



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: November 17th, 2022

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

Location: Zoom Conference

<https://compton-edu.zoom.us/j/93197856136>

Vision:

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

Mission Statement:

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

Senators

Barragan-Echeverria, Theresa
 Ellis, Stephen
 Estrada, Harvey
 Corona-Ramirez, Desiree
 Hobbs, Charles
 Kahn, Mahbub
 Madrid, Vanessa
 Mason, Don
 Martinez, Jose Manuel
 Martinez, Victoria
 Maruri, Carlos
 McPatchell, David

Mills, Jesse
 Moldoveanu, Minodora
 Monterroso, Noemi
 Moore, Sean
 Morales, Janette
 Ornelas, Miguel
 Phillips, Jasmine
 Schwitkis, Kent
 Skorka, Evan
 Tavaréz, Juan
 Thomas, Shirley
 Van Overbeck, Michael
 Villalobos, Jose

West, Pamela

Woodward, Valerie

Ex-Officio Voting Members

Conn, Brad-DEFC
 Moore, Sean-Curric. Chair
 Morales, Janette-Un. Pres.
 Valdry, Andree-FDC Chair

Guests

Berger, Sheri-VP Acc. Aff.
 DeLilly, Carol-Dean of Nurs.

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 November 3rd, 2022**
- 4. Reports (15 min)**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
 - j. LGBTQ+ Committee Report
 - k. FYE Committee Report
- 5. Consent Items (2 min)**
 - a. AB 361 for November-December
 - b. 2-Year CTE Course Review - Distance Education-EFOMA: ACRP 103 - Major Collision Analysis and Repair; ACRP 104 - Mechanical and Electrical Systems for Collision Repair Technicians; and ACRP 132 - Automotive Refinishing Materials and Equipment.
 - c. 2-Year CTE Course Review - No Proposed Changes: AJ 100 - Introduction to Administration of Justice; AJ 103 - Concepts of Criminal Law I; AJ 106 - Criminal Justice Career Preparation; AJ 107 - Crime and Control - An Introduction to Corrections; AJ 109 - Introduction to Police Patrol Procedures; AJ 111 - Criminal Investigation; AJ 115 - Community and Human Relations; AJ 121 - Introduction to Emergency Management; AJ 126 - Juvenile Delinquency and Legal Procedures; AJ 130 - Criminal Procedures; AJ 131 - Legal Aspects of Evidence; AJ 132 - Forensic Crime Scene Investigation; AJ 133 - Fingerprint Classification and Investigation; AJ 134 - Introduction to Crime Analysis; AJ 135 - Report Writing; AJ 142 - Introduction to Digital Evidence; AJ 149 - Penal Code 832 - Arrest and Firearms; AJ 150 - Introduction to Homeland Security; AJ 152 - Intelligence and Security Management; and AJ 154 - Transportation and Border Security Management; AJ 156 - Introduction to Terrorism and Counterterrorism; and AJ 170 - Constitutional Law for Criminal Justice.
 - d. 2-Year CTE Course Review - SLO Update: ATEC 101 - Introduction to Automotive Service.
- 6. Unfinished Business (5 min)**
 - a. Second Read: AR 4245
- 7. New Business (20 min)**
 - a. Academic Senate Resolution to Resolve the Artesia Boulevard Overpass
 - b. Academic Senate Resolution to Implement a Study Abroad Program at Compton College
 - c. Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
 - d. Course Outline of Record (COR) – Diversity, Equity, and Inclusion Rubric

8. Discussion Items (40 min)

- a. OER Committee - Low Cost Textbook Definition at Compton College - \$30
- b. AB 928 Impact on Human Development
- c. Adult Strategic Enrollment Plan
- d. Emily Hart Hollyfield's Name to Be Placed on Plaque Inside of the Student Success Center
- e. Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs
- f. Increase Visibility of Art on Campus
- g. Establish a Succession Process for Senate Sub-Committee Chairs
- h. Academic Freedom – Review Policy and Issue a Senate Statement

9. Informational Items

- a. ASCCC – [Resolutions Approved During the Fall 2022 Plenary](#)
- b. Dr. Curry's Response to Senate Recommendations from the November 3rd Senate Meeting
- c. Dr. Curry's Response to Hiring Prioritization Recommendation

10. Future Agenda Items**11. Public Comment****12. Adjournment**

Next Scheduled Meeting: December 1st 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/93197856136>

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

| <u>FALL 2022</u> | <u>LOCATION</u> | <u>SPRING 2023</u> | <u>LOCATION</u> |
|------------------|-----------------|--------------------|-----------------|
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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 (21-22) |

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

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Janette Morales – Union President (22-24)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Dr. Moldoveanu, President

Date: November 3rd, 2022

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

Location: Zoom Conference

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- 1. Call to Order**
- 2. Approval of Agenda - Approved**
- 3. Review and Approval of Minutes from October 6th, 2022 - Approved**
- 4. Reports (10 min)**
 - a. President's Report
 - i. New STEM Senator - Miguel Ornelas, 2022-2025
 - ii. FACH senator Marjerita Phillips – has conflicting teaching schedule - replaced by interim senator Juan Tavarez through the end of the semester.
 - iii. Recruiting an adjunct senator - Tiffany Williams showed interest in this position, please advertise to other adjuncts as well.
 - iv. Have not had a COVID case since 10/3 - (as of 10/24). Then last week we had one student test positive.
 - v. Vaccination incentive will end Dec 31st.
 - vi. Mask Mandate remains in place through the end of the semester.
 - vii. Disinfecting only used when there was a confirmed case, but no longer a requirement as a preventative measure.
 - viii. Student Services Building - furniture delivery Nov 8, should be ready for walk throughs after Thanksgiving.
 - ix. Sean and I are attending the ASCCC Fall Plenary .
 - x. High Altitude Balloon (HAB) - Kent Schwitkis will have a presentation on the HAB after Senate.
 - b. ASG Report
 - i. Paul Medina provided an update regarding ASG activities.
 - c. Vice President's Report
 - i. Carlos Maruri
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - i. VP Berger attended a Chief Instructional Officer conference recently and provided a legislative update on AB 928, AB 1111, and [AB 1705](#)
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
 - j. LGBTQ+ Committee Report
 - k. FYE Committee Report
 - i. Jasmine Phillips reported the committee is working on the design of the program.
- 5. Consent Items (2 min)**
 - Course Inactivation: FTEC 102 - Fire Prevention Technology; FTEC 109 - Fire Apparatus and Equipment; FTEC 110 - Hazardous Materials; FTEC - 111 Arson Detection and Control; and FTEC 120 - Fire Protection Equipment and Systems
Approved
- 6. Unfinished Business (5 min)**
 - a. Third Read/Vote: 2022-2023 Academic Senate Goals

- b. During the discussion it was proposed that since there are so many goals, it might be good to keep these same goals for 2 academic years. Others concurred.
Approved through 2024.

7. New Business (5 min)

- a. First Read: AR 4227 -**Approved**
- b. First Read: AR 4245
Discussion took place and the policy will come back for a second read.
- c. First Read: Pursue the Social Justice/LGBTQ+ Associate Degree for Transfer Program
Approved

8. Discussion Items (15 min)

- a. OER Committee - Low Cost Textbook Definition at Compton College - \$30
 - i. Nobody was present from the OER Committee. **Item tabled.**
- b. HyFlex as a Teaching Modality (HyFlex courses offers class meetings and course materials both online and in person) – Consider Pilot in Community of Practice.
 - i. Currently, some faculty in the English community of practice who are co-teaching a course, are already practicing HyFlex without actually having the needed technology. The co-teaching faculty allow students who are not able to make it in person to class to join via zoom considering it is better than missing class altogether. Some of them might be interested in trying out the HyFlex technology. They are encouraged to discuss this issue with the Union.
- c. Stagger Senator Terms for GPDs
 - i. Aside for FACH, which already has senator Dr. Woodward willing to extend her term by one year to help stagger the senator terms in FACH, none of the other divisions discussed this item, even though Minodora emailed all of the divisions long before the last division meetings.
- d. Study Abroad Program Taskforce Creation
 - i. We are trying to bring a study abroad program at Compton College. First, we will try to pass a Senate resolution to see if it has enough support. If approved at the Senate and administration level, we will form a taskforce to work on this proposal.
- e. Persistence at Compton College
 - i. Create “Register Now” T-shirts with a QR Code on the back.
- f. Enrollment Strategies
 - i. Allow the American Youth Soccer Organization to use the open field next to Tartar Village.
 - ii. Rent out adult bouncy houses and food trucks and host an Open House all campus, all community event.
 - iii. Host Compton College Cinema – outdoors movies during the summer.
 - iv. One faculty requested we invite Heather Parnock to provide an updated on what her department is doing regarding enrollment.

9. Informational Items

- a. Hiring Prioritization Recommendation
- b. COR Review Schedule

10. Future Agenda Items

11. Public Comment

12. Adjournment – 3:35.

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Academic Senate Resolution for Remote Senate Meetings

November, 2022

Whereas, Assembly Bill 361, which was passed on October 6, 2022 to amend Government Code 54953 and allow teleconference meetings to take place, in order to alleviate imminent risk to the health and safety of attendees; and

Whereas, the State of Emergency declared by the Governor, pursuant to section 8625 of the California Emergency Service Act continues; and

Whereas, the Compton College Academic Senate is committed to the health and safety of all attendees while fostering public participation in Academic Senate meetings; and

Be It Resolved, that the Academic Senate and its subcommittees shall conduct meetings via teleconference for the next 30 days, until December 17th, 2022.

Be It Further Resolved, that this Resolution should take effect immediately upon its adoption and shall be in effect until December 17th, 2022, at which time, the Academic Senate shall adopt a subsequent resolution in accordance with Government Code section 54953 to extend the time during which the Academic Senate may continue teleconferencing without compliance with Government Code section 54953 and other applicable provisions of the Brown Act.

Minodora Moldoveanu
Academic Senate President

October 6th, 2022



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

AR 4245 Academic Rank

Issued:

References:

Education Code Sections 87601, 87605, 87608, 87608.5 & 87609

Academic ~~Rank rank~~ for ~~F~~faculty ~~employees~~ is recognized by the Board of Trustees and will be ~~stored published~~ in the College Catalog. ~~The Office of Human Resources will shall~~ maintain a list of ~~f~~Faculty and the ~~dates term~~ faculty are awarded ~~they will move through~~ the ~~various levels of~~ academic rank.

~~In preparing the upcoming catalog, Academic Affairs will consult with Human Resources to identify faculty moving in rank. The Office of Academic Affairs will shall~~ maintain a list of Faculty Emeritus.

~~Anyone joining the Faculty from another accredited institution with a rank higher than "Instructor" would be required to provide documentation from that district to Human Resources.~~

Faculty joining Compton College from another accredited institution may maintain their rank, attained at that institution, by providing documentation from that institution to the Office of Human Resources

- Commented [CM1]:** Remove? Already listed in BP so it is duplicate
- Commented [CM2]:** Change to "recorded"
- Commented [CM3R2]:** Or "published"
- Commented [CM4]:** Question about why in catalog? We currently have roster of Faculty along with their rank and where they obtained degrees in the Catalog, will continue with that.
- Commented [CM5]:** Change to "maintains"
- Commented [CM6]:** Change to "term"
- Commented [CM7R6]:** Or "when"
- Commented [CM8]:** Change to "be awarded the"
- Commented [CM9]:** Change to "faculty are awarded"
- Commented [CM10]:** Change to "For each Catalog publication"
- Commented [CM11R10]:** Or change to "In preparing the upcoming catalog for each academic year,"
- Commented [CM12]:** Remove?
- Commented [CM13]:** Change to "maintains"
- Commented [CM14]:** Why is AA only maintaining Emeriti list
- Commented [CM15]:** Change to "must"
- Commented [CM16]:** What if they're from university and there's no district?



Academic Senate Resolution to Resolve the Artesia Boulevard Overpass Closure

Whereas, all students, faculty and staff attending Compton College are commuting to and from campus; and

Whereas, most of the Compton College students have multiple and competing responsibilities in their daily lives such as working multiple jobs, caring for loved ones, and many others, in addition to furthering their education; and being able to travel to Compton College in a timely manner is of utmost importance; and

Whereas, at a time when we are struggling to increase student enrollment, having students able to physically access the campus without interference from road closures is vital; and

Whereas, Compton College has been a historically Black College and now it is a Hispanic Serving Institution as well, and these student populations were historically prevented from gaining access to equitable education; therefore

***Be it Resolved,** that it is a civil rights issue to have our College accessible to our historically disenfranchised student populations; and it is important for the City of Compton to not be part of a system that prevents access to educational institutions; and*

***Be it Further Resolved,** that the Academic Senate is strongly urging the City of Compton to repair the Artesia Boulevard overpass and end the current road closure.*

*Minodora Moldoveanu
Academic Senate President*

November 2022



Academic Senate Resolution to Implement a Study Abroad Program at Compton College

Whereas, Compton College is committed to preparing students to thrive as human beings, citizens, and employees; and

Whereas, studying abroad renders students skills and knowledge that makes them more competitive job candidates; and

Whereas, studying abroad fosters personal growth, increased intellectual development, problem solving skills, heightened cultural competency, respect and appreciation for members of other cultures, which are vital in an increasingly diverse world; and

Whereas, developing a sense of belonging with one's peers and faculty is known to positively affect student persistence and student success, and studying abroad provides a great opportunity for students to bond with their peers and their instructors; therefore

***Be it Resolved,** that the Academic Senate is recommending the implementation of a study abroad program at Compton College.*

*Minodora Moldoveanu
Academic Senate President*

November 2022



Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students

Whereas, many Compton College students have familial and work obligations during the day and only have time to attend courses or come to campus in the evening hours; and

Whereas, many Compton College students who come to campus in the evening are adult students and returning students; and

Whereas, research shows a strong correlation between students' access to support services and their ability to succeed in higher education; and

Whereas, research further indicates that returning students is a student population that is likely to grow in the near future; and

Whereas, the Counseling Department at Compton College has already proposed a student services hours of operation schedule that will provide evening and weekend student services hours to students at the College, and

Whereas, Compton College is committed to and inclusive of all students regardless of age, or the time they are able to attend classes; therefore

***Be it Resolved,** that the Academic Senate is proposing that students attending evening classes have access to the same student support services and academic support services as students who attend Campus during the daytime.*

*Minodora Moldoveanu
Academic Senate President*

November 2022

Course Outline of Record (COR) Diversity, Equity, and Inclusion (DEI) Review Rubric

| | Needs Improvement | Developed/ Flourishing | Comments |
|---|---|--|----------|
| Student Learning Objectives | Learning objectives are not clear, observable, appeal to diverse students' interests, appeal to diverse learning styles, levels of cognition. Some objectives aim at diversity or inclusion-related knowledge, skills, and attitudes. | Most learning objectives are clear, observable, and measurable, appeal to diverse students' interests, appeal to diverse learning styles, levels of cognition. Some objectives aim at diversity or inclusion-related knowledge, skills, and attitudes. | |
| Personal Connections and Relevance | No evidence of attempt to connect content to student experiences or events. | Makes most content relevant and personal for students by addressing its impact on students and/or their communities. | |
| Diversity of Material | Course aligns to a specific textbook or a single source material. Few images and examples of individuals are used or all examples used represent single majority identities. | Course brings in multiple culturally diverse sources with varying views or varying authorship and/or philosophy, representing possibly even conflicting views on content. Good balance of images that represent either a diversity of racial, cultural, or gender identities, and even those portraying intersectionality. | |
| Structured for Peer Interaction | Peer interactions during assessments and in-class activities | Structure of assessments and in-class activities encourages or | |

| | | | |
|---|---|--|--|
| | are explicitly discouraged. | inherently relies on peer interactions. | |
| Variety of Teaching Methods and Material | No evidence of alignment of teaching methods to multiple learning styles and Universal Design for Learning (UDL), i.e. multiple means of representation, action and expression, and/or engagement. | Most course activities are aligned with multiple learning styles and according to principles of Universal Design for Learning (UDL), i.e. multiple means of representation, action and expression, and/or engagement. | |
| Diversity of Assessment Methods | One singular form of assessment applied identically for all students (“one size fits all”) that only assesses the objectively “correct” answer. | Demonstrates awareness of bias in assessment, and attempts to mitigate those biases through assessment allowing multiple ways of knowing and doing. | |
| Authenticity and Transparency of Assessments | Assessments are artificial to the learning environment and do not connect to future life scenarios (careers, current event) No explanation of grading standards that are applied to student assessments. | Format and skills exercised in assessments mimic future scenarios related to the discipline (job skills). Shares rubrics or standards for different levels of grading on assessments, and provides examples of work that aligns to certain grade levels. | |
| | | | |
| | | | |

Compton College Adult Learner Strategic Enrollment Management Plan

September 2022

Who is an Adult Learner?

- Age (typically 25+)
- Life circumstance
 - Parents/caregivers
 - Working 20+ hours
 - Formerly incarcerated adults (includes those convicted but no time served)
 - English as a Second Language (ESL) students
 - “Gap” students who did not enroll in college after high school
 - Unemployed, underemployed
 - GED recipients
 - Students who started college but didn’t complete



Approach

- Data exploration
- Considered targets
- Thought about existing efforts, where does this work enhance and dovetail current efforts
- Identified strategies and tactics

How are we measuring enrollment?

- **Successful Enrollment (Count)**
 - Usually measured by count of students who enroll/Count of students who apply. This plan focuses on count who enroll only.
- **Count and percentage of students who persist from fall to spring**

“You can spend millions in outreach, but it won’t matter if students have a bad experience in the classroom. They will not stay.” –Chris Emdin, Fall 2022 Professional Development Day Keynote Speaker

Established 2 goals

Goal 1: Increase successful enrollment (number of students who enroll) among students aged 20+ (in adult life circumstances, e.g., parents, full-time employment, aged out of foster care) by 2,495, or totaling 4,182 by 2024-2025.

Goal 2: Increase adult student fall-to-spring persistence to 2,137 by 2024-2025

Goal 1: Successful Enrollment (Headcount)

| | 20-21 | YOY (+/-) | 19-20 | YOY (+/-) | 18-19 |
|--------------|-------|-----------|-------|-----------|-------|
| 20-24 | 603 | -67% | 1,851 | -17% | 2,237 |
| 25-29 | 448 | -58% | 1,062 | -27% | 1,463 |
| 30-34 | 281 | -45% | 511 | -42% | 888 |
| 35-39 | 142 | -47% | 270 | -49% | 532 |
| 40-49 | 133 | -54% | 288 | -55% | 642 |
| 50+ | 80 | -60% | 200 | -50% | 401 |
| Total | 1,687 | -60% | 4,182 | -32% | 6,163 |

Goal to regain 2019-2020 enrollment count of 4,182 by 2024-2025.



Goal 1: Strategy 1A

Strategy 1: Improve Outreach to and Recruitment of Adult Learners

Tactic 1.A.1: Create and implement marketing materials that target the adult student population

Tactic 1.A.2: Select a minimum of 2 (no more than 8) high-value pathways and take the existing Guided Pathways program maps to the next level by creating pathway maps that show a path from noncredit to associates degree (and beyond), embed holistic student supports, workplace value of each credential, and culturally sustaining practices to meet needs of adult learners

Tactic 1.A.3: Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing

Tactic 1.A.4: Establish a working group (or existing committee) to address how best to strengthen the role of outreach and marketing for CTE programs, e.g., develop a coordinated outreach plan for targeting potential students through various means and expanding educational partners beyond current feeder schools to include continuation high schools, other adult schools, and community-based organizations.

Tactic 1.A.5: Expand Oliver W. Conner Compton College Promise program to all first-time students from the service area.

Goal 1: Strategy 1B

Strategy 1.B: Establishing more robust data collection and use for adult students (i.e., using data to understand needs and to target services)

Tactic 1.B.1: Calculate all Student-Centered Funding Formula (SCFF) elements, such as Full-time Equivalent Status (FTES), milestone completions, California College Promise Grant (CCPG) and PELL awards by age

Tactic 1.B.2: Collect employment information from students and explore students with children/dependents information through application or FAFSA/California Dream Act; understand childcare needs of students

Tactic 1.B.3: Explore program and course offering preferences and time preferences (e.g., days/times of courses) through community survey in spring 2023

Tactic 1.B.4: Integrate age disaggregation in all data sources and train administrators, faculty, and staff about using data disaggregated by age.

Goal 1: Strategy 1C

Strategy 1.C: Partner with local adult serving organizations to create an enrollment pipeline

Tactic 1.C.1: Agendize during monthly partnership meetings for local adult schools; create enrollment targets

Tactic 1.C.2: Identifying events and partnership events; writing MOUs; data sharing with community-based Organizations (CBO), faith based, parks and recreation, and other agencies.

Tactic 1.C.3: Assess interest in academic and career programs for partners, such as LA County Office of Education (LACOE), Department of Public and Social Services (DPSS)

Goal 2: Persistence (Counts)

| | 20-21 | YOY +/- | 19-20 | YOY +/- | 18-19 |
|--------------|-------|---------|-------|---------|-------|
| 20-24 | 510 | -36% | 803 | -21% | 1012 |
| 25-29 | 305 | -28% | 422 | -16% | 503 |
| 30-34 | 210 | -7% | 227 | -7% | 244 |
| 35-39 | 134 | 0% | 134 | -6% | 142 |
| 40-49 | 115 | -21% | 145 | -8% | 157 |
| 50+ | 52 | -49% | 101 | 28% | 79 |
| Total | 1326 | | 1832 | | 2137 |

Goal of 2,137 to regain persistence count of 2018-2019.

Goal 2: Persistence (Percentages)

| | 20-21 | YOY | 19-20 | YOY | 18-19 |
|--------------|-------|-----|-------|-----|-------|
| 20-24 | 56% | -7% | 60% | 11% | 54% |
| 25-29 | 54% | -5% | 57% | 14% | 50% |
| 30-34 | 58% | 7% | 54% | 10% | 49% |
| 35-39 | 59% | 9% | 54% | 8% | 50% |
| 40-49 | 53% | 0% | 53% | -4% | 55% |
| 50+ | 54% | 6% | 51% | 13% | 45% |
| Total | 56% | | 55% | | 51% |

Goal 2: Strategy 2A

Strategy 2A: Improve student connection among adult learners, e.g., sense of belonging, knowledge of academic/student supports

Tactic 2.A.1: Explore an adult learner cohort program (e.g., Career Advancement Academy)

Tactic 2.A.2: Marketing and packaging our programs of study so they are attractive to continuing adult learner population to complete the program of study (e.g., you can finish in X months; you can take class online or during non-work hours; stackable credentials; competency-based education; credit for prior learning).

Tactic 2.A.3: Create a schedule that reflects the adult learner class and schedule needs

Tactic 2.A.4: Develop credit-for-prior learning through the Military Articulation Platform and explore other credit-for-prior learning opportunities (e.g., art portfolios)

Tactic 2.A.5: Provide teaching and learning professional development focused on improving sense of belonging and academic success of adult learners in the classroom

Goal 2: Strategy 2B

Strategy 2B: Implement adult learner support services

Tactic 1: Build partnership and coordination of services with the Department of Public Social Services (DPSS)

Tactic 2: Increase basic need supports (e.g., technology, food, emergency grants, housing referrals, childcare)

Tactic 3: Explore how the Success Team case management and toolkit provide needed support for adult students

Tactic 4: Identifying Local Programs that Increases Employability (LPIE) for CalFresh exemption

Goal 2: Strategy 2C

Strategy 2C: Implement supports targeting male adult learners

Tactic 1: Intentional invitations to adult learners to Black and Males of Color (BMOC) events and services

Tactic 2: Identify adult learner male populations (e.g., athletics, programs of study, student leadership)

Tactic 3: Normalizing “help seeking” for academic and basic need supports through BMOC or Associated Student Government (ASG)



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ANDRES RAMOS
Member

KEITH CURRY, Ed.D.
President/CEO

November 7, 2022

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary
of Decisions Made at the ***October 20, 2022***, Meeting:

**Academic Senate – Summary of Decisions Made at the October 20,
2022, Meeting**

Curriculum:

1. Course Reviews, Conditions of Enrollment, and SLO, DE, or Textbook Updates: COSM 99, COSM 101, COSM 104, COSM 105, COSM 110, COSM 114, CSOM 116, COSM 118, COSM 125, COSM 126, and COSM 130. ***Accepted as presented.***

Other:

1. Student Equity Plan. ***Accepted as presented.***
2. Application Forms for Faculty Equivalency. ***Accepted as presented.***
3. The Academic Internship Program. ***Accepted as presented.***
4. Administrative Regulation 4236 – Advanced Placement Credit. ***Accepted as presented.***
5. OER Proposal. This item is still under review and a response will come separately.

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000 or via email at kcurry@compton.edu.

Sincerely,

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee



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 Clerk

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 Member

ANDRES RAMOS
 Member

KEITH CURRY, Ed.D.
 President/CEO

November 7, 2022

Dr. Minodora Moldoveanu
 President, Compton College Academic Senate
 Assistant Professor, Communication Studies
 1111 East Artesia Boulevard
 Compton, California 90221

Dear Dr. Moldoveanu;

I have reviewed the recommendations from the Hiring Prioritization Committee dated **October 26, 2022**, which recommended the following Tier 1 full-time faculty positions for the 2023-2024 year:

Medical Terminology
 Women's Soccer

With regards to the Women's Soccer position, we will need to review if this position could be for both Men's and Women's Soccer. We will also need to have discussions with the Compton College Athletics Department staff and the South Coast Conference Commissioner to confirm the viability of combining this position.

Please let me know, if the Academic Senate concurs with the recommendation from the Hiring Prioritization Committee. If you have questions or need additional information, please contact me at kcurry@compton.edu or at (310) 900-1600 ext. 2000.

Sincerely,

Keith Curry
 President/CEO

c. Sheri Berger, Vice President, Academic Affairs
 Barbara Perez, Interim Vice President, Human Resources
 Faculty Prioritization Committee members