



Compton College Academic Senate Emergency Meeting Agenda



President: Amber Gillis
Date: May 30, 2019
Location: Boardroom

Secretary: Nikki Williams
Time: 12:30-1:00pm

Vision

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

Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Accreditation Standards

This division meeting aligns to the following:

- 1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

___ A. Alaimalo
___ J. Evans
___ A. Gillis
___ J. Mills
___ M. Khan
___ B. Kooiman
___ C. Maruri
___ P. Richardson
___ N. Williams

___ H. Estrada
___ H. Pham
___ J. Villalobos
___ K. Schwitkis
___ R. Sidhu
___ A. Valdry
___ M. Roeun
___ H. Schumacher
___ P. Flor

___ S. Thomas
___ J. Phillips
___ R. Ekimyan
___ V. Woodward
___ M. Moldoveanu

Agenda Items

- I. CALL TO ORDER (12:30)**
- II. APPROVAL OF AGENDA**
- III. ACTION ITEMS-UNFINISHED BUSINESS**
 - 1. Third Read and Vote: Student Equity Plan
- VI. NEW BUSINESS/DISCUSSION ITEMS**
 - 1. 2014 Constitution Recovery
 - 2. Elections
 - 3. First and Second Read and Vote: IEPI PRT – Distance Education Plan
- VII. ADJOURNMENT**

**The Next Scheduled Meeting: September 5, 2019
12:30pm / Boardroom**



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

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

FALL 2018

August 30	Board Room
September 6	Board Room
September 20	Board Room
October 4	Board Room
October 18	Board Room
November 1	Board Room
November 15*	Board Room
December 6	Board Room

SPRING 2019

February 21	Board Room
March 7	Board Room
March 21	Board Room
April 4	Board Room
April 18	Board Room
May 2	Board Room
May 16	Board Room
June 6 (Tentative)	Board Room

*Adjusted for the holiday

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2018

September 4	Dist. Ed. room 166
September 18	Dist. Ed. room 166
October 2	Dist. Ed. room 166
October 16	Dist. Ed. room 166
November 6	Dist. Ed. room 166
November 20	Dist. Ed. room 166
December 4	Dist. Ed. Room 166
December 11 (Tentative)	Dist. Ed. room 166

SPRING 2019

February 19	Dist. Ed. room 166
March 5	Dist. Ed. room 166
March 19	Dist. Ed. room 166
April 2	Dist. Ed. room 166
April 16	Dist. Ed. room 166
May 7	Dist. Ed. room 166
May 21	Dist. Ed. Room 166
June 4 (Tentative)	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster

2018-2019 (19 members)

Officers:

President/ <i>Chairperson</i>	Amber Gillis (18-20)
Past President/ <i>Past Chairperson</i>	Paul M. Flor
President-Elect/ <i>Chairperson-Elect</i>	
Vice President/ <i>Vice Chairperson</i>	Jesse Mills (18-19)
Secretary/ <i>Secretary</i>	Nikki Williams (18-19)
Curriculum/ <i>Curriculum Representative</i>	Roza Ekyiman (18-19)
<i>Adjunct Representative</i>	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

Minodora Moldoveanu (20-21)
Nikki Williams (19-20) *Secretary/Secretary*

Social Sciences and Fine Arts (2)

Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)
Paul M. Flor, *Past President/Past Chairperson*

At-Large (2)

Jerome Evans (20-21)
Amber Gillis (18-19)

Adjunct Representatives (2)

Mahbub Khan (18-19), *Adjunct Representative*
(20-21)



ACADEMIC SENATE MINUTES

Thursday, May 16th, 2019 12:30 p.m. Board Room

ATTENDANCE

Senators

Visitors

Jerome Evans
Roza Ekimyan
Amber Gillis
Brent Kooiman
Kent Schwitkis
Pamela Richardson
Rajinder Sidhu
Holly Schumacher
Malinni Roeun
Andree Valdry
Nikki Williams
Harvey Estrada
Hoa Pham
Vanessa Haynes
Jesse Mills
Minodora Moldoveanu
Jose Villalobos
Stephanie Atkinson-Alston
Anthony Alaimalo

Aurora Cortez- Perez
Jasmine Phillips
Cesar Jimenez
Valerie Woodward
Susan Johnson
David McPatchell
Axa Maradiaga
Judy Crozier
Kendahl Radcliffe
Cheryl Threadgill
Essie French-Preston
Diane Collins
Gayathri Manikandan
Vanessa Madrid
Theresa Barragan-Echeverria
Katherine Marsh
Don Roach
Chris Halligan

I. CALL TO ORDER – Amber Gillis 12:39 p.m.

II. APPROVAL OF AGENDA – Schwitkis/Villalobos- Approved
H. Schumacher- Motion to amend the agenda to speak about the voting process from our last meeting added to New Business.
E. French-Preston- Add to the agenda an honors announcement.
V. Haynes- Add Guided Pathways document to New Business for 1st and 2nd read and a possible vote.
A. Gillis- Vote on an additional meeting prior to the end of the semester added to New Business.

III. APPROVAL OF MINUTES – Mills/Schwitkis- Approved

IV. REPORTS

President's Report- Amber Gillis reporting.

- Tabled

Vice President- Jesse Mills reporting.

- The ECC senate meeting was business as usual.

Board Representative – Jerome Evans reporting.

- No report

Curriculum: Roza Ekimyan reporting.

- Nursing got their approval from the Educational Licensing Committee for their new curriculum on May 9. At the last meeting, we also approved Communication 270 and Journalism 101, Math's new courses because of the AB 705 changes. These include Math 7C, 8C, 17C, 18C, and Math 80 and 180 for distance education. Our next meeting is on Tuesday and we will have 57 courses to go over. This is our last meeting and because we are coming to an end we need to have a new curriculum chair. If anyone is interested please let me know. It is currently at 30% release time, and I will only continue to do it for 40% release time. M. Moldoveanu- Is there any way that we can do the 40% release time? A. Gillis- When Roza asked Dr. Curry to increase release time, it was referred back to Academic Senate to reconfigure the release time by taking it from another senate executive board member. R. Ekimyan- That was never my intention to take release time from someone else. Discussion followed. J. Crozier- How much release time does Academic Senate have and do we need more? A. Gillis- We have 120% release time and yes we need more. We need to continue having these pressing conversations. The pushback we get is what tangibles we are producing. What I would recommend is to keep an accurate log of how many hours we are working, such as keeping a time sheet and we may be able to have a backing to be able to justify this. El Camino College is currently negotiating more release time. They have an executive board that is different from us. We want to be able to open that up. In order for us to make these claims to the district, maybe at our retreat we need to hammer out what it is that each position does and the time spent so we can give the district the most accurate portrayal of what we do. Discussion followed.

Guided Pathways- Vanessa Haynes reporting.

- No report

Academic Affairs- Stephanie Atkinson-Alston reporting.

- No report- I would like to defer my time to give the body time to read the report. A. Gillis- We are hearing a lot of feedback from faculty that students cannot register and are incurring fees. S. Atkinson-Alston- There are no fees for the summer or priority registration. If students are having trouble, they should go to the Welcome Center for assistance. Discussion followed. J. Crozier- I had a student who encountered a problem with a prerequisite even though they are finishing and they should not have this. S. Atkinson-Alston- Tell them to go to the counselor to clear it. J. Crozier- They all need to go to the counselor to clear it? C. Maruri- The system is not picking that up so they need to go to the counselor to clear it.

Distance Education- Jasmine Philips reporting.

- IEPI visit went splendidly. J. Philips read the report that was given. Summer Canvas will be nuts and bolts Canvas until we are part of the Consortium in fall 2019. Since we do not have the LMS person, we are going to ask that a possible solution for the summer is that we have only online and hybrid Canvas course shells not the on ground because we do not have the manpower and this needs to happen right now. We are still in conversations with Dr. A on how we will be moving forward. We need to make sure that Banner can talk to Canvas so that all of the students are loaded into the

course shells. Discussion followed. H. Pham- Will face to face classes be getting Canvas for the fall. J. Philips- The fall should not be an issue. We cannot do the summer because we do not have the support. We suggested hiring Gema part time, but we have not heard back on this.

V. ACTION ITEMS-UNFINISHED BUSINESS

- Student Equity Plan- Bailey Smith presented the Student Equity Plan. Proposing larger college wide initiatives that will focus on the numbers we need to impact to reach our target goals. There will be some changes in processes but we want to retain the seed money for pilot projects that show that these can be developed into scalable projects to a larger group of students. Discussion followed. Email me if you have any questions or feedback. I have received some feedback during Tartar Talks. K. Schwitkis- You have provided us a draft and you want a first and second read on a draft? A. Gillis- When will we see a final draft? B. Smith- This is a working document. We can do an electronic vote. We have a Qualtrics survey system that we can use to do electronic voting. B. Smith- I will get this back to the body on May 24, 2019 after it goes through Consultative Council. Motion to view the revised copy of the Student Equity Plan and set up Qualtrics to take an electronic vote on the document. Schwitkis/Mills. Vote taken and motion carries.
- A. Gillis- 2nd read on the Professional Development Categories and Approved Flex Credit Activities list. We are not looking at the process just yet; we are just voting on this current list of activities that are approved. This is a recommendation to the District. Motion to approve the Professional Development Categories and Approved Flex Credit Activities document. Evans/Mills. Vote taken and motion carries.

VI. NEW BUSINESS

- A. Gillis- This is our Educational Master Plan 1st and 2nd read as well as the vote. This is a facelift to the Educational Master Plan to include recommendations from the Chancellor's Office and our Guided Pathways. We were asked to align our mission and goals with the Educational Master Plan. An extension has been requested. If you are not comfortable with taking a vote today, that is ok, but we will need to have another meeting. L. Sosenko- We also received some clarity on the official documentation that we have to get approved by the Chancellor's Office. I would really appreciate Academic Senate's review of the Master Plan. A. Gillis- Should we send these directly to you? L. Sosenko- Yes, we would like to get this on the next board agenda. We need to have the document finalized. Motion to accept the Educational Master Plan as a first reading Schwitkis/Mills. Vote taken and motion carries. Motion to review the document and conduct an electronic vote of a second read in 2 weeks using Qualtrics. Schwitkis/Mills. Vote taken and motion carries.
- Resolution for the retirees- A. Gills read the resolution. V. Haynes- I am excited and so very ready to move to the next stage in my life. I thank each and every one of you for all of your support. I don't know what it will be like because I have been working since I was 13. I fell in love with this campus when I got here. I have seen this school move. I am just so excited that the Counseling Department has really great counselors to replace me. I appreciate everybody and everyone. Thank you so much and I appreciate everyone of you.

Special shout out to the Counseling Department, this is my family. I have been seeing them for years.

- A. Gillis- We have our tenure confirmations- Theresa Barragan-Echeverria, Katherine Marsh, Carlos Maruri, and Gary Naruwasu. Congratulations. Academic Senate will make the formal recommendation to Human Resources to confirm your tenure.
- A. Gillis- Academic Senate Meeting times. We had an emergency senate meeting in December 2018 and we approved this meeting time which was only through the spring. Motion to keep the Academic meetings at the current times. Schwitkis/Mills. Vote taken and motion carries.
- Table the discussion of the tenure reception.
- Motion to extend the meeting time Villalobos/Evans.
- Constitution clarification- H. Schumacher- I have emailed a number of people and talked to Michael Odanaka and asked the former senate Secretary to be here to get clarification and determine what the appropriate Constitution to follow is. It seems to me that Michael Odanaka put on the agenda that we needed to form a committee in order to work on the Constitution and it was always a future item that we were going to talk about and when he asked people to be on the committee, no one wanted to be on it. In speaking to Michael Odanaka on the phone it seems that the he has a recollection and understanding that we did Faculty Council updates in 2014 but not the Senate Constitution; no minutes have been found that show that the Senate Constitution was brought for 1st or 2nd read or ratified. C. Halligan- Michael began putting this on the agenda in March 2014 and we started going through this at the end of February and I have been through the minutes and there is no information where we went over the Constitution and ratified it. I do have a recollection of Michael wanting to make the changes. The one week when they could have voted on it, I was out of town and Tom Norton took the minutes. Unless someone can procure the minutes that state that this was ratified and passed then we should stick with the 2011 Constitution. I think that between Michael and Paul it slipped through the cracks. I know that this had been placed on the agenda a couple of times after March so that we could go over this. I know that people have been discussing terms. We would have to suspend the term limits part of the 2011 Constitution if the body unanimously agrees without any other candidates involved. I think that we should use the 2011 Constitution. H. Schumacher- I spoke to Tom Norton and asked if he could find those minutes and he said that there was only an update to the Faculty Council by-laws and the Constitution. Tom stated that he does not have minutes for the ratification of this document. N. Williams- I want to provide a follow-up on the fact that we were under the impression that we were following the 2011 Constitution. I was the one that told the senators that the 2011 Constitution is the most up-to-date. I shared this information because I reached out in writing to our past senate president and our current senate president and said that the 2011 are very old are those the last ones and both reached out to me in writing and said that the 2011 were the most updated. This was recent, it happened in December 2018. So we have all been using the 2011 with the direction of our past senate president and our current senate president. It was a bit jarring to me when the 2014 were brought out and I as Senate Secretary asked for them to update the website and I was told that there was no newer Constitution. I know all of the senators got the email from Paul stating that no one asked for the 2014 Constitution and I

want to make note that I did ask for them in writing, but I was told that the 2011 were the most updated ones. So we have been operating under the direction of both presidents to use the 2011 Constitution and it was a bit shocking that we used the 2014 ones for the election that I had not seen and were not on the website. Discussion followed about the need to update the Constitution. J. Philips- What do we do moving forward? Do we put this on the first meeting in fall? In terms of the election, what does this mean? J. Mills- As the person in charge of holding elections, this is all really concerning to me because I want to be following the rule book and I don't know which rule book to follow. After the election I went and talked to Holly and we sat down with the old Constitution and came to an agreement on how to interpret it. I then discovered that there was a newer Constitution and I have been using this as the rule book for how things should go. The rules are different depending on which Constitution you look at in terms of term limits. C. Halligan- If Amber wants to run again, you can vote to suspend the Constitution so that she can run. This would be a fair thing to do since a precedent has been set with Paul. J. Mills- How do you deal with a senate seat that does not coincide with an office? C. Halligan- You have to run for senate. N. Williams- Mine are staggered, so I have to be elected as a senator and then I can run as secretary. C. Halligan- If you do not make it as a senator, then you would have to elect a new Secretary. Discussion followed on how to proceed. A. Gillis- We also have another problem. I was at-large and because I did not run for the at-large position because I was instructed that I would vacate my seat immediately, I don't have a senate seat to run for. So the at-large position that I vacated has already been filled by someone else, so I am not a senator. A. Alaimalo- You would be redoing all of the elections so you could run. H. Pham- Who did the 2014 Constitution and how did it come about? H. Schumacher- Michael worked on it with Saul and came up with some different language changes but it was never brought to the body for 1st and 2nd read and voting. H. Pham- Because 2014 is the latest, do we want to do a 1st and 2nd read and go with that? H. Schumacher- It still needs to be worked on by the body. A. Gillis- That is why in my President's report at the last meeting I recommended that one of our big items at the senate retreat is to work on the Constitution and By-laws and to get clear so that way moving forward we can have them. Discussion followed. Motion to use the 2011 Academic Senate Constitution. Villalobos/Estrada. Vote taken and the motion passes. Abstention- Jesse Mills. Motion to redo all spring 2019 senate elections. Villalobos/Schumacher. Discussion followed. Amendment to the motion to read: Redo spring 2019 Academic Senate elections for at-large, adjunct, and executive board positions. Villalobos/Schumacher. Vote taken and motion carries. J. Philips- what is the process for voting? Is it secret ballot? J. Mills- It is by secret ballot, so I will bring a box. H. Schumacher- The nomination process happens first and are ballots going to be made? How will that process be? Generally, you do nominations and at the next meeting the ballots are already made. A. Gillis- Is that what's in the Constitution? We would have to verify the process and make sure that we are following what it says. J. Mills- The Constitution does not say how, it just says that it will be by secret ballot and I am ok with doing it with pieces of paper that we can fold in half. A. Gillis- Maybe that this is something that we can hammer out in the fall. Our first meeting is September 5th. Motion to conduct the spring 2019 elections on May 30, 2019 by secret ballot Schumacher/Estrada. Vote taken and motion carries. Motion to have an

emergency meeting on May 30, 2019 at 12:30 Schumacher/Evans. Vote taken and motion carries.

- A. Gillis- The recommendation is to take the Guided Pathways Self-Assessment as an informational item. Motion to approve the Guided Pathways Self-Assessment to be moved and accepted as informational. Evans/Sidhu. Vote taken and the motion carries.

A. Information- Discussion Items

- A. Gillis I will send out some AB 705 student placement and multiple measures documents.

B. Events/Meetings

- Transition Celebration on May 30, 2019.
- Commencement on June 6, 2019.
- Essie French Preston- I will be coming to your division meetings to get one representative from each area to sit on the honors committee. We will be meeting in August so I just want to get names of faculty who would like to participate in this.
- J. Evans- Vanessa Madrid, our art teacher, is holding the student art show. Please share this with your students and do your best to support this activity.
- H. Pham- The Division has a Science Symposium on May 23rd on from 11-1. May 23rd from 9-11 Early Childhood Education STEAM
- Nursing Department are honoring Wanda Morris from June 1st. They are having a going away function for Wanda Morris. I will send this information to Amber.

MOTION TO ADJOURN – Approved – 2:37 p.m.



2019-22 Student Equity Plan

(For Planning Purposes Only)

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

Compton College Draft 1

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

	Current Baseline (2017-18)	Goal (2021-2022)	Completion by Design: Entry and Progress
<p><i>Retention: Fall to Spring</i></p> <ul style="list-style-type: none"> Among all unduplicated students, the proportion retained from Fall to Spring at the college in the selected year, excluding students who completed an award or transferred to a postsecondary institution. 	<p>54%</p>	<p>65%</p>	<p><u>Tartar Success Teams initiative</u>: Starting Fall 2019, Guided Pathway Divisions will meet regularly to ensure that students are completing orientation, placement, and financial aid applications and successfully progressing through course sequences.</p> <p><u>First Year Experience</u>: learning communities with linked classes and peer mentors to ease the transition to college.</p> <p><u>Guided Pathways</u>: Clear pathways have been established for students to proceed within identified programs.</p> <p><u>EOPS/CARE, CalWORKS, and Special Resource Center (SRC—disabled student programs and services)</u>: support for students with additional financial, social, and academic needs</p> <p><u>Tartar Support Network</u>: food pantry, showers, and community referrals to assist students with basic needs.</p> <p><u>Veterans Resource Center</u>: launching Fall 2019 to support student veterans.</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p><i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i></p>	<p>Current Baseline (2017-18)</p> <p>4%</p>	<p>Goal (2021-2022)</p> <p>5%</p>	<p><u>Guided Pathways Counselors</u>: Academic advising, follow-up, referrals to services, and education planning and progress monitoring, within a collaborative structure that includes instructional and student service representatives.</p> <p><u>Academic Support</u>: Drop-in, online, and embedded tutoring to support student success in all levels and disciplines.</p> <p><u>Tartar Support Network</u>: Food pantry, lockers and showers, and referrals to needed services for students struggling with basic needs.</p> <p><u>Student Services Categorical Programs</u>: Financial, transportation, and social-psychological support for students.</p> <p><u>MESA/STEM Center</u>: Academic and career related community for majors in STEM areas.</p>
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2019-22 Student Equity Plan

(For Planning Purposes Only)

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

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

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
Access: Successful Enrollment	<i>Overall college baseline: 42%</i>		Veterans Support Support Veterans Resource Center Counselor, Financial Aid staff, and other staff to connect with Veteran students. <u>New student activities to be informed by Equity data</u> Early Decision Day New Student Welcome Day New Student Orientation		
	Current Baseline (2017-18) Disp. Impacted Students				
	American Indian / Alaskan Native	28%		Goals (2021-2022)	
	Black or African American	36%		American Indian / Alaskan Native	39%
	Pacific Islander	34%		Black or African American	44%
	White	32%		Pacific Islander	43%
	Disabled	37%		White	42%
	Foster Youth	33%		Disabled	47%
	LGBT	37%		Foster Youth	45%
	Veteran	34%		LGBT	47%
		Veteran	46%		



2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal		
<p>Access: Successful Enrollment Continued</p>	<p>Overall college baseline: 42%</p>	<p>Overall college goal: 50%</p>	<p>Intentional Outreach Additional Student Services Advisors, Student Ambassadors, and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups. Activities could include:</p> <ul style="list-style-type: none"> • Community events with high-interest guest speakers • Additional publicity to targeted areas in the community, such as community centers, library groups, and health centers • Highly visible electronic signage on campus to inform students of upcoming events • Development of Men of Color initiative to promote welcoming and supporting campus environment 		
	<p>Current Baseline (2017-18) Disp. Impacted Students</p>	<p>Goals (2021-2022)</p>			
	<p>American Indian / Alaskan Native</p>	<p>28%</p>		<p>American Indian / Alaskan Native</p>	<p>39%</p>
	<p>Black or African American</p>	<p>36%</p>		<p>Black or African American</p>	<p>44%</p>
	<p>Pacific Islander</p>	<p>34%</p>		<p>Pacific Islander</p>	<p>43%</p>
	<p>White</p>	<p>32%</p>		<p>White</p>	<p>42%</p>
	<p>Disabled</p>	<p>37%</p>		<p>Disabled</p>	<p>47%</p>
	<p>Foster Youth</p>	<p>33%</p>		<p>Foster Youth</p>	<p>45%</p>
	<p>LGBT</p>	<p>37%</p>		<p>LGBT</p>	<p>47%</p>
	<p>Veteran</p>	<p>34%</p>		<p>Veteran</p>	<p>46%</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

Retention: Fall to Spring

PPG

Overall college baseline: 54%

Current Baseline (2017-18)	
Black or African American	49%
First Generation	50%
Foster Youth	42%
Veteran	36%
Male & 20 to 24	49%
Male & 25 to 29	43%
Male & 35 to 39	43%
Male & Asian	34%
Male & Black or African American	45%
Male & White	33%
Male & First Generation	48%
Male & Foster Youth	35%

Overall college goal: 65%

Goals (2021-2022)	
Black or African American	60%
First Generation	62%
Foster Youth	58%
Veteran	46%

Professional Development:

Specific training for staff, faculty, counselors, and advisors regarding working with diverse student populations.

Support for Veterans Resource Center

Support Veterans Resource Center Counselor, Financial Aid staff, and other staff to connect with Veteran students.

STEM Support:

MESA/STEM Center: Workshops, tutoring, internship assistance, study space, field trips and computer lab for students in STEM pathways

Tartar Support Network:

Staff to manage caseload of students using food pantry and shower/locker services, connect with on-campus and off-campus resources, and identify needed services.

Academic Support

Expand in-class, “pop-up”, and other tutoring formats based on research of turning points for disproportionately impacted groups during the semester.

Intentional Outreach

Additional Student Services Advisors, Student Ambassadors, and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups.

Note: Several male cohorts were identified as disproportionately impacted in terms of retention. Inclusion of males will be noted in specific, new initiatives proposed by college constituencies and overall college strategies such as professional development, mentoring programs, and outreach strategies.



2019-22 Student Equity Plan

(For Planning Purposes Only)

Transfer to a four-year institution PI	<i>Overall college baseline: 8%</i>		<i>Overall college goal: 11%</i>		<p>Transfer/Career Center Support: Expand staffing to assist with outreach to identified groups during key points of transfer application cycle.</p> <p>Professional Development: Specific training for faculty, counselors and advisors on transfer process, requirements, and effective practices to promote transfer.</p> <p>College Tours: Tours to Historically Black Colleges and Universities, Northern California Colleges and Universities, and Hispanic Serving Institutions to promote transfer.</p> <p>MESA/STEM Center: Assist with academic support, internships, transfer applications, field trips, and workshops to promote transfer.</p> <p>Intentional Outreach Additional Student Services Advisors, Student Ambassadors, and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups.</p>
	Current Baseline (2016-17)		Goal (2021-2022)		
	Black or African American	6%	Black or African American	11%	
	Male & Hispanic	6%	Male & Hispanic		
	LGBT	4%	LGBT	8%	
	Foster Youth	5%	Foster Youth	9%	
	Disabled	6%	Disabled	9%	
				9	



2019-22 Student Equity Plan

(For Planning Purposes Only)

<p>Completion of transfer level math and English</p> <p>PPG</p>	<p><i>Completion numbers very low across all student populations. No disproportionate impact found.</i></p>	<p><i>Overall college goal: 5%</i></p>	<p>Academic Support Expand in-class, “pop-up”, and other tutoring formats based on research of turning points for disproportionately impacted groups during the semester.</p> <p>Professional Development: learning opportunities for faculty teaching pre-college level and transfer-level courses, especially working with diverse student populations.</p> <p>Intentional Outreach Additional Student Services Advisors, Student Ambassadors, and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups.</p> <ul style="list-style-type: none"> • Mid-semester and end-of-semester incentives and/or acknowledgement of completion of transfer-level Math and English
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2019-22 Student Equity Plan

(For Planning Purposes Only)

Earned credit certificate over 18 units, associate degree PI	Overall college baseline: 4%		Overall college goal: 5%		Special Resource Center: support for note-takers and in-class tutoring for Educational Development courses. Professional development focus on working with diverse student populations and retaining male students. Intentional Outreach Additional Student Services Advisors, Student Ambassadors, and activities directed by on-campus student groups to increase enrollment of disproportionately impacted groups.
	Current Baseline (2017-2018)		Goal (2021-2022)		
	Male & 35 to 39	3%	Male & 35 to 39	5%	
	Male & Disabled	3%	Male & Disabled	4%	



2019-22 Student Equity Plan

(For Planning Purposes Only)

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

Currently, Student Equity goals are evaluated in several ways. Institutional Research compiles a summary report at the end of each academic year to note progress towards goals in access, Basic Skills course completion, course completion overall, degree and certificate completion, and transfer. Also, when departments submit proposals for Equity funds, they must meet with a staff member from Institutional Research to delineate measurable outcomes, methods of assessment, and a timeline for evaluation. This evaluation plan is used as part of the review process for granting funding. The project proposal form includes the report template that will be required if the project is funded.

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

The college is now using data gathered from 2015-2018 Equity activities, as well as college and Vision for Success goals, to re-design the way Equity funds are used. Larger scale, high impact, and targeted initiatives to reduce achievement gaps will be the focus of Student Equity funding. Smaller projects proposed by individual project leads will still be funded, but on a limited basis as pilot or seed money to eventually be absorbed (if effective) on a larger scale by the institution.

Timeline for 2019-2022 Student Equity goals assessments:

Late summer: Establish milestones for Student Equity initiatives based on goals for disproportionately impacted groups as identified in plan.
Fall and Spring semesters: Ongoing progress reports to Student Equity committee
February/March: Reports for Fall
July/August: Reports for Spring/Academic Year
July/August: Year-End Data

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

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

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

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

Identified Groups	Goals	Activity	Resources
Access: Successful Enrollment			
American Indian or Alaskan Native	39%	New student activities	\$153,000
Black or African American	44%	Intentional outreach	Salary and benefits for 3 Student Services Advisors, 20% Veterans Counselor,
Pacific Islander	43%	Veterans Center	



2019-22 Student Equity Plan

(For Planning Purposes Only)

Unknown/Not reported	38%	Increased marketing, publicity, and communications Support for cultural student clubs and organizations Student Services Advisors	Student Services Advisor, Foster Youth
White	42%		
Disabled	47%		
Foster youth	45%		
LGBT	47%		
Veteran	46%		
Retention: Fall to Spring			
African American	60%	Tutoring	\$42,640
First Generation	62%	First Year Experience Peer Mentors	Tutoring
Foster Youth	58%	Men of Color Initiative	Student Services Advisor, Student Equity
		FIST	
		Tartar Support Network	
Earned Degrees and Certificates			
Male, 35 to 39	5%	Professional Development	\$35,000
Male, Disabled	4%	SRC Instructional Associates/Notetakers	Manager salary and benefits
Transfer to a 4-year institution			\$103,600



2019-22 Student Equity Plan

(For Planning Purposes Only)

Black or African American	11%	Transfer Activities	Program Specialist/STEM salary and benefits
Male & Hispanic			
LGBT	8%	College Tours	
Foster Youth	9%	STEM Center Internships	
Disabled	9%		

2015-16 Expenditures

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



2019-22 Student Equity Plan
(For Planning Purposes Only)

2016-17 Expenditures

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

2017-18 Expenditures *(preliminary data)*

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

Assessment of Progress

Student Equity Goals, 2015-2018 Plan:

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>African American</u> students			
Increase course completion by 5% within five years	2015: 58% 2018: 59%	Increase; goal not met	Tutoring First Year Experience Peer Mentors Men of Color Initiative



2019-22 Student Equity Plan

(For Planning Purposes Only)

			FIST(Formerly Incarcerated Students in Transition) Tartar Support Network Professional Development
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 14% 2018: 11% English: 2015: 28% 2018: 28%	Decrease; goal not met No change; goal not met	Tutoring Professional Development
Increase degree and certificate completion by 5% within five years	2015: 12% 2018: 14%	Increase; goal not met	Men of Color Initiative Professional Development
Increase transfer rates by 5% within five years	2015: 17% 2018: 21%	Increase; close to target goal	Transfer Activities College Tours STEM Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Latino/Latina</u> students			
Increase course completion by 5% within five years	2015: 68% 2018: 68%	No change; goal not met	Tutoring First Year Experience Peer Mentors Men of Color Initiative FIST



2019-22 Student Equity Plan

(For Planning Purposes Only)

			Tartar Support Network Professional Development
Increase basic skills pathway completion by 5% within 5 years	Math: 2015: 25% 2018: 24% English: 2015: 40% 2018: 40%	Decrease or no change; goal not met	Tutoring Professional Development
Increase degree and certificate completion by 5% within five years	2015: 17% 2018: 20%	Increase; goal not met	Men of Color Initiative Professional Development
Increase transfer rates by 5% within five years	2015: 16% 2018: 26%	Increase; surpassed target goal	Transfer Activities College Tours STEM Center

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Pacific Islander</u> students			
Increase course completion by 5% within five years	2015: 55% 2018: 56%	Increase; goal not met	Support for cultural student groups
Increase transfer rates by 5% within five years	2015: 27% 2018: 10%	Decrease; goal not met	Tutoring



2019-22 Student Equity Plan

(For Planning Purposes Only)

		Note: population very small; 10-11 students	Professional Development
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GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Student Veterans</u>			
Increase enrollment	2015: 109 2018: 64	Decrease; goal not met	Support for college Veterans Center
Increase transfer rates by 5% within five years	2015: % 2018: %		

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

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Foster Youth</u>			



2019-22 Student Equity Plan

(For Planning Purposes Only)

Increase course completion by 5% within five years	2015: 53% 2018: 50%	Decrease; goal not met	Professional Development
Increase transfer rates by 5% within five years	2015: % 2018: %		Transfer Activities

GOAL	PROGRESS	ASSESSMENT	2019-22 PLAN
<u>Males</u>			
Increase enrollment	2015: 3733 2018: 3753	Small increase; goal not met	Professional Development Men of Color Initiative Support for outreach activities

For further information, contact:

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

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

Point of Contact:

Name _____ Title _____



2019-22 Student Equity Plan

(For Planning Purposes Only)

Email Address _____ Phone _____

Alternate Point of Contact:

Name _____ Title _____

Email Address _____ Phone _____



2019-22 Student Equity Plan (For Planning Purposes Only)

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2013-2014 (17 members)

Officers:

President/ <i>Chairperson</i>	Michael Odanaka
Vice President/ <i>Vice Chairperson</i>	Estina Pratt
Secretary/ <i>Secretary</i>	Chris Halligan
Curriculum/ <i>Curriculum Rep.</i>	Essie French-Preston
<i>Adjunct Representative</i>	
Board Representative	Jerome Evans
President-Elect/ <i>Chairperson-Elect</i>	Jerome Evans
Past President/ <i>Past Chairperson</i>	Saul Panski (ex-officio)

Members:

Career and Technical Education (2)

Annaruth Garcia
Curtis Garrett

Health and Human Services (2)

Pamella West
Shirley Thomas

Humanities (2)

Chris Halligan (*Secretary/Secretary*)
Jose Bernaudo

Behavioral and Social Sciences / Creative and Performing Arts (2)

Ikaweba Bunting
Mandeda Uch
Saul Panski (*Past President/Past Chairperson, ex-officio*)

Mathematics and Science (2)

Leonard Clark
Jose Villalobos

Library and Learning Resource Unit (1)

Estina Pratt (*Vice President/Vice Chairperson*)

Counseling (2)

Michael Odanaka (*President*)
Essie French Preston (*Curriculum/Curriculum Representative*)

At-Large (2)

Jerome Evans (*Board Representative*)
Tom Norton

Adjunct Representatives (2)

Leticia Vasquez
Mahbub Khan

Note: Senate representative terms expire at the end of spring 2014. Currently officers' terms expire at the end of 2015 with the exception of the president whose term expires end of spring 2014.

Flor, Paul

From: Michael Odanaka <mjo1971@gmail.com>
Sent: Friday, May 17, 2019 1:24 PM
To: Flor, Paul
Subject: [EXTERNAL]Fwd: FW: Results of Vote on Revisions to Council Bylaws
Attachments: Senate Purpose, Mission and Duties.docx; Council- Purpose, Mission and Duties.docx

Paul,

FYI. Email sent to faculty on March 7, 2014 regarding the results of vote to ratify Council by-laws.

Michael

----- Forwarded message -----

From: Odanaka Michael <modanaka@elcamino.edu>
Date: Fri, May 17, 2019 at 11:53 AM
Subject: FW: Results of Vote on Revisions to Council Bylaws
To: Odanaka Michael <modanaka@elcamino.edu>, mjo1971@gmail.com <mjo1971@gmail.com>

Michael Odanaka
Professor Emeritus-Counseling and Human Development
Adjunct Faculty-EOPS/CARE
Compton College
modanaka@elcamino.edu

From: Odanaka, Michael
Sent: Friday, March 07, 2014 6:48 AM
To: COM Faculty; COMptFaculty
Cc: Perez, Barbara; Curry, Keith; Gold, Christina
Subject: Results of Vote on Revisions to Council Bylaws

Colleagues,

Estina Pratt announced the results of the faculty vote on the proposed revisions to the Council By-Laws. The vote to accept the proposed amendments was 33-YES and 7-NO so the measure passed. Thank you to everyone who voted.

The amendments will go to the ECC Senate for a second reading and approval on April 7th. During the Council meeting a drawing was held to determine the initial length of term for representatives. Additional details about the election process will be provided in the next few weeks. Elections are tentatively (subject to approval of amendments by ECC Senate) scheduled for the 2nd or 3rd week in April.

The immediate impact of these changes is that the senate representation for 2014-2015 will be:

Representatives	Group
2	Allied Health: Childhood Education, Nursing, Nutrition, Fashion, P.E.
2	Counseling: Counseling and Human Development (including CTE, EOPS, DSPS, Transfer, Financial Aid, FYE and District).
2	CTE & Business: .Air Conditioning, Auto Collision, Auto Technology, Business, CIS, Machine Tool, Office Administration, Welding
2	Humanities: Art, ESL, English, Foreign Languages, Humanities, Speech, Philosophy, Theater
1	Library & LRC: Librarians and Learning Resource Faculty
2	Mathematics: Mathematics
2	Physical & Biological Sciences: Anatomy, Astronomy, Biology, Chemistry, Geology, Microbiology, Physics, Physiology
2	Social Sciences & the Arts: Administration of Justice, Anthropology, Art, Dance, History, Economics, Ethnic Studies, Human Development, Music, Political Science, Psychology, Sociology, Women’s Studies.
2	At-Large Faculty
2	Adjunct Faculty

Note: Counseling, At-Large, Adjunct and Humanities will only be electing 1 representing because they currently have a representative serving on the executive committee (executive committee members still have one year left on their terms. Library-LRC will not elect a representative because Estina still has another year to serve.

Please consider running for the Senate-Council. If you have questions I encourage you to talk to one of the current representatives or a member of the executive committee. I have attached relevant articles from the Senate Constitution and Council Bylaws that outline our mission, purpose and duties.

Michael

President, Academic Senate

Compton Community College

District (310) 900-1600 ext. 2916

modanaka@elcamino.edu



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

**Institutional Effectiveness Partnership Initiative
 Partnership Resource Teams
 Institutional Innovation and Effectiveness Plan
 Date: May 7, 2019**

Name of Institution: Compton College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Communication	1. Website updated to reflect Online Services 2. Establish communication plan 3. Create spaces for DE communication	Webmaster Public Information DEAC Lead VP	May 20, 2020	a. Web designer contacted and plan for online services to be highlighted b. Assemble DE stakeholders to map out communication plan c. Invite DEAC to relevant committees across the college such as Deans and Directors' counsel d. Create Online Summit for faculty to communicate and develop	a. Website updated to reflect online b. Scheduled dissemination of DE information c. Online Summit hosted	a. In progress b. Weekly c. To be determined
B. Data needs	1. DE success & retention data disaggregated 2. Student & Faculty Survey to include online education 3. Best Practices Online	Institutional Research	May 20, 2020	a. Tableau report customized with Distance Education courses b. Create evaluation plan c. Annual evaluation timeline established	a. DE success and Retention report access given to Deans and Department Chairs b. DE survey sent out and data collected	a. Semester by semester b. Semester by semester
C. Strategic Focus	1. Create clear organizational structure 2. Prioritization 3. Building institutional capacity	President/ Cabinet/ Vice President	May 20, 2020	a. Hire LMS (Canvas) Specialist b. Clearly define administrative & faculty leadership roles c. Fully Resourced DE Coordination (Canvas administration, coordination, instructional design, accessibility, curriculum support) d. Establish DEAC e. Distance Education infused within college's strategic plan f. Establish DE budget g. Increase IT capacity to support DE	a. LMS (Canvas) Specialist hired b. DEAC members established c. DE's budget established d. Defined DE leadership roles e. College stakeholders agree to prioritize DE	a. Hiring position closes as of May 20, 2019 b. Completed c. Completed d. Completed e. Ongoing

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
D. Professional Development	<ol style="list-style-type: none"> 1. Increase percentage of faculty trained in online teaching 2. Ongoing training for staff and administration to support online 3. Increase student success and course completion 	Professional Development IT DEAC Student Services	May 20, 2020	<ol style="list-style-type: none"> a. Send faculty through POCR course b. Institutionalize POCR process w (FLEX) c. Train deans and department chairs on evaluation of online courses and teaching d. Bring outside Professional Development presenters to address gaps e. Request Online Education Summit for faculty 	<ol style="list-style-type: none"> a. Number of faculty POCR trained b. POCR faculty group established w/ course review procedure c. Workshop opportunities for faculty determined by DEAC and Professional Development d. Host Online/Hybrid Summit 	<ol style="list-style-type: none"> a. In progress b. To be determined through joining the consortium c. Semester by semester d. To be determined
E. Support Services	<ol style="list-style-type: none"> 1. Join OEI Consortium 2. Online Equipment (student/staff) 3. Online Student Readiness 	CEO, VPs and entire campus implementation team	May 20, 2020	<ol style="list-style-type: none"> a. Sign agreement to join OEI b. Develop online student orientation 	<ol style="list-style-type: none"> a. OEI Support Services integrated b. Online students have access to online readiness support 	<ol style="list-style-type: none"> a. In progress for fall 2019 b. In progress for fall 2019

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
DE Support Services	<ol style="list-style-type: none"> 1. Join OEI Consortium 2. Online Equipment (student/staff) 3. Online Student Readiness 	<ul style="list-style-type: none"> • Sign agreement to join OEI: OEI Support Services integrated • Develop online student orientation 	64,000
Strategic Focus	<ol style="list-style-type: none"> 1. Building institutional capacity 	<ul style="list-style-type: none"> • Hire LMS (Canvas) Specialist 	78,000
Professional Development	<ol style="list-style-type: none"> 1. Increase percentage of faculty trained in online teaching 2. Ongoing training for staff and administration to support online 3. Increase student success and course completion 	<ul style="list-style-type: none"> • Bring outside Professional Development presenters to address gaps 	58,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name:	
Signature or E-signature:	Date: