Not a Veteran
2022	2.7%	97.3%
2021	3.8%	96.2%
2020	3.4%	96.6%
2019	3.5%	96.5%

Figure 15. Trends of Disabled Applicants

Trends in Disabled Applicants

| Year	Veteran	Not a Veteran
2022	8.0%	92.0%
2021	6.8%	93.2%
2020	5.0%	95.0%
2019	2.7%	97.3%

Key Comparators for EEO Analyses

Creating and supporting inroads for engagement is critical to planning to address underrepresentation, our ongoing EEO planning, and the multiple methods analyses. The consideration of ethnicity data from key comparators to our students and workforce, such as the City of Compton and California Community Colleges overall will serve as a tool for pre-hiring/recruitment (see Figure 16).

Figure 16. 2022 Key Ethnicity Comparators

2022 Key Ethnicity Comparators

Legend: Asian, Black, Latino/a, Multi, Pacific Islander, Unknown/Other, White
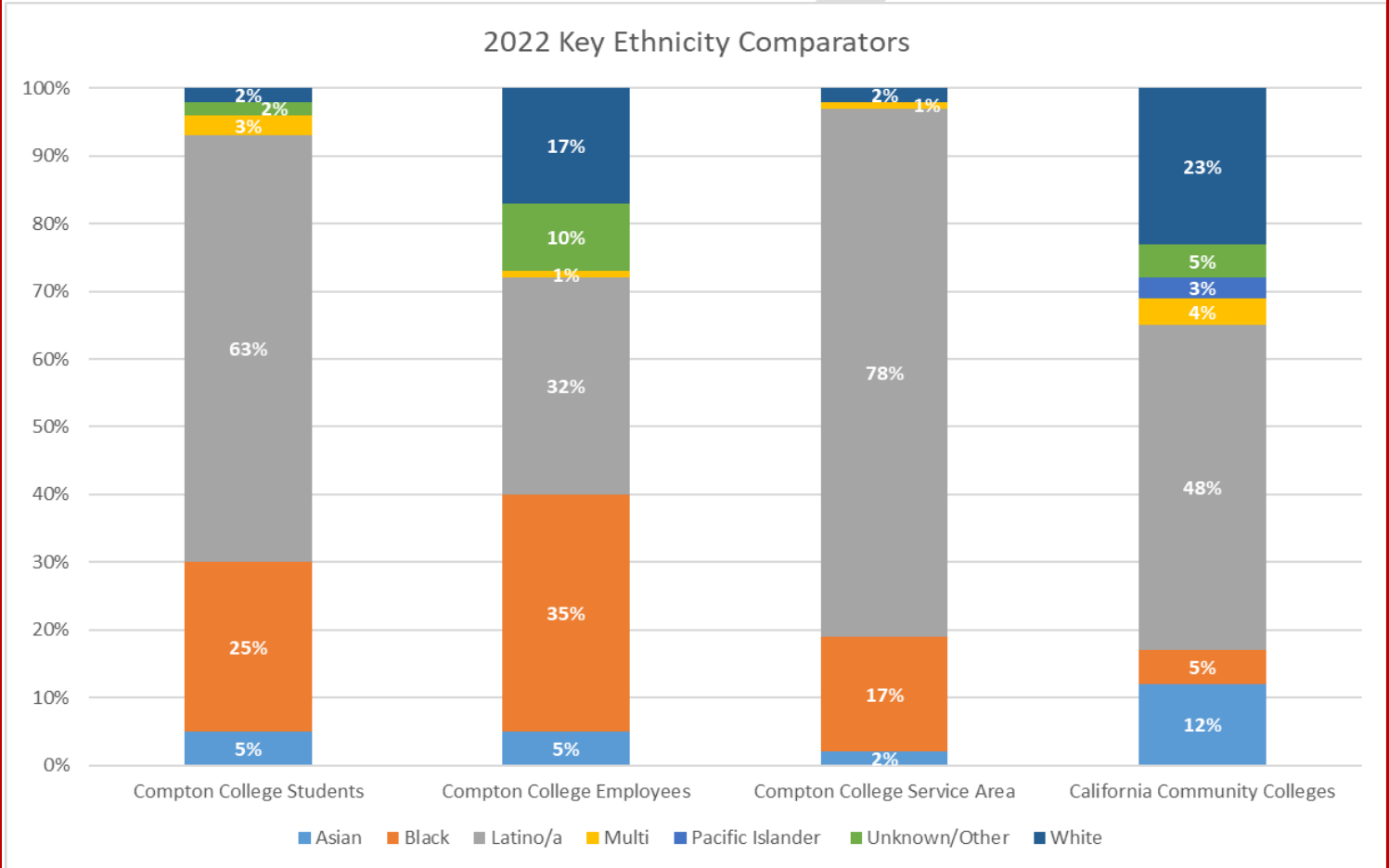
Figures 17-21 are the data referenced in the multiple methods outlined in Component 13 related the addressing of underrepresentation in the applicants for positions at Compton College as indicated.

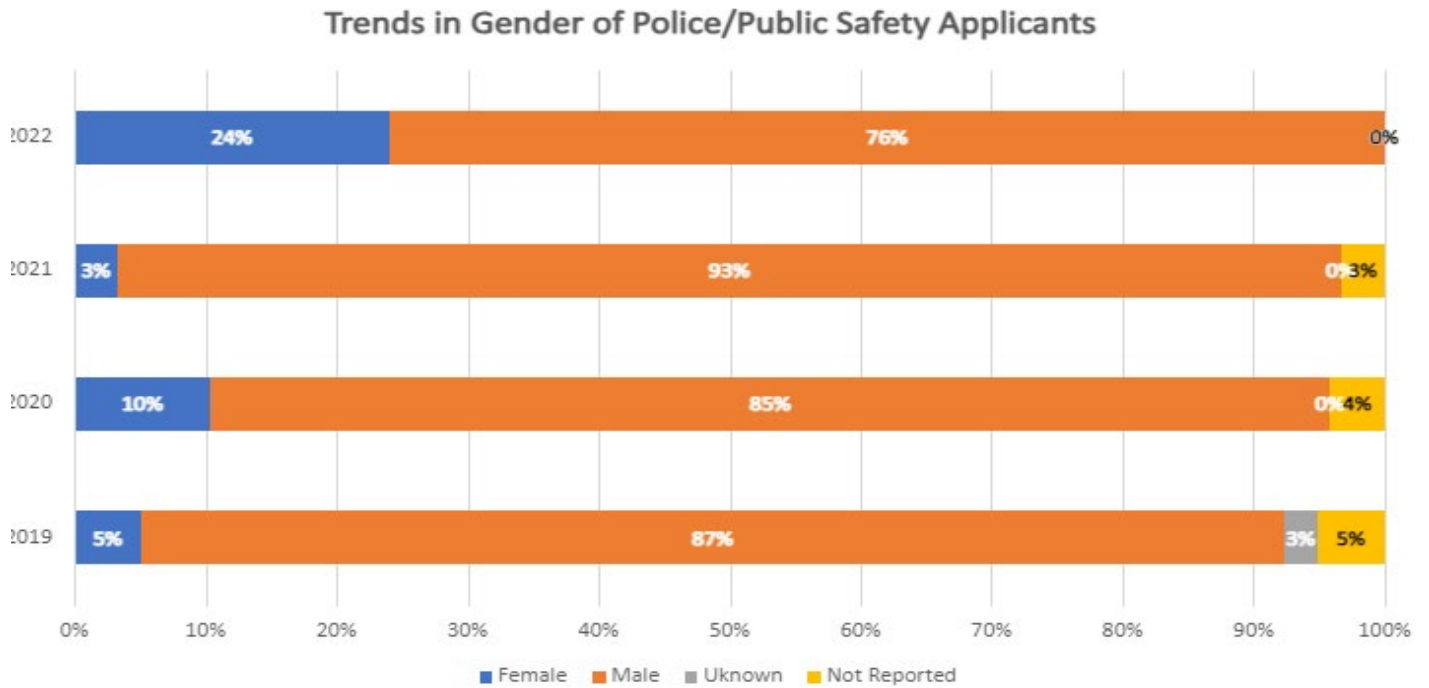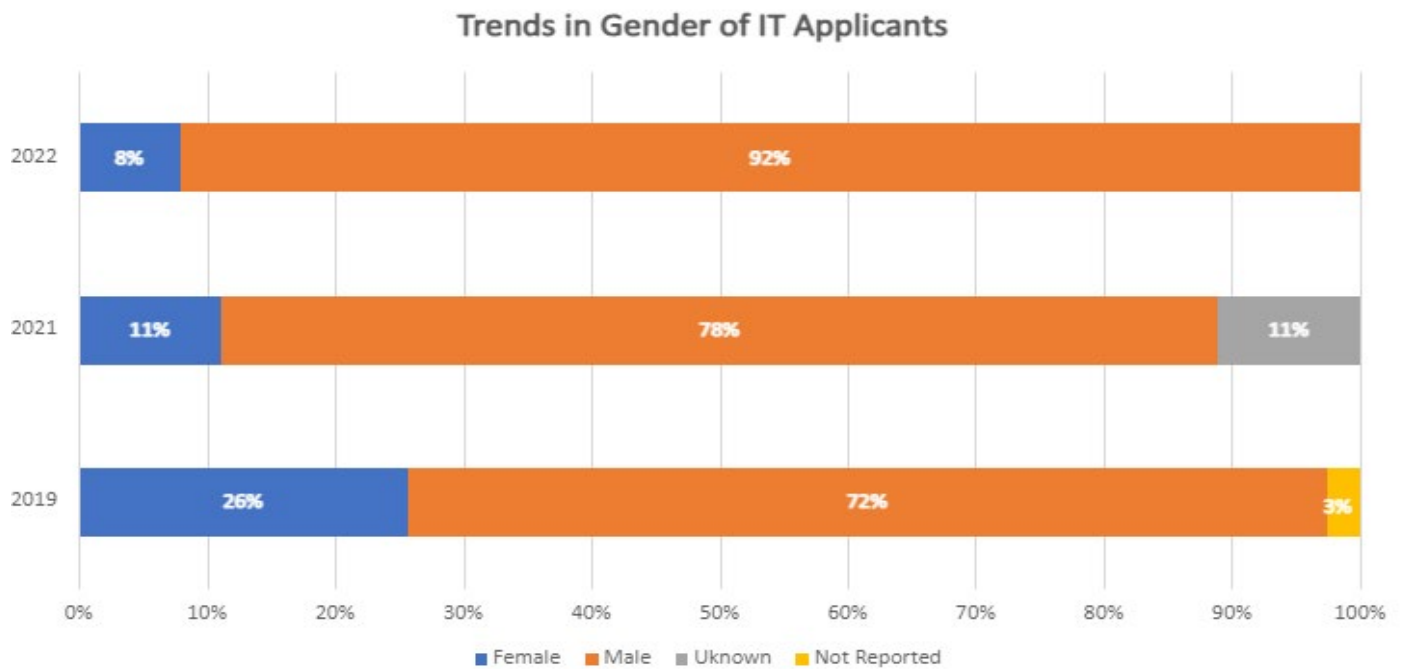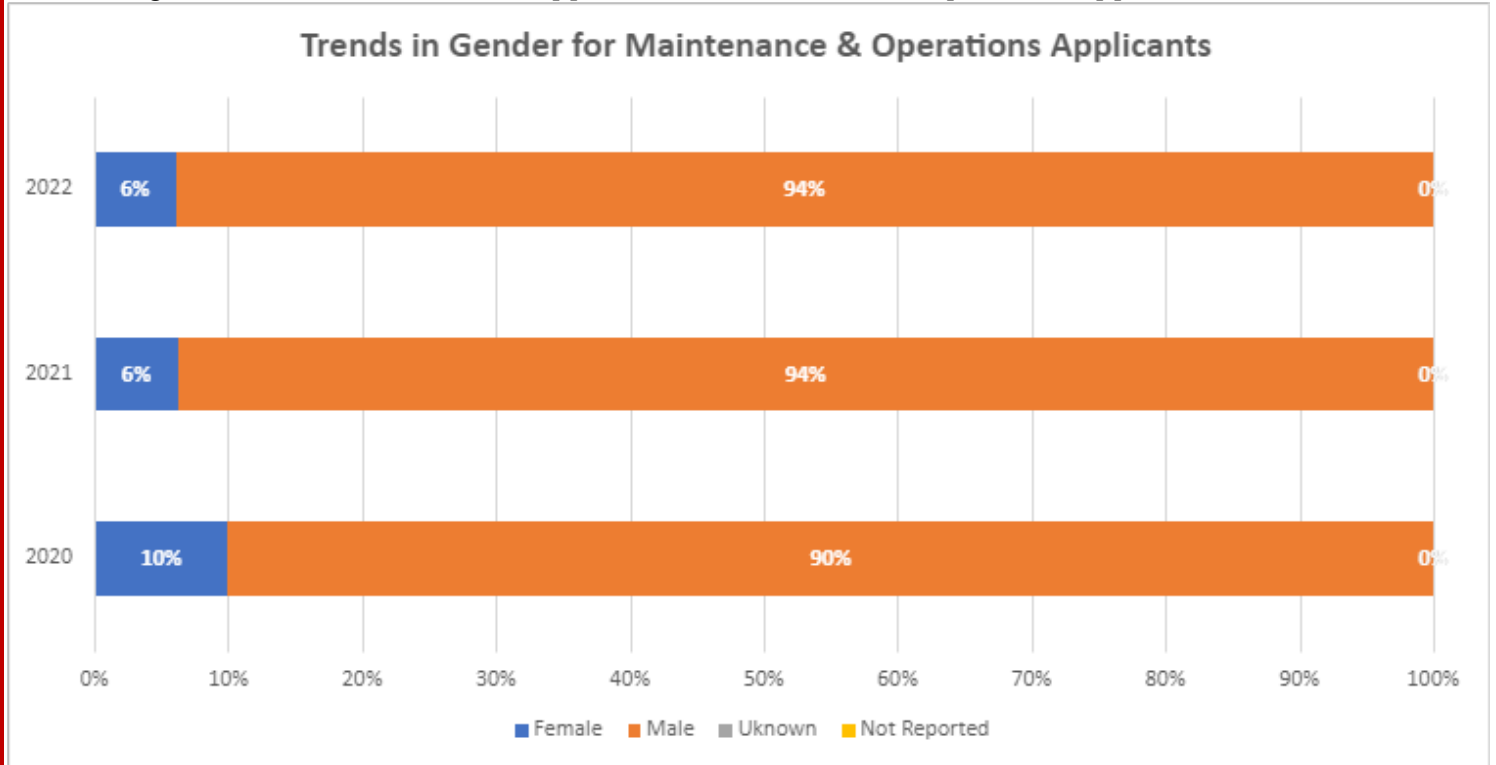*Figure 17. Trends in Gender of Applicants for Police/Public Safety*

Trends in Gender of Police/Public Safety Applicants

Figure 18. Trends in Gender of Applicants for Information Technology

Trends in Gender of IT Applicants

Figure 19. Trends in Gender of Applicants for Maintenance & Operations Applicants

Trends in Gender for Maintenance & Operations Applicants

Figure 20. Trends in Gender of Applicants for Clerical/Admin Assistant Applicants

Trends in Gender of Clerical Admin Assistant Applicants

Year	Female	Male	Non-Binary
2022	80%	19%	2%
2021	68%	32%	
2020	100%		
2019	91%	9%	

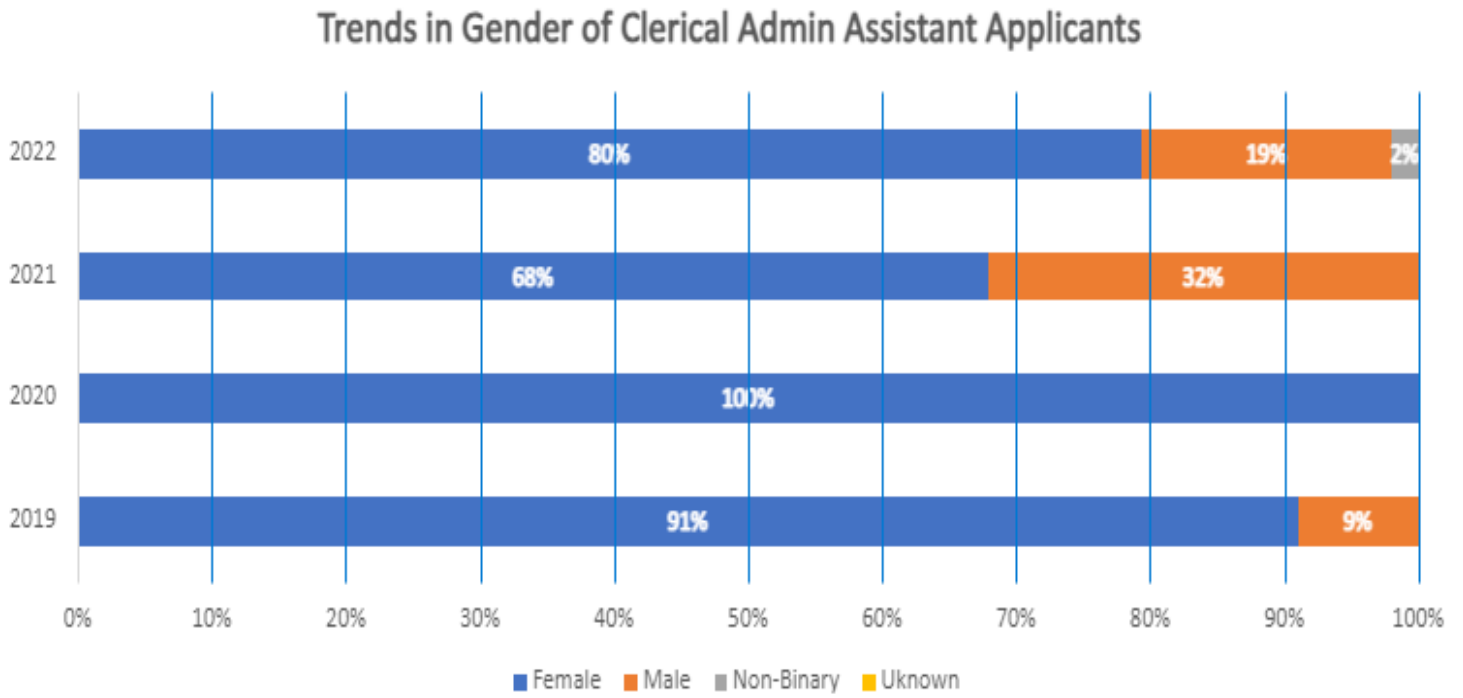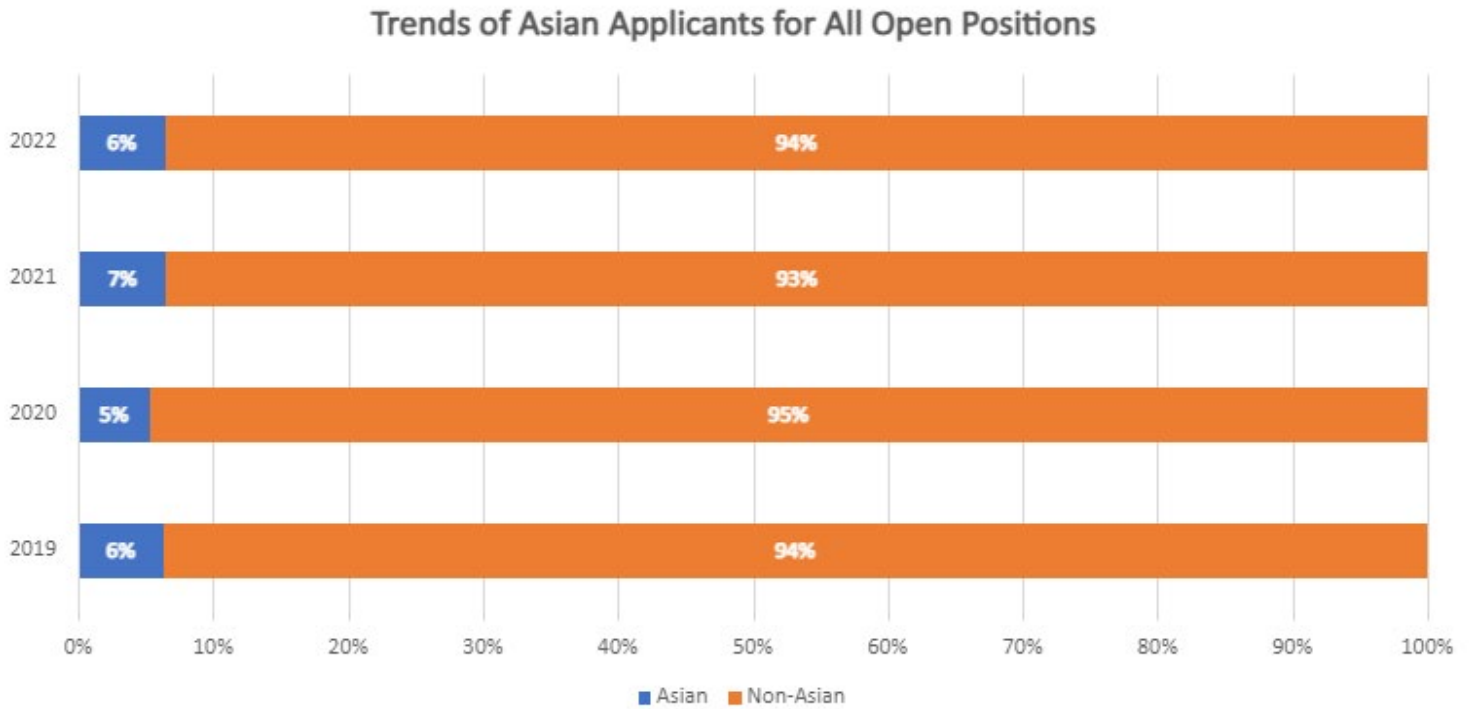Legend: Female, Male, Non-Binary, Uknown

Figure 21. Trends in Asian Ethnicity for All Open Positions

Employee Demographic Trend Tables, Fall 2019 – Fall 2022

Table 1. Compton Employee Trends by Number and % Within Employee Group

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	n	%	n	%	n	%	n	%
Educational Administrator	13	2.97 %	16	3.73 %	16	3.92 %	17	4.44 %
Academic, Tenured/Tenure Track	101	23.06 %	97	22.61 %	99	24.26 %	99	25.85 %
Academic, Temporary	176	40.18 %	163	38.00 %	127	31.13 %	109	28.46 %
Classified	148	33.79 %	153	35.66 %	166	40.69 %	158	41.25 %
Total	438		429		408		383	

Table 2. Compton Employee Trends by Gender Group

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Male	216	213	191	170
Female	222	216	217	210
Non-Binary	0	0	0	3
Total	438	429	408	383

Table 3. Compton Employee Trends by Ethnicity Group
Other includes American Indian/Alaskan Native, Pacific Islander, Multi-Ethnic, and Unknown.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American/Black	37%	57%	37%	35%
Asian	6%	6%	7%	5%
Latinx	24%	26%	27%	32%
White Non-Hispanic	23%	21%	18%	17%
Other*	8%	11%	9%	12%
Employee Total	438	429	408	383

Table 4. Compton Employee Trends by Age Group

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Ages 18-34	12%	14%	13%	13%
Ages 35-44	28%	29%	27%	26%
Ages 45-54	24%	25%	26%	27%
Ages 55-64	23%	21%	23%	23%
Ages 65 and up	13%	11%	11%	12%

Conclusion

Historically Compton College has maintained a workforce that is largely diverse and closely aligns with the diverse composition of our student body. Over the past four years, the District's employees have been represented within the 90 percentile by people of color. Although the largest ethnicity represented in our workforce is African American/Black, and the students are predominantly Hispanic, the % of Hispanic employees has increased and become the majority among the Classified Professionals. African American/Black employees consistently comprise the largest ethnic group of employees on campus, while Latinx employees are the second-largest group overall.

Beginning in Fall 2021, Classified Professionals emerged as the largest employee group at the college, comprising close to half of the entire employee population. This group includes classified professionals, confidential employees, and classified management. For the preceding 5-year period, approximately two-thirds of the employee population was comprised of faculty (full and part-time).

Despite a decrease in the overall employee population since fall 2019, Compton College has experienced sporadic growth in diverse representation in certain employee groups. Factors related to the Covid-19 pandemic, such as the great resignation has impacted all employers in the United States. More specifically, the California Community Colleges were impacted by a shifting workforce that according to research sought employers that offer a fully remote work option. This factor only added to existing challenges in obtaining robust/diverse applicant pools, such as other colleges in the immediate geographic area, making it increasingly challenging to attract applicants for open positions and to retain our current employees.

We are proud of the levels of diversity that exist at Compton College when considering the ethnicity statistics amongst our students/employees in comparison to that of our surrounding city and fellow California Community Colleges. Because of the focus on diversity embraced by our Board of Trustees and President/CEO, and cultivated throughout the institution, the levels of success achieved in our recruitment and hiring allows for the goals set forth in this plan to focus on addressing underrepresentation in very specific ways: increasing Asian employees in all positions, increasing females in our tech and skilled trades and increasing males in our classified administrative support roles. We will continue to build on our successes and seek to regularly assess our progress through this living document. We are committed to responding to any variance of unconditional belonging here at Compton Community College District through data driven principles and measurable action steps.

Statement of Opposition to the All African Diaspora Education Summit (AADES):

Due to the recent passing of Ghana's extreme anti-LGBTQIA+ legislation, 2021 Promotion of Appropriate Sexual Rights and Family Values Bill, the District sponsored All African Diaspora Education Summit (AADES) event no longer provides a safe destination for LGBTQIA+ faculty or LGBTQIA+ advocates; nor does the event provide an inclusive professional development opportunity for all faculty; nor does the event align with the District's Resolution No. 6-20-2023C Recognizing June as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and more (LGBTQIA+) Pride Month; nor does the event align with Assembly Bill 1887—Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws; nor does the event align with the symbolic message of the Pride Flag being flow on campus; As a result, the Academic Senate votes not to endorse the ADES event and recommends researching other event opportunities.

https://www.jurist.org/news/2023/07/ghana-parliament-unanimously-passes-extreme-anti-gay-bill/
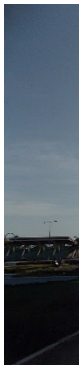
Ghana Parliament unanimously passes extreme anti-gay bill

The Parliament of Ghana passed an extreme anti-gay bill on Wednesday, which is set to tighten laws against members of the LGBTQ+ community. Ghana's 275 members of Parliament unanimously passed the bil...

www.jurist.org

https://go.boarddocs.com/ca/compton/Board.nsf/files/CSV3S4083569/$file/Compton%20CCD%20Resolution%20No%206.20.2023C_PrideMonth.pdf

https://www.oag.ca.gov/sites/all/files/agweb/pdfs/ab1887/ab-1887-text.pdf

https://asccc.org/resolutions/support-identifying-and-addressing-need-lgbtqia-student-centers-all-california

Early Alert Optional Syllabus Statement

In the event that you are not actively participating in class or that I perceive you are struggling, I will reach out to you via email or Canvas message and the Compton College Counseling Department might contact you via email, text message, or phone call. The role of this communication is to provide you with the appropriate resources to help you succeed in this class, and thrive as a person. Please use the form found at the link below to update your contact information, and email it to admissions@compton.edu. http://www.compton.edu/admissions-aid/admissions-records/forms/ChangeofAddress.pdf

.

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE   REGULATIONS

AR 4105 Distance Education   **Issued: June 19, 2018**

References:

Title 5 Sections 55005, 55200 et. Seq.:
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid
Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17.

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

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

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

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

 Definition

Distance education means instruction in which the instructor and student are separated by
distance and interact through the assistance of communication technology. "Distance
education" means education that uses one or more of the technologies listed below to deliver
instruction to students who are separated from the instructor(s)and to support regular and
substantive interaction between the students and instructor(s)either synchronously or
asynchronously.
   1. The internet
   2. One-way and two-way transmissions through open broadcast, closed circuit, cable,
      microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

1

3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

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

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

Fully Online (FO)(also known as "100% online"):

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

Partially Online (PO)(also known as "hybrid"):

Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses. Online With In-Person Proctored Assessment (OPA):

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

2

Course Approval

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

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

For each course offered, the District will publish the following facts to be made available to students before they enroll in the course:
- All online and in-person synchronous meeting days/dates and times;
- Any required asynchronous in-person activities;
- Any required technology platforms, devices, and applications;
- Any test or assessment proctoring requirements.

If any portion of the instruction in a new or existing course is to be provided through distance education, **the course outline of record or** an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode the requirement for regular and substantive interaction specified in section 55204. The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

Certification

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

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- ~~Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.~~
- Regular and Substantive Contact: Each section of the course that is delivered through distance education will include regular, effective, and substantive contact between instructor and students, and will provide opportunities for regular effective contact between students.

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

3

- Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

- The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

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

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by the ACCJC. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls.

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

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

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

- Accessibility Standards: Requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

4

Online Course Drop Policy

~~.~~ Acceptable evidence of academic attendance may include but is not limited to logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester. ~~Faculty should follow the guidelines in the Board approved Distance Education Handbook.~~

5

Recommendation Statement i*n Support of Changing the Foreign Language Department Name to Department of Modern Languages.*

To reflect and align with the College's mission of equity and inclusivity; to increase the public facing brand equity of the Foreign Languages Department; to foster long term-sustainable enrollment being achieved in all foreign language courses; the Academic Senate recommends the District support and assist in renaming the Foreign Languages Department name to *Department of Modern Languages* by first changing the *Foreign Languages Program Review* document title to *Department of Modern Languages* and initiate designing a public facing *Department of Modern Languages* webpage with faculty input.

References:

https://www.compton.edu/academics/docs/Foreign_Languages_Program_Review_2018_Revised.pdf

https://sac.edu/AcademicProgs/HSS/ModernLanguages/Pages/default.aspx

ELumen Program Review Survey - Prototype

💡 ExpertReview score   Fair

⌄   Default Question Block

Q1   •••

Program Review Survey - 2023-2024

Thank you for taking the time to fill out this survey. Your feedback is appreciated; we will use the information to improve this academic program.

Q36

⌄   **Display this question**

If   PROGRAM   Is Not Empty

⌄   **Skip to**

End of Block   if   No   Is Selected

⌄   **Skip to**

Academic Support and Development   if   Yes   Is Selected

Have you ever been enrolled in ${e://Field/CRSE_TITLE} this semester?

○ Yes

○ No

Q38

⌄   **Display this question**

If   PROGRAM   Is Empty

Skip destination   Go to skip origin

Academic Support and Development

| ACRP- Auto Collision Repair/Painting ⌄ |

Q27   💡

Please rate how much you agree or disagree with the following statements about the ${e://Field/PROGRAM} ${q://QID38/ChoiceGroup/SelectedChoices} program's academic support and development 71

Academic Support and Development

ACRP- Auto Collision Repair/Painting ⌄

Q27   ⠠ϙ⠄

Please rate how much you agree or disagree with the following statements about the ${e://Field/PROGRAM} ${q://QID38/ChoiceGroup/SelectedChoices} program's academic support and development.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The courses in this program have helped me meet my academic goals.	○	○	○	○	○
Instructors in this program have helped me achieve my academic goals.	○	○	○	○	○
Instructors in this program provide opportunities to actively participate in my classes.	○	○	○	○	○
I have felt a sense of community within this program.	○	○	○	○	○

Q12   ✳

What is your major reason for taking the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's classes?

○ General Education requirement

Q13   ✳

Using the assignments/examinations that were administered in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's courses, what skills are essential to succeed in these classes? Check all that apply.

☐ Reading for learning and comprehension

☐ Note taking techniques

☐ Test anxiety management

☐ Study groups

☐ Critical thinking techniques

☐ Other

72

Q13 ✳

Using the assignments/examinations that were administered in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's courses, what skills are essential to succeed in these classes? Check all that apply.

☐ Reading for learning and comprehension

☐ Note taking techniques

☐ Test anxiety management

☐ Study groups

☐ Critical thinking techniques

☐ Other

[   ]

Q20 ✳

What skills do you need more help with in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's courses? Check all that apply.

☐ Reading for learning and comprehension

☐ Note taking techniques

☐ Test anxiety management

☐ Study groups

☐ Critical thinking techniques

☐ Other

[   ]

☐ None

Q15 ✳

Do you know which courses you have to take to complete your goal?

○ Yes, I know exactly which courses to take to complete my goal

○ Yes, I know some of the classes I need to take to complete my goal

Q16 ✳

What Guided Pathway Division is the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program in?

○ Business and Industrial Studies

○ Fine Arts, Communications, and Humanities

○ Social Sciences

○ Science, Technology, Engineering, and Math (STEM)

○ Health & Public Safety

○ I don't know

Q16 ✳

What Guided Pathway Division is the
${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program in?

○ Business and Industrial Studies

○ Fine Arts, Communications, and Humanities

○ Social Sciences

○ Science, Technology, Engineering, and Math (STEM)

○ Health & Public Safety

○   I don't know

Q17 ✳

Have you thought about what you want to do for your career?

○ Yes, I know exactly what I want to do

[   ]

○ I have some ideas, but I haven't decided

○ I have no idea what I want to do

○ Other

[   ]

Q18 ✳

Did you complete the Free Application for Federal Student Aid (FAFSA) or
California Dream Act Application for next year?

○ Yes

○ No

○   I don't know

○ I didn't need the application (e.g., I am not attending college next year)

Q19 ✳

When thinking about your studies at Compton College, what challenges do you
face in successfully completing your studies?

Page Break

Q26

Curriculum

☐ Child care

Q4 ✳

What time of the day do you prefer to take courses at Compton College?

○ Morning (8-11:00 am)

74

Q26

Curriculum

☐ Child care

Q4 ✳

What time of the day do you prefer to take courses at Compton College?

○ Morning (8-11:00 am)

○ Mid-day (11:01 am-2:00 pm)

○ Afternoon (2:01 pm-5:00 pm)

○ Evening (After 5 pm)

Q5 ✳

Which teaching method do you prefer?

○ On campus (100% in-person)

○ Online

○ Hybrid (some in-person, some online)

○ No preference

Q21 💡

Please rate how much you agree or disagree with the following statements about the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program curriculum:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I've been able to register for the classes I need	○	○	○	○	○

Q6

Have you enrolled in an online course in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program before?

○ Yes

○ No

Q7

▼ Display this question

Q6

Have you enrolled in an online course in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program before?

○ Yes

○ No

Q7

▾ Display this question

If   Have you enrolled in an online course in the ${e://Field/PROGRAM}...   Yes   Is Selected

Why did you enroll in an online course?

○ Thought it would be easier than the campus course.

○ Did not want to come to the campus.

○ My schedule does not allow me to attend on-campus classes.

○ Wanted a new experience.

○ Other

Q34

▾ Display this question

If   Have you enrolled in an online course in the ${e://Field/PROGRAM}...   Yes   Is Selected

Please rate how much you agree or disagree with the following statements about the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's online courses:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I have taken a lot of online courses	○	○	○	○	○
Online courses are easy	○	○	○	○	○

Q11

What percentage of your courses are online versus in-person?

○ 0 - 20%

○ 21 - 40%

○ 41 - 60%

○ 61 - 80%

○ 80 - 100%

-- Page Break --

Q29

Q11

What percentage of your courses are online versus in-person? ✱

○ 0 - 20%

○ 21 - 40%

○ 41 - 60%

○ 61 - 80%

○ 80 - 100%

-- Page Break --

Q29

Program Objectives

Q30

Indicate the degree to which you agree with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.	○	○	○	○	○
After taking this program's course, I am much more knowledgeable about this subject than before.	○	○	○	○	○

-- Page Break --

Q31

Q32

Please rate the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's facilities, equipment, and technology:

	Excellent	Satisfactory	Poor	Not Applicable
Classroom facilities (building, furniture, hallways, classroom features, etc.)	○	○	○	○
Equipment (lab/studio/gym equipment, tools, computers/electronics	○	○	○	○

Q32

Please rate the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program's facilities, equipment, and technology:

	Excellent	Satisfactory	Poor	Not Applicable
Classroom facilities (building, furniture, hallways, classroom features, etc.)	○	○	○	○
Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)	○	○	○	○
Technology (Canvas, Microsoft applications, other software, etc.)	○	○	○	○

Q33

Elaborate on any or all of the facilities, equipment, or technology you experienced in the ${e://Field/PROGRAM}${q://QID38/ChoiceGroup/SelectedChoices} program.

[   ]

--------------------------------- Page Break ---------------------------------

Q24

What is your ethnicity/race?

○ Asian

○ Black/African American

○ Latino/a/x

○ Native American/Alaskan Native

○ Pacific Islander

Q25

What is your gender identity?

○ Man

○ Woman

○ Non-binary

○ Identity not listed:
  [   ]

○ Prefer not to say

Q35

Q25 ✶

What is your gender identity?

○ Man

○ Woman

○ Non-binary

○ Identity not listed:

[ ]

○ Prefer not to say

Q35

What is your age group?

○ Under 18

○ 18-24

○ 25-30

○ 31-40

○ 41-50

○ 51+

Q39 ✶

▾ Display this question

If   Contact List   Email   Is Empty

If you need proof of completing this survey for a class, please enter your Compton College email address here.

[ ]

▲   [ ] Import from library   Add new question

Add Block

End of Survey

Thanks to you for taking the time to complete this survey!

Your responses will improve your program and all of Compton

College.

Fall 2023 and Spring 2024 Board Policy and Administrative Regulation Flow Chart

1. Meet with faculty member(s) who have expertise in the area to make track changes.
2. Send to appropriate committee, if necessary, with track changes for review/approval.
3. Send to Vice President of Academic Affairs so Deans and Directors can review and add potential track changes.
4. Send to AS for with track changes for review and approval.

BP and AR	Title	Anticipated Board Date and Steps in the Process	Reason for Review
BP 4021 **AR 4021**	**Program Discontinuance**	**BOT: May 2024** *1. Sean Moore and Susan Johnson Revised on 7-31-23* *2. Scheduled to be reviewed/approved by the Curriculum Committee on October 10, 2023.*	**Regular Update**
BP 4020 **AR 4020**	**Program and Curriculum Development**	**BOT: December 12, 2023** *1. Sean Moore and Susan Johnson Revised on 7-31-23* *2. Curriculum Committee Review/Approved on 9-12-23* *3. Sent to VP Berger on 9-13-23 to have Deans and Directors Review.*	**Title 5 changes**
BP 4100 **AR 4100**	**Graduation Requirements for Degrees and Certificates**	**BOT: December 12, 2023** *1. Sean Moore and Susan Johnson Revised on 7-31-23* *2. Curriculum Committee Reviewed/Approved on 9-26-23.* *3. On 9-29-23 Sean Moore requested Susan Johnson send me the documents with*	**Title 5 changes**

		comments from the 9-26-23 Curriculum Committee meeting.	
N/A **AR 4103**	**Cooperative Work Experience**	**BOT: January 2024** 1. *Sean Moore and Michael Vanoverbeck will be meeting in October. Michael Vanoverbeck received essential documents in September.* 2. *Michael and Sean Moore are scheduled to meet via Zoom on October 8, 2023.*	**Title 5 changes**
AR 4105	**Distance and Correspondence Education**	**BOT: Title 5 Changes** ***Note:*** *Carlos Maruri Began this Review Process.* 1. *Dr. Berger wrote, "A draft came forward in spring, and then there were Title 5 changes. I shared with Carlos the CCLC template as it seemed the AR was more than what was needed based on the template. He reached to DEAC, I believe, but you might check with him."* 2. *Sean Moore emailed Distance Education Coordinator, Brad Conn, on 7-25-23 requesting the DEAC team review/approve the document.* 3. *Brad met with Jasmine Phillips and Susan Johnson to revise the document.* 4. *The document was approved on by DEAC on 9-26-23* 5. *Document sent to Dr. Berger for Deans and District managers to review on 9-26-23.* 6. *Deans and District managers will meet on Thursday, October 5, 2023*	**Title 5 Changes**

AR 4222 (New/Use CCLC)	Remedial Coursework	BOT: April 2024	This is new and based on Title 5 changes.
AR 4225	Course Repetition	BOT: April 2024	Title 5 changes prompting the update.

Note: If any faculty member would like to be part of the revision process please contact Academic Senate President, Sean Moore. For example, we have not begun AR 4222 or AR 4225. .

TO: DR. KEITH CURRY, PRESIDENT/CEO

FROM: ELIZABETH MARTINEZ, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR
 JUAN TAVARES, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR

CC: ENROLLMENT MANAGEMENT COMMITTEE

DATE: JULY 22, 2021

SUBJECT: ENROLLMENT MANAGEMENT COMMITTEE 2021-2022 FUNDING RECOMMENDATIONS

The Enrollment Management Committee (EMC) met on Wednesday, July 21, 2021 to review, discuss and vote on the prioritization of Enrollment Management Plan funding requests. Funding requests were submitted on July 14, 2021 and accompanied Action Items in the Compton College 2024 Enrollment Management Plan. Participants in the meeting included: **Sheri Berger, LaVetta Johnson, Elizabeth Martinez,** Dr. Nelly Alvarado, Heather Parnock, and Dr. Cesar Jimenez (names bolded are voting EMC members).

Based on available funding, the following Enrollment Management Plan Action Items are recommended for funding for the 2021-2022 academic year:

Enrollment Management Committee 2021-2022 Funding Recommendations

EMC Priority	Tartar Completion by Design Phase	Action Plan Objective Number	Description	Original Request	Funding Amount Recommended
			2021-2022 Allocation	$100,000.00	$100,000.00
			Total	$100,000.00	$100,000.00
1.	Connection	1	Multimedia Advertising for bus shelter ads and the Department of Motor Vehicles (DMV).	$40,000	$36,000
2.	Connection	4	Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn).	$16,000	$16,000

3.	Entry	6	Translate the Dual Enrollment Student & Parent Orientation materials to Spanish as requested by unified school district partners	$3,500	$3,500
4.	Connection	21	Pay salaries and benefits of two Dual Enrollment Specialists salary after December 31, 2021. Currently, one of the DE Specialists is paid from the College Futures Foundation and the other is paid via Pritzker Foundation. Both funds will expire after December 31, 2021. These two positions are critical to support our Dual Enrollment efforts.	$66,000	$33,000
5.	Entry	4	To hire a provisional Student Services Advisor. Having a provisional Student Services Advisor will help with case management, TST programming, early alert follow up, and virtual steps to enrollment.	$50,000	$0
6.	Connection	6	Printing, postage, multimedia advertising for outreach campaigns. Graduate communications has already developed a flyer and brochure. The funding request will address the printing of the materials.	$1,500	$1,500
7.	Entry	17	Fall 2021 and spring 2022 welcome week prizes/incentives for students. Past prizes have consisted of technology items from the bookstore to gift cards to a virtual escape room	$12,000	$5,000
8.	Entry	8	For additional units for emails and text messages, via Sparkpost and Twilio	$5,000	$5,000

9.	Professional Development	24	To offer professional learning opportunities to enhance faculty abilities to teach "learners" in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines. Career Ladders Project.	$10,000	
			Recommendations Total	**$100,000**	**$100,000**
			Remaining Balance for 2021-2022	*$0*	$0

Notes:

- For item 4, in efforts to address this need, the EMC has suggested to fund one position instead of two. The committee recommended funding of $33,000.
- For item 9, although it was a priority for the EMC there is not sufficient funds to support this request. It is recommended that other funding options be explored, including SEA funds.
- For item 7, funds for this were previously funded by Guided Pathway. In efforts to provide more funding to other proposals, the committee has recommended funding for $5,000.
- The EMC was unsure as to whether this request was already funded through ITS. If so, the committee suggested that the $5,000 for this item be moved to partially fund item 9.