



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Date: April 18, 2024

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

Recorder: Noemi Monterroso, Secretary

Location: **In Person – IB1-106**

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.

23 Voting Members

- Blake, Eckko
- Elfarissi, Hassan
- Ekimyan, Roza
- Hobbs, Charles
- Lopez, Karina
- Lopez, Nathan
- Martinez, Jose
- Martinez, Victoria
- Maruri, Carlos
- Moldoveanu, Minodora
- Monterroso, Noemi

- Moore, Sean
- Morales, Janette
- Radcliffe, Kendahl
- Schwitkis, Kent
- Tavaréz, Juan
- Uch, Mandeda
- Valdry, Andree
- Van Overbeck, Michael
- West, Pamela
- Woodward, Valerie
- Wyatt, Joanna

Ex-Officio Voting Members

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

Guests

- Berger, Sheri-VP Ac. Aff.

Senators

- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- 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 April 4, 2024**
- 4. Reports**
 - a. President's Report
 - b. Associated Student Government (ASG) Report
 - c. Vice President's Report
 - d. Curriculum Report
 - e. Academic Affairs Report
- 5. Unfinished Business**
 - a. 3rd Read: AR 4051- High School Agreements
 - b. 2nd Read/Vote: BP/AR 3710 – Securing of Copyright
- 6. New Business**
- 7. Discussion Items**
 - a. Ideas of Issues to Tackle as a Senate
- 8. Informational Items**
 - a. Divisional Senator Elections – at the Next Division Meetings on May 7 (Senator Terms: 3 years) “Any faculty member that is in their second contract year, after their second evaluation, is eligible to serve. In the event there are not enough eligible faculty candidates, a division can select faculty who are in their first contract year, after their first evaluation, and will be considered by the Executive Board.” *Senate Constitution and Bylaws Article VI, Section 1.*
 - a. FACH – 2 seats up for election
 - b. Counseling – 2 seats up for election
 - c. SSCI – 1 seat up for election
 - d. BIST - 1 seat up for election
 - e. HEPS – 1 seat up for election
 - b. AB 1705 STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: Compton College
 - c. High Road Construction Careers (HRCC) Partnerships Round 2 Grants Notice of Intent to Award
 - d. Turnitin Price: ~\$12,000/yr; Pack Back ~\$19,000- yr. 1, and up to \$22,000 – yr. 3
 - e. Committee Vacancies
 - i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
 - ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

- iii. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
 - v. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
- vi. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
- vii. Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
- viii. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
- ix. Health Benefits Committee – 1 faculty (as co-chair)
 - x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability
- xi. EEO Committee – 1 faculty needed. Spring 24 Meetings: May 21, 11-12 pm.

2. Future Agenda Items

- i. Elections: Call for Nominations for
 - i. Senate Secretary
 - ii. Curriculum Chair

3. Public Comment

4. Adjournment

Next Scheduled Meeting: May 2, 2024
Location: IB1-106

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

| <u>FALL 2023</u> | <u>LOCATION</u> | <u>SPRING 2024</u> | <u>LOCATION</u> |
|------------------|-----------------|--------------------|-----------------|
| September 7 | Board Room | February 22 | IB1-106 |
| September 21 | Board Room | March 7 | IB1-106 |
| October 5 | Board Room | March 21 | IB1-106 |
| October 19 | Board Room | April 4 | IB1-106 |
| November 2 | Board Room | April 18 | IB1-106 |
| November 16 | Board Room | May 2 | IB1-106 |
| December 7 | Board Room | May 16 | IB1-106 |
| | | June 6 | IB1-106 |

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 2023-2024 (26 Voting Members)

Officers:

| | |
|----------------------------|-----------------------------|
| President/Chairperson | Minodora Moldoveanu (22-24) |
| Vice President/Pres. Elect | Sean Moore (23-24) |
| Secretary/Secretary | Noemi Monterroso (22-24) |

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Juan Tavarez (23-26)
 Mandeda Uch (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)
 Kendahl Radcliffe (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)
 Vacancy (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

Date: April 4, 2024

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

Recorder: Noemi Monterroso, Secretary

Location: **In Person – IB1-106**

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

Guests

- Berger, Sheri-VP Ac. Aff.
- Corina Diaz, Rebekah Blonshine,
- Heather Parnock, Jasmine Phillips

Agenda

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1. Call to Order at 2:06pm

2. Approval of Agenda

- Amendment: Add Faculty Development Committee Report
- **Victoria M. motioned to approve amended agenda. Roza E. seconded. Approved**

3. Review and Approval of Minutes from March 21, 2024

- **Brad C. motioned to approve minutes. Roza E. seconded. Approved**

4. Reports

- a. President's Report
 - After visit from ASCCC + CCLC, independent consultants, Dr. Ding-Jo Currie and Dolores Davidson, were hired to look at Compton College collaborative governance process and provide recommendations. The consultants will be reaching out to employees to get honest feedback (all information will remain confidential). They will be in person 2 weeks after spring break to conduct interviews.
 - ASCCC Plenary - Sean M. will be voting delegate for Compton College
- b. Associated Student Government (ASG) Report
- c. Vice President's Report
- d. Curriculum Report
- e. Academic Affairs Report
 - ACCJC fiscal reports are being worked on and will be submitted April 12
- f. Faculty Development Committee Report
 - Reminder of FDC workshops that are being held SP'24. April workshops will focus on OER on 4/26 12-1pm and on AI on 4/26 1-2pm. Workshop on 5/10 10am-12pm will focus on Library guides and the Faculty Symposium will be held on 5/17 1-2:30pm
 - Provide recommendations to FDC on workshops they would like to see in Fall '24

5. Consent Items

- **Carlos M. motioned to approve Consent Agenda Items 5a-5b. Victoria M. seconded. Approved**
- a. 2-Year CTE Course Review—No proposed changes—DE Addendum: BUS 127 - Effective English for Business; and BUS 128 - Written Business Communications.
- b. Standard Course Review—Revise Conditions of Enrollment—Remove Prerequisite: MATH 165 - Calculus for Business and Social Sciences.

6. Unfinished Business

- a. Final 2023-2026 EEO Plan
 - **Carlos M. motioned to open discussion on item 6a. Brad C. seconded**
 - **Kent S. motioned to approve 2023-2026 EEO Plan. Charles H. seconded. Approved (Abstain: Roza E., Janette M.)**
- b. 3rd Read/Vote: BP/AR 4021 – Program Discontinuance
 - **Carlos M. motioned to open discussion on item 6b. Pam W. seconded**
 - Recommendation: Make sure that the taskforce has representation from faculty that represents the interest of all faculty

- Recommendation: Senators to present at next division meetings to get feedback from all faculty
 - Recommendation for AR 4021: Taskforce should also include Division Chair as tie breaker
 - **Valerie W. motioned to table item 6b. Pam W. seconded**
- c. AR 4051 – High School Agreements
- **Brad C. motioned to open discussion on item 6c. Pam W. seconded**
 - Recommendation: Counseling department should review and provide recommendations
 - **Victoria M. motioned to table item 6c. Nathan L. seconded**
- d. 2nd Read: AR 4250 – Probation
- **Roza E. motioned to open discussion on item 6d. Carlos M. seconded**
 - Is the word Probation going to be removed/replaced campus-wide? Yes
 - **Carlos M. motioned to approve AR 4250. Jose V. seconded. Approved (Abstain: Janette M., Roza E., Nathan L.)**
- e. 2nd Read: AR 4255 – Dismissal and Readmission
- **Carlos M. motioned to open discussion on item 6e. Kent S. seconded**
 - **Kent S. motioned to approve AR 4255. Carlos M. seconded. Approved (Abstain: Roza E., Janette M.)**

7. New Business

- a. BP/AR 3710 – Securing of Copyright
- **Kent S. motioned to open discussion on BP/AR 3710. Carlos M. seconded**
 - **Valerie W. motioned to close discussion on BP 3710. Carlos M. seconded**
 - AR 3710: need clarification and specific language on the second paragraph. More clarification on district grant, external grant, etc. For example, is everything we create in our district issued computer is District property? Clarify what is “substantial”. Also, remove reference to external grants in second paragraph
 - Recommendation: Compare BP/AR to other districts/colleges
 - Reference to copyright in section 1 is based on CBA article 23
 - Senators discussed different scenarios to determine who would maintain copyright of work done. Heather Parnock will provide questions to district to provide clarification or clarifying language on AR
 - **Hassan E. motioned to close discussion on AR 3710. Carlos M. seconded**
- b. BP 4250 – Probation
- **Carlos M. motioned to open discussion on item 7b. Roza E. seconded**
 - Need to add that Academic Hold is placed on students that do not earn 2.0 GPA for 2 consecutive semesters
 - **Carlos M. motioned to close discussion on item 7b. Kent S. seconded**
- c. BP 4255 – Dismissal and Readmission
- **Brad C. motioned to open discussion on item 7c. Roza E. seconded**
 - Replace “terms” with “semester”
 - **Carlos M. motioned to close discussion on item 7c. Kent S. seconded**
- d. Selecting the AI Detection Tool for Our College for Future
- a. PackBack
 - b. Turnitin

- **Hassan E. motioned to open discussion on item 7d. Carlos M. seconded**
- Group that attended presentations and discussed AI detection tools agreed that Turnitin was the better tool. PackBack is a separate interface that students have to navigate and seems to provide AI feedback as students write their responses. Turnitin is a program that faculty and students are already familiar with, seem to be more progressive, and are willing to provide professional development to faculty on how to navigate AI or how it can be integrated into assignments
- **Brad C. motioned to approve remaining with Turnitin. Valerie W. seconded. Approved**

8. Discussion Items

- a. Update on Shared Governance at Compton College Consultants
- b. Ideas of Issues to Tackle as a Senate

Meeting adjourned at 3:28pm

9. Informational Items

- a. Committee Vacancies
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10. Future Agenda Items

- a. Election: Call for Nominations for
 - i. Senate Secretary
 - ii. Curriculum Chair

11. Public Comment

- Student housing meeting regarding dorms will be held on 4/16 2:30-3:30pm via Zoom. E-mail Judith Crozier if students are interested in attending.

12. Adjournment at 3:28pm

Next Scheduled Meeting: April 18th, 2024
Location: IB1-106



AR 4051 High School Articulation Agreements

Issued: TBD

References:

*Education Code Section 66720-66744;
Title 5, California Code of Regulations, Sections 51022 subdivision (b) and 55051;
ACCJC Accreditation Standard II.A.10*

Background

Articulated high school courses are courses that the faculty in the appropriate discipline have determined to be comparable to specific degree-applicable community college credit courses. High school articulation agreements may be established only by agreement with the appropriate discipline faculty at the college.

Minimum Requirements for Articulation Agreements

Formal articulation agreements must be established for high school courses to be articulated with degree-applicable credit Career and Technical Education (CTE) courses; such articulation agreements shall meet the following minimum requirements:

- All college courses for which articulation agreements are established must be degree applicable.
- All articulation agreements must be established through the review of official, approved Course Outlines of Record (CORs) for the college credit courses and the official COR for the high school. Course syllabi may not be used in lieu of CORs.
- All articulation agreements must be approved and signed by the division chair or the appropriate discipline faculty, Articulation Officer, and the Vice President of Academic Affairs or designee.
- All requirements for earning course and unit credit for the articulated college course shall be through Credit by Examination (CBE).
- Credit by examination assessments must be graded by qualified faculty who meet the minimum qualifications required to teach the college courses.
- Articulation agreements with non-degree applicable courses are not permitted.

Application of College Credit Earned for Articulated Courses

College course and unit credit may be earned for articulated courses provided the student meets the CBE requirements described in the articulation agreement. Upon successfully meeting all requirements established in the formal articulation agreement, a course articulated with a degree-applicable college course may be used to partially satisfy:

1. Certificate of achievement requirements
2. Associate degree major requirements



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

Additionally, when course and unit credit is earned for courses articulated with degree-applicable courses per the terms of the articulation agreements, the following associate degree requirements may also be met:

1. The sixty (60) units required to complete an associate degree.
2. Any Compton College general education requirements met by the articulated degree-applicable credit course.

Credit by Examination Procedures for Articulated High School Courses

For purposes of this regulation, the CBE requirements specified in Administrative Regulation 4235 Credit for Prior Learning are waived, except that the maximum credit allowed under a High School Articulation Agreement shall not exceed 15 semester units.

High school students wishing to apply for CBE should begin the process by meeting with their high school counselor to determine which courses can be articulated.

CBE assessment shall be used to award course credit using the following process:

- I. When the student has passed the approved end-of- course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.
- II. Students shall complete the college petition for High School Credit by Examination.
- III. To earn course and unit credit for degree-applicable CTE courses, high school students must:
 - a) Complete high school course articulated with a degree-applicable Compton College credit course during the period which approved articulation agreement is in effect.
 - b) Complete the CBE assessment process, which may be administered by the high school instructor.
- IV. Assigned grades are based solely on student's CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to [Administrative Regulation 4231 Grade Change](#). The letter grade will be posted on the transcript in the semester the test was taken.
- V. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.
- VI. The enrollment fee for CBE will not be charged for credit awarded under this provision while still enrolled in **high school**.



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

BP 3710 Securing Copyright

Issued: April 16, 2024

References:

*California Education Code Sections 7227, 81459;
Title 17, U.S. Code, Section 201. Ownership of Copyright*

The President/Chief Executive Officer (CEO) is directed to develop appropriate administrative regulations to implement the provisions of the Education Code which authorize the securing of copyright protection for works, including but not limited to registering copyrights and policing infringements, on behalf of the Compton Community College District (District).

The regulations shall assure that the District may use, sell, give or exchange published materials and may license materials prepared by the District in connection with its curricular and special services.

In the development of these procedures, the President/CEO shall solicit the input of the proper representatives of the college community in accordance with the District's policies regarding Collaborative Governance.

*Applicable Administrative Regulation:
AR 3710 Securing Copyright*



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

AR 3710 Securing of Copyright

Issued: April 16, 2024

References:

*Education Code Sections 72207 and 81459;
17 U.S. Code Section 201 Copyright Ownership*

The Compton Community College District (District) recognizes and encourages District employees and students to engage in the production of scholarly works, creative publications, and technology-based materials.

Property subject to copyright or other intellectual property protection, including but not limited to those in the forms of books, compositions, paintings, and other works of comparable type, developed by employees or students shall be the property of the creator unless the property is prepared by means of a District grant, constituting substantial District support, an externally funded grant, or contract with the District.

The President/Chief Executive Officer (CEO) or their designee shall be responsible for securing the copyright or other intellectual property right for any materials for which the District is entitled to ownership.

This intellectual property and securing of copyright procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements. In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

Definition of Copyright

Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works. Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. Copyright does not protect facts, ideas, systems, or methods of operation, although it may protect the way these things are expressed.

Copyright Ownership

The right to claim copyright shall be determined in the following manner:

- 1. A District employee may claim the right to copyright any instructional material created outside of the faculty or staff member's employment with the District provided the employee does not use any District supplies or resources in the creation of the material.*

2. *A District employee who is the creator of an academic work in ‘their field of expertise’ owns the copyright in that work. Academic works include textbooks, lectures, literary works, artistic works, musical works, architectural works, and software produced with no more than nominal or incidental use of the District’s resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee’s scope of employment.*
3. *The District may claim the right to copyright material if the District specifically commissioned it or the work is identified as an institutional effort. An institutional effort is defined as one in which the work was produced by a District council, committee, project team, or other college entity as part of conducting the business of the District and utilizing District resources. When a District employee is hired or assigned specifically to develop instructional or course materials, then all rights to such materials belong exclusively to the District, including the right to copyright and/or sell the materials for profit.*
4. *The District and the employee may agree to share the right to copyright materials if the work is created by the employee and the District contributes services, staff, or financial resources necessary for completion. This will be accomplished through a separate contract at the time the project is initiated. Employees should consult with their respective legal counsel and/or bargaining unit, and/or applicable Division Chair, before entering into the contract.*
5. *Course material created for ordinary teaching use in the classroom and department programs, such as syllabi, study guides, assignments, and tests, shall remain the property of the author, but the District shall be permitted to use such material for internal instructional, educational, and administrative purposes. The District will retain the right to revise and update course materials as required for the purposes provided above.*
6. *Student work is produced by a registered student without the use of District funds (other than Student Financial Aid), produced outside any District employment, and is not sponsored or commissioned work. Ownership of copyright to student works shall reside with the originator.*

Copyright Registration

Responsibility for official registration of copyright will lie with the owner of the copyright. In those cases where there is shared ownership, the District will be responsible for filing for both parties for registration of copyright.

Royalties and Distribution Rights

The ownership of copyright determines royalty distribution rights.

1. *When employees have full copyright ownership, they retain full royalty distribution rights.*
2. *When the District has full copyright ownership, it retains full royalty distribution rights.*

3. *If the District and the employee share copyright ownership, royalty distribution rights will be as follows: All royalties or profits will be distributed to reimburse the copyright owners for documented expenses related to the creation and production of the materials. Any remaining royalties or profits will be distributed according to the terms of a separate contract.*

Release of District Rights

The District may release its ownership rights in copyrighted works to the originator(s) when, as determined by the District: (a) there are no overriding or special obligations to a sponsor or third party; and (b) the best interests of the District would be so served. Such release of ownership rights must be contingent on the agreement of the originator(s) that no further effort on, or development of, the work will be made using District resources and that the District is granted a free-of-cost, nonexclusive, worldwide license to use and reproduce the work for education and research purposes.

AB 1705 STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: Compton College

April 6, 2024

Purpose: This analysis is provided by the state Chancellor's Office and The RP Group to support colleges in AB 1705 validation of placement policies and enrollment practices for the STEM Calculus pathway. The analysis presented here uses your college's data to replicate the statewide analysis presented in the report [Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards](#). Please use this data to inform your AB 1705 planning and certification decisions. Colleges may choose to submit local data by July 1, 2024. Questions about your college's data or this analysis can be submitted to ab705@ccco.edu.

i Summary of Compton College Analysis

For the cohorts of All Students analyzed in this report, we offer the following observations.

- Fewer than ten Lowest STEM Placement students at your college started in STEM Calculus 1.
- Less than 50% of Lowest STEM Placement students who started in any preparatory course completed STEM Calculus 1 in two years.
- Students in the higher placement group who started in a preparatory course prior to STEM Calculus 1 were repeating coursework that they previously passed in high school, which is no longer permitted under AB 1705.
- The data provided in this report do not provide evidence that placement and enrollment practices for the STEM Calculus pathway at your college meet AB 1705 standards. Based on this analysis, this report does not support validation approval status or interim approval status for any preparatory course currently offered by your college in the STEM Calculus pathway.

Please refer to the guidance memo **ESLEI 24-15** for your options and next steps.

Operationalizing AB 1705 STEM standards for local validation:

For this analysis, we define a Lowest STEM Placement group to identify students who may be highly unlikely to succeed if they take STEM Calculus 1 as their first math course and for whom additional transfer-level preparation may improve the probability that they persist to and successfully complete STEM Calculus 1 and Calculus 2.

Lowest STEM Placement group: Students who have not passed high school trigonometry, precalculus or calculus with a C or better OR have a HS GPA ≤ 2.6 .

A preparatory course in the STEM Calculus pathway is validated as compliant with AB 1705 standards when all of the following are true:

1. Lowest STEM Placement students are highly unlikely to succeed in STEM Calculus 1 if they start in STEM Calculus 1. (Calculus 1 throughput in two-years is less than 15%.)
2. Lowest STEM Placement students have a higher STEM Calculus 1 throughput in two-years when starting in the preparatory course compared to starting in Calculus 1.
3. Lowest STEM Placement students have a higher STEM Calculus 2 throughput in two-years when starting in the preparatory course compared to starting in Calculus 1.

A preparatory course in the STEM Calculus pathway has interim status when:

The Lowest STEM Placement students who start in the preparatory course have a STEM Calculus 1 throughput in two years of 50% or greater.

Methodology

The analysis below is based on data your college reported to the California Community College's Chancellor's Office's Management Information System (COMIS) and CCCApply. The cohort (labeled All Students) includes non-dual enrolled students at your college with a Degree/Transfer or Undecided education goal whose first math course was a transfer-level course in the STEM Calculus pathway in the academic years 2019-2020, 2020-2021, or Fall 2021, excluding those starting in summer. STEM majors are a subset of the All Students cohort. See Additional Methodology notes at the end of this report for more information on the definition and identification of STEM majors.

Because AB 1705 connects STEM Calculus completion with transfer-level math placement and initial math enrollment, the analysis uses throughput as the outcome metric. Calculus throughput rate (TR %) is the percentage of students who successfully complete (C or better) STEM Calculus 1 or 2 within a given timeframe out of the count who started in a specified course in the calculus pathway. Students were tracked to determine whether they completed STEM Calculus 1 within two years and STEM Calculus 2 within three years, anywhere within the community college system.

STEM Calculus 1 is a course equivalent to C-ID Math 210, 211 or the first half of Math 900S. STEM Calculus 2 is a course equivalent to C-ID Math Math 220, 221 or the second half of Math 900S. The identification of STEM majors requiring STEM Calculus was based on C-ID Transfer Model Curricula (TMC).

Additional information about the methodology is provided at the end of this document.

Analysis

Table 1. Student Headcount by Cohort Year

To allow for two-year throughput calculations, 2019-2020, 2020-2021, and Fall 2021 cohorts were used. The cohort is All Students, which is students who demonstrated STEM intent by starting math in a transfer-level course in the college's path to STEM Calculus 1. STEM Majors are a subset of All Students.

| Cohort | STEM Majors | All Students |
|-----------|-------------|--------------|
| 2019-2020 | 7 | 33 |
| 2020-2021 | 2 | 15 |
| Fall 2021 | 2 | 5 |
| Total | 11 | 53 |

Table 2. Student Headcount by First CCC Math Course

| First CCC Math | STEM Majors | All Students |
|-----------------|-------------|--------------|
| College Algebra | 1 | 21 |
| Trigonometry | 6 | 18 |
| Precalculus | 3 | 6 |
| STEM Calculus 1 | 1 | 8 |
| Total | 11 | 53 |

* Data is suppressed in throughput tables below if $n < 10$. Table 5 provides details on the courses included and their categorization in the RP Group Math Typology.

Table 3. Two-Year STEM Calculus 1 Throughput by First CCC Calculus Pathway Course

| | First CCC Math | STEM Majors | | All Students | |
|-----------------------------|-----------------|-------------|-----------|--------------|-----------|
| | | Cohort | 2-Yr TR % | Cohort | 2-Yr TR % |
| Lowest STEM Placement Group | College Algebra | * | * | 13 | 0% |
| | Trigonometry | * | * | * | * |
| | Precalculus | * | * | * | * |
| | STEM Calculus 1 | * | * | * | * |
| All Higher Placements | Trigonometry | * | * | 10 | 30% |
| | Precalculus | * | * | * | * |

* Data is suppressed if $n < 10$.

Figure 1. Two-Year STEM Calculus 1 Throughput by First CCC Calculus Pathway Course

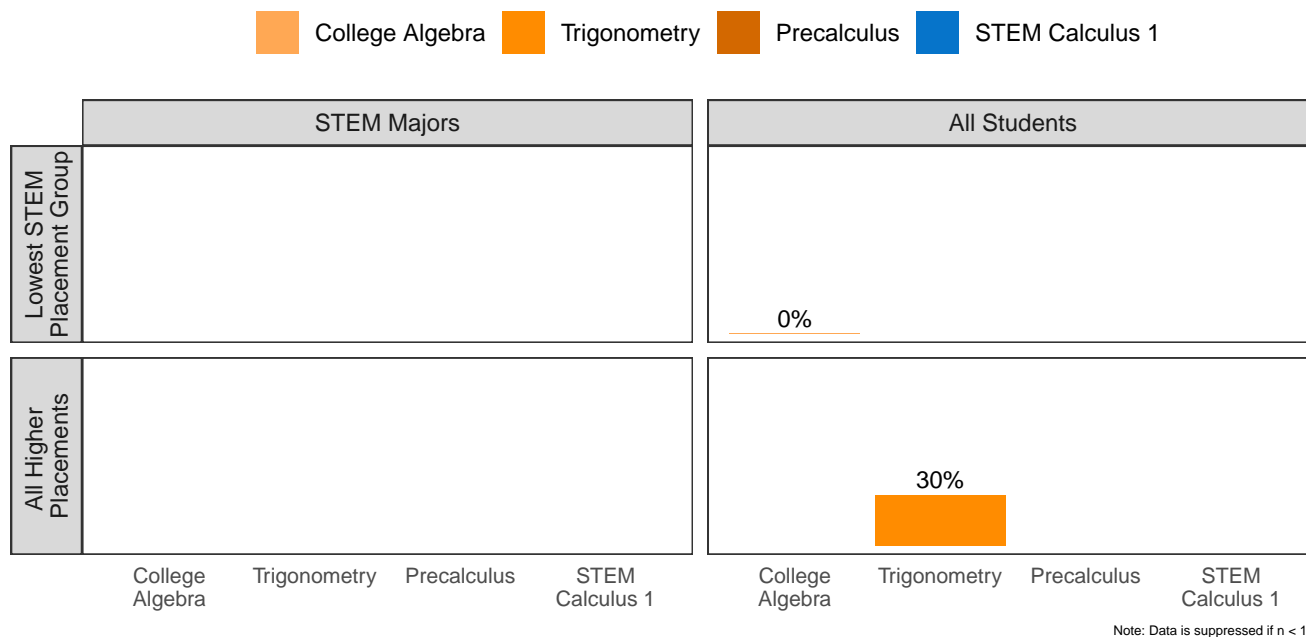


Table 4. Three-Year STEM Calculus 2 Throughput by First CCC Calculus Pathway Course

Only 2019-2020 and Fall 2020 cohorts were included for the Calculus 2 throughput analysis to allow for a full three-year observation window. Because it is not possible to identify students in the All Students group who are in programs that require Calculus 2, we include only STEM majors in this analysis and exclude Biology majors since the Biology Transfer Model Curriculum (TMC) only requires one semester of calculus.

Note: There is not enough data to provide Calculus 2 throughput rates for STEM students.

Figure 2. Three-Year STEM Calculus 2 Throughput by First CCC Calculus Pathway Course

Note: There is not enough data to provide Calculus 2 throughput rates for STEM students.

Table 5. Courses Included Analysis by Math Typology Category

The table below contains all Compton College courses with enrollments during the time frame considered in this college-specific analysis.

| CB00 | Local Course ID | Course Title | Math Typology Category |
|--------------|-----------------|-------------------------------|------------------------|
| CCC000420153 | MATH130 | College Algebra | College Algebra |
| CCC000405471 | MATH170 | Trigonometry | Trigonometry |
| CCC000401950 | MATH180 | Pre-Calculus | Precalculus |
| CCC000450368 | MATH190 | Sgl Var Calc/Anlyt Geometry I | STEM Calculus 1 |

Additional Methodology Notes

The identification of STEM majors requiring STEM Calculus was based on C-ID Transfer Model Curricula (TMC). Biology is excluded from the STEM Calculus 2 pathway analysis because the TMC for biology does not include Calculus 2. The following TOP Codes were used to identify STEM majors: 1905.00, 0706.00, 0707.00, 0707.10, 0901.00, 1914.00, 1701.00, 1902.00, 0401.00, 4902.00.

Data for high school preparation was obtained from CCCApply self-reported high school information. Students with no high school data from CCCApply (missing both GPA and highest high school course passed or attempted) are excluded from the analysis since they could not be assigned to a placement group.

STEM Calculus 1 is defined as the first calculus course required for STEM majors and excludes business calculus and other forms of applied calculus.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers
Chief Student Services Officers
Career Technical Education Deans
Regional Consortia Chairs

FROM: Anthony Cordova, Vice Chancellor of Workforce and Economic Development
Equitable Student Learning, Experience and Impact Office

RE: High Road Construction Careers (HRCC) Partnerships Round 2 Grants Notice of Intent to Award

This memorandum is a formal notification of the intent to award for High Road Construction Careers (HRCC) Partnerships Round 2 grants by the Chancellor's Office Workforce and Economic Development Division.

The purpose of the Chancellor's Office HRCC Partnerships grants is to support community colleges with building the infrastructure to offer educational and training programs for diverse and disproportionately impacted student populations¹ to gain careers in the construction industry sector. The goals are to:

1. Develop clearly defined career pathways for construction careers that give students credit for prior work experience and industry credentials, and
2. Support students continuing their educational journeys when they enroll in community college degree or certificate programs while acknowledging skills brought with them.

By leveraging the HRCC partnership, the Chancellor's Office seeks to strengthen community college pathways and ensure students secure quality jobs in the construction industry. The community college grant activities shall include credit for prior learning, work-based learning opportunities, academic and career supports, and the award of industry-valued credentials or degrees, consistent with Assembly Bill 132 (Chapter 144, Statutes of 2021).

¹ The populations include: dislocated workers, English language learners, first generation college students, homeless and housing insecure, immigrants, justice-involved individuals, low-income communities, low-income households, out-of-school youth, people with disabilities, residents of disadvantaged communities, and veterans.

March 28, 2024

Grant Awards

Outlined in Table 1 are grant awards by region, college and funding status. **Before the execution of grant agreements, grant awards must be approved by the California Community Colleges Board of Governors (Board of Governors). Awards are anticipated to be submitted for approval by the Board of Governors during its May 2024 meeting date.**

- “Funded” indicates colleges that scored at or above the minimum scoring threshold of 75 points and met the HRCC partnership, construction-related CTE program, apprenticeship/pre-apprenticeship construction program MOU, and credit for prior learning infrastructure requirements.
- “Funded with Conditions” indicates colleges that met the minimum scoring threshold of 75 points and met the HRCC partnership, construction-related CTE program, apprenticeship/pre-apprenticeship construction program MOU, and/or credit for prior learning infrastructure requirements, but budget updates are needed to align with the adjusted award amount. The condition to receive a grant award is that the college must submit an updated budget prior to the Board of Governor’s approval on May 20, 2024.
- “Not Funded” indicates colleges that did not minimum scoring threshold of 75 points.

Table 1: HRCC Partnerships Grant Awards by Region and District/College

| Region | College/District | Funding Status | Award Amount |
|----------------------------|----------------------------|------------------------|--------------------|
| Bay Area | Cabrillo College | Funded | \$573,805 |
| Central Valley Mother Lode | Merced College | Funded | \$735,000 |
| San Diego Imperial | Southwestern CCD | Funded | \$768,057 |
| Central Valley Mother Lode | San Joaquin Delate College | Funded with Conditions | \$1,930,246 |
| Central Valley Mother Lode | College of the Sequoias | Funded with Conditions | \$1,200,311 |
| Inland Empire | San Bernardino CCD | Not Funded | N/A |
| Los Angeles | El Camino CCD | Not Funded | N/A |
| Total | N/A | N/A | \$5,207,419 |

High Road Construction Careers (HRCC) Partnerships Round 2 Grants Notice of Intent to Award

March 28, 2024

Appeals

Applicants have ten (10) business days from the day this memorandum is distributed and posted online to submit an appeal. An appeal of a grant award must be in writing signed by the college president or designee. If an appeal is submitted during this period, the grants affected will not be awarded until the appeal is resolved. The appeal must specify the grounds of appeal and must be based on the process and/or procedures used in the review and recommendation of application for awards. The appeal must be emailed to the Vice Chancellor of the division responsible for funding the project: acordova@cccco.edu.

Next Steps

Before the execution of a grant agreement, Chancellor's Office staff will contact institutions receiving funding to request clarifications, adjustments, and/or modifications to the proposal and/or budget. For questions regarding the HRCC Partnerships grant awards, please contact Dean LaCandice Ochoa at lochoa@cccco.edu.

CC:

Aisha Lowe, Executive Vice Chancellor of Equitable Student Learning, Experience and Impact Office

LaCandice Ochoa, Dean of Workforce and Economic Development