Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: April 7th, 2022   **Time:** 2:00-3:30 p.m.   **Location:** Zoom Conference
https://compton-edu.zoom.us/j/96592370976

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

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

__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Monterroso, Noemi
__ Moore, Sean
__ Morales, Janette
__ Phillips, Jasmine
__ Phillips, Marjeritta
__ Schwitkis, Kent
__ Sidhu, Rajinder
__ Skorka, Evan
__ Thomas, Shirley

__ Van Overbeck, Michael
__ Villalobos, Jose
__ West, Pamela
__ Woodward, Valerie
Guests
__ Berger, Sheri (VP Acc. Aff.)
__ Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
__ DeLilly, Carol (Dean of Nurs.)

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from March 17th, 2022**
4. **Reports (10 min)**
   a. President's Report
   b. ASG Report
   c. Vice President's Report
   d. Accreditation Faculty Coordinator Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Faculty Development Report
   h. Enrollment Committee Report
   i. OER Committee Report

5. **Presentation**
   a. Military Articulation Platform (MAP)
   b. Program Review Updates
   c. Enrollment and Recruitment Plan

6. **Consent Agenda (2 min)**
   a. AB 361 Resolution
   b. *2-Year CTE Course Review—Conditions of Enrollment—SLO Update*: ATEC 134 - Automatic Transmissions.
   c. *2-Year CTE Course Review—No Proposed Changes*: CDEV 131 - Supervising and Mentoring Adults.
   d. *6-Year Course Review—No Proposed Changes*: GEOG 101 - Physical Geography.
   e. *6-Year Course Review—Conditions of Enrollment*: ESL 51B - Intermediate Listening, Speaking and Pronunciation; and ESL 6 - ESL Support for Career and Technical Programs.
   f. *Distance Education—Fully Online*: ATEC 134 - Automatic Transmissions; DEV 131 - Supervising and Mentoring Adults; ESL 12 - ESL - Level 1; ESL 51B - Intermediate Listening, Speaking and Pronunciation; ESL 6 - ESL Support for Career and Technical Programs; and GEOG 101 - Physical Geography.
   g. *Course Inactivation*: BIOL 111 - Fundamentals of Zoology; GEOL 102 - History of Planet Earth; GEOL 115 - Natural Disasters; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 12 - Basic Arithmetic Skills; MATH 17A - Math Academy: Arithmetic; MATH 23 - Pre-Algebra; MATH 27A - Math Academy: Pre-Algebra; MATH 37 - Basic Accelerated Mathematics; and MATH 47A - Math Academy - Elementary Algebra.

7. **Unfinished Business (35 min)**
   a. First/Second Read/Vote: New Senator Orientation Packet

8. **New Business (10 min)**
   a. First Read: Bio-Tech Program Marketing Proposal
   b. First Read: New Programs
   c. First Read: Open Educational Resources (OER) Committee Handbook

9. **Discussion Items (25 min)**
   a. New Organizational Structure of SLO in ELumen

b. AB 1705 & AB 705 Proposed Resolutions
c. Senator Terms
d. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
e. Dual Enrollment Issues – Propose Recommendations (5 min)
f. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)
g. Benefits of Having an Ombuds at Compton College
h. Benefits of a KinderCaminata – Early College Experience for Children

10. Informational Items
a. DEFC Job Description
b. Curriculum Chair Job Description
c. Senate Secretary Job Description
d. ASCCC Resolutions for Spring Plenary
e. Dr. Curry's Response to the Vote of No Confidence Resolution

11. Future Agenda Items
a. Elections
   i. Senate Secretary
   ii. Curriculum Chair
   iii. Adjunct Representative
   iv. Division Chairs

12. Public Comment

13. Adjournment

Next Scheduled Meeting: April 21st, 2022, at 2:00 pm
Zoom Link:
https://compton-edu.zoom.us/j/96592370976

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

FALL 2021	LOCATION	SPRING 2022	LOCATION
~~September 2~~	Zoom	March 3	Zoom
~~September 16~~	Zoom	March 17	Zoom
~~September 30~~	Zoom	April 7	Zoom
~~October 7~~	Zoom	April 21	Zoom
~~October 21~~	Zoom	May 5th	Zoom
~~November 4~~	Zoom	May 19	Zoom
~~November 18~~	~~Zoom~~	June 2nd	Zoom
~~December 2~~	Zoom		

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Vanessa Madrid (21-23)
Harvey Estrada (20-23)
Marjeritta Phillips (20-23)
Valerie Woodward (20-23)

Counseling (5)
Noemi Monterroso (21-24)
Carlos Maruri (21-24)
Theresa Barragan-Echeverria (20-23)
Citlali Gonzales (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (21-24)
Pamela West (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Steven Ellis (21-24)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

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

Health and Public Services (3)
Don Mason (20-23)
Shirley Thomas (21-24)
Jasmine Phillips (20-23)

Adjunct Faculty (2)
Vacant (20-21)
Victoria Martinez (20-23)

Ex Officio Voting Members
Holly Schumacher – Union President

Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
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__ DeLilly, Carol (Dean of Nurs.)

Agenda

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

1. **Call to Order at 2:04pm**
2. **Approval of Agenda**
   a. Amendments
      i. Item 7c – Change to Third Read/Approve
      ii. Add Item 9f – Discussion on having an ombudsman on our campus
   Marjeritta P. motioned to approve agenda as amended. Pamella W. seconded. Approved

3. **Review and Approval of Minutes from March 3rd, 2022**
   Carlos M. motioned to approve minutes. Jasmine P. seconded. Approved

4. **Reports (5 min)**
   a. President's Report – Minodora Moldoveanu
      i. Judy Crozier and Susan Johnson are co-chairs for Voices of Compton
      ii. Lauren Sosenko has provided relevant data to inform program proposals. April 7th, people that are in charge of program proposal will present their verdict if it's a good program to add to Compton College.
      iii. March BOT meeting is on Monday. Minodora providing presentation regarding role of Senate in college governance
      iv. Thank you to Sean Moore for taking lead on sending Coach Shannon a flower arrangement on behalf of Senate
   b. ASG Report – Not Present
   c. Vice President's Report – Carlos Maruri
      i. 3 Summer 2022 residential transfer programs. Arizona State University West STEM (June 12-21), UCI Ethnic Studies course (June 23 – July 2), Clark Atlanta Ethnic Studies (July 14-24). All expenses paid, $1,000 stipend for participating.
      ii. UndocuAlly connect group (flyer shared in chat). A place for students to build community and provide resources
      iii. On April 5th, Law instructor Sahar will host a Know Your Rights workshop during college hour 2:30-3:30pm
   d. Accreditation Faculty Coordinator Report – VP Berger
      i. Writing teams have started meeting. More faculty have been added to the teams. Will be reviewing drafts of standards 1 and 2 in the May Accreditation Steering Committee, and standards 3 and 4 in June Accreditation Steering Committee
   e. Academic Affairs Report – VP Berger
      i. MAP meeting was on Tuesday. Norco College and ITPI attended meeting to walk through how to create articulations. Corina Diaz and Melain McIntosh will have a strategizing session on what will work best and reach out to faculty. CTE will be first target to further the work.
      ii. Administration and e-board will resume meetings on weeks of Academic Senate to resume consultation
   f. Curriculum Report – Sean Moore
      i. Next CC meeting is Tuesday. Will ask for volunteers to research Radiology Technician program
      ii. 3 Spring open labs remaining at 3-4pm on 3/28, 4/25, 5/9
      iii. 3 CC meetings left on 4/26, 5/10, 5/24. If there is anything that you're revising or have in CurricuNet of requested changes, make them at earliest convenience to make sure we can have them approved.
      iv. New ENGL 229 – LGBTQ+ literature course is in Senate Agenda for first read. If there are other faculty that are interested in creating an LGBTQ+ course in their discipline, reach out to Sean
      v. Thank you to Senate for approving inactivation template in CNET. Next meeting will include inactivation of courses and will have COR available to read the division approval date and justifications for inactivation

g. Faculty Development Report – Andree Valdry
   i. FLEX activity by Judy and Susan regarding Google Sites on Friday May 6th, 10-11am. Participants will learn how to create flyers that students can access on phone and tablets. Registration link provided in chat.
h. Enrollment Committee Report – No Report
i. OER Committee Report – No Report

5. **Presentation**
   a. Biotechnology Program at Compton College (8 min)
      Carlos M. motioned to open item. Kent S. seconded.
      i. Dr. Katherine Marsh provided a presentation regarding BIOTECH and the program at Compton College
         1. Program at Compton College is supported by leading industry partners through an advisory committee and are interested in hiring our graduates
         2. Program at Compton is focused on Biomanufacturing – producing things in pharmacology
         3. Compton College offers a Lab Assistant Certificate, Manufacturing Technician Certificate, and AS Biomanufacturing
         4. It is like a CTE program – Students complete a lot of hours in lab, hands on-work
         5. Spring course was completely full. Most of students are high school students.
         6. There is a high demand in this job field
         7. Next Steps:
            a. Need facilities to continue installing equipment
            b. Add degree in Program Mapper
            c. Develop student-centered learning activities focused on real world problems
            d. Develop an internship program
            e. Recruit and retain diversity of students
      ii. Minodora: One of the problems with this program is that it is not advertised enough. What can we do as a campus to feature this program to make sure it is viable?
         1. Marjeritta P.: Reach in and outside of local community so that everyone knows that this program is offered at Compton College. Also consider reaching out to students in universities, they may be interested in this certificate
         2. Jasmine P.: Reach out to students that have already graduated and have not been able to find a job due to lacking hands-on skills.
         3. Judy C.: Need someone that works in marketing/advertising, outside of just social media. We can start with personal social media but getting interviewed for newspaper or magazine would have a bigger impact
         4. Minodora: Will work with Dr. Marsh to create a proposal
      Sean M. motioned to close discussion. Marjeritta P. seconded.

6. **Consent Agenda (2 min)**
      Sean M. motioned to approve Consent Agenda Items. Valerie W. seconded. Approved
   a. 2-Year CTE Course Review—No Proposed Changes: BTEC 220 - Biomanufacturing
   b. 2-Year CTE Course Review—Conditions of Enrollment: ATEC 116 - Suspension and Four Wheel Alignment.
   c. 2-Year CTE Course Review—Unit Change: FILM 95 - Cooperative Work Experience Education
   d. 6-Year Course Review—No Proposed Changes: GEOG 109 - Weather and Climate; GEOL 103 - Physical Geology Laboratory.
   e. 6-Year Course Review—SLO Update: ART 109 - Contemporary Art in World Cultures
   f. Distance Education—Fully Online: ART 109 - Contemporary Art in World Cultures; ATEC 116 - Suspension and Four Wheel Alignment; BTEC 220 - Biomanufacturing; ESL 11 - Literacy; ESL 13 - ESL - Level 2; ESL 14 - ESL - Level 3; ESL 15 - ESL - Level 4; ESL 16 - ESL - Level 5; ESL 17 - ESL -

Level 6; ESL 20 - Reading and Writing for College and Career Preparation; ESL 51A - Introduction to English in Conversation; FILM 95 - Cooperative Work Experience Education; GEOG 109 - Weather and Climate; and GEOL 103 - Physical Geology Laboratory.

g. Updated Textbook: POLI 101H - Honors Governments of the United States and California.

h. New Course—Distance Education Fully Online: PHYS 103 - Physics for Engineers and Scientists III.

7. **Unfinished Business (35 min)**

a. Second Read/Approve: BP 4100.1 – Catalog Rights (3 min)

> **Carlos M. motioned to open discussion. Pamella W. seconded.**
>
> **Carlos M. motioned to approve BP 4100.1. Theresa B. seconded. Approved**

b. Second Read/Approve: AR 4102 – Career and Technical Education Programs (3 min)
> **Carlos M. motioned to open discussion. Kent S. Seconded**
> **Carlos M. motioned to approve AR4102. Jasmine P. seconded. Approved**

c. Third Read/Approve: Academic Senate Constitution – Proposed Edits (10 min)
> **Carlos M. motioned to open item. Pamella W. seconded.**

  i. Minodora M.: addressed Hoa Pham's recommendation from last Senate meeting to have subcommittee members elect subcommittee chair. This recommendation contradicts our contract and the law of the authority given to the Senate. Title V law says Senate is responsible for appointing chairs to the subcommittees.

  ii. BIS/SS division submitted a proposal on how future constitution revisions should occur.

      1. Sean M. reviewed proposal to create Ad Hoc Bylaws Revision Committee that would review recommended changes and provide recommendations. Committee would include a representative from each division.

      2. Valerie W.: How would this committee will be formed? Is it annual or is it in as-needed basis? Who would appoint senate members from each area?

          a. Sean M.: Maybe we can initialize it if a concern is brought up in Senate. It can be called into action and senators can volunteer during that meeting. This way everyone is aware that there could be a potential revision to the bylaws. It is a transparent process. Moving forward, we need more specific guidelines to follow so people don't feel left out.

          b. Valerie W.: It would be a good practice to look at constitution annually just to see if anything needs to be updated.

      3. Jasmine P.: Is there a typo is step one. What is shared aim?

          a. Minodora: It's meant to mean "shared goal"

          b. Jasmine P.: Are there any guidelines in the guidelines in constitution regarding revisions? Is this going to create too many meetings in order to make the changes made?

      4. Holly S.: There is already a section in bylaws (Article 11) that talks about amendments to the constitution. There are already two options on how amendments to the constitution happens. Would this be a third option listed?

          a. Sean: Yes, recommending that this is the actual process instead of the current two options. We can refine this together.

          b. Holly S.: If we replace the current two options with the committee, what happens to faculty that are not members of the Academic Senate. How is there going to be input that is going to be draw from the Faculty body in order to make recommendations to changes to the constitution? This limits it to only the Senators. Want to make sure this does not become an exclusive process where only senators can provide recommendations.

              i. Sean M.: This can be addressed by making the open call during Senate meeting so everyone is aware that we are making changes. Any faculty

   can email any person on e-board or senate members to make those recommendations. We can even make a drop-off box on campus for those wishing to remain anonymous. This is one of the most transparent processes that we can have in revising the bylaws where all faculty can be included.

5. Judy C.: It looks like it's only senators. What happens if whatever you need to examine or write about, the specialist is not a senator? As faculty, we have been able to join and share our concerns/ideas. This doesn't feel inclusive. It also seems like a lot of work/time for certain senators

6. Michael V.: Faculty would be represented by the senator in the committee that represents their division. The proposal is trying to address the transparency with the process. Trying to come up with a system where people can still be anonymous while there is also the transparency and inclusiveness. The current process left people feeling left out of the process

7. Jasmine P.: If e-board members are part of committee, how do we balance the representation for each area. Would certain areas have more representation in the committee? Maybe this can be a third option but we work on the language of proposal.

8. Holly S.: Recommends Senate decide how this would look like in the constitution. Would it be a third option or the only option to amend constitution.

  a. Kent S.: Section 1a is about how the amendments are adopted, not how they are created in the first place. Sean's proposal is a good starting place in how changes are created/recommended

  b. Carlos M.: Agrees that it could be the committee that reviews and then provides the recommendations of edits to Senate for a 2/3 vote as stated in section 1a.

Sean M. motioned to adopt the proposal of creating Ad Hoc Bylaws Committee and not move forward with current constitution edits. David McP. seconded. Not Approved. (Nay: Holly S., Kent S., Valerie W., Janette M., Jasmine P., Vanessa M., Carlos M., Evan S., Shirley T., Marjeritta P., Desiree C.R., Jose M., Theresa B., Jose V.; Abstain: Don M.)

• Minodora M.: Concern is that we have been asking for recommended edits since last semester and nothing has been submitted. Last meeting in Fall 2021, senators were asked to bring edits forward. During last Academic Senate meeting, group was also asked to bring edits forward and still have not received any different edits. Instead, Senators have received a brand new proposal for a new process.

Holly S. motioned to approve constitution edits to go to a full faculty vote. Jasmine P. seconded. Approved. (Nay: Michael V., Sean M., David McP.; Abstain: Kent S., Desiree C.R., Shirley T.)

d. Equity Definition Update (3 min)

  Theresa B. motioned to open discussion. Jose V. seconded.

 i. Minodora M: Senate provided feedback on Equity definition last semester. Since then, Lauren received additional feedback on definition to explicitly name students with disabilities in it. The question is, if we are going to name students with disabilities, should we also name other groups such as LGBTQA, foster youth, or veterans. Do we need to name all of them or do they all get included within the current equity definition?

 ii. Susan J.: It can be encompassed in current language. Disability can be encompassed in identity (from personal opinion) but not everyone may identify like that

 iii. Valerie W.: If we keep adding specific, we always risk missing a group and might lose focus on the general. Everyone is included in the "all" in the second sentence of definition. We could also add "ability" in the first sentence.

 iv. Theresa B.: What about class, socioeconomic background?

  1. It might be included in 'background'

 v. Kent: Write something that includes that our intention is to be general rather than specific

 vi. Vanessa M.: include the word "Inclusive"

      vii. Theresa: Edit to second to last sentence to read "intentionally designs or refines programs and services…"

     viii. VP Berger: The Senate has already approved the Equity definition. Lauren is asking before they try to revise something that was just approved, what is the Senate position in changing the definition. Doesn't think they're looking to edit the current definition if the Senate does not support the addition of students with disabilities and mentioning other groups.

      ix. Minodora M: Will provide Lauren the recommendations from Senate. No need to add specific groups to definition. Recommendation from senators include adding the word "inclusive" and revision to last sentence.

Theresa B. motioned to close discussion. Valerie W. seconded.

8. **New Business (10 min)**
   a. First/Second/Approve: SOAA
      Jasmine P. motioned to open discussion. Kent S. seconded.
      i. Theresa B.: Section 1, area 1e, last column. Edit to read "student-centered language"
      Valerie W. motioned to approve SOAA with minor edits. Jose V. seconded. Approved
   b. New Senator Orientation Packet

9. **Discussion Items (25 min)**
   a. Title 5 - Proposed Language Changes (5 min) – document will be emailed to Senate. Any feedback can be sent to Minodora M.
      i. Faculty Evaluation Language to Include DEIA Progress
      ii. Campus Climate

   b. Proposed Phase Out of Campus Entry Protocol (5 min)
      Charles H. motioned to open discussion. Kent S. seconded.
      i. Minodora will email document to Senate. Provide any feedback to Minodora
      ii. Judy C.: concerned about the dates. We don't know what the next variant will bring or if we'll be revisiting this. Students that are no vaccinated and are allowed on campus. We should still require masks
         1. Minodora M.: recommendations are based on current trends and predictions. We follow LACDPH recommendations and update guidelines
      iii. Vanessa and Holly agree that it should be up to individuals to decide if they want to keep plexiglass
      Carlos M. motioned to close discussion. Jasmine P. seconded.

Vanessa M. motioned to adjourn meeting. Michael V. seconded. Approved

   c. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
   d. Dual Enrollment Issues – Propose Recommendations (5 min)
   e. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)

10. **Informational Items**

11. **Future Agenda Items**
    a. Elections – Also take a look at current senator terms. 2023 will have a large turnaround where majority of seats will be up for election. 4/5 FACH, 3/5 Counseling, 2/3 Social Sciences, 2/3 BIS, 5/5 STEM. Other college Senate have been making sure that no more than 1/3 of senators are up for election in any given year so that are always more veteran senators and new ones. Future discussion can include how we can do something like this so that we don't have all brand new senators at the same time.
       i. Senate Secretary

  ii.   Curriculum Chair
  iii. Adjunct Representative
  iv.   Division Chairs
  b.   Proposed New Programs at Compton College
12. Public Comment

13. Adjournment at 3:35pm

Next Scheduled Meeting: April 7th, 2022, at 2:00 pm
**Zoom Link:**
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2022-2023 Outreach and Recruitment Activities Plan

Overview

The Outreach and Recruitment Plan focuses on the Connection and Entry phases of the Tartar Completion by Design framework. Connection centers on initial interest through submission of the admissions application, while Entry centers on enrollment through completion of "Gatekeeper" courses. The graphic below visually illustrates the Tartar completion by Design Framework.
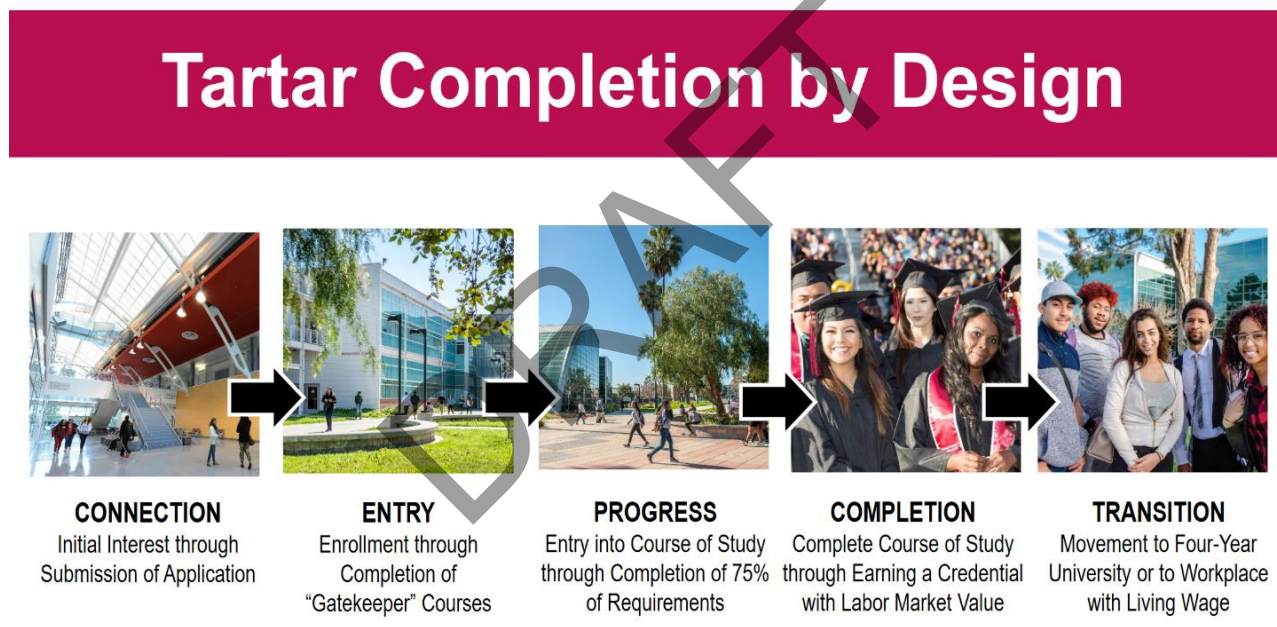
Moreover, the Outreach and Recruitment Plan also aligns with Goal 1 of the Compton College 2024 Enrollment Management Plan: develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

Tartar Completion by Design Correlation – Connection and Entry

Outreach and Recruitment Strategies:

A. Develop a structured marketing plan to inform and provide prospective dual enrollment students with dual enrollment opportunities.
B. Increase information about and access to the First Year Experience (FYE) program.
   a. Structure communities around Guided Pathways
C. Assess and refine Guided Pathway academic program maps to provide students with a semester by-semester path from program entry to completion.

1

a. Review and revise academic program maps, which will support our recruitment strategies.
D. Expand Welcome Center services by Guided Pathway Divisions.
   a. Provide additional services in the new Student Services Building. Action plan to be developed.
E. Resume Financial Aid Office services and outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
F. Fully implement Compton College Welcome Week activities in the fall and spring semesters.
G. Provide on-campus childcare services to potential students during enrollment appointments.
H. Implement CRM Recruit (college recruitment software).
I. Implement recruitment for English as a second language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive Master Plan.
J. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.
K. Maintain CCCMyPath cards
L. Call Center (include targeted demographics chart and timeline)
M. Assess the students' basic and technological needs
   a. *During the initial meeting with counselors, let us encourage the completion of the student resources page so we can make sure that students' basic needs and technology needs are met*
   b. This may positively impact the campus' student readiness rate

Compton College has three Institutional-Set Goals for **Connection** *through* **Entry:**
- Successful Enrollment - CC 2024 Action Plan, Student Equity Plan, Student Centered Funding Formula, Tableau IE_Evaluation_of_Planning_Goals_November2021.pdf (compton.edu)
- Number of Dual Enrollment Students, and
- Student Readiness Rate

Table 1 below shows Compton College's Evaluation of Institutional-Set Goals Fall 2021 and the goals associated with Connection through Entry, which aim to improve students' successful enrollment, dual enrollment, and Student Readiness Rate: Completion of Core Services which includes New Student Orientation and Educational Planning.

Table 1: Compton College Evaluation of Institutional-Set Goals -- Fall 2021								
Achievement Measure	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**AVG**	**AVG + %**	**Goal**
*Successful Enrollment (Applicant Yield Rate, student count) *Guided Pathway North Star, Equity*	34% (3,175)	34% (2,904)	32% (2,527)	43% (4,776)	…	37% (3,675)	44% (4,337)	45%
Number of Dual Enrollment Students	1,114	1,150	1,391	1,986	1,634	1,438	1,510	1,206
Student Readiness Rate (Core Service Completion)	54.7%	72.3%	67.4%	…	…	65%	68%	100%

*Measures with an asterisk come from the Student Success Metrics dashboard provided by Cal-PASS Plus or the CO dashboard

And refer to: https://public.tableau.com/app/profile/sean.whaley/viz/ApplicationYield2014-15to2019-20/ApplicationYield

2

Measuring Impact/Effectiveness

Data is essential to measure impact/effectiveness of the proposed outreach and recruitment activities plan. The following provides an overview of proposed assessment measures, and deliverables.

1) Improve the onboarding process to increase successful enrollment of a diverse student population that is reflective of the Compton Community College District community.
    a. Increase the number of inquiries for each target audience
    b. Increase application to registration yield

2) Meet the Connection *through* Entry Institutional-Set Goals:
    a. 45% Successful Enrollment
    b. 1,206 Dual Enrollment Students
    c. 100% Student Readiness Rate

Data Needs

The following resources are needed to measure the impact/effectiveness of the Outreach and Recruitment Activities.

1. Community/Environmental Survey/Scan
2. Prospective Student Database (CRM Recruit)
    a. Inquiries via Prospective Student Forms
    b. Event Attendance
    c. Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply)
3. Successful Enrollment
    a. Current enrollment breakdown by student type
    b. Enrollment targets by student type
4. Number of Dual Enrollment Students (define AB288)
    a. Number of Dual Enrollment Students by:
        i. High School
        ii. Gender
        iii. Students who may not be college bound
            1. Grade point average below 2.0
            2. Not proficient in the English Language Arts/Literacy and Mathematics
        iv. English Language Learners
        v. Disproportionately Impacted Student Groups
            1. American Indian
            2. Black or African American
            3. Pacific Islander
            4. White
            5. Disabled
            6. Foster Youth/Guardian Scholars
            7. LGBTQ+
5. Student Readiness Rate: Core Services completion by Guided Pathway Division, Categorical Program, and Special Programs.
    a. Implement Core Services completion case management

3

b. Collaborate with faculty to give students extra credit points for completion of the New Student Orientation and Comprehensive Educational Plan

Measuring Impact: *These data are measured annually to inform practice.*

Questions	Data	Timeline	Lead

How effective are the outreach activities? Is enrollment increasing?	Increase the number of inquiries for each target audience
	
	Meet the <u>Connection</u> *through* <u>Entry</u> Institutional-Set Goals:
	   a. 45% Successful Enrollment
	   b. 1,206 Dual Enrollment Students
	100% Student Readiness Rate
		Annual in October	Director, IE

Are our Outreach activities supporting equity in access to Compton College?	Disaggregated Institutional Set Goals.
	   a. 45% Successful Enrollment
	   b. 1,206 Dual Enrollment Students
	100% Student Readiness Rate
		Annual in October	Director, IE

Data Use for Improvement: *These data are measured continuously and regularly by the college to inform practice.*

Questions	Data	Timeline	Lead
Which outreach activities are attracting prospective students? Why?	Inquiries via Prospective Student Forms Event attendance by event type Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply) Comparison of data across school districts, high schools, other groups Tracking announcements via QR codes to determine where prospective students found out about events, information Surveys	Ongoing with each event	VP Student Services, Director of Educational Partnerships
Is the dual enrollment offering successfully targeting all	Number of Dual Enrollment Students by high School, gender, students who may not be college bound, English Language Learners, and disproportionately impacted student groups.	Annual	VP Student Services, Director of

4

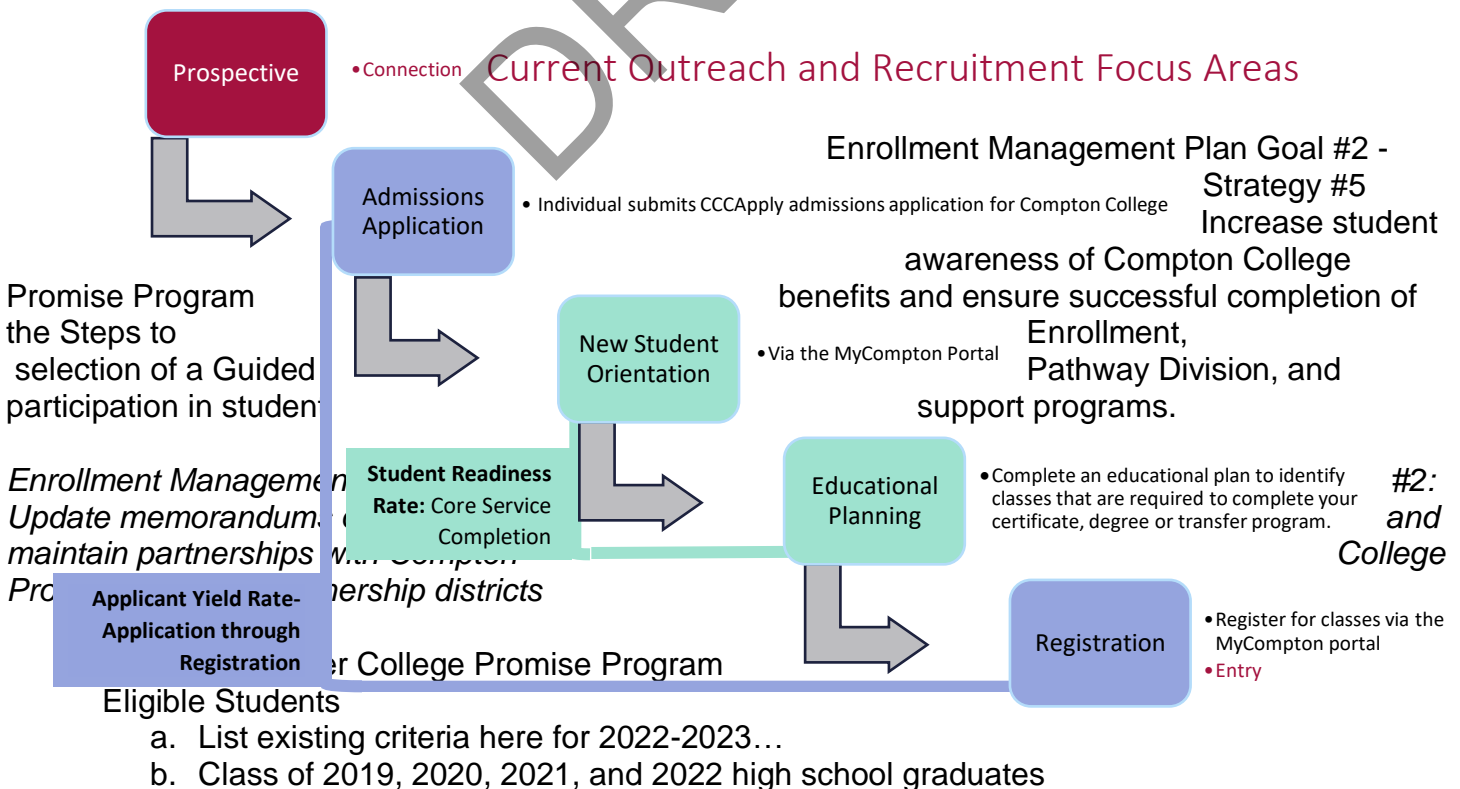| high school students?			Educational Partnerships

Steps to Enrollment

Successful enrollment requires that students complete the Steps to Enrollment. The intent of the Steps to Enrollment is to ensure that students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. Below are Compton College's Steps to Enrollment.

1. Application- submit a free CCCApply admissions application, online Financial Aid (Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA)).
2. New Student Orientation- is an introduction to academic programs and support services.
3. Educational Planning- Meet with a counselor and complete an educational plan to identify classes that are required to complete a certificate, degree, or transfer program.
4. Register for classes- *Student moves to the Entry Phase of the Tartar Completion by Design Framework*.

Diagram 1 below illustrates the Steps to Enrollment in relation to the Institutional Set Goals referenced in Table 1 above for Successful Enrollment and Student Readiness Rate. The diagram shows that Outreach and Recruitment Activities should be tailored based on an understanding of the Steps to Enrollment, which begin with faculty, classified professionals, and administration engaging in positive interactions to connect with prospective students to encourage them to apply to the college, and complete the core services, and register in courses.

Diagram 1: Steps to Enrollment Relationship to Compton College's Institutional Set Goals

Prospective

• Connection

Current Outreach and Recruitment Focus Areas

Admissions Application

• Individual submits CCCApply admissions application for Compton College

Enrollment Management Plan Goal #2 - Strategy #5 Increase student awareness of Compton College benefits and ensure successful completion of Enrollment, Pathway Division, and support programs.

Promise Program the Steps to selection of a Guided participation in studen

New Student Orientation

• Via the MyCompton Portal

Enrollment Managemen Update memorandum. maintain partnerships Pro

Student Readiness Rate: Core Service Completion

Educational Planning

• Complete an educational plan to identify classes that are required to complete your certificate, degree or transfer program.

#2: and College

Applicant Yield Rate- Application through Registration

nership districts

er College Promise Program

Registration

• Register for classes via the MyCompton portal
• Entry

Eligible Students
   a. List existing criteria here for 2022-2023…
   b. Class of 2019, 2020, 2021, and 2022 high school graduates

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     c. Students who applied to the Promise program but did not register
2. Dual Enrollment
     a. Afternoon College
     b. Early College High School
     c. Assembly Bill (AB) 288 Agreements
3. Applied and Not Registered (2018-present)
4. Parents and Guardians
     a. Parents of Promise-eligible students
     b. Parents of Dual Enrollment students
5. Disproportionately Impacted Student Groups
     a. American Indian
     b. Black or African American
     c. Pacific Islander
     d. White
     e. Disabled
     f. Foster Youth/Guardian Scholars
     g. LGBTQ+
     h. Veterans - Active-duty military, military families, reserve, and guard
6. Former Students
     a. Spring 2020 – present (pandemic stop-outs)
     b. Non-completers
     c. Career education students who completed 9 or fewer units
     d. Non-completers in three focus areas, from 2019-2020 through 2021-2022 to register for summer/fall 2022 semester.
7. Adult population (25-45 years old)
8. English as a Second Language (ESL)
9. Undocumented/DACA/AB-540
10. Low-Income/Pell-eligible/College Promise Grant eligible
11. Rising Scholars (Formerly Incarcerated)
12. Adult/Re-Entry
     a. Including National Student Clearing House (NSCH) list of in-District residents who have no college-experience
     b. Recently Unemployed
     c. Stong intent to continue their education (ex. Swim Digital data)
13. English as a Second Language (ESL) - non-credit
14. Reverse-Transfer Students
15. High School Counselors and Faculty
16. Community Members and Partners

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Current & Planned Connection Outreach and Recruitment Activities

The table below lists current Outreach and Recruitment Activities around **Connection** for the 2022-2023 academic year.

2022-2023 Outreach and Recruitment Activities			
Activity	**Department Responsible**	**Lead**	**Timeline**
Educational Partnerships with District	Educational Partnerships, Academic Affairs, Admissions & Records	Dir. of Educational Partnerships	
Info Sessions/Presentations: - Dual Enrollment - Promise - Steps to Enrollment - MyCompton Portal - Adult Education - Career Education - Honors Transfer Program - Formerly Incarcerated Students in Transition (FIST) - Guardian Scholars - Foster & Kinship Care Education - EOPS/CARE - Special Resource Center - Athletics - Financial Aid - STEM Center	Multiple Departments and Programs	As Needed	
Marketing (paid and free)	Community Relations	Dir. of Community Relations	
Website	Community Relations	Dir. of Community Relations	
Social Media	Community Relations	Dir. of Community Relations	
Prospective Student Form (General)	Educational Partnerships	Dir. of Educational Partnerships	
CCCMyPath- students receive an email/text message	Counseling & Guided Pathways	Dr. Cesar Jimenez	
Communications (Prospective and former students, parents, and High School counselors)	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs		
Community Relations	Community Relations	Dir. of Community Relations	

Community Outreach/Messaging	Community Relations	Dir. of Community Relations	
Student Success Stories	Community Relations	Dir. of Community Relations	
Engage high school students in on-campus activities			
Direct Mailing(s)	Community Relations	Dir. of Community Relations	

The table below lists enhanced (additional/new) Outreach and Recruitment Activities around **Connection** and proposed enhancements to the 2022-2023 academic year.

2022-2023 Enhanced Outreach and Recruitment Activities			
Activity	Department Responsible	Action Item	Timeline
Technology			
Prospective Student Forms: Integrate forms from other areas into CRM Recruit (technology 1)	Outreach & Marketing Enrollment Management Subcommittee	Collect all interest forms and build in CRM Recruit	
Implement CRM Recruit (technology 2)	CRM Recruit Workgroup	In progress	
Virtual Compton College Tour (technology 3)	Outreach & Marketing Enrollment Management Subcommittee	Research options, make a recommendation, and include budget needs	
Faculty Videos (technology 4)	Outreach & Recruitment Workgroup	invite division chairs to Outreach & Recruitment meetings	
Social Media influencers (technology 5)	Community Relations	Discuss options, internal and external	
Events			
Academic Open Houses Recruitment Events (events 1)	Tartar Success Teams	Develop schedule	
Attend high school sporting events and open houses (events 2)	Educational Partnerships	Develop schedule, and coordinate with Educational Partnerships	
Compton College Caravan to school sites (events 3)	Tartar Success Teams, multiple programs, and departments	Develop schedule, and coordinate with Educational Partnerships	
Summer Enrichment Programs for 9-12 graders (events 4)	Multiple programs, faculty, and deans	Refer to approved list; application	

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		form to be developed; waiver	
Collaborations			
Dual Enrollment Training for Compton College Faculty/Summit (collaboration 1)	Academic Affairs, Admissions & Records, Educational Partnerships	Develop virtual training & schedule	
Expand the Faculty-to-Faculty Dialogues to all partner districts (collaboration 2)	Faculty, deans/CTE	To be developed	
Counselor to Counselor Conference (collaboration 3)	Counseling & Guided Pathways	Set date, event planning	
Marketing			
Develop Marketing Materials (marketing 1) • Make available for employee/student/community member use. Sample webpage: https://www.palomar.edu/outreach/virtualtable/ • Community Newsletter (mailed to all in-District residents) • Fast Facts • High School Newsletter • General Information Brochure	Community Relations and Outreach	Create, publish, and distribute materials	
Identify Compton College's flagship programs. Change perceptions. (marketing 2) • Utilize list of degrees, certificates, programs/program maps, Guided Pathways, etc.)	Outreach & Marketing Enrollment Management Subcommittee	Implement via website redesign	
Compton College photo opportunities (marketing 3)	Community Relations	Identify location on campus, request budget	
Street Teams (hand out swag, put up posters) (marketing 4)	Outreach & Recruitment Workgroup	Create Compton College Club at the high schools	

The table below lists current Outreach and Recruitment Activities around **Entry**.

2022-2023 Outreach and Recruitment Activities			
Activity	**Department Responsible**	**Lead**	**Timeline**

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Enrollment Services (virtual, onsite, off-campus)	Welcome Center, Educational Partnerships	Dean of Counseling and Guided Pathways and Director of Ed. Partnerships	
Financial Aid	Financial Aid	Director of Financial Aid	
Student Support – Case Management	Categorial Support Programs and Counseling and Guided Pathways	Directors as assigned	
Educational Planning/Counseling	Counseling & Guided Pathways	Dean of Counseling	
Promise Program	Educational Partnerships	Outreach & Promise Coordinator	
Update Promise Memorandums of Understanding with Compton, Lynwood, and Paramount unified school districts	Student Services Division	VP of Student Services and President/CEO	
Marketing (paid and free)	Community Relations	Dir. of Community Relations	
Website Redesign • Upfront, easy-to-access interest form (CRM Recruit) • New "Start Here" webpage • Steps to Enrollment by type of student (in progress)	Community Relations and Web Taskforce	Dir. of Community Relations	
CRM Early Alert	Student Success & Counseling & Guided Pathways	Dean of Student Success & Dean of Counseling	
Robo Calls	Guided Pathways Divisions	VPAA, Instructional Deans	
Social Media	Community Relations	Dir. of Community Relations	
MyCompton (Student Portal) Activation	Orientation, help videos, visual guides	Multiple programs and departments	
Communications	Community Relations, Admissions & Records, categorial support programs	Communications Matrix Workgroup	
New Student Welcome Day (NSWD)	NSWD Committee	Dean of Counseling, Director of Ed. Partnerships,	

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		Director of Student Development	
Tartar Success Team Activities: Core Service Case Management, collaborate with faculty to provide extra credit opportunities for students for completion	Counseling & Guided Pathways	Dean of Counseling	
Call Center: Call current and prospective students regarding steps to enrollment and registration	Counseling & Guided Pathways	Dean of Counseling	

Outreach & Recruitment Strategies

The following strategies will be conducted in an intentional and coordinated manner across the campus.

GENERAL COLLEGE PROMOTION

College Marketing

Word of Mouth

Passive Programming

WELCOME CENTER

Centralized point of contact for providing outreach info and services

Information Desk

Application/My Compton assistance

Campus Tours

ONLINE INTEREST FORM

Prospective students

High school and community members requesting information and outreach services

PRESENTATIONS

Compton College Promise

Financial Aid

College Application

GPD/Program Specific

Other

WORKSHOPS

Virtual and In-Person

Compton College Promise

GPD/Program Specific

Other

SPECIAL EVENTS

New Student Welcome Day

Senior Day

High School Principals Breakfast

GPD Open Houses

Other

STEPS TO ENROLLMENT COMMUNICATION

Automatic messages

Core Service Completion Case Management

Extra credit opportunities provided by faculty for completion

Personal/human connection (Call Center, TST, other)

MARKETING MATERIALS

Digital and print

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Outreach and Recruitment Activities for Specific Populations

1. **Compton College Promise Program**
   a. Outreach campaign for the class of 2022 high school graduates from Compton, Lynwood, and Paramount unified school districts.
   b. [President/CEO acceptance letter](#) in English and Spanish (in mailboxes by January 10, 2022).
   c. Class presentations in government and economics classes beginning January 2022 through March 2022.
   d. Postcards twice a year (October/November and February General Compton College, March/April EOPS/CARE sends follow-up, and June/July (on list but not registered)
   e. Increase funding for Paid social media ads compared to the year 2021-2022.
   f. Additional marketing strategies to be determined
   g. National Student Clearing House (in district high school seniors) Spring 2021graduates not enrolled anywhere. Encourage registration for summer and fall 2022. Include in postcard. Have call center follow-up in spring.
   h. Require all seniors to apply to Compton College
   i. Pre-schedule info sessions at high school locations fall and spring semesters
   j. Open to all first-time college students w/in our District regardless of year of graduation or set a timeframe.
   k. Potential part-time pathway for Promise students.
   l. Begin targeting high school students in 9th grade (dual enrollment options and transition to Promise program) develop a pipeline specifically for in-District K-12 students.

2. **New Students**
   a. Establish partnerships with private and charter schools within our District - for 2023-2024.
   b. Build a sense of community
      i. Marketing for Guided Pathways Divisions/majors
   c. Student Organizations (increase participation and engagement)
      i. encourage faculty to become advisors
      ii. Shorten the club organization form
   d. Market programs not offered by other districts
   e. Reach out to community and faith-based organizations-
   f. Partner with College Access Programs- Gear up, California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), Upward Bound (UB), Upward Bound Math and Science (UBMS), Educational Opportunity Center (EOC)

3. **Dual Enrollment**
   a. Campaign to target parents of 9th-12th grade high school students from Compton, Lynwood, and Paramount unified school districts to promote Afternoon College.

4. **Reverse Transfers**
   a. Marketing to target local four-year college students who want to complete college credits quickly at a lower cost at Compton College. Promote winter and summer course offerings that meet general education requirements.

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    b. Print and online ads would run in University of California (UC) and California State University (CSU) newspapers promoting short-term classes. (February-April (summer classes) and October-December (winter classes).

    c. Paid social media ads targeting four-year colleges within a 50-mile radius

5. **Veterans**
   a. Develop and distribute marketing materials targeting military-personnel.
      i. Collaborate with CSU Long Beach Educational Opportunity Center (EOC)
      ii. Run ads targeting Veterans – print, online and social media.
      iii. Community outreach to local veterans' resources and organizations.
      iv. Update Veterans Resource Center webpage (step-by-step enrollment process including application for Veterans Educational Benefits and Veterans Affairs certification).

6. **Parents and Guardians**
   a. Part of the districtwide mailing list
   b. Friends and family event (referral incentive)
   c. Parents and Guardians in terms of their children enrolling at Compton College AND in terms of "adult learners."

7. **Community-Based Organizations** (CBO), faith based, parks and recreation, and other agencies. Refer to the list using this link *Compton College Community Agency List.*

8. **EOPS/CARE**
   a. EOPS/CARE Student Services Advisor conducts Information/recruitment sessions every Tuesday at 11:00am.
   b. EOPS/CARE Student Services Advisors and EOPS/CARE Counselors provide In-person and virtual classroom presentations to campus and community.
   c. Connect with EOPS/CARE Advisory Committee members to provide student resources conduct workshops and recruit new students.
   d. Purchased postcards to recruit EOPS/CARE students in the community.
   e. Created banners on campus to increase student and staff visibility.
   f. Continue to advertise EOPS/CARE, CalWORKs, SRC (Student Resource Center) one application on Compton College website, social media, and EOPS/CARE program website.
   g. Continue partnership with the Compton Promise and CTE/Workforce Development staff.
   h. Continue to call new and continuing students that qualify for the California Promise Grant A, B, or C with an EFC (Expected Family Contribution) of zero based on Financial Aid data retrieved from Argo's report.
   i. Continue to survey CARE (Cooperative Agencies Resources for Education) students to ensure we are providing professional development and other activities that students need as single parents.
   j. Collaborate with internal and external partners such as: CalWORKs, SRC, Department of Social Services to provide programmatic content.
   k. Continue to provide in-person counseling and staff assistance twice a week to new and continuing EOPS/CARE students in Tartar Village room 9.
   l. Created online new student orientation on Canva to increase student engagement.

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m. EOPS/CARE Counselors will continue to work directly with Educational Opportunity Program (EOP) programs at CSU to provide students' educational workshops.

n. EOPS/CARE Coordinator and EOPS/CARE Counselors provide CARE workshops, Graduation application drop-in CARE Check-ins, and Literary Lunches.

o. EOPS/CARE Counselors provide graduation application drop-in, Transfer Tuesday, CalWORKs, and Cal Fresh workshops for students.

p. Use CRM Advise early alerts as a preemptive analytics tool to address EOPS/CARE student issues early and provide support.

q. Representation at in-person events and job fairs.

r. Representation on Tartar Success Teams and Guided Pathways Meeting.

s. Staff and faculty represented on various on and off campus committee meetings.

9. **Current and Former Foster Youth**

   a. Partner with foster youth liaisons in high schools to present materials to HS students while 16+

   b. Partner with group homes to present college information

   c. Partner with DPSS provide pathways for adults

   d. Partner with Los Angeles County Office of Education Spa 6 Foster to provide pathways for students

10. **Basic Needs**

    a. Partner with DPSS provide pathways for adults

    b. Have flyers at the county building (that is 1 block away)

    c. Work with eligibility works to provide information about Compton College pathways

11. **CalFresh Students**

    a. Partner with DPSS provide pathways for adults

    b. Have flyers at the county building (that is 1 block away)

    c. Work with eligibility workers to provide information about Compton College pathways

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Academic Senate Resolution for Remote Senate Meetings

April, 2022

Whereas, Assembly Bill 361, which was passed on September 16, 2021 to amend Government Code 54953 and allow teleconference meetings to take place, in order to alleviate imminent risk to the health and safety of attendees; and

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

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

Be It Resolved, that the Academic Senate and its subcommittees shall conduct meetings via teleconference for the next 30 days, until April 1st, 2022.

Be It Further Resolved, that this Resolution should take effect immediately upon its adoption and shall be in effect until May 8, 2022, at which time, the Academic Senate shall adopt a subsequent resolution in accordance with Government Code section 54953 to extend the time during which the Academic Senate may continue teleconferencing without compliance with Government Code section 54953 and other applicable provisions of the Brown Act.

Minodora Moldoveanu
Academic Senate President   April 7th, 2022

Curriculum

Approvals   58

Create Proposal

Course Inactivation: GEOL 102 - History of Planet Earth

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	7/8
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☐ Course Inactivation - Division Does Not Plan to Offer the Course

☑ Course Inactivation - Low Course Demand

Justification

Course cancellations over many semesters due to low enrollment

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

Course cancellations over many semesters due to low enrollment

Division Approval Date *   11/2/2021

Fields marked with * are required

smoore@compton.edu

Curriculum

Approvals **58**

Create Proposal

Course Inactivation: GEOL 115 - Natural Disasters

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	7/8
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☐ Course Inactivation - Division Does Not Plan to Offer the Course

☑ Course Inactivation - Low Course Demand

Justification

Consistently low enrollment

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

Consistently low enrollment

Division Approval Date * 11/2/2021 📅

30

Fields marked with * are required

smoore@compton.edu

Curriculum

Approvals 58

Create Proposal

Course Inactivation: MATH 12 - Basic Arithmetic Skills

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	2/3
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught (AB 705)

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

No longer taught (AB 705)

Division Approval Date * 11/2/2021

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Fields marked with * are required

smoore@compton.edu

Curriculum

Approvals 58

Create Proposal

Course Inactivation: MATH 17A - Math Academy: Arithmetic

View the course being deactivated

📄 Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	6/8
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught (AB 705)

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

No longer taught AB 705

Division Approval Date * 11/2/2021 📅

Fields marked with * are required

Curriculum   Approvals   58

Create Proposal

Course Inactivation: MATH 23 - Pre-Algebra

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	2/3
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught AB 705

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

No longer taught AB 705

Division Approval Date *   11/2/2021   📅

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smoore@compton.edu

Curriculum

Approvals **58**

Create Proposal

Course Inactivation: MATH 27A - Math Academy: Pre-Algebra

View the course being deactivated

Status: In Review   **View Proposal History**

Basic Course Information	**8/8**
Course Standards	**6/8**
Codes and Dates	**1/1**
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☐ Course Inactivation - Division Does Not Plan to Offer the Course

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☑ Course Inactivation - Other

Justification

No longer taught AB 705

Justification for course inactivation *

No longer taught AB 705

Division Approval Date *   11/2/2021

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Fields marked with * are required

Curriculum

Approvals **58**

Create Proposal

Course Inactivation: MATH 37 - Basic Accelerated Mathematics

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	6/7
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught AB 705

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☑ Course Inactivation - Other

Justification

No longer taught AB 705

Justification for course inactivation *

No longer taught AB 705

Division Approval Date *   11/2/2021   📅
35

Fields marked with * are required

Curriculum   Approvals 58

Create Proposal

Course Inactivation: MATH 47A - Math Academy - Elementary Algebra

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	6/7
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught AB 705

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☑ Course Inactivation - Other

Justification

No longer taught AB 705

Justification for course inactivation *

No longer taught AB 705

Division Approval Date * 11/2/2021

Fields marked with * are required

Curriculum

Approvals **58**

Create Proposal

Course Inactivation: MATH 111 - Mathematics for Elementary School Teache...

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	6/6
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

No longer taught

Division Approval Date *   11/2/2021   📅

Fields marked with * are required

Curriculum

Approvals 58

Create Proposal

Course Inactivation: MATH 115 - Probability and Statistics for Prospective El...

View the course being deactivated

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	7/7
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer taught

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

No longer taught

Division Approval Date * 11/2/2021

Fields marked with * are required

VERSION 1.0

MARCH 17TH, 2022

NEW SENATOR ORIENTATION

PRESENTED BY: MINODORA MOLDOVEANU, ED.D.

ACADEMIC SENATE PRESIDENT, 2020-2022
COMPTON COLLEGE

2021-2022 Approved Academic Senate Goals

Ongoing

1. Establish a diverse representation on all campus committees.
2. Increase faculty attendance and involvement at Academic Senate meetings.
3. Support the growth of faculty professional development activities on campus.
   a. Faculty Development Committee
   b. Book Club
   c. Suggestions during Academic Senate meetings
   d. Provide suggestions to FDC/Academic Senate President/Senators of desired PD topics.
4. Increase transparency and communication between
   a. Faculty and administration
   b. Faculty members
5. Increase reliance on OER across all subjects
6. Continue to work on making our campus more inclusive and more equitable

Short Term

7. Alter CORs to increase focus on diversity, equity, and inclusion
8. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.

Long Term

9. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools
10. Focus on increasing accessibility to all course material to achieve 504/508 compliance
11. Establish an Equity Certificate Program
    a. The Equity Centered Syllabus
    b. Equity Centered Pedagogy
    c. Culturally relevant pedagogy
12. Add more Ethnic Studies courses
13. Implement data driven decision-making and evidence-based practices
    a. Increase awareness of available student success and student retention data
    b. Create dialogue based on the data
    c. Change practices to improve student success and retention
14. Improve cultural education and cultural intelligence (CQ) on our campus

List of Acronyms and Commonly Used Terms at Compton College

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AR	Administrative Regulation
ASG	Associated Student Government
ASCCC	Academic Senate for California Community Colleges
BIS	Business and Industrial Studies Division
BP	Board Policy
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
Cal Works	A welfare reform program for the needy
CARE	Provides Foster/Kinship families needed resources
CCC	College Curriculum Committee
CCCD	Compton Community College District
CCCCO	California Community Colleges Chancellor's Office
CCCFE	Compton Community College Federation of Employees – Union
CMS	Course Management System
COLA	Cost of Living Adjustment
COR	Course Outline of Record
CTE	Career and Technical Education (formerly vocational education)
DE	Distance Education
DEAC	Distance Education Advisory Committee
DEFC	Distance Education Faculty Coordinator
EOP&S	Extended Opportunity Program & Services
EPC	Educational Policy Advisory Committee
ERP	Enterprise Resource Planning – software used by organizations to manage all of their information
FACCC	Faculty Association for California Community Colleges
FACH	Fine Arts, Communication, and Humanities Division
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience Program
GP/GPD	Guided Pathways/Guided Pathways Division
HBCU	Historically Black College University
HPS	Health and Public Services Division
HSI	Hispanic Serving Institution
HTP	Honors Transfer Program
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiatives
ILO	Institutional Learning Outcome
IR/IRP	Institutional Research/Institutional Research and Planning
ISER	Institutional Self-Evaluation Report
ITS	Information Technology Services

MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
OER	Open Educational Resources
OPEB	Other Postemployment Benefit (retiree benefits)
PBC	Planning and Budget Committe
PERS	Public Employment Retirement System
PLEC	Professional Learning and Engagement Committee
PLO	Program Level Outcome
POCR	Peer Online Course Review
PR	Program Review
PRP	Program Review & Planning (annual integrated planning system)
QFE	Quality Focus Essay (where the college chooses an area to work on as an institution; written in tandem with the ISER)
SAO	Service Area Outcome
SLO	Student Learning Outcome
SEP	Student Equity Program
SRC	Student Resource Center/DSP&S-Disabled Student Services
SSSP	Student Success and Support Program
STRS	Student Success & Support Program
SWP	Strong Workforce Program
WASC	Western Association of Schools and Colleges – Accrediting
Term	Meaning
AB705	Assembly bill that requires colleges to assist students in completing college level math and English in one year
AB1725	Signed in 1988, this assembly bill lays out the guidelines for governance in California Community Colleges
Attrition	The loss of students from one term to another
Canvas	Online learning management system used by our college
Collaborative Governance	Term used by Compton College that describes how decisions are made at the institution
Completion	The number of students successfully completing courses
Oliver W. Connor Promise	Agreement that offers students assistance with purchasing books and supplies.
College Promise	Formerly Board of Governance Fee Waiver – covers the cost of tuition for students
Persistence	The number of students who return to the college after a term, or a year
Title 5/Ed Code	California Code of Regulation section which details state law related to education
Title IX	A California Amendment that protects people from discrimination based on sex, gender, harassment, discrimination, threat, coercion, etc.

- 1963: Assembly resolution asking Board of Education to establish academic senates. • Gave senates the legal jurisdiction over "academic and professional" matters. •
- 1988: AB 1725 • Decoupled community colleges and K – 12 • Gave academic senates more purview

Academic Senate Purpose

The passage of AB 1725 in 1988 granted the Academic Senate the role as the college's primary authority on academic and professional matters.

Our purpose is to represent all faculty in dealings with Administration and the Board of Trustees, in developing, revising, and implementing college-wide policies and procedures that concern faculty. The Academic Senate should strengthen the role faculty plays in the collaborative governance process. Furthermore, the Academic Senate should provide a platform where faculty discuss, debate, formulate resolutions and recommendations, provide opinions on academic and professional matters, as well as on other issues of concern.

The Academic Senate is a democratically elected group of faculty who represent their respective divisions.

The Senators

Senators are elected by each division to represent their respective divisions in Academic Senate meetings. Senators may make motions during Senate meetings, they can propose agenda items, write resolutions, and vote on items during Senate meetings. Senators are responsible for soliciting input from their divisions, as well as bringing Senate items to their respective divisions, keep their respective divisions informed of items discussed during Senate meetings. Senators are voting members of the Academic Senate. All other faculty members may attend Senate meetings and participate in discussions, but only senators will be allowed to vote.

Academic & Professional Matters

The Academic Senate's primary function is to make recommendations with respect to academic and professional matters.

Academic and Professional matters means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.

6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, 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.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Robert's Rules of Order

for Academic Senate Subcommittees

How it was created

Who is on it

Formal Action ⟷ **Informal Action**

AS Quorum ⟷ **No AS Quorum**

Must Use Robert's Rules of Order

Does NOT Need to Use Robert's Rules of Order
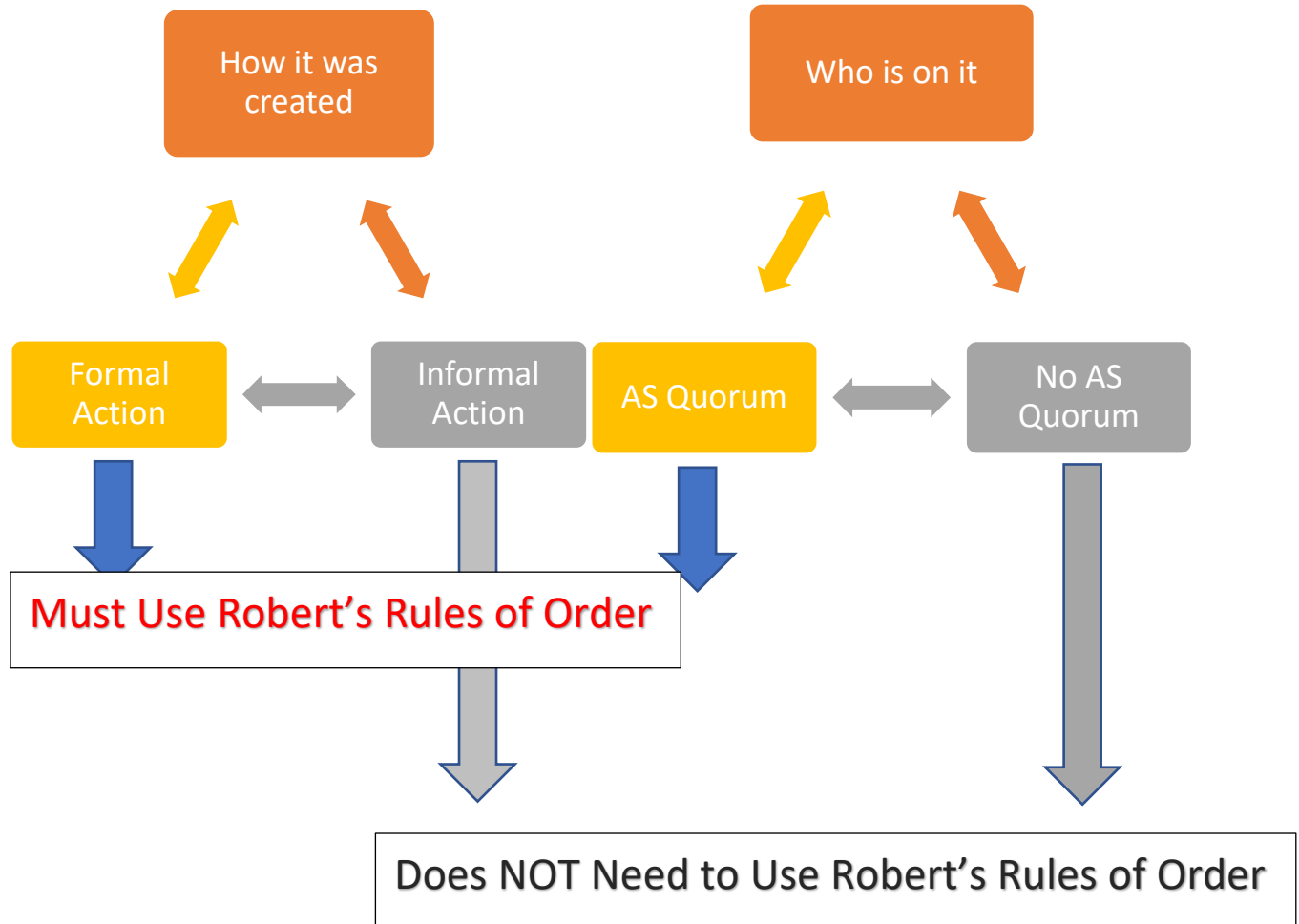
Robert's Rules Cheat Sheet

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until…"	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until…"	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by…"	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that…"	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table…"	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to…"	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider…"	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

Procedure for Handling a Main Motion

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor
- The chair recognizes the member by name

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to")* ... and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote

1. *The ayes have it, the motion carries, and* ... (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

When Debating Your Motions

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

How to Accomplish What You Want to DoMeetings

Main Motion

You want to propose a new idea or action for the group.
- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

Amending a Motion

You want to change some of the wording that is being discussed.
- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

Refer to a Committee

You feel that an idea or proposal being discussed needs more study and investigation.
- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

Postpone Definitely

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.
- After recognition, "Madame Chairman, I move to postpone the question until _____."

Previous Question

You think discussion has gone on for too long and you want to stop discussion and vote.
- After recognition, "Madam President, I move the previous question."

Limit Debate

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.
- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

Postpone Indefinitely

You want to kill a motion that is being discussed.
- After recognition, "Madam Moderator, I move to postpone the question indefinitely."

Postpone Indefinitely

You are against a motion just proposed and want to learn who is for and who is against the motion.
- After recognition, "Madame President, I move to postpone the motion indefinitely."

Recess

You want to take a break for a while.
- After recognition, "Madame Moderator, I move to recess for ten minutes."

Adjournment

You want the meeting to end.
- After recognition, "Madame Chairman, I move to adjourn."

Permission to Withdraw a Motion

You have made a motion and after discussion, are sorry you made it.
- After recognition, "Madam President, I ask permission to withdraw my motion."

Call for Orders of The Day

At the beginning of the meeting, the agenda was adopted. The chairman is not following the order of the approved agenda.
- Without recognition, "Call for orders of the day."

Suspending the Rules

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.
- After recognition, "Madam Chairman, I move to suspend the rules and move item 5 to position 2."

Point of Personal Priviledge

The noise outside the meeting has become so great that you are having trouble hearing.
- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

Committee of The Whole

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.

- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

Point of Order

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

Point of Information

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

Point of Parliamentary Inquiry

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

Appeal From the Decision of the Chair

Without recognition, "I appeal from the decision of the chair."

Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote

Roberts Rules of Order – Simplified

Guiding Principles:

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one thing (motion) can be discussed at a time.

A **motion** is the topic under discussion (e.g., "I move that we add a coffee break to this meeting"). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. If there is no second, the matter is not considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

How to do things:

You want to bring up a new idea before the group.
After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

You want to change some of the wording in a motion under discussion.
After recognition by the president of the board, move to amend by
- adding words,
- striking words or
- striking and inserting words.

You like the idea of a motion being discussed, but you need to reword it beyond simple word changes.
Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

You want more study and/or investigation given to the idea being discussed.
Move to refer to a committee. Try to be specific as to the charge to the committee.

You want more time personally to study the proposal being discussed.
Move to postpone to a definite time or date.

You are tired of the current discussion.
Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3^{rds} vote.

You have heard enough discussion.
Move to close the debate. Also referred to as calling the question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3^{rds} vote.

You want to postpone a motion until some later time.
Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3^{rds} vote. A majority is required to table a motion without killing it.

You believe the discussion has drifted away from the agenda and want to bring it back.
"Call for orders of the day."

You want to take a short break.
Move to recess for a set period of time.

You want to end the meeting.
Move to adjourn.

You are unsure the president of the board announced the results of a vote correctly.
Without being recognized, call for a "division of the house." A roll call vote will then be taken.

You are confused about a procedure being used and want clarification.
Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side.
Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

You want to change an action voted on at an earlier meeting.
Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3^{rds} vote is required.

Unanimous Consent:
If a matter is considered relatively minor or opposition is not expected, a call for unanimous consent may be requested. If the request is made by others, the president of the board will repeat the request and then pause for objections. If none are heard, the motion passes.

- **You may INTERRUPT a speaker for these reasons only:**
  - to get information about business –point of information to get information about rules– parliamentary inquiry
  - if you can't hear, safety reasons, comfort, etc. –question of privilege
  - if you see a breach of the rules –point of order
  - if you disagree with the president of the board's ruling –appeal
  - if you disagree with a call for Unanimous Consent –object

Quick Reference					
	Must Be Seconded	Open for Discussion	Can be Amended	Vote Count Required to Pass	May Be Reconsidered or Rescinded
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3^{rds}	√
Close Discussion	√			2/3^{rds}	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√			Majority	
Postpone Indefinitely	√	√	√	Majority	√

Resolution Writing

What is a Resolution

Resolutions are a formal way of stating intended action by a group of people. A resolution is an original motion, which because of its importance, length, or complexity is submitted in writing. It is then brought forward on the floor of a group, during an official meeting, for wider adoption.

Writing a Resolution

Resolutions are your opportunity to address problems, situations, or concerns which affect your group.

- Identify your issue – keep it simple
- Ensure the issue has not been addressed at the local, state or national level
- Research your issue
- Whereas should support the resolved statements
- Make sure the research clearly supports the statements and statistics used to support the resolve.

Whereas

The whereas is the first half of the resolution explain WHY the action in the resolved clauses should be taken. It states past action, reasons for the action and your group's reasons for concern.

The first word, of the whereas clause sets the "tone" for the statement, the stronger the conviction about an issue, the stronger the first word.

Each clause in the whereas should be followed by a comma (,) and the word "and." The last clause in this section of the resolution should be followed by a colon (:).

Some possible initiating phrases for whereas clauses:

- Acknowledging
- Alarmed
- Approving
- Concerned
- Confident
- Convinced
- Declaring
- Desiring
- Deploring
- Determined
- Emphasizing
- Endorsing
- Expecting
- Fulfilling
- Mindful
- Observing

- Realizing
- Recognizing
- Reiterating
- Seeking
- Stressing
- Welcoming

Resolved

The resolved clauses of a resolution tell the reader what ACTION should be taken to solve the problem set up in the whereas. The resolved clauses should be the strongest part of your resolution. The first word of the resolved clause should be a verb, and should show what will follow in the clause. Each operative clause should end with a semi-colon (;). The last resolved clause should be followed by a period (.).

Some possible initiating phrases for resolved clauses:

- Accepts
- Adopts
- Affirms
- Appeals
- Appreciates
- Approves
- Authorizes
- Calls upon
- Commends
- Concurs
- Condemns
- Confirms
- Declares
- Designates
- Directs
- Promotes
- Recognizes
- Recommends
- Seeks
- Suggests
- Supports
- Urges

How to Format a Resolution

Title: Resolution to _____ (action being sought)

Whereas,   The (include arguments that detail the need or the problems that necessitate action; use facts and statistics when possible to strengthen arguments) _____; and

Whereas,   _____; and

Whereas,   _____; and

Whereas,   _____; and

Resolved,   That the Academic Senate for Compton College (include the action you seek to be taken) _____; be it further

Resolved,   _____; be it further

Resolved,   _____.

COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

Spring 2020

COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

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Table of Contents

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Collaborative Governance at Compton College

Definition of Collaborative Governance

Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions made will drive student success at Compton College.

Philosophy

The college's Mission, Vision, Values, and Principles of Community guide Collaborative Governance at Compton College. All constituent groups are involved in the recommendation and decision-making process by providing input that makes Compton College an effective institution in supporting student success.

Mission Statement

Compton College is a welcoming and inclusive environment 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.

Vision and Values

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

Compton College's values are grounded in the following principles:

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

Principles of Community

Compton College welcomes contributions of the community at large to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Diversity
We embrace and uphold the culture, achievements and unique contributions of all stakeholders.

Creativity
Collaborative Governance values creativity, including the perspectives and viewpoints of all constituents at Compton College.

Accountability
Accountability defines roles, responsibilities and timelines, and leads to evidence-based decision making.

Transparency
Collaborative Governance commits to open communication and collaboration amongst all stakeholders in the recommendation and decision-making process.

The aforementioned Principles of Community are reflected in Board Policy 2510 - Participation in Local Decision Making, Board Policy 2520 - Academic Senate, and Administrative Regulation 2511 - Council and Committee Structure, and provide the foundation for decisions made at Compton College. Adherence to the Principles of Community is the obligation of all employees and students. In practicing these principles, Compton College accomplishes our mission with care, consideration, and respect, by appreciating all individuals and the expertise they bring to the Collaborative Governance process.

Organizational Chart

Annually, as part of the planning and budget process, Compton Community College District Human Department updates the organizational chart. The current organizational chart is available [here](#).
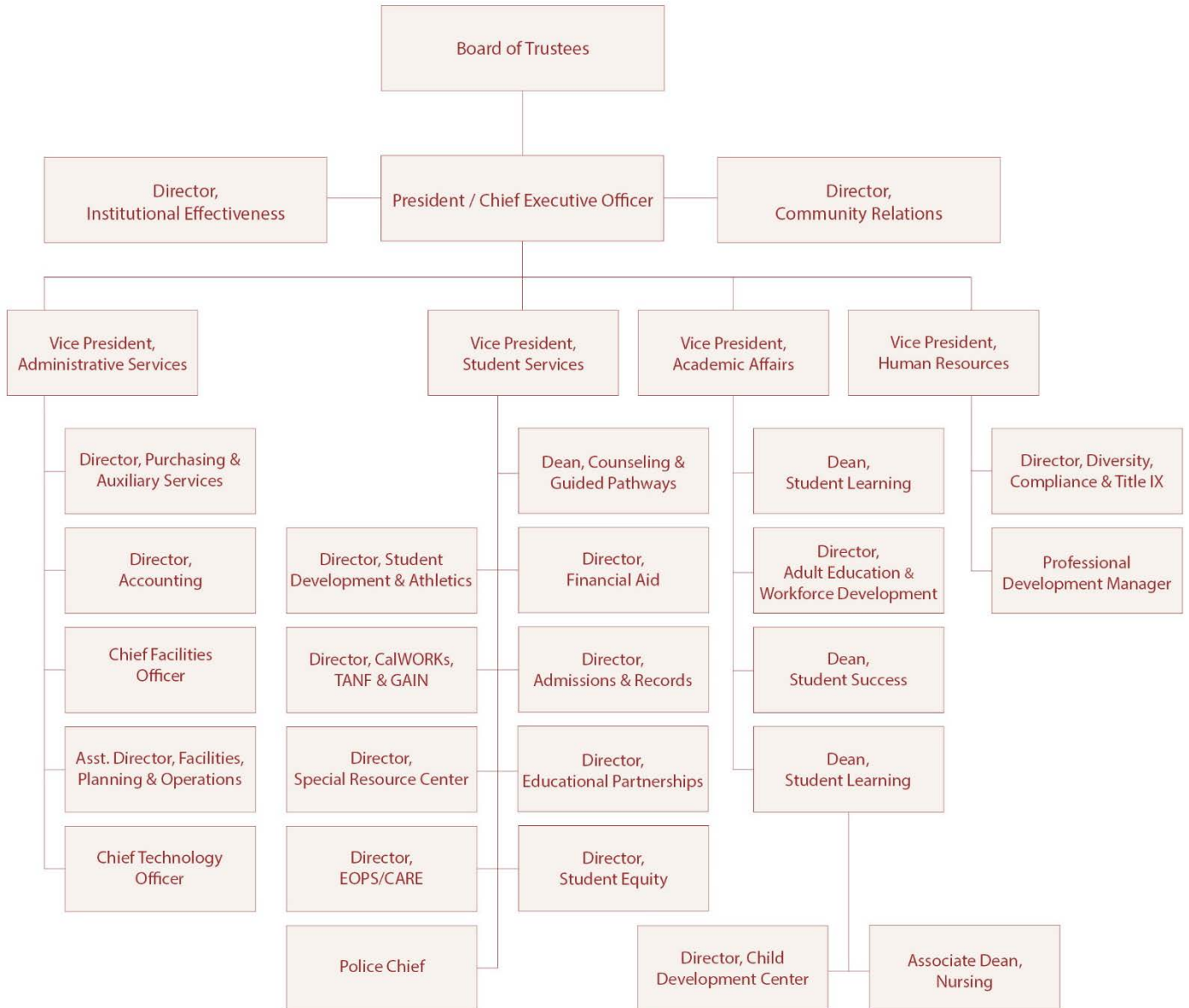
Compton College 2024 – Human Resources Staffing Plan, page 21.

Key Stakeholders

<u>Board of Trustees</u>
The Board of Trustees consists of five (5) members elected by the qualified voters of the District (<u>Board Policy 2010 – Board Membership</u>). The Board is committed to fulfilling its responsibilities including, advocating for and protecting the District and assisting in establishing a climate where high standards are maintained and institutional goals are accomplished (<u>Board Policy 2200 – Board Duties and Responsibilities</u>).

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. (<u>Board Policy 2510 – Participation in Local Decision Making</u>)

<u>President/Chief Executive Officer</u>
The <u>President/CEO</u> is the official designee of the Board of Trustees and reports directly to the Board. The President/CEO is primarily responsible for the quality of the college and assessing institutional effectiveness, by providing strategies and allocating resources to achieve the mission and goals of the college. The official designee ensures compliance with state, federal and mandated educational initiatives and provides professional development opportunities to faculty, classified staff, and students to ensure the success of new initiatives. The President/CEO reserves the right to reject or modify any collaborative governance recommendation. The President/CEO, or designee, informs the individual or committee of the status and/or outcome of the recommendation(s). All constituent groups retain the right to present their concerns with the President/CEO's decision to the Board of Trustees if a common consensus is not achieved.

<u>Community at Large</u>
Collaborative Governance includes all parties interested in the welfare [or "affected by the recommendation or decisions"] of Compton College, such as students, residents, businesses, government agencies, policy-makers, professional societies, local educational districts and institutions that supports Compton Community College District.

<u>Academic Senate</u>
The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, and shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement. The "academic and professional matters" means the policy development and implementation matters listed in this policy. The Board of Trustees or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board of Trustees 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 or policies regarding student preparation and success;
(6) District and College governance structures, as related to faculty roles;
(7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

According to Title 5 § 53203, the governing board has adopted a policy for appropriate delegation of authority and responsibility to its academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on professional matters. The governing board has elected to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

According to Board Policy 2510 – Participation in Local Decision Making, the Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees, and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

Administrators/Managers/Supervisors
As outlined in the definition of Collaborative Governance, Administrators, Managers, and Supervisors lead, organize, plan, supervise, consider the needs of faculty, and value collaborative governance based upon the recommendations made with faculty colleagues. Collegiality is a reciprocal obligation that is central to Compton College's recommendations and decision-making process.

Classified Professionals
According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. Staff shall be provided with opportunities to participate in the formulation and development of district policies and regulations that have a significant effect on staff. The opinions and recommendations of the Compton Community College Federation of Employees – Classified Employees will be given every reasonable consideration (Board Policy 2510 – Participation in Local Decision Making).

Associated Student Body of Compton College

The students of Compton College are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Student Body of Compton College. The Associated Student Body organization is recognized as the official voice for the students in District and College decision-making processes. It may conduct other activities as approved by the President/CEO. The Associated Student Body activities shall not conflict with the authority or responsibility of the Board of Trustees or its officers or employees (Board Policy 5400 – Associated Student Body and Board Policy 2510 – Participation in Local Decision Making).

Organizational Groupings and Committees

<u>Organizational Groupings Defined</u>

1. **Compton Community College District Board of Trustees**: consists of five (5) members elected by the qualified voters of the District. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered ([Board Policy 2010 – Board Membership](#) and [Board Policy 2200 – Board Duties and Responsibilities](#)).

2. **Consultative Council**: The Compton Community College District recognizes the Consultative Council as the official body for the joint involvement of the named groups. The structure of the involvement is detailed in the [Administrative Regulation - 2511 Council and Committee Structure](#) and [Board Policy 2510 – Participation in Local Decision Making](#).

   President/CEO Cabinet: The President/CEO's direct-reporting employees within an organization that advise the President/CEO on a number of important issues affecting the institution at any given time.

<u>Council and Committees at Compton College</u>

[refer to [Administrative Regulation 2511 – Council and Committee Structure](#)]
Committees and committee work are the foundation of all decision-making at Compton College. Committees are the intersection of nearly, if not every constituent group on campus, and is the arena by which ideas are presented, discussed, and acted upon. Additionally, committee work is informed by both the needs of the institution and the accreditation standards and eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges.

<u>Committees Defined</u>

There are several committee types at Compton College. Committees vary based on a series of factors such as their objective, whether they are permanent (long-term, ongoing) or temporary (created to address, or in response to, new initiatives or issues; may become permanent), and their roles in the recommendation and decision-making process (advisory, policy-making, administrative). Compton College committees are defined as follows:

Council Structure: a permanent part of the institution's structure, these committees perform specific functions that are critical to the operation of the institution. The purpose of the committee and its functions and duties generally do not change (I.E. Consultative Council).

Committees: conduct and monitor much of the work that occurs on campus. They do not act independently of the institution. Instead, they conduct business under the direction and support of an appointed manager or director by the District or an Institutional Standing Committee. All recommendations are made to the committee's corresponding Institutional Standing Committee.

Workgroups: groups established to work on a single defined task, activity, or specific problem. Workgroups are generally short in duration (less than two years) and are specific in focus. Workgroups

are ideal for identifying issues, collecting information, reviewing and analyzing the information, and making recommendations to an institutional standing committee.

Operational Guidelines for Committees

Operational guidelines define any processes and procedures that are followed by an individual committee. While some additional operational guidelines may be added by committee, as needed, all Compton College committees shall abide by the following operational guidelines:

1. Establish and write out a short statement of purpose so that the campus community is aware of its role in the advisory and recommendation-making process, as well as its place in the decision-making process.
2. Establish a set of yearly goals that are measurable and that reflect their purpose.
3. Establish a series of norms that define the tone and direction of committee meetings.
4. Create and disseminate agendas.
6. Establish a process by which the committee will communicate any recommendations to the President/CEO.
7. Establish and maintain its campus webpage; house important items such as agendas and minutes on this webpage.
8. Review, quarterly, the Accreditation Standards and Eligibility Requirements that it meets.
9. Publish an annual report that addresses the yearly goals previously established, reflects on any major decisions made, and considers future tasks and ideas for the upcoming academic year.
10. Follow the *Brown Act,* if required by law. Councils and Committees that follow the *Brown Act* include the Board of Trustees, the Academic Senate, and subcommittees of Academic Senate, such as the Curriculum Committee and the Distance Education Advisory Committee.
11. *Robert's Rules of Order* should be observed to support a collegial working environment that encourages the fair exchange of ideas.

Committee Membership

Committee memberships are established in several ways, depending on the committee type.

- **Councils and Committees**
  Per Administrative Regulation 2511 – Council and Committee Structure, all committee memberships are built by the recommendations of the President/CEO, Academic Senate, the Compton Community College Federation of Employees - Certificated, the Compton Community College Federation of Employees – Classified, and the Compton College Associated Student Body. For a complete listing of council and committees, their membership representation, and their purpose descriptions, please refer to Administrative Regulation 2511 – Council and Committee Structure.

- **Academic Senate Committees**
  Academic Senate Committees are those committees that the Academic Senate of Compton College convenes to either complete minor tasks and/or to lead ongoing faculty-driven processes such as curriculum, faculty professional development, and distance education in order to make recommendations to Compton Community College District related to its 10+1 purview.

- **Subcommittees, Workgroups, and Task Forces**
  The President/CEO, or designee, can establish a subcommittee, workgroup, task force, or any other type of committee for the purposes of collaboration on any given topic relevant and pertinent to the

12 I Collaborative Governance at Compton College

institution. As a general practice and depending on the topic or matter at hand, the President/CEO shall solicit the feedback and representative assistance of the constituent group(s) that this topic directly affects to ensure collaborative governance and transparency.

Collaborative Governance Flow Chart

Compton College

Relevant committee reviews, provides feedback, and moves forward

Formalized feedback loop to committees about decisions

Compton College Recommendation Form or Recommendation to President/ CEO Form

Academic Senate

Planning & Budget Committee

Consultative Council

Discussion with Administrators/Managers /Supervisors

Idea is identified by a committee, employee, student, department, division, area, or community member

President/CEO Cabinet Review

Consultative Council

Idea formalized by Board of Trustees approval (if necessary)

An idea can start at any source within our college. A committee, an individual employee, student, community member, or a department may present an idea for change or investment. Sources have several avenues to initiate these ideas. A department may put their ideas in their annual plan, an individual employee, student, community member, or committee may submit their recommendation through the Compton College Recommendation form; a Manager or Supervisor may submit a Recommendation to the President/CEO form, which the President/CEO then submits to the appropriate committee for consideration.

Next, the relevant committee will review and consider the recommendation and then forward their recommendation response to the appropriate governing bodies. For example, if a recommendation falls under the 10+1 purview, it would go to the Compton College Academic Senate for review and consideration before they make their recommendation to the District. Ideas related to the planning process or budgeting issues would go to the Planning and Budget Committee for review and consideration.

In the next phase of the review, recommendations would go to President/CEO Cabinet, and then recommendations would then be forwarded to the President/CEO. Recommendations that require the Board of Trustees' review and/or approval would be placed on the Board of Trustees' agenda for discussion/information or for recommended approval.

At any point in this process, a recommendation could be modified and/or changed. Therefore, Compton College will provide feedback about the final decision and will communicate this feedback to the initiating committee or individual. It is the responsibility of the committee involved in this process to record their review and provide feedback to the President/CEO in their meeting minutes that are publicly posted for all stakeholders to access.

When Board Policies and Administrative Regulations are developed, reviewed, and/or modified, the policy and/or accompanying regulation will be assigned to the appropriate administrator by the President/CEO. The Board Policy and Administrative Regulation, if needed, shall be reviewed (Change in Administrative Regulation or Board Policy form (PDF) by the appropriate council and committee, and/or the Academic Senate, if it is a 10+1 item, the Compton College Deans and Directors, the President's Cabinet, and Consultative Council.

The President/CEO shall ensure appropriate consultation occurs on Board Policies and Administrative Regulations prior to the Board of Trustees' review and recommended action.

Council and Committee Structure

<u>Consultative Council</u>

Purpose: To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the President/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

Membership: 7
(1) Administrator (appointed by the President/CEO)
(3) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
(1) Classified Staff (appointed by the CCCFE - Classified Employees)
(1) Student (appointed by the Associated Student Body Representative)
(1) Confidential/Supervisory Employee (appointed by the President/CEO)

Committees of the Consultative Council
1. <u>Institutional Effectiveness</u>
   Purpose: To review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: Compton College Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations.

   Membership: 9
   (2) Administrator (appointed by the President/CEO)
   (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
   (2) Classified Staff (appointed by the CCCFE - Classified Employees)
   (1) Student (appointed by the Associated Student Body Representative)

2. <u>Planning and Budget</u>
   Purpose: The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to Compton College's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Compton College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

   Membership: 9
   (2) Administrator (appointed by the President/CEO)
   (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
   (2) Classified Staff (appointed by the CCCFE - Classified Employees)
   (1) Student (appointed by the Associated Student Body Representative)

The Strategic Planning Committee is a workgroup reporting to the Planning and Budget Committee.

<u>Operational Campus Committees</u>

1. **Accreditation Steering Committee**
   Purpose: To coordinate the Compton College accreditation activities. The Steering Committee will be composed of the President/CEO, Accreditation Liaison Officer, standard team leaders, a representative from Institutional Research and Planning, and other interested individuals. The committee is co-chaired by the Accreditation Liaison Officer and the Accreditation Faculty Coordinator.

2. **Tartar Focused & Directed Pathways to Completion Committee**
   Purpose: Compton College is focused on improving our overall student completion rates by 2022-2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement and monitor the Tartar Focused & Directed Pathways to Completion at Compton College. The committee is tri-chaired by the vice president of Academic Affairs, vice president of Student Services, and a faculty member approved by the Academic Senate.

3. **Audit Committee**
   Purpose: The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The Audit Committee is chaired by the President/CEO.

   Membership: 3
   (1) Administrator (appointed by the President/CEO)
   (1) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
   (1) Classified Staff (appointed by the CCCFE - Classified Employees)

4. *Calendar Committee*
   Purpose: The Calendar Committee will develop and maintain a two-year academic calendar cycle for Compton College. The Calendar Committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

   Membership: 9
   (2) Administrator (appointed by the President/CEO)
   (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
   (2) Classified Staff (appointed by the CCCFE - Classified Employees)
   (1) Student (appointed by the Associated Student Body Representative)

5. **Facilities**
   Purpose: To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

   Membership: 9
   (2) Administrator (appointed by the President/CEO)
   (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
   (2) Classified Staff (appointed by the CCCFE - Classified Employees)
   (1) Student (appointed by the Associated Student Body Representative)

6. Health, Safety, & Parking

Purpose: To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, and to prepare and implement the District's Health and Safety Plan.

Membership: 10
(2) Administrator (appointed by the President/CEO)
(4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
(2) Classified Staff (appointed by the CCCFE - Classified Employees)
(1) Confidential/Supervisory Employee (appointed by the *President*/CEO)
(1) Student (appointed by the Associated Student Body Representative)

7. Technology

Purpose: To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

Membership: 9
(2) Administrator (appointed by the President/CEO)
(4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
(2) Classified Staff (appointed by the CCCFE - Classified Employees)
(1) Student (appointed by the Associated Student Body Representative)

8. Enrollment Management

Purpose: To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to FTES targets developed utilizing past and present student data and to identify trends and project enrollment data for each academic year.

Membership: 9
(2) Administrator (appointed by the President/CEO)
(4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
(2) Classified Staff (appointed by the CCCFE - Classified Employees)
(1) Student (appointed by the Associated Student Body Representative)

9. Student Success

Purpose: To provide a shared framework for the discussion, development, and implementation of processes and programs that integrate Basic Skills, Student Success & Support Programs, AB 86 - Adult Education and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Student Equity and Achievement Plan, and AB- 86/ 104 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

Membership: 9
(2) Administrator (appointed by the President/CEO)
(4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
(2) Classified Staff (appointed by the CCCFE - Classified Employees)
(1) Student (appointed by the Associated Student Body Representative)

The Basic Skills, Student Success & Support Programs, AB 86/104 - Adult Education, Student Equity, and Strong Workforce workgroups will report to the Student Success Committee.

10. **Professional Development**

    Purpose: To develop an annual Staff Development Plan supporting the development and professional growth of District administrators, certificated and classified staff and to allocate financial support for approved staff development activities.

    Membership: 9
    (2) Administrator (appointed by the President/CEO)
    (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
    (2) Classified Staff (appointed by the CCCFE - Classified Employees)
    (1) Confidential/Supervisory Employee (appointed by the President/CEO)

11. **Auxiliary Services**

    Purpose: To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost-effective services are provided to meet the needs of students.

    Membership: 9
    (1) Administrator (appointed by the President/CEO)
    (2) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
    (1) Classified Staff (appointed by the CCCFE - Classified Employees)
    (5) Student (appointed by the Associated Student Body Representative)

12. **Health Benefits**

    Purpose: This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

    Membership: 9
    (2) Administrator (appointed by the President/CEO)
    (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
    (2) Classified Staff (appointed by the CCCFE - Classified Employees)
    (1) Confidential/Supervisory Employee (appointed by the President/CEO)

NOTES:
- One Management Representative and One Faculty Representative shall serve as the co-chair of the committees.
- All committee meeting calendars, agendas and minutes, are to be posted on the designated space on the Compton College website.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12-month fiscal year. All other committees will meet during the ten academic months.
- The initial committee meeting for the fall semester shall be called by the co-chairs, no later than September 30 of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college-hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.
- Failure to attend two consecutive committee meetings without reasonable excuse may result in a member removal from their committee assignment.

Collaborative Governance Evaluation

Compton College is committed to continuous improvement in its collaborative governance processes. To ensure that we are improving our systems, we will implement an evaluation cycle that includes four main components:

1) committees will establish goals at the beginning of each academic year and then complete an end-of-year reflection that captures the major accomplishments of the previous year and progress towards its goals. The Office of Institutional Effectiveness will review these reflections and summarize the number of proposals created and evaluated through the Collaborative Governance support structure;

2) the Office of Institutional Effectiveness will administer a governance survey to the campus community every two years;

3) the Collaborative Governance Committee will review the Collaborative Governance at Compton College document every two years to determine if it needs revision; and,

4) each fall the Collaborative Governance Committee will meet to review findings from an analysis of the Committee's end-of-year reflections, governance survey findings, and any additional relevant data. This meeting will produce recommendations to the President/CEO about improving collaborative governance at Compton College.

Compton Community College District Planning and Budget Calendar

Month	Activities	Responsible Party	Purpose
July	Tentative Budget for the starting fiscal year is rolled into active status (purchasing can begin) on July 1.	VP Administrative Services	
	Planning and Budget Committee (PBC) reviews revenue and expenditure budget adjustments.	President/CEO	
August	Review and discussion of the <u>final</u> budget assumptions and line items with PBC.	VP Administrative Services	
September	Final Budget submitted to Compton Community College District Board.	President/CEO	Communicate back out to departments the results of funding requests.
	Review and discuss the status of Accreditation Recommendations.	Accreditation Steering Committee, VP of Academic Affairs	Identify areas for focus, additional support (IEPI), and evaluation foci
October	PBC conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas), and sets annual goals.	Planning and Budget Committee (PBC)	
	Four trainings for faculty, staff, and administration to complete the planning documentation for the next fiscal year in Nuventive.	Institutional Effectiveness (IE)	Provide guidance about how to complete plans, and link department, division, and VP plans to Tartar Completion by Design, Institutional Set Standards, and strategic initiatives.
November	Review and revise planning priorities. Departments should meet at least once in-person to develop, revise, and finalize the plan for the next academic year. Departments also are encouraged to work with IE staff to finalize measurable goals.	Program faculty, staff, and managers	

	Two open house/support working meetings. Meet with IR staff to complete your plan in one of the college's computer labs.	Institutional Effectiveness	Support with entry in Nuventive.
	Assess the Program Review cycle to make sure program reviews are being completed in a timely manner.	PBC, Institutional Effectiveness Committee (IEC)	
December	Submit prioritized department/ discipline annual plans, budget, and planning for the next fiscal/academic year. **Due December 14**	Program faculty, staff, and managers	Identifies projects/ strategies for the next fiscal/academic year and resources needed. Updates about previously funded projects/strategies/ resources.
January	Determine preliminary revenue estimates for next fiscal/academic year.	VP Administrative Services	
	Begin assessment of key budget issues for the next fiscal/academic year.	PBC	
	Identify budget development assumptions for the next fiscal year.	President/CEO and Cabinet	
	Submit prioritized **Unit Annual Plans** for the next fiscal/academic year. **Due by January 30**	Deans/Directors	Identifies priorities based upon department/ discipline Annual Plans.
February/ March	Determine enrollment targets, sections to be taught, and full- and part-time FTEF.	VP of Academic Affairs	
	President/CEO determines ongoing operational costs including: *a.* Full-time salaries *b.* Benefits, utilities, GASB (General Accounting Standards Board) *c.* Legal and contract obligations	President/CEO and Cabinet	
	Develop Line Item budgets for the next	VP Administrative Services	

	fiscal year.		
	Submit prioritized Area Annual Plan recommendations for the next fiscal year for Cabinet review. **Due by March 15**	President/CEO and Cabinet	Identifies priorities based upon Unit Annual Plans.
April	Initial planning and budget assumptions for the next fiscal year are finalized and College Annual Plan is defined. **Due by April 15**	President/CEO and Cabinet	
	Tentative budget information for the next fiscal year completed for PBC. **Due by April 30**	VP Administrative Services	
May	PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. **Due by May 15**	PBC	Identifies priorities based upon Area Annual Plans.
	Final evaluation of the current year goals and objectives are entered into Nuventive (TracDat). **Due by May 15**	Program faculty, staff, and managers	Assess last year's goals.
	Disseminate budget and calendar for the next fiscal year.	Director of Institutional Effectiveness	
June	Finalized College Plan for the next fiscal year is presented to the board. **Due by June 30**	President/CEO	
	Tentative budget for the next fiscal year is presented to the Board. **Due by June 30**	VP Administrative Services	

Compton College Recommendation Form

Employee Name
Title, Program or Department
Date Submitted

Background: Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

[Enter information here…]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	**ENTRY**	**PROGRESS**	**COMPLETION**	**TRANSITION**

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here…]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

    Task: [Enter information here…]

    Person(s) Responsible: [Enter information here…]

    Deadline: [Enter information here…]

    Status: [Enter information here…]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

Submit the completed Recommendation Form to your Administrator, Manager or Supervisor via email

Recommendation(s) to the President/CEO

Employee Name, Title
Program or Department
Date Submitted

Background: Provide an overview and pertinent background information regarding the problem and/or the need for this recommendation. It is very important you provide five years of relevant program, department, division, or community data to support the recommendation. If it is a budget request, five years of applicable budget information is required.

[Enter information here…]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	**ENTRY**	**PROGRESS**	**COMPLETION**	**TRANSITION**

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here…]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each.

> **Task:** [Enter information here…]
> **Person(s) Responsible:** [Enter information here…]
> **Deadline:** [Enter information here…]
> **Status:** [Enter information here…]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

Submit the completed President/CEO Recommendation Form to kcurry@compton.edu.
Copy your manager/supervisor.

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Important Collaborative Governance Weblinks

- [Committee/Meeting Agenda Template](#) (Word doc)
- [Committee/Meeting Minutes Template](#) (Word doc)
- [Recommendation to President/CEO](#) (Word doc)
- [President/CEO Responses to Recommendations](#)
- [Compton College Policy Statements](#)
- [Compton College Statement of Civility and Mutual Respect](#)
- [President/CEO Work Groups and Task Forces](#)
- [CCCD Board Policies and Procedures](#)
- [Change in Administrative Regulation or Board Policy Form](#) (PDF)

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NOTES:

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Compton Community College District
Board of Trustees

Sonia Lopez, President
Dr. Sharoni Little, Vice President
Barbara Calhoun, Clerk
Dr. Deborah LeBlanc, Member
Andres Ramos, Member
Willie Lee Jr., Student Member
Dr. Keith Curry, President/CEO

COMPTON COLLEGE
1111 E. Artesia Boulevard, Compton, CA 90221

BIO-TECHNOLOGY PROGRAM

—

Marketing Proposal

Compton College

Bio-Technology Program Marketing Plan

1. Advertise on College website homepage.
2. Create a marketing video for the program.
3. Reach out to university students to advertise to them as well.
4. Reach out to university students who graduated with a degree Biology/Biotech but who have not found employment in the field, as this certificate will increase their chance of finding employment.
5. Advertise on Compton College social media.
6. Have the program featured in local newspapers.

Open Educational Resources (OER) Handbook

Compton College Community College

OER Committee (2021)

Table of Contents

Open Educational Resources (OER)

Vision
We believe that Open Education can enhance education for all, to foster democratic participation, sustainable development, and social justice.

Mission
The mission of the OER Committee is to further the OER initiative by training and supporting faculty in the adoption, adaptation, and creation of OER for their courses. To provide equitable access to affordable and culturally relevant education for all students, the OER Committee facilitates the process of exchanging pedagogical practices for faculty, staff, and students. The committee's mission is closely aligned with the strategic initiatives of Compton College: (1) Improve recruitment, enrollment, retention, and completion rates for our students. I Improve recruitment, enrollment. (2) Support the success of all students to meet their education, and career goals. (3) Support the success of students by technology.

Goals
The goals of the committee are to increase recruitment, enrollment, retention, and completion rates of Compton College students with the adoption use of OER. We intend to achieve this, by implementing the following strategies:

- Developing policies, procedures, and practice for OER.
- Raising awareness about OER. Making OER more discoverable for faculty.
- Applying for internal and external grants to support open education initiatives.
- Encouraging research on OER and open educational practices and pedagogy.
- Training and supporting faculty in the adoption, adaptation, and creation of OER for their courses.
- Promoting a communal space for the exchange of ideas among faculty and staff.
- Empowering students to contribute to developing their learning pathways.
- Organizing campus-wide events and professional development for OER including open education week.
- Facilitating promotion and communication of Compton College library open education initiatives, both internally and externally.
- Expanding the commitment for collaborative, inclusive, accessible, and active learning.

3

Overview

There are various [definitions for OER](). Think of them as open educational resources housed in public domains. Faculty can use OER materials to build entire courses. This approach is supported by educators, students, and advocates because they see an effective connection between [pedagogy and social justice](). You can become a curator of valuable knowledge that is housed in public domains. This allows you to have flexibility on how you build your courses without content limitation. This manual was created as a tool, to provide you with information along with resources to open educational resources.

Board Policies

Academic Freedom

It is important to emphasize that using open educational resources (OER) do not threaten academic freedom. You can review [Board Policy 4030]() which clearly states that faculty have the right to academic freedom which is protected by Title V section 51023. The OER team committee is working to encourage faculty to use OER to benefit students. Reports by the [advocate group PIRG]() show that many students are not able to afford textbooks but still take classes without them. Inside Higher Ed explains [research on the price of textbooks]() that has a negative financial impact on students. You can read this interesting article by CBS News on [What's behind the soaring cost of college textbooks](), many students simply cannot afford them. We invite you to review Dr. Curry's presentation - slide 7 on student challenges with [housing and food insecurity](). It is our hope that you join our team and consider adopting open educational resources on behalf of our students.

OER Member Composition and Responsibilities

Member Representatives

The OER member representatives will be the chair, co-chair, secretary, and members representative of each division. The chair, co-chair, and secretary are the only positions serving a 2-year-term. Member representatives can vary according to faculty availability, and willingness to participate and contribute to the OER committee. However, faculty can also opt to serve a one-year or two-year term.

Chair and Co-chair

There will be a chair and co-chair who will share responsibilities of facilitating meetings and completing work outside meetings. Chair and co-chairs can serve for term of two years. Appointing a new chair and co-chair will be discussed with committee members to confirm continuance of service or to establish new persons to each role. Majority of votes will confirm each role for appointment each term.

Secretary
The secretary will be responsible for keeping records such as attendance, meeting minutes, and maintaining communication with committee members about OER processes. The secretary will serve a 2-year term. However, the committee can discuss service beyond 2 years. The committee will discuss the appointment of a new secretary. Majority of committee members vote to fill the secretary position.

OER Voting Members
The committee must make efforts to recruit voting members that represent each division. There must be a minimum of eight members for a meeting to start and for the voting process to occur. It is understandable that Compton College is a small campus, and many staff members are not able to serve long terms, and some can commit only to one semester. Some faculty and staff members can attend meetings sporadically throughout the school year. The OER committee welcomes faculty and staff to participate on semester basis or yearly. All staff in attendance are voting members. Majority of votes among these members will be two-thirds. Committee members can cast votes electronically when quorum is not met. The secretary will keep a roster of staff serving the semester or yearly to reach out to them to vote.

Meetings
The meetings will take place the 3rd Monday of each month. The meeting starts as soon as quorum is met at two-thirds. The chair, co-chair, and secretary can have proxies when they are unable to attend a meeting. Remote meetings will take place in case of emergency such as a pandemic. Remote meetings can also take place when there is evidence that at least half of the committee members cannot attend the meeting in person.

Amendment to the Handbook
The handbook will be updated as soon as changes are needed or on yearly basis – whichever comes first. The process will include discussing in the committee meeting, forming a group of members to work on the changes, and voting for approval of changes. Approving changes will need a two-third vote by committee members. The last step will be to submit to senate for official approval.

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Attachments

Faculty Guidance for Adopting OER

This attachment is included to help faculty with the adoption of OER. It is important to keep in mind that librarians on campus are a great resource to answer questions on production of knowledge. Faculty can visit the [Compton College OER](#) page for a listing of resources and worksheets.

Intellectual Property

There is a concern among some faculty members about issues linked to intellectual property if they adopt OER for their courses. Board Policy 3715 clarifies issues with [intellectual property](#). According to the policy, "Intellectual property is usually divided into copyrights, patents, trademarks, and trade secrets" (BP 3750). We want to emphasize that we consider intellectual property when adopting OER and have the resources that you need to be successful with your adoptions. Once again, this manual contains information about proper use of OER, and you can refer to it when needed.

Modification of OER Materials

Modifications of OER materials are often allowed. We recommend that you review terms of use for each website or material you use for your courses.

Distribution of OER Materials

Distribution of OER Materials will vary from Faculty Member to Faculty Member. Faculty may adapt their OER Material as needed in their courses according to their teaching style, formatting, or course instruction method. Faculty should provide the OER material within their Instruction method, use of Canvas LMS, through Compton College's OER Commons page, or on their syllabi.

Distance Education Process

Canvas LMS allows faculty to upload, link, and publish OER materials on course shells. OER Material must be pre-checked to meet Accessibility requirements mandated by law. Accessibility training is provided through the Distance Education Faculty Resources Page. Accessibility Resources can also be found through the [Open Washington OER Accessibility](#) page. Consider including OER materials, links, and other relevant information in your initial communications with new courses. In addition, provide clear links and guides to assist students in accessing the course's OER materials.

Limitations of OER

Caution must be used when selecting Open Education Resources. Some resources may not be relevant or accurate. The resources must be assessable, compliant to copyright limitations, and amenable to the current learning management system. This mode of instruction limits peer interaction and geared toward the English language only. Students may encounter problems with slow or inconsistent internet connection. Because some OER formats are difficult to download, access and modify content utilizing this material will be difficult. If material can't be shared openly, it must not

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violate copyright laws. OER originators may not update material or ensure that resources may not remain available online because there is no compensation for their efforts.

OER Support and Resources

Compton College currently provides OER support through the [Open Educational Resources Page](#) on the Compton College Library Website.

On Campus, faculty can contact Katherine Marsh (kmarsh@compton.edu) and Abigail Tatlilioglu (atatlilioglu@compton.edu).

Open Textbook Guidelines

Steps for Adoption

1. Choose a Textbook: we are working hard to make this process effective for you. Compton College has a repository that faculty can use through OER Commons. There are other alternatives to textbook adoption such as:
   a. LibreTexts to find a variety of topics of text material.
   b. OpenStax find textbooks, coursework, tutors, homework, and assessments.
   c. Lumen Learning where texts and quizzes are found.
   d. Merlot to find textbooks and learning exercises.
   e. Open Course Library for a variety of textbooks, and links. Examining Teaching Commons, textbooks in a variety of subjects, professional Development resources are available.
   f. There are other OER that you can use. Please review Open Educational Network for links to find depositories such as images, videos, links, science, and many more.
2. **Accessibility**: it is very important to consider accessibility when choosing OER materials. Please keep in mind that we are mandated by law to have materials that are accessible to students with disabilities. It is the law not just for OER materials, but all materials adopted in classrooms. If you did not receive the training on accessibility yet, here is a resource for you to review: Open Washington OER - Accessibility.
3. **Bookstore**: Celia Valdez communicates with the bookstore about textbook orders including OER.
4. **Library Desk Copy:** Consider sending an electronic copy of your open textbook and other OER to the Library Reserve Desk for inclusion in the Reserve Collection at the Compton College Library. Textbooks on reserve in the library allow students to check out print copies for short durations of time (usually two-hour periods at a time).
5. **Printing the Textbook** - a discussion is still taking place regarding funding for OER Printing. Topics currently discussed include:
6. **Using LMS:** Include your open textbook and other OER Materials in your syllabus, with information on how students can access the material electronically. Also, consider including location information for computer labs on campus in your syllabus.

Copyright and Licensing

Copyright in the U.S. depends on the year the content was published. If the author never published their work, the content is protected by copyright laws for the life of the author plus 70 years. Here is a resource for you to Cornell University library and their copyright information center. As faculty, it can be time consuming to figure out copyright and licensing for materials we might want to adopt. However, keep in mind that OER repositories already took care of copyright. Make sure that you read fair use agreements, and that you understand what their policies are.

Many faculty members use Creative Commons materials because it is ready to use. Keep in mind they have guidelines for using different domains. You must make sure you use the title and source, author, and license. There are currently six Creative Commons licenses. We are including the symbols after the explanation for you to know when you access their content.

1. Attribution (CC BY): you can modify and distribute if you credit the author, even if it is for commercial purposes. This license is flexible and accommodating licenses.

2. Attribution ShareAlike (CC BY-SA): you can modify and distribute if you credit. the author. The difference with CC BY is that people must license their content under the author's terms.

3. Attribution-NoDerivs (CC BY-ND): you can copy, use, and distribute but you cannot modify in any way. Modifications require permission from the author.

4. Attribution-Non-Commercial (CC BY-NC): you can copy, use, and distribute but not for commercial purposes. You don't have to use the author's terms.

5. Attribution-NonCommercial-ShareAlike: you can copy, use, modify, and distribute. You must credit the author, and license under the author's terms. You must make sure you are not using the material for commercial purposes.

6. Attribution-NonCommecial-DoDerivs (CC BY-NC-ND): you can download and share but not modify. You cannot use it for commercial purposes, and you must credit the author. This is the most restrictive license the Creative Commons have.

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Other Open Licenses

It is always best practice to credit authors in open sources. Many faculty members use the citation format within their disciplines. Footnotes are effective when crediting authors because you can add not only the author's name but also the link to the source.

REFERENCES

OER at Compton College

Compton Community College District Board of Trustees Policy BP 4030 – Academic Freedom, Jan. 2017

http://www.compton.edu/district/board_of_trustees/doc/BP_4030_Academic%20Freedom%2012-13-16.pdf

Outlines the right to faculty to exert their academic freedom as a faculty member of Compton College.

OER Commons – Compton College Page

https://www.oercommons.org/groups/compton-college/3804/

Compton College's OER digital library. Faculty and Staff can add OER materials to build a database for other Compton College Faculty.

Why use OER?

Why OER? Literacy Information and Communications Systems | U.S. Department of Education

https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/oer-for-el-instruction

An overview of the benefits of using OER, including a Fact Sheet and OER materials for Adult Education.

OER Adoption Process

OER Adoption Process | San Bernardino Valley College

https://www.valleycollege.edu/open-education-resources/faculty/adoption-process.php

A Reference guide developed by the San Bernardino Valley College outlining their campus' OER Adoption Process.

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Resources and Handbooks

Open Education Handbook | Open Education Policy Network

https://oerpolicy.eu/wp-content/uploads/sites/4/2017/07/Open-Education-Handbook.pdf

A handbook that provides resources, references, and guides for the development and implementation of OER.

Open Education Resources: OER Basics | Seattle Central College

https://libguides.seattlecentral.edu/OER

A one-stop resource and repository of OER materials, pedagogy, and Canvas resources to be used in the implementation of OER materials.

Open Educational Resources (OER) – Western Washington University

https://www.wwu.edu/teachinghandbook/resources_support/oer.shtml

A general overview of OER including licensing, finding OER, creating OER, Publishing, and general resources and research on OER.

Research

A Basic Guide to Open Educational Resources by Neil Butcher, Asha Kanwar, Stamenka Uvalic-Trumbic

https://unesdoc.unesco.org/ark:/48223/pf0000215804

This book serves as a guide to facilitate the implementation of OER in educational settings. It also includes various guides that can facilitate faculty and schools on implementation.

Fixing the Broken Textbook Market (report) | U.S. Public Interest Research Group (PIRG) Education Fund and the Student PIRGS

https://uspirg.org/reports/usp/fixing-broken-textbook-market

This Report outlines the various problems affecting the textbook industry and market and provides data on student success rates should textbook and course materials were provided for free.

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Copyright and Attributions

Copyright Term and the Public Domain in the United States | Cornel Univerisity

https://copyright.cornell.edu/publicdomain

An overview of copyright law in the United States including terms of copyrights and public domain information.

Attributing OER | Community College Consortium for OER

https://www.cccoer.org/attributing-oer/

A general guide on providing proper sourcing and attribution of OER materials.

Open Education Resources | Teaching in the Digital Age | BC Campus

https://opentextbc.ca/teachinginadigitalage/chapter/oer/

An overview of the principles of OER, Copyright Licenses, and implementation of OER materials.

Equitable Placement Plan

Whereas, AB 705 (Irwin, 2017) requires "a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average," the text of this bill makes no mention of the decision on what courses to offer at a particular community college district or college:

Whereas, As detailed in [ESS 21-300-015](), the California Community Colleges Chancellor's Office has overstepped their authority in interpreting the text of AB 705 and has singularly focused on maximizing throughput while ignoring other metrics of student success and possible negative effects on students while requiring colleges to not allow students to enroll in math and English courses below transfer-level unless throughput is maximized;

Whereas, Placement of all students into transfer-level math and English courses will be implemented at ~~Glendale Community College District~~ all community college districts (amended by R. Dickes for Area C) as of Fall 2022;

Whereas, Eliminating a student's agency in choosing to enroll in pre-transfer level math or English course can be harmful not only for students who do not wish to transfer and earn a local degree, but also for students that wish to enter a STEM degree program that want to learn foundational math skills and for English language learners that want to become more confident in the use of English language associated with mathematics;

Whereas, If a student is told that they must enroll in a transfer-level math or English course and then fails that course, there are significant negative consequences for that student including a permanent failing grade on their transfer transcript, possibility of academic probation for not making sufficient academic progress, and negative impacts on their mindset and academic goals; and

Whereas, California community college districts and colleges should have the right to offer courses that positively serve students that are unique to their location and student demographics;

Resolved, That the Academic Senate of Glendale Community College District supports offering pre-transfer and/or multi-term transfer-level courses in math and English in Fall 2022 and beyond.

Contact: Mike Davis/Roger Dickes, Glendale Community College

Upholding the California Community College Mission - Seeking Amendments To AB 1705 (Irwin, as of March 15, 2022)

Whereas, California education code 66010.4. (a) (1) defines the primary mission for the California community colleges to "offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school."

Whereas, California education code 66010.4. (2) further requires the California community colleges to offer instruction and courses to achieve all of the following:

> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

Whereas, California education code 66010.4. (3) expands the primary mission of the California community colleges "to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement."

Whereas, The language of AB 1705 (Irwin, 2022) defines pre-transfer courses to include "basic skills," "remedial", and "college-level" including non-credit courses, and mandate most students are placed enrolled directly in transfer-level written communication and quantitative reasoning courses for programs which require any math or English courses.

Resolved, That the Academic Senate for California Community Colleges seek the following amendments to AB 1705 (Irwin, 2022) in order to protect the mission and serve the students of the California community colleges:

> Placement and enrollment of students in a transfer-level English or Mathematics course should not prevent students from enrolling in a pre-transfer level English or Mathematics course when a *student determines* a course fulfills their academic needs based on the desire to:

> 1. Complete a certificate or Career Technical Education program.
> 2. Make up for learning loss from the COVID-19 global pandemic or break in education.
> 3. Build skills
> 4. Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.

> It is the intent of the legislature to neither prohibit nor deny a student the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs.

Contact: Wendy Brill-Wynkoop, College of the Canyons

ASCCC Resolution Spring 2022 - proposed

AB 1705 (Irwin, 2022) Regarding Chancellor's Office Student Enrollment Data

Whereas, AB 1705 (Irwin, 2022)[1] as of March 16, 2022 would require that California Community Colleges create a Transfer Level Gateway Completion Dashboard by July 2023 that shall be updated annually and shall contain data on a statewide basis, and disaggregated by regional, district, and college levels, including drop out prior to census date counts in mathematics, English, and ESL English;

Whereas, The California Community Colleges Chancellor's Office is assessing and evaluating AB 705 (Irwin, 2017)[2] or California Education Code section 78213[3] compliance by using student enrollment data in transfer-level coursework but does not include all enrollment data in the evaluation and assessment; and

Whereas, AB 1705 (Irwin, 2022)[4] as of March 16, 2022 would require that colleges not only place but also enroll students in transfer-level courses with limited exceptions;

Resolved, That the Academic Senate for California Community Colleges work with system practitioners, partners, and stakeholders as well as the legislature to ensure that the requirement for the California Community Colleges Chancellor's Office to create a Transfer Level Gateway Completion Dashboard remains in AB 1705 (Irwin, 2022)[5] and includes a data element on student enrollment from the first day of each course through the census date for each college.

Contact: Wendy Brill-Wynkoop, College of the Canyons

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[1] AB 1705 (Irwin, 2022):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[2] AB 1705 (Irwin, 2022):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[3] CA EDC:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC
[4] AB 1705 (Irwin, 2022):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[5] AB 1705 (Irwin, 2022):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

Graduate Student Internship Process

To Consider

- 1st year or 2nd year grad students can apply
- Term commitment (1 semester, 1 year)
- Time commitment per week (5 hrs, 10 hrs)
- Submission of learning agreement prepared by student and community college faculty mentor
- Complete any orientation/trainings/workshops
- Both student and mentor must submit evaluations
- Will all programs be open for internships, or just some
    - If so which ones
    - Will each program develop their own agreement

Application Requirements

- Internship application
- Cover Letter
- Resume
- Statement of Purpose: Please describe your aptitude and motivation for teaching, including your experience and future career goals. Please be specific about why teaching in the community college would be an especially good fit, paying particular attention to their diverse student populations and creating inclusive environments. Requirements: 1-2 pages maximum, 12 point font, double spaced with no less than 1 inch margins.
- Faculty Advisor Approval Form
- Recommendation Letter**:** This letter should be from someone who can speak to your abilities as a teacher. Although you may choose to have a letter written by your faculty advisor, your letter writer does not need to be your faculty advisor.

During the academic year, interns will work closely with a faculty mentor at a local community college. Activities may include, but are not limited to:

- Leading a classroom lecture
- Developing a classroom assignment and grading rubric
- Attending department meetings
- Informational interviewing with community college faculty and other administrators.

DISTANCE EDUCATION FACULTY COORDINATOR

POSITION DESCRIPTION

Under the direction of the assigned administrator, the Distance Education Faculty Coordinator is responsible for the overall coordination of faculty Distance Education (DE) certification and mentoring and will serve as a liaison between administrators and faculty with respect to such matters. The Distance Education Faculty Coordinator (DEFC) will co-chair the Distance Education Advisory Committee with the Instructional Designer/Faculty DE Trainer to foster campus-wide communication of objectives and resources. The DE Faculty Coordinator will be selected from the ranks of full-time faculty for approval by the assigned deans and the Vice President of Academic Affairs.

DUTIES AND RESPONSIBILITIES

- Maintain current knowledge and understanding of curriculum, support services, policies, laws, and regulations as mandated by State and Federal laws for the DE program.
- Work collaboratively with Distance Education Manager and the Instructional Designer - Faculty Distance Education Trainer on the assessment and evaluation of the advancement and benefit of Distance Education and other online initiatives, the Online Education Initiative and Open Educational Resources.
- Perform assigned committee work, and attend meetings called by the District, as long as such obligations are considered reasonable.
- Oversee the mentor program for new distance education faculty, provide oversight for the online course shell demonstration of competency process, and assist with the creation of discipline-specific model courses.
- Work collaboratively with the District-assigned administrator, Academic Senate and relevant committees to develop faculty professional development opportunities. Makes reports or presentations to Academic Senate and as needed to the President/Chief Executive Officer and the Board of Trustees.
- Attend and participate in meetings of the Curriculum Committee and Distance Education Curriculum Subcommittee, which performs technical review of distance education addendums.
- Ensure that all online classes meet or exceed legal requirements and robustly support student learning.
- Participate in the assigned Distance Education program review process.
- Process new faculty DE certifications and/or equivalencies.
- On an ongoing basis, provides a current list of DE certified faculty to the DE Manager to confirm faculty completion of DE certification requirements.
- Attend the Distance Education Coordinators Organization (DECO) Monthly Meetings hosted by the Chancellor's Office during the academic year (excluding intersessions).
- Develop a detailed list of duties annually for review and approval by the assigned administrator.
- Perform other duties as assigned.

REQUIRED QUALIFICATIONS

Full-time Compton Community College District Instructor

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

PREFERRED QUALIFICATIONS

- Experience teaching in an online environment.
- Understanding of effective online teaching practices.
- Knowledge of applicable regulations and laws related to accessibility (508) and FERPA.
- Interest in exploring new technologies.
- Excellent organizational and communication skills.
- Knowledge of the Canvas learning management system

Salary Range: Current Salary and the DE Faculty Coordinator will be compensated with 25% reassigned time for academic year 2021-2022 and thereafter. Additional paid time at the faculty hourly rate during intersessions, not to exceed 15 hours in Winter and 30 hours in Summer, shall be approved by the District-assigned administrator.

Conditions of Employment: Temporary Assignment, Full-time Compton Community College District faculty.

Curriculum Chair Duties

a. Duties of CCC Chair The faculty chair receives reassigned time and secretarial support to complete the following duties and responsibilities:
    i. Serves as a resource person to assist faculty in the development of curriculum proposals.
    ii. Reviews all curriculum proposals for technical accuracy, discipline assignment, and works with department chairs and course authors to make necessary corrections.
    iii. Develops a recommended curriculum committee schedule for the year.
    iv. Schedules and conducts the pre-curriculum review meetings.
    v. Prepares curriculum committee agendas and conducts committee meetings.
    vi. Works with the curriculum analyst.
    vii. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues.
    viii. Attend meetings with the VPAA or designee and the curriculum analyst and others as appropriate.
    ix. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
    x. Attend curriculum workshops at the local, regional, and state levels.
    xi. Participate in developing the annual curriculum calendar.
    xii. Perform additional duties as mutually agreed upon by the CCC and CIO or designee.

b. Academic Senate Duties of the Curriculum Chair

    i. Chair the Curriculum Committee.
    ii. Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.
    iii. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.
    iv. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

Senate Secretary Duties

a. The Secretary shall:
    i. Prepare and distribute minutes of all Academic Senate meetings.
    ii. Maintain an electronic file of all records (minutes, reports, etc.) and official documents of the Academic Senate except those placed in the keeping of others, such as records stored in the College archives.
    iii. The Secretary shall be responsible for all official Senate correspondence.
    iv. The Secretary shall maintain the Senate's web page and other internet links as designated by the body.
    v. Be an ex-officio member of Curriculum Committee.
    vi. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

Advocate for the Protection of Online Learning Integrity

Whereas, During the last decade, there has been significant support from the California Legislature for online and distance education to improve access to California Community Colleges, and during the COVID-19 pandemic, online course offerings at California Community Colleges have increased dramatically and enrollment trends indicate a continued increased interest in online learning, and;

Whereas, Faculty have engaged in professional development including strategies, pedagogies, and course design for online learning all while meeting Federal and State regulations to provide sustainable and flexible access to college in order to meet the increasing demand for high quality remote learning, and;

Whereas, The sharp increase in online learning has also created an economic market for educational fraud where companies sell their services to take courses on behalf of students for a fee or companies masquerading as study sites but in practice are fraud libraries providing paying users answers to assignments or access to essays for sale as documented in reporting from The Los Angeles Times[1], The Atlantic[2], and The Hechinger Report[3] and thus violate the integrity of degrees and security of college enterprise systems, and;

Whereas, It is evident that online education is here to stay and the solution to the nefarious mischiefs caused by this growing cottage industry of fraud is to innovate and protect the integrity of online courses and enterprise systems, not to backtrack from this inclusive learning modality.

Resolved, That the ASCCC advocate with the Chancellor's Office for vital resources to support local IT departments in the implementation of additional online learning protections such as multifactor authentication or IP address monitoring to help protect against educational fraud, and;

Resolved, The ASCCC advocate with the Chancellor's Office for additional resources to support local procurement of online learning tools that assist faculty in monitoring academic dishonesty, and;

Resolved, The ASCCC advocate with the Chancellor's Office for continued and expanded support of professional development for faculty in additional pedagogical skills to help prevent and identify educational fraud of this nature.

Contact: Kelly Rivera, Mt. San Antonio College

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[1] https://www.latimes.com/opinion/story/2021-10-24/online-cheating-apps-remote-learning

[2] https://www.theatlantic.com/education/archive/2015/11/cheating-through-online-courses/413770/

[3] https://hechingerreport.org/another-problem-with-shifting-education-online-cheating/

Title: **Noncredit Spanish Language Course Outlines of Record and Regional Support**
Author: Luciano Morales

Whereas the state of California has seen a significant increase in Spanish speaking residents over the last 10 years, an increase that is reflected in our student enrollment trends; and

Whereas several colleges, including Cerritos College and Los Angeles Trade Tech College, have already successfully implemented processes by which Spanish-language versions of their courses can be offered; and

Whereas demand for noncredit courses in Spanish has significantly increased especially in areas such as automotive, culinary arts, sewing, computer literacy, electrical, and entrepreneurship; and

Whereas the current lack of processes that could encourage and include Spanish-language courses also result in a lack of regional collaborations that may benefit Spanish-speaking students in expanding their academic opportunities; therefore

Resolved that the ASCCC Executive Committee urge local senates to encourage noncredit programs through regional collaborations to support the demand of Spanish-speaking students and explore new and existing noncredit, basic skills, and Vocational Education CTE courses that will allow for the courses to be taught in Spanish.

Resolved that the ASCCC Executive Committee urge local senates to work with their Curriculum committees through their curricular process to develop Spanish language indicators to be added to titles and course descriptions of noncredit, basic skills, and vocational education CTE courses and develop or amend Course Outlines of Records that are intended to be taught in Spanish.

Contact: Luciano Morales, Cerritos College

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

58th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION AT AREA MEETINGS

MARCH 18-19, 2022

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

<u>Resolutions Committee 2021-2022</u>
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Nancy Persons, Santa Rosa College, Area B
Craig Rutan, Santiago Canyon College, Area D
Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

*1.01   S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
*1.02   S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
*3.01 S22 Develop and Publish and IDEAA Liaison Handbook
*3.02   S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
*5.01   S22 Request Funding for Mental Health Resources, Services, and Professional Learning
*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
*7.01   S22 Public Access for Vision Resource Center Materials
*10.01 S22 Disciplines List – Asian American Studies
*10.02 S22 Disciplines List – Native American/American Indian Studies
*10.03 S22 Disciplines List – Nanotechnology
*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

*1.01 S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*[1] through Resolution F21 01.01 *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

> Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:
> 1. A version to be completed by the ASCCC and
> 2. A version to be completed by the PRC.
>
> The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*[2] for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric* and *Report Template.*

Contact: ASCCC Executive Committee

*1.02 S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt "Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)" as its acronym for the work that the Academic Senate for California Community Colleges is doing;

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[1] *Periodic Review Overview*

[2] Periodic Review Rubric and Report Template

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 S22 Develop and Publish an IDEAA Liaison Handbook

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor's Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor's Office inclusion of accessibility (the acronym and terms used by the Chancellor's Office is DEIA[3]);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and "to put these words into practice";

Whereas, the Faculty of California Community College passed Resolution SP21 3.02 *Include Cultural Competence in Faculty Evaluations* recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because "[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti- racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty"; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: Muhamed Sharif-Idiris, Equity and Diversity Action Committee

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[3] DEIA, used by the California Community Chancellor's Office, is *diversity, equity, inclusion,* and *accessibility.*

*3.02   S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework

Whereas, Resolution F20 3.04 *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*[4] directed the "Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates";

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices,* that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action[5] calls for curriculum changes to "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value";

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03   S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that "It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of

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[4] https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional

[5] https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

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education for students and decrease the time it takes students to complete degree programs," a goal that can promote student success without impinging on either academic freedom or faculty's rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was "committed" to addressing the "usurious costs associated with textbooks,"[6] which emphasizes his interest in seeing the state's substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty's right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

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[6] Zinshteyn, Mikhail. (2021, January 13). "Newsom calls textbooks 'racket,' proposes money to create free ones." *CalMatters.* https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

5.0 BUDGET AND FINANCE

*5.01   S22 Request Funding for Mental Health Resources, Services, and Professional Learning

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution F21 03.03 *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution S16 06.04 *Mental Health Services* which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor's Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987[7] (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122[8] (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

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[7] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987
[8] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01[9] *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants[10];

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards[11]; and

Whereas, AB 1746[12] (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746[13] (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01   S22 Public Access for Vision Resource Center Materials

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[9] Resolution S16 06.01: https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards

[10] ASCCC Position January 2019:
https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf

[11] Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

[12] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

[13] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented" and that the California Community Colleges Chancellor's Office ensure that "a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students," a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are "the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the

California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

9.01   S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in California Code of Regulations Title 5 § 55002 and the application of those requirements is detailed in the Program and Course Approval Handbook (PCAH);

Whereas the submission criteria for CSU GE Area F allows "courses without ethnic studies prefixes" to be submitted for Area F "if cross-listed with a course with an ethnic studies prefix"[14],[15] but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: Sarah Harris, ASCCC Curriculum Committee

9.02   S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

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[14] https://www.asccc.org/sites/default/files/COR_0.pdf
[15] https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf

Whereas, AB 705 (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a 2022 required plan from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: Adrienne C. Brown, ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S22 Disciplines List – Asian American Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American Studies:

> Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

*10.02 S22 Disciplines List – Native American/American Indian Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

> Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

*10.03 S22 Disciplines List – Nanotechnology
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Nanotechnology:

> Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost

(ZTC) Certificates and Degrees

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by Section 508 of the Rehabilitation Act;

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges' Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard [16](2020) says that "ensuring equal access to equally effective instructional materials

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[16] https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view

and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff";

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper Ensuring Effective Online Programs: A Faculty Perspective by Fall 2022 to include clarification of the differences between Accommodations (as referenced in Section 504 of the Rehabilitation Act) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

13.03 S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor's Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are

appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200, and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

13.04 S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

13.05 S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)[17] charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars

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[17] AB 417 Rising Scholars Network (McCarty, 2021)

Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

17.0 LOCAL SENATES

*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 *Stay At Home Order*, of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges' Chancellor's Office responded by November 2, 2020[18] to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri

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[18] https://www.ccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A

geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions F20 1.02 and S21 19.01, professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving IDEAA Work

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates";

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates";

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool[19] and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: Nadia Khan, Equity and Diversity Action Committee

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[19] Cultural Humility Tool

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Professor Holly Schumacher Zakoren,
President, CCCFE (Certificated Unit)

Mr. Amankwa McKinzie
President, CCCFE (Classified Employees)

Re: Vote of No Confidence - Joint Resolution by the Compton College Academic Senate, the Compton Community College Federation of Employees, Certificated Unit, Local 3486, and the Compton Community College Federation of Employees, Classified Unit, Local 3486A

Dear Dr. Moldoveanu, Professor Schumacher Zakoren, and President McKinzie,

I am proud to have been a part of the Compton College academic community for 16 years. For 11 of those years, it has been my great honor to serve as the Chief Executive Officer and eventually the President/CEO. Compton College's success and our students guide everything we do and give us a solid foundation while we work through this period of unprecedented change. I disagree with the accuracy of many statements made in the Vote of No Confidence Resolution against me and Sheri Berger, Vice President of Academic Affairs. I have responded multiple times to many of the concerns noted in the Resolution to the Compton College Academic Senate leadership and answered questions regarding the issues when raised.

Despite my efforts to address the concerns, I am troubled that misinformation in the Resolution has been forwarded to community members and employees at other California Community Colleges. Frankly, the Resolution and these antics distract from Compton College's many accomplishments.

Through a campuswide effort with input from faculty and staff, we developed the "Compton College 2024 Comprehensive Master Plan," which focuses on creating and maintaining educational opportunities and resources for students to realize their personal, academic, and professional goals. In addition, we have built partnerships with community groups and agencies to ensure students have greater access to a college education and the support they need to complete their coursework and prepare for the next step in their career path. As a result, much has been achieved in 11 years, including state and national recognition for our programs that help students transition to a university or secure employment.

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Among our many accomplishments:
- Successfully passed a $100 million facilities bond in November 2014 for facilities improvements for the Compton College campus.
- Successfully worked with the California Community Colleges Chancellor Office, California Department of Finance, and the California Governor's Office to return the governing authority to the elected Compton Community College District Board of Trustees on February 14, 2017.
- Obtained accreditation for El Camino College Compton Center, now known as Compton College, on June 7, 2017.
- Secured $11.3 million in the 2017-2018 California State Budget to support Compton College's transition to an independent college.
- Secured Full-Time Equivalent Student (FTES) Hold-Harmless Protection for Compton Community College District through the 2025-2026 year.
- Positioned Compton College as the 114th California Community College and began operating under the authority of the Compton Community College District Board of Trustees on June 7, 2019, at 11:59 p.m.
- Since 2011, Compton Community College District has secured over $250 million from facilities bonds and state funding for capital outlay projects and external funding in support of student success.
- Completed several key renovations, along with the opening of new facilities, including:
  - Library-Student Success Center - $25 million
  - Campus Infrastructure Projects - Approximately $46.5 million
  - Allied Health Building Project - $13.5 million
  - Football Field Renovation Project - $2.5 million
  - Little Theatre Project - $3.1 million
  - Public Safety Facility Project - $4.7 million
  - Instructional Building #1 - $22.3 million
- We launched two new construction projects currently in progress, including Instructional Building #2 ($25.6 million) and the Student Services Building ($25.2 million), scheduled for completion sometime in 2022.
- Joined the Achieving the Dream 2020 cohort and secured $112,500 from The Kresge Foundation to help encourage improvement in teaching approaches through professional development that assists underprepared students to pass college courses, particularly college-level math and English courses.
- Secured $400,000 from the College Future Foundation to support components of Compton College 2024 (e.g., Dual Enrollment, Tartar Success Teams, Guided Pathways, Faculty and Staff Diversity, and Research and Evaluation) in 2019-2020.
- Developed and revised over 160 Compton Community College District board policies, administrative regulations, and administrative procedures.
- Opened a campus health center and a food pantry in 2017.
- Established new academic programs and partnered with Compton Unified School District to establish the Early College High School.

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- Instituted the [Compton College Promise program](#), which helps ensure graduates from Compton, Lynwood, and Paramount Unified school districts have access to college and career preparation.
- Obtained funding from the [#CaliforniansForAll](#) College Corps program that will provide $2.175 million over the next two years to hire service-based fellows and administer a new program aimed at creating debt-free pathways for low-income students to attend Compton College while serving their community.
- Received positive notification from the [Fiscal Health Risk Analysis (FHRA) report published on January 4, 2022](#), that states the Compton Community College District FHRA score is 10.7%, indicating the District has a low probability of fiscal insolvency in the near future. The FHRA report was conducted by the [Fiscal Crisis Management Assistance Team (FCMAT)](#).

Many accomplishments have also been achieved in Academic Affairs under the leadership of Sheri Berger. For example:
- Completed significant curriculum advances:
  - Collaborated, advised, and supported faculty and the curriculum process to develop and ensure state approval of five noncredit adult education programs, resulting in Certificates of Completion and enhanced FTES rates.
  - Supported faculty and ensured approval of courses and programs in biotechnology, a workforce field with high labor market demand. The program launches this spring; the first class is filled.
- Provided accreditation leadership, ensuring the successful completion and submission of the College's Midterm Report and Distance Education Substantive Change Proposal.
- Contributed to the process for Compton College to become a "Teaching College" with the California Virtual College (CVC). This allows online courses to show live enrollment information. This will enable students enrolled in other California community colleges to seamlessly cross-enroll in Compton College online classes, with expected increased enrollment.
- Applied and was accepted for Compton College to participate in the Military Articulation Platform (MAP). When implemented this spring, veterans entering Compton College will have their military records reviewed and automatically have Credit for Prior Learning earned based on the established, faculty-reviewed articulations in the MAP system. The courses on the veterans' transcripts will garner specific course credit, thus reducing their time to completion. We anticipate full implementation for fall 2022.
- Partnered with [Calbright College](#) and Compton College faculty and administrators to renovate two computer labs in the Vocational Technology Building, review curriculum to award credit to Calbright students, and engage the adult population in Compton, Lynwood, and Paramount communities.
- Expanded dual enrollment partnerships with Compton Unified School District (CUSD):
  - Finalized the "Three-Year Bachelor's Degree" program with CUSD and Charles Drew University. This will allow students at Dominguez High School to begin classes in 11th grade, take one year of classes at Compton College, and transfer to Charles Drew University to complete a bachelor's degree in two years.
  - Revised AB 288 agreement with CUSD to include a new "Scholar's Academy" at Centennial High School that begins in fall 2022 for students entering the ninth grade.

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The Compton CCD Board of Trustees will review the revised agreement at a future Board meeting.

As it relates to Compton College enrollment challenges noted in the Resolution, enrollment has been declining over the years, and I have been shifting FTES to ensure the Compton Community College District Budget is stable to provide academic and support services for our students and community. Furthermore, I, along with senior management, monitor our enrollment. In the 2016-2017 year, I successfully presented arguments to the California state legislators on behalf of our District about equity and what Compton College students, faculty, Classified staff, and the Compton community deserve. As a result, I successfully secured FTES Hold-Harmless Protection for Compton Community College District through 2025-2026. On Thursday, October 7, 2021, Chris Ferguson, Program Budget Manager for the California Department of Finance, and I presented to the Compton College Academic Senate on the Compton College Full-Time Equivalent Student (FTES) Hold Harmless Provision and Compton College Enrollment. In the presentation, we outlined Compton FTES but, most importantly, our funding, which has increased since 2017-2018. It is important to note that during the Academic Senate meeting, no questions or comments were made about the enrollment and funding for the District.

Community college enrollment challenges were discussed at the recent Association of Community College Trustees National Legislative Summit in early February 2022, during a presentation that focused on the severe drops in enrollment in higher education. It was noted that community colleges nationwide had suffered the brunt of the enrollment drops. Well-documented data clearly shows the disparate impact of COVID-19 on school enrollment in lower-income areas. Unlike any other California community college, Compton College faced unique enrollment challenges prior to the pandemic due to the conclusion of the partnership with the El Camino Community College District.

As mentioned in the President/CEO Message – January 6, 2022, $500,000 from the unrestricted general fund will be used for marketing and outreach activities for summer 2022 through June 2023. In addition, in the President/CEO Message – February 10, 2022, I mentioned that we are developing a 2022-2023 Outreach and Recruitment Activities Calendar. When this document is completed, we will share it with the Enrollment Management Committee, Consultative Council, the Academic Senate, and our campus constituent groups for feedback and recommendations. I am committed to improving our enrollment, which will take all of us working together to find solutions. I hope that you will be engaged in this essential work.

As it relates to statements regarding the fiscal stability and security of Compton Community College District, included in the Resolution, as highlighted in the accomplishments listed above, the Fiscal Health Risk Analysis (FHRA) report published on January 4, 2022, states the Compton Community College District FHRA score is 10.7%. The report indicates the District has a low probability of fiscal insolvency in the near future. Compton College and Compton Community College District have a solid financial position that was confirmed by FCMAT.
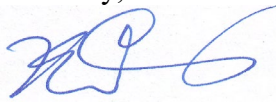
Maintaining campuswide communication has always been a priority, demonstrated through my twice-weekly President/CEO Message, quarterly Tartar Talks, Open Office Hours, and community forums co-hosted with the Compton Community College District Board of Trustees. Valuable information is also included in the Board of Trustees' monthly agendas, such as Board of Trustees Goals, updates on programs and services, District financial reports, and the Citizens'

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Bond Oversight Committee. Current and previous board agendas are available online at https://www.boarddocs.com/ca/compton/Board.nsf; click "Enter Public Site."

While I disagree with the accuracy of many of the statements in the Vote of No Confidence Resolution, I am committed to upholding our shared commitment to interacting with civility and mutual respect. However, I am dismayed by statements in public meetings characterizing me as an "oppressor" and "tormentor" and likening me to other dictators. These tactics are antithetical to our adopted values and do not promote a climate of respect. I hope we refrain from these personal attacks and work more cohesively to cultivate and maintain a meaningful and effective intellectual environment.

I remain determined and committed more than ever to fulfilling our mission of being a leading institution of student learning and success. I look forward to working with you as we continue to serve current and future Compton College students.

Sincerely,

Keith Curry
President/CEO
Compton College

c: Compton Community College District Board of Trustees
   Jeffery M. Freitas, CFT President
   Sheri Berger, Vice President of Academic Affairs