Academic Senate Agenda - Special Meeting

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary

Date: June 2nd, 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
__ Asistio, Lesley
__ 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
Ex-Officio Voting Members
__ Moore, Sean-Curric. Chair
__ Schumacher, Holly-Un. Pres.
__ Valdry, Andree-FDC Chair
Guests
__ Berger, Sheri-VP Acc. Aff.
__ DeLilly, Carol-Dean of Nurs.

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from May 19th, 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. **Recognitions (15 min)**
   a. Amber Gillis – Ten Years at Compton College
   b. Hoa Pham – Ten Years at Compton College
   c. Kendahl Radcliffe – Ten Years at Compton College
   d. Nikki Williams – Ten Years at Compton College

6. **Presentations (25 min)**
   a. Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O'Keefe – June 2nd

7. **Consent Items (3 min)**
   a. 6-Year Course Review: No Proposed Changes: ENGL 103 - Critical Thinking and Composition.
   b. 6-Year Course Review: Course Title Revision: ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).
   c. 6-Year Course Review: Course Description Revision: ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).
   d. Articulation/Transfer Review: ENGL 235 - Creative Writing: Screenwriting; and ESTU 105 - Chicano Culture.
   e. Distance Education: Fully Online: ENGL 103 - Critical Thinking and Composition; ENGL 235 - Creative Writing: Screenwriting; and ENGL 244 - Multicultural American Literature (Current Course Title: The Literature of American Ethnic Groups).

8. **Unfinished Business (10 min)**
   a. Second Read/Vote: AR 4235 (5 min)
   b. Second Read/Vote: AR 4237 (5 min)
   c. Second Read/Vote: BP/AR 5010 (5 min)
   d. Second Read/Vote: Universal Statement for DEI Graduation Requirement Courses (5 min)
   e. Second Read/Vote: Dual Enrollment Recommendations

9. **New Business (25 min)**

    a. First Read: AR 4105
    b. First Read: BP 4220
    c. First/Second Read/Vote: CNET Revision to Course Revision and New Course Proposal Templates: Teaching Discipline/Minimum Qualifications—Required Certifications.
    d. First/Second Read/Vote: CNET Revisions to Course Revision and New Course Proposal Templates: Distance Education Hybrid and EFOMA may be checked simultaneously.
    e. First/Second Read/Vote: CNET Revision to Program Inactivation Template: All fields simplified to create a user friendly process for faculty.
    f. First/Second Read/Vote: Hiring Freeze Resolution for Full-Time Faculty
    g. First Read: Program Mapper Verbiage
    h. First Read: Compton College OER Proposal

10. Discussion Items (35 min)
    a. Benefits of Having an Ombuds at Compton College (5 min)
    b. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
    c. Select a Meaningful Senate Project (5 min)
    d. Keynote Speaker for Fall 2022 and Spring 2023 (5 min)
    e. Should Senate Sub-Committee Chairs Be Allowed to Run for Senate E-Board Seats (5 min)

11. Informational Items
    a. President/CEO Response to Senate Recommendations For the Month of April.
    b. LGBTQ Report

12. Future Agenda Items
    a. Cybersecurity Presentation
    b. LGBTQ+ Committee Update

13. Public Comment

14. Adjournment

Next Scheduled Meeting: Fall 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 (19-22)
Sean Moore – Curriculum Chair (22-24)
Andree Valdry – Faculty Development Committee Chair (22-24)
Vacant – Distance Education Faculty Coordinator

Academic Senate Agenda

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clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators	_X_ Maruri, Carlos	_X_ Thomas, Shirley
_X_ Asistio, Lesley	_X_ McPatchell, David	_X_ Van Overbeck, Michael
_X_ Barragan-Echeverria, Theresa	_X_ Mills, Jesse	__ Villalobos, Jose
__ Ellis, Stephen	_X_ Moldoveanu, Minodora	_X_ West, Pamela
__ Estrada, Harvey	_X_ Monterroso, Noemi	_X_ Woodward, Valerie
_X_ Corona-Ramirez, Desiree	__ Moore, Sean	**Ex-Officio Voting Members**
_X_ Hobbs, Charles	_X_ Morales, Janette	__ Moore, Sean-Curric. Chair
__ Kahn, Mahbub	_X_ Phillips, Jasmine	_X_ Schumacher, Holly-Un. Pres.
__ Madrid, Vanessa	__ Phillips, Marjeritta	_X_ Valdry, Andree-FDC Chair
_X_ Mason, Don	_X_ Schwitkis, Kent	**Guests**
_X_ Martinez, Jose Manuel	_X_ Sidhu, Rajinder	_X_ Berger, Sheri-VP Acc. Aff.
_X_ Martinez, Victoria	_X_ Skorka, Evan	__ 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 2:03pm**
2. **Approval of Agenda**
   Kent S. motioned to table Discussion items ii and iii until Sean M. is present. Pamella W. seconded. Approved

   Jasmine P. motioned to approve agenda as amended. Shirley T. seconded. Approved

3. **Review and Approval of Minutes from May 5th, 2022**
   Kent S. motioned to approve minutes. Carlos M. seconded. Approved

4. **Reports (10 min)**
   a. President's Report – Minodora
      i. Eunice Kang will be taking over the Book Club
      ii. Last Friday, in person Collegiality in Action meeting with ASCCC and CCLC discussed issues related to governance
      iii. Inside Higher Ed statistic - Nationally, the number of part time faculty has dropped by 12% from Fall 2019 – Fall 2020 = ~2,800 faculty across the state.
   b. ASG Report – Stephanie Leonor
      i. Held series of events like Cinco de Mayo celebration, Mother's Day celebration, Equity Rights workshop, Learn the Pomodoro Technique (virtual and in-person)
   c. Vice President's Report – Carlos Maruri
      i. Virtual Paint Night tonight at 6pm
      ii. STEM workshop: What can you do with a STEM major?
   d. Accreditation Faculty Coordinator Report – Amber Gillis
      i. Yesterday, main meeting for accreditation. Started to see initial rough drafts for Standards 1 and 2. Provided peer review and feedback for improvement. Drafts will be coming in the Fall 2022
      ii. Accreditation Summit on Friday, June 3, 9am -12pm
   e. Academic Affairs Report – VP Berger
      i. End of year business, submissions of grades, SLO data, etc. Big push to make sure grades are submitted in a timely fashion so students are not negatively impacted. There are various grades missing from prior terms. Make sure to drop your no-shows before census. If students are not dropped by census, they will need to be awarded a letter grade (or Incomplete as needed)
   f. Curriculum Report – No Report
   g. Faculty Development Report – Andree Valdry
      i. Book Club has a poll to vote for a book for Fall 2022. *Link for vote was provided in chat*
   h. Enrollment Committee Report – No Report
   i. OER Committee Report – No Report

5. **Recognitions (15 min)**
   - Stephanie Leonor Del Cid – ASG President - Graduation
   - Rajinder Sidhu – Retirement

6. **Presentations (25 min)**

- Dr. Curry (15 min)
    - Congratulations to people recognized earlier today as well as newly tenured faculty recognized in Fall 2021
    - Graduation keynote speaker has been finalized and will be shared in the next newsletter
    - Discussed 2022 – 2023 Goals for Compton College, reason for focusing on each goal, current progress, and how to evaluate goals/activities: https://www.compton.edu//facultystaff/Documents/College-Goals_2022-2023.pdf
    - Collegiality in Action meeting: As long as we can keep line of communication open, we'll be able to work through issues.
        - Agrees to recommendation from Collegiality in Action meeting of hiring a mediator to help guide discussions on issues between stakeholders on campus.
    - COVID 19 and the New Normal: Vaccine Mandate for Summer 2022 has been implemented and can't change it. Fall 2022 is still in discussion
    - What else can we do to make sure students come back, increase retention?
        - We have cleared student debt
        - Various programs like the summer transfer trips
    - Recommendation for Academic Senate for 2022-23 is to focus on student retention and programming that can support students in these efforts
- First Year Experience Presentation (10 min) – Amber Gillis
    - Discussed the purpose and scope of FYE Taskforce, guiding principles, potential recommendations (4 categories: structural needs, curriculum needs, student support needs, faculty professional learning needs), and timetable/scalable rollout (Fall 2022 – Fall 2025)
    - Roza E.: Recruitment is an issue that we need to work on. We had a robust FYE program, but there wasn't support and lacked recruitment. Doesn't agree that frameworks like PCC and San Francisco City College are a good idea. Compton used to have a good FYE program. We also have a lot of faculty (full time and part time) that can teach HDEV but the shift to focus on dual enrollment students make it difficult to build a community for first year students.
    - Jasmine P.: There used to be relentless outreach in FYE and built a fun program for students that encouraged them to stay. It would be a good idea to have more people teaching HDEV instead of creating a new course, we already have a lot of faculty (full time and part-time) that are qualified to teach HDEV.

7. **Consent Items (3 min)**
   Kent S. motioned to approve Consent Agenda Items. Charles H. seconded. Approved

   a. AB 361 – Academic Senate Resolution to Continue Remote Meetings
   b. *2-Year CTE Course Review—No Proposed Changes*: CIS 116 - Using Microsoft Excel; and CIS 140 - Introduction to Networks Cisco 1.
   c. *6-Year Course Review—No Proposed Changes*: ASTR 120 - The Solar System; and PHYS 99 - Independent Study
   d. *Distance Education—Fully Online*: ASTR 120 - The Solar System; and PHYS 99 - Independent Study.
   e. *Course Inactivations*: MATH 67 - General Education Algebra; NURS 150A - Beginning Nursing Process and Fundamental Skills I; NURS 150B - Beginning Nursing Process and Fundamental Skills

II; NURS 151 - Human Development and Health; NURS 152 - Introduction to Nursing Pharmacology; NURS 153 - Intermediate Nursing Process I; NURS 154 - Intermediate Nursing Process and Mental Health; NURS 156 - Advanced Nursing Pharmacology; NURS 250 - Intermediate Nursing Process and the Family; NURS 251 - Legal and Ethical Considerations in Nursing; and NURS 253 - Intermediate Nursing Process II.

   f.   *New Programs*: Economics - A.A. Degree for Transfer (AA-T); ESL for Childhood Education - Certificate of Completion; and Real Estate Salesperson - Certificate of Achievement.

   g.   *New Courses—Distance Education Fully Online*: FILM 114 - The Social Media Influencer; FILM 115 - Social Media and the Brand; WELD 151 - Gas Tungsten Arc/Shielded Metal Arc Welding for Pipe Welding

8. Unfinished Business (10 min)

- Fourth Read/Vote: AR 7211 (5 min)
  Carlos M. motioned to open discussion. Holly S. seconded.
  - Changes made in approval process: "…the decision will be forwarded to the Academic Senate for approval, placed on the Board agenda by President/Chief Executive Officer (CEO), and approved by the Board of Trustees"
  - Corrected Title 5 reference to Section 53430
  Holly S. motioned to approve AR 7211 as amended. Shirley T. seconded. Approved

- 2nd Read/Vote: Honors Transfer Program – Five Year Plan (5 min)
  Desiree CR motioned to open discussion. Pamella W. seconded.
  Shirley T. motioned to approve Honors Transfer Program Five Year Plan. Michael V. seconded. Approved

9. New Business (25 min)

   a) First Read: AR 4235 (5 min)
  Michael V. motioned to open discussion. Valerie W. seconded.
  - Updated to include information regarding credit mirrored courses for noncredit courses
  Michael V. motioned to close discussion. Carlos M. seconded.

   b) First Read: AR 4237 (5 min)
  Carlos M. motioned to open discussion. Michael V. seconded.
  - Recommendation is to repeal AR 4237
  Carlos M. motioned to repeal AR 4237. Michael V. seconded. Approved. (Nay: Desiree CR)

   c) First Read: BP/AR 5010 (10 min)
  Michael V. motioned to open discussion on BP 5010. Carlos M. seconded.
  Carlos M. motioned to close discussion on BP 5010. Michael V. seconded
  Carlos M. motioned to open discussion on AR 5010. Michael V. seconded
  Carlos M. motioned to close discussion on AR 5010. Michael V. seconded.

   d) Universal Statement for DEI Graduation Requirement Courses (5 min)
  Michael V. motioned to open discussion. Jasmine P. seconded.
  - VP Berger: Where would this statement be placed?
    - Minodora M.: It can be in the syllabus, Area 7 in GE pattern, even the catalog
    - VP Berger: If on catalog we would need to revise AR 4025, if on COR then faculty would need to revise COR and go through curriculum process, and if in Area 7 in GE pattern AR4025 we would need to be revised. Okay if it's on syllabus since that is in faculty purview. Just keep in mind that the implementation timeline could be different depending on where we want to add statement.

- Jasmine P: Would this statement go on the optional list of statements for syllabus or would it be mandatory?
  - Minodora M.: It would not be mandatory

Carlos motioned to close discussion item. Jesse M. seconded.

Jasmine P. motioned to extend meeting by 10 minutes. Carlos M. seconded. Approved

e) Dual Enrollment Recommendations
  - Valerie W: Can we suggest that students who enroll in a college course should not enroll in a similar AP course?
  - Theresa B.: Rephrase 4th statement to reflect the latest date we recommend to add a course. Example "no later than the 2nd class meeting..."

Charles H. motioned to close discussion. Carlos M. seconded.

10. Discussion Items (35 min)
  i) Potential Lift of Vaccination Mandate at Compton College (5 min)
  Desiree CR motioned to open discussion. Michael V. seconded
  - Minodora M.: Should the student vaccine mandate be lifted for registration purposes but required by the time class starts. Feedback by VP Berger in Consultative Council was that this might falsely inflate the number of students enrolled in the class and we could potentially have a large number of classes cut during first two weeks of class if students don't submit their vaccination record. A reason to lift vaccine mandate based on Dr. Curry feedback is that the campus seemed closed to the students/community (based on feedback)
  - Shirley T.: Recommends having a statement upfront that tells students it's required to be vaccinated to register in courses
  - Carlos M.: It would also include an approved exemption (in addition to vaccination proof)

  Shirley T. motioned to close discussion. Carlos M. seconded.

  ii) Benefits of Having an Ombuds at Compton College (5 min) - **Tabled**
  iii) Benefits of a Kinder Caminata – Early College Experience for Children (5 min) - **Tabled**
  iv) Senator Terms – Large Number of Senator Seats Due for Re-Election Next Year – Consider Making Senator Terms More Staggered (5 min)
  Jasmine P. motioned to open discussion. Valerie W. seconded
  - Minodora M.: Is there a way that we can stagger the senator terms within the divisions so that there is a better blend of new/old senators. With the current terms, it means a lot of seats are up for re-election in 2023. An option could be to extend the term for some of the current senators (depending on division and their vote)
  - Valerie W.: What about different term length for senators. Some can serve 1, 2, and 3 years; though it could be confusing. Or maybe half the senators get elected in an even year and half get elected in an odd year
  - Amber G.: Senators were staggered before. The change happened when we revised bylaws to align with Guided Pathways initiative. Supports staggered terms
  - Minodora suggested that each Division address this issue during their last meeting of semester to get recommendations

  Carlos M. motioned to close discussion. Michael V. seconded.

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

    v) Select a Meaningful Senate Project (5 min)
    vi) Keynote Speaker for Fall 2022 and Spring 2023 (5 min)
    vii) Should Senate Sub-Committee Chairs Be Allowed to Run for Senate E-Board Seats (5 min)

11. Informational Items
    a) Dr. Flor's Campus Incivility – Investigation Outcome
    b) Proposed Revisions to Title 5, Related to Work Experience Education
    c) AB 928 Mandate – Update
    d) Biomanufacturing Program Maps
    e) Nursing Faculty Vera Kunte Resigned – Position Will Be Filled As it is Crucial

12. Future Agenda Items
    a) Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O'Keefe – June 2nd
    b) Update on New Canvas Video Orientation Module – DE Manager

13. Public Comment

14. Adjournment at 3:50pm

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

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4235 Credit for Prior Learning   **Issued: April 17, 2018**
Revised: November 13, 2018
Revised: December 8, 2020

References:
Board Policy 4235 – Credit for Prior Learning
Education Code Sections 66025.71, 66700, 70901, and 70902
Title 5 sections 55002, 55021, 55023, 55025, 55050, and 55052

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and received credit through one of the following approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Services Transcripts (JST)
- Evaluation of industry-recognized credential documentation☐ Evaluation of student-centered portfolios
- Satisfactory completion on an institutional examination, known as Credit by Examination, created and administered by the college faculty in lieu of completion of an active course as listed in the current College Catalog.
- Satisfactory completion of approved noncredit course with any mirrored credit course. The final grade of the noncredit course may be used as the Credit for Prior Learning grade for the mirrored credit course.

Credit may be awarded for prior learning only for a specific course by demonstrating mastery of the course content, objectives, and outcomes as for classes listed in the college catalog and on Course Outlines of Record.

Determination of Eligibility for Credit for Prior Learning
- The student must be currently registered in the college.
- The student must have a Comprehensive Educational Plan on file in the College's designated electronic system.
- The course is listed in the current College Catalog.
- For Credit by Examination the following additional criteria are used:

1. The student must have completed 12 semester units at Compton College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at Compton College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed.

2. The student shall only be allowed to petition to receive credit by examination one time per course and may not petition for credit examination for a course in which they are currently or have previously enrolled and received a grade,

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unless statutorily required to renew a license or certification required by State or Federal governments.

3. The student may not petition for credit by examination for a course in which they have been enrolled after census, except under special circumstances as determined by the faculty who normally teach the course, in consultation with the academic dean.

4. The student must petition for credit by examination no later than the middle of the term except under special circumstances as determined by faculty who normally teach the course, in consultation with the academic dean.

5. Only those courses listed in the current catalog and approved for credit by examination by the Curriculum Committee at the time of the petition shall be available to students for such credit.

6. Credit by exam is not available for any course that is lower in a sequence than a course for which a grade has already been earned, except under special circumstances determined by the faculty who normally teach the course, in consultation with the academic dean.

7. The maximum amount of credit permissible for Credit by Examination shall not exceed 15 semester units, including not more than 9 semester units required for the major subject field.

The Admissions and Records Office will verify the student has met eligibility requirements for Credit for Prior Learning. If a student does not meet one or more of the eligibility requirements, the Admissions and Records Office will notify the student which requirement(s) is not met and, if appropriate, refer the student to the Counseling Department.

Credits earned through Credit for Prior Learning are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government. Credit acquired shall not be counted in determining the 12 semester units of credit in residence required for an associate degree.

Prior Learning Assessment Grading Policy
- Grading shall be according to the regular grading system in accordance with. Administrative Regulation 4230: Grading and Academic Record Symbols
- Students shall be offered a "Pass/No Pass" grading option if that option is ordinarily available for the course.
- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty in cases of Credit by Examination in accordance with AR 4231: Grade Changes.

Transcript Notations for Credit for Prior Learning
- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.

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Advanced Placement
See Administrative Regulation 4236: Advanced Placement Credit.

International Baccalaureate
Student requesting Credit for Prior Learning using the International Baccalaureate (IB) examination shall receive credit for completing a satisfactory score on a district approved high-level IB examination under the following circumstances:
- The student shall complete the Credit for Prior Learning Petition available in the Admissions and Records Office.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- Official IB transcripts must be on file in the Admissions and Records Office.
- The student achieved a minimum acceptable score on the IB examination as listed in the College Catalog.

College Level Examination Program
Students requesting Credit for Prior Learning using the College Level Examination Program (CLEP) shall receive credit for completing a satisfactory score on a district approved CLEP under the following circumstances:
- The student shall complete the Credit for Prior Learning Petition available in the Admissions and Records Office.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- Official CLEP transcripts must be on file with the Admissions and Records Office.
- The student achieved a minimum acceptable score on the CLEP examination as listed in the College Catalog.

Credit for Military Service/Training
Students interested in Credit for Prior Learning using Joint Services Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:
- The student shall complete the Request for Military Credit available in the Admissions and Records Office.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- Official transcripts must be on file in the Admissions and Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), or verified copies of DD214 or DD295 military records.
- Credit course equivalency shall be determined by the faculty of the appropriate

- ~~The Nursing Program shall offer credit for military experience and course work according to the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.~~
- The Nursing Program shall have a process for a student to obtain previous education or other acquired knowledge in the field of nursing including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. Procedures for advanced placement into the Nursing Program shall be published in the college catalog, student handbook and on the Nursing Program webpage.

3

discipline.

Industry Recognized Credentials
Students interested in Credit for Prior Learning using industry recognized credentials shall receive credit as recommended by the appropriate division chair or discipline faculty designee under the following circumstances:
- The student shall complete the Credit for Prior Learning Petition available from the Admissions and Records Office.
- The student shall attach all industry recognized credentials to the petition.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- If an industry recognized credentials has already been evaluated and approved by the appropriate division chair or discipline faculty designee, the Admissions and Records Office will award credit based on the prior faculty recommendation.
- If an industry recognized credential has not yet been evaluated and approved, the following process shall be followed:
  - The Admissions and Records Office shall route the petition and accompanying industry recognized credentials to the division chair or discipline faculty designee
  - The appropriate faculty review the credentials.
    If the division chair or discipline faculty designee determine the industry certification adequately measures mastery of the course content set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the area dean for review.
  - The dean will forward the petition and supporting documentation to the Admissions and Records Office to keep the petition on file and notate the student transcript.

Student-Created Portfolio Assessment
Students interested in Credit for Prior Learning using student-created portfolios shall receive credit as recommended by the appropriate division chair or discipline faculty designee under the following circumstances:
- A department approved portfolio assessment rubric for the course is on file in the Office of Academic Affairs and the rubric aligns the course objectives and outcomes set forth in the Course Outline of Record.
- The student shall complete the Credit for Prior Learning Petition available in the Admissions and Records Office.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has a Educational Plan on file.
- Upon verification from the Admissions and Records Office that a rubric is on file and the petition is complete, the Admissions and Records Office will forward the petition to the division chair or discipline faculty designee.
- The chair will notify the student to submit all portfolio materials to them or the

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discipline faculty designee.
- o If the division chair or discipline faculty designee determines the portfolio adequately measures mastery of the course content set forth in the Course Outline of Record using the rubric on file, the appropriate faculty shall sign the petition with the recorded grade and forward the completed petition and supporting documents to the area dean for review.
- o The dean will forward the petition to the Admissions and Records Office to keep the petition on file and notate the student transcript.
- o The dean will contact the student to pick up the portfolio materials.

Credit by Examination
Faculty who normally teach the course shall determine how courses are selected and those courses eligible for credit by examination. Courses eligible for credit by examination shall be approved by the Curriculum Committee and listed in the college catalog.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the division chair or discipline faculty designed prior to initiating the formal process.

Procedure for Earning Credit by Examination
Students shall complete a Petition for Credit by Examination and submit it to the Admissions and Records Office along with satisfactory evidence of knowledge, skills or experience. Students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

The Admissions and Records Office will determine if the eligibility requirements are met. The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file. Additionally, the Admissions and Records Office shall forward petitions, with supporting documentation, to the respective division chair of the academic division concerned.

Once all eligibility requirements are met, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set forth in the Course Outline of Record.

Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the Course Outline of Record, may be established by written examination, portfolio, skills demonstration, or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at Compton College. The academic division chair shall notify the student of the examination arrangements.

5

Fee Requirements
A processing fee will be charged to petition for credit by examinations and for mirrored credit courses. The amount of the fee will be established by the Admissions Office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Fees are not refundable. Students involved in high school or occupational center articulated programs will be exempted from paying this fee.

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COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4237   Credit for Military Service   **Issued: October 16, 2018**

References:
  California Senate Bill 466.
  American Council on Education, Guide to the Evaluation of Educational Experiences in the
    Armed Services.
  California Community Colleges Chancellor's Office, Awarding Community College Credit
    for Prior Military Experience, March 2016.
  Education Code Section 66025.7

Compton College grants credit for successful completion of United States Armed Forces courses as recommended by the American Council on Education in the Guide to the Evaluation of Educational Experiences in the Armed Services. Whenever possible, military credit will be used for the fulfillment of general education, major coursework, and other degree requirements.

The Nursing Program shall offer credit for military experience and course work according to the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.

Veterans may also petition to receive credit by examination for military courses, experiences, and training. The procedures by which veterans may receive credit by demonstrating mastery of course content, objectives, and outcomes through examinations established by discipline faculty are described in Administrative Regulation 4235 Credit by Examination. College Level Examination Program (CLEP) credit will be accepted when it is included on the American Council on Education transcript.

The experience of the veteran will be reviewed and any appropriate Compton College credit granted. Specifics related to the process of granting credit for military service will be published in the college catalog and posted on the Admissions and Records Office webpage. Once Compton College reviews and awards credit, it will become part of the veteran's permanent record. Credit for military service will be awarded after completion of one semester of attendance at Compton College. Students should meet with a counselor to determine whether or not the units will transfer to a four-year institution.

Commented [CM1]: cerritos does not have 4237, housed under 4235

Commented [CM2R1]: Mt SAC doesnt have it specifically listed at all (even in their 4235)

Commented [CM3R1]: SDCCD has it separate from their credit for prior learning- https://www.sdccd.edu/docs/District/procedures/Student%20Services/AP%203900_03.pdf

Commented [CM4R1]: PCC houses military under 4235

Commented [CM5R1]: LACCD has military credit separate (not very detailed- https://www.laccd.edu/About/Documents/AdministrativeRegulations/E-118.pdf)

1

BP 5010 Admissions and Concurrent Enrollment   Issued: November 13, 2018
                                                       Revised: October 15, 2019
                                                       Revised: <mark>month day</mark>, 2022

Reference:
    Title 5, Section 55050
    Education Code Section *52620, 52621,* 76000, 76001, 76002, *and 76038* ~~48800, 48800.5~~
    Labor Code Section 3077
    34 Code of Federal Regulations Part 668.16 subdivision (p) (U.S. Department of Education
    regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the
    Higher Education Act of 1965, as amended);
    ACCJC Accreditation Standard II.C.6

It is the policy of the Compton Community College District that the Compton College shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

I.   General Admission

      Any person over the age of 18 or possessing a high school diploma, or who has passed the California High School Proficiency Test *or the High School Equivalency Exam*, ~~or~~ has a GED, or has a Certificate of Completion from a High School or other nation shall be admitted.

II.   K-12 Concurrent Enrollment (Also refer to AR 5010)

      A. Limitation of K-12 Concurrent Enrollment by Grade Level
          a. Any student whose class level is equal to grades 9 and above is eligible to attend as a special part-time or full-time student for advanced scholastic or vocational courses provided they are not prohibited to attend by federal or state law.
      B. Admission of K-8 Students
          a. A student in K-8 may be admitted for attendance under very limited circumstances as identified by the District.
      C. Admissions Procedures
          a. The President/Chief Executive Officer (CEO) shall establish procedures regarding ability to benefit and admission of high school and younger students.
      D. Denial of Special Full-time or Part-time Enrollment
          a. The denial of special full-time or part-time enrollment and the appeal process shall be identified in the District's procedures.

III. Claims for State Apportionment for Enrollment of Special Admission Students

      A. Claims for state apportionment submitted by the District based on enrollment of high school students, shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

Applicable Administrative Regulation:
    AR 5010   Admission and Concurrent Enrollment of High School and Other Young Students

AR 5010	Admission and Concurrent Enrollment of	Issued:	October 15, 2019
	High School and Other Young Students	Revised:	month day, 2022

References:
Education Code Sections ~~11300~~, 48800, 48800.5, ~~4880, 4901 66010.4~~, 76001, 76002, *and* 76004~~, 76060.5, 76140, 76223, 76300, 76350, 78401, 87010, 87011, and 79121~~

Eligibility for Admissions
The District authorizes the admission of K-12 students who can benefit from advanced scholastic or vocational work to take credit courses as special part-time students or special full-time students. The District may also admit K-12 students to take noncredit and community education classes. The limitations described in this policy only apply to the admission of K-12 students to take credit courses. The Vice President of Academic Affairs in consultation with the appropriate dean shall establish procedures for concurrent enrollment in noncredit and continuing education courses.

All courses will be taken for college credit. The student's K-12 school of attendance maintains the right to grant course credit for courses taken at Compton College.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, unless a legal exemption applies, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission of 9th – 12th Grade Students
To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. To be considered for admission as a special full-time student, the student must meet the eligibility standards set forth in Education Code Section 48800.05. The Vice President of Academic Affairs shall establish procedures for the admission of special part-time and special full-time students. Special part-time students may be enrolled in up to 11 units per semester or 5 units per session. College and Career Access Pathway (CCAP) students may be enrolled in up to 15 units or more per session.

The student must be recommended by his/her high school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be

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expected to comply with all District policies and procedures.

~~Any student that has not completed the 9th and 10th grade student must verify they have a 2.0 grade point average upon the time of admission.~~

Limitations on Enrollment of 9th -- 12th Graders
- Students may not enroll full-time unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must meet with a counselor to enroll in subsequent terms.
- Students will not receive priority registration status.
- Students will be charged applicable fees in accordance with BP 5030 Fees.
- Students who are given permission to enroll full-time (12 units or more in a session) will be assessed the enrollment fee.

Admission of K-8 Grade Students
To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. The District may admit highly gifted elementary and secondary students as a special part-time student based on the criteria established herein. Admission is subject to seat availability.

The student must be recommended by his/her school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.

Limitations on Enrollment of K-8 Grade Students
- Students will be allowed to enroll in a single course each semester or session unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must receive approval from a counselor to be allowed to enroll in subsequent terms.
- Students will not receive priority registration.
- Students will be charged applicable fees in accordance with BP 5030 Fees.

Admission of Students into College and Career Access Pathways (CCAP)
Notwithstanding the process for admission of K-12 students by grade level described above, the District shall admit students into established CCAP programs who are recommended by the CCAP School District partner in accordance with the laws and regulations governing CCAP partnerships.

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Procedures for Reviewing K-12 Student Admission

The Vice President of Academic Affairs or designee will determine if a student has the ability and sufficient preparation to benefit from instruction and whether the student's safety and that of other students will not be affected by their enrollment. The decision of the Vice President of Academic Affairs or designee shall be final. Once a decision has been made, the student and his/her parent or guardian shall be informed of the decision. This determination may be done by applying one or more of the following criteria:

- a review of the materials submitted by the student;
- meeting with the student;
- consideration of the welfare and safety of the student and other students;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the student;
- requirements for supervision of the student; and/or
- location and/or meeting times of the class(es).

Denial of Requests for Admission

If the District denies a request for special part-time or special full-time enrollment for a student who is identified as highly gifted, the District shall record and issue to the student its findings and the reason for denying the request in writing within 60 days.

Apportionment

The attendance of a student at a community college as a special part-time or special full-time student pursuant to this section is authorized attendance, for which the community college shall be credited or reimbursed pursuant to Education Code Sections 48802 and 76002.

Claims for state apportionment for K-12 students must meet all of the following criteria:
- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
  - ❖ The college catalog
  - ❖ The regular schedule of classes
  - ❖ An addenda to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or special full-time students.

College and Career Access Pathways (CCAP)

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The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership, and shall:
- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010, or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
  - ❖ A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
  - ❖ A community college course that is oversubscribed or has a waiting list shall not

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be offered in the CCAP partnership; and
  ❖ Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
  ❖ Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
  ❖ Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade-level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:
- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course to eligible high school students solely if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

5

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
- The units constitute no more than four community college courses per term;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:
- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the District shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance following information:
- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

6

Universal Statement for DEI Graduation Requirement Courses

This course fulfills the Compton College DEI graduation requirement by emphasizing the intellectual contributions provided by scholars from underrepresented groups, addressing intersectionality, diverse voices and viewpoints, student narratives, learned experiences, cultural differences, and offering a diverse representation of a variety of co-cultures, through a lens of inclusivity, equity, and social justice.

DUAL ENROLLMENT

Academic Senate Recommendations

Compton College

Academic Senate Recommendations for Dual Enrollment

1. Students should be provided the appropriate classroom environment where they can effectively participate in class discussion, free of excessive ambient noise.
2. Students should not be enrolled in college courses that overlap in meeting time with their high school courses.
3. Students should not be enrolled in short-term classes, as they are less likely to succeed.
4. Students should be enrolled in courses no later than the 2nd class meeting, in order to avoid increase the chance of succeeding in the course.
5. Especially if a student has already failed in a 16-week course, they should not be enrolled in a short-term version of that same course, as their chances of failing will increase significantly.
6. Students should not take more than one college course at a time.

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

References:

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

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

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

- ~~S~~secure credentialing/login and password system
- ~~P~~proctored examinations
- ~~New or other~~ Other technologies and practices ~~that is~~ effective in verifying student ~~Identification~~identification.

> **Commented [J1]:** Should we say "Other appropriate technologies and best practices" to make it more concrete?

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

> **Commented [J2]:** Template verbiage or no, this is poorly written and unclear. Also, does the bit about additional "charges" even apply at our college?

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Distance education courses include fully online (Online) and partially-online (Hybrid) courses. It requires regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

> **Commented [J3]:** This was updated to reflect changes to Title 5 effective 11/21. See summary of changes on page three here. The "significant" change was to replace "effective contact" with "substantive interaction"..

Course Approval

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

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

2

Certification

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

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

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

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

~~The Compton College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.~~

No Show and Census Reports
Consistent with federal, state, and local guidelines, instructors shall submit "no show reports or census reports" to maintain an accurate roster. Distance Education Course Requirements (approved by DEAC and the Academic Senate) that must be in a Compton College Distance Education course within the Welcome Module include a Welcome Letter, the course syllabus and the first Check-In Assignment. Acceptable evidence of academic attendance is logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester.

> **Commented [J4]:** The bit about regular contact between students is included in the law verbiage as noted here.

> **Commented [J5]:** Per previous DEAC.

> **Commented [J6]:** This has nothing to do with DE and seems misplaced here as it's more general.

> **Commented [J7]:** Per previous DEAC

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BP 4220 Standards of Scholarship   **Issued: May 15, 2018**

Reference:

    Education Code Section 70902(b)(3);
    Title 5, Sections 55020, et seq., 55031 et seq., 55040, et seq.

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, ~~shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5.~~ will establish standards of scholarship. These procedures address grading practices, academic record symbols, grade point average, credit for prior learning, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, ~~limits on basic skills coursework~~, and grade changes. These procedures will be included in the college catalog.

The Board of Trustees will determine a uniform grading practice for the District, based on sound academicprinciples.

Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license ~~shall~~ will be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalog~~s and made available to students~~.

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Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	
Conditions of Enrollment	2/2
Requisites	1/1
Content Review	1/1
Prerequisite/Corequisite Validation	

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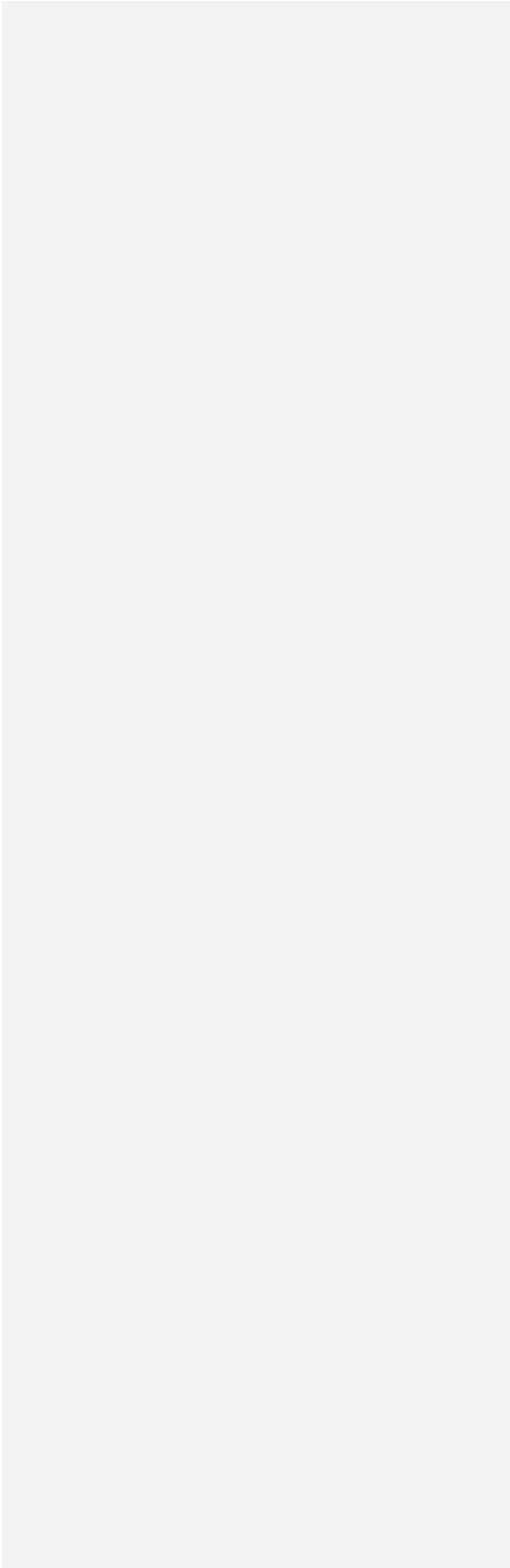
Distance Education

Distance Education is instruction in which the
through the assistance of communication tech

☑ Does (or will) this course have a DE component?

Form of Distance Education
Mode of delivery

☑ Emergency Fully Online by Mutual Agreement

☑ Hybrid Only

Emergency Fully Online by Mutual Agreement S

A course may be offered fully online when the president of
primarily on the assigned faculty for a recommendation to p
semesters/terms. The District and the assigned faculty shall

Hours for Content Delivery and Interaction

asic Program Information

1/3

odes and Dates

Basic Program Information

Program Information

Degree/Certificate Name

Administration of Justice

Division

Award Type

A.S. Degree for Transfer (AS-T)

Program Goal

☐ Career Technical Education

☑ Transfer

☐ Other

Proposal Information

Proposed Implementation Term

Status: Draft

Remaining Lau

Basic Program Information **1/3**

Codes and Dates

Rationale for Proposal *

The transfer degree in Administration of Justice has been developed to
degree provides the best options for students intending to transfer to a

What percentage of the program is approved to offer through Distanc

▶

Next Program Review (Month/Year) *

Division Approval Date

▦

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

📝 History

Required Certifications

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	1/1
Cross Listed Course	
Co-Contributor(s)	
Course Standards	4/4
Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	
Conditions of Enrollment	2/2
Requisites	1/1

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Fields marked with * are required

Academic Senate Resolution to Implement a Faculty Hiring Freeze at Compton College for 2022-2023

Whereas, Compton College is one of the smallest districts in the State of California and the district has experienced an extreme enrollment declines of 32% from 2016-2021; and

Whereas, the FCMAT Report in 2021 identified that the district has approximately 23 Full Time Equivalent Students (FTES) per Full-Time Equivalent Faculty and the California Community College Chancellor's Office sets a standard of a minimum of 35 FTES per FTEF for state funding; and

Whereas, the FCMAT Report states the district is maintaining higher than normal teaching faculty levels; therefore

Be it Resolved, that to effectively meet the 50% law, the district should reduce the cost of delivering instruction as it improves classroom efficiency and the full-time to part-time teaching balance; and

Be it Resolved, that the Academic Senate is proposing the district adhere to the FCMAT recommendation that the district improve the balance of full-time (contract) faculty districtwide by implementing a hiring freeze for full-time instructional faculty to meet the 50% law; and

Be it Resolved, that the district should align its personnel needs with the student population to avoid fiscal instability in the future, which could place the district in fiscal jeopardy, according to the FCMAT Report, 2021; and

Be it Resolved, the Academic Senate recommends the hiring freeze be implemented for the 2022-2023 academic year, and then re-assess the

ratio of FTES to FTEF for subsequent academic years given a change in student enrollment.

Minodora Moldoveanu
Academic Senate President   *May 2022*

Compton Program Mapper 2022-2023 Proposed Changes_Draft

Note: Program Maps courses are not being changed with these recommendations.

1. **Course Lists Titles**
   a. Each GPD Counselor determines the Program Title for course lists. Note: Course Lists Titles have no colons or hyphens.
   Note: This title is not the Degree/Cert Title, just the course lists. public

2. **Verbiage for course lists and GE requirements:**

	Required Core Course Lists Title (Internal)	Major Electives: List A, List B, List C Course List Title (Internal)	General Electives Verbiage (to meet 60 unit requirement. Public)
Associate Degrees For Transfer	"Program or Short Program Title" *Required Core* Ex: *Administration of Justice Required Core*	"Program or Short Program Title" *List A* or *List B* or *List C* Ex: *Administration of Justice List C*	*See a counselor and/or visit www.assist.org.*
	Required Core Course Lists Title	**Major Elective Course Lists Title**	**General Electives (to meet 60 unit Requirements)**
Associate Degrees	**"Program or Short Program Title" Required Core** Ex: *Administration of Justice Required Core*	**"Program or Short Program Title" Electives** Ex: *Administration of Justice Elective*	Speak to the counselor(s) in your Guided Pathway Division (GPD) to identify additional courses that support your major/program of study.
Certificates (All) • Certificate of Achievement (COA) • Certificate of Accomplishment (COAC) • Certificate of Competency/Noncredit (COC)	**Required Core Course Lists Title**	**Major Elective Course Lists Title**	**General Electives**
	"Program or Short Program Title" Required Core Ex: *Administration of Justice COA Required Core*	**"Program or Short Program Title" Electives** Ex: *Administration of Justice COC Elective*	General Electives not applicable.

1

3. General Education

    a. CSU GE (Public)

All Areas will be programmed using the system default except for the Laboratory which will be customized to include the verbiage that a corresponding lab is required.

        i. Previous verbiage: Choose a course from Area B.3. Program requires at least one course from Area B.3. All courses in Area B.3 must be completed with a grade of "C" or better.

        ii. **New Proposed Verbiage:** *Choose a course from Area B.3. Courses from this area must correspond to the lecture course used from Area B.1. or Area B.2.*

    b. Compton College GE (Internal):

New GE Area Proposed Course List Titles
Compton GE: Natural Sciences
Compton GE: Social and Behavioral Sciences
Compton GE: Humanities
Compton GE: Language and Rationality - English Composition 4A
Compton GE: Language and Rationality - Communication and Analytical Thinking 4B
Compton GE: Health and Physical Education
Compton GE: Culture, Diversity, and Equity Requirement
Compton GE: English Competency Note: Missing from the Mapper as was missing from the (ECC) Catalog.
Compton GE: Mathematics Competency

Open Educational Resources (OER) Proposal

Compton College Community College

Proposal Developed by:

Abigail Tatlilioglu
Gayathri Manikandan
Theresa Barragan-Escheverria
Nathan Lopez
Sarah George

Compton College Mission

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.

Compton College Values

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

Compton College Vision

Student-centered focus in providing students the opportunities for success.

- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Supportive and nurturing 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.

Compton College Strategic Initiatives

- Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
- Student Success: Compton College will support the success of all students to meet their education and career goals.
- Innovation: Compton College will enhance the success of students through the use of technology.
- Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.
- Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

Purpose

The purpose of Compton College's Open Education Resources (OER) Initiative is to convert 85-100% of course offerings to rely on OER materials by 2035; ultimately,

reducing the cost of course materials for students. This endeavor will support the following strategic initiatives from the Compton College 2024 Master Plan:

Strategic Initiative	How OER Supports Strategic Initiatives
Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.	OER materials ensure students have low-cost access and alternatives to course materials they need to be successful academically.
Innovation: Compton College will enhance the success of students through the use of technology.	Using the Canvas LMS and other educational technologies, students will have access to course materials and tools needed for successful completion.
Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.	With the goal of 85%-100% OER, Dual enrollment students will benefit from having access low to no textbook cost courses.
Student Success: Compton College will support the success of all students to meet their education and career goals.	By removing the barrier of cost, students will be able to focus on their education and not how to afford their course materials.

OER benefit students financially and has the potential to support Compton Colleges efforts to close equity gaps. Below is a summary table of the results from a national study conducted by Colvard et al showing OER closing equity gaps based on various student metrics:

	Change Grade	Change DFW
All Students	+8.6%	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non- White	+13%	-5%
Part-time	+28%	-10%

Primary Goals

- Reduce the cost of education for students
- Encourage faculty to use/develop ZTC courses using OER materials
- Increase OER course offerings.

OER Program Overview

Step 1: Department in partnership with individual faculty members submit OER Proposal.

Step 2: Applications are reviewed by OER Committee and OER Faculty Champion. Upon acceptance, consult with the OER Champion on the training and development process.

Step 3: Faculty members receive OER Fundamentals training. (This step is only completed by each faculty member their first time participating.)

Step 4: Faculty member develops OER course within 1 - calendar year timeframe.

Step 5: OER Faculty Champion coordinates quality assurance reviews for feedback (original OER only).

Step 7: OER Faculty Champion coordinates approval of course materials by the OER Committee.

Step 8: Course is made available for use and payment is issued.

OER Course Development

The goal of this proposal is to provide departments and faculty an opportunity to coordinate the development of OER courses that drastically reduce the cost of textbooks and course materials. For the purpose of this proposal OER will be defined as course materials that span the length of the course (i.e. 16 week, 8 week, etc.) and limited to materials that assist students with meeting the established course level learning outcomes.

In order to participate, proposals from departments and faculty members will be accepted that outline the following information:

- Course being converted
- Department and faculty member name
- How does this support your Department goals for OER, if any?
- For an original OER, provide a statement on why you would like to create this OER and what benefits it will have on increasing OER courses within your area.
- Approval from Department/Dean/Division Chair.

Faculty participants will receive an incentive for their work in the form of a stipend. Faculty will be required to participate in an OER Fundamentals training for all first-time faculty adopting, remixing and/or creating their own OER materials.

Compensation (Research + Training + Development)

Research + Training

Breakdown OER Compensation Per Course

	Level 1 (Adopt)	Level 2 (Remix)	Level 3 (Original)
Research	250		
Training	400		
Development	850	1350	3350
TOTAL	1000	2000	4000

OER Development

1. **Level 3:** For creating an original OER for use in a course, a stipend is available of up to $3350.
   o Available for a maximum of 20 courses at the college and up to a group of 4. High need areas will be given priority.
2. **Level 2:** For revising/remixing existing OER to develop a course, a stipend is available up to $1350.
   o Utilizing multiple OER materials in combination, with or without alteration or addition, in a course.

3. **Level 1:** Adoption of existing OER (without modification) and incorporate into a course, a stipend is available for up to $850

***All newly created and/or remixed OER must be added to the OER commons and/or Canvas commons to qualify for stipend.

All Subsequent Proposals

After a faculty member has successfully completed 1 OER proposal they will receive the "Research + Development" stipend amounts listed; however, they are no longer eligible to receive a stipend for OER Fundamentals Training. OER fundamentals training is only taken once.

Guidelines
- Each proposal has a maximum of 1 calendar year to complete the development/adoption of OER materials from the date of OER training completion.
    - o For Level 3 Original OER developers Faculty will have ~2 years to complete the development of their proposed OER.
    - o If more than two (2) years are required OER Champion will develop a new timeline with Faculty member.
- Faculty members are required to participate in the Fundamentals OER Training the first time they have a proposal accepted.
- The original/adopted/remixed OER must be used for a minimum of 2 years for the proposed class.
- Provide accessible PDF/Word version and/or Canvas Course shell with all course materials.
- For faculty that complete the Research and Training portions and decide to not continue with the program must develop an OER Course Outline in coordination with the OER Liaison to receive Research and Training compensation outlined above.
- OER Faculty Champion and OER Committee will determine which proposals to approve.
- A course can only go through this process once; however, the following exceptions will be made.
    - o High section number courses (more than 6 sections) are able to submit a maximum of 2 separate proposals for a single course. Each must utilize different teaching strategies to qualify.
    - o A large-scale change in the field requiring an overhaul of student content.
    - o Department appeal for an update to existing OER.

The OER Faculty Champion will contact all grantees with final decisions and next steps. Announcements regarding OER developments will be made to the campus community on a regular basis. The OER Faculty Champion will provide the list of approved projects to the Distance Education Manager.

Faculty Support and Training

The below items are support and training for faculty that choose to develop OER materials or play a leadership role.

OER Fundamentals Training – For Faculty Developing OER materials

This is a four (4) part 90-minute workshop series that introduces faculty to OER. Each workshop covers a different aspect of OER to provide an overview on developing, adopting, or remixing OER's. Faculty only need to take this training once.

Session 1

Introduction to OER Practices & Tools for Discovery

Session 2

OER Collaboration & Curation

Session 3

OER Design & Peer Review

Session 4

Outreach & Planning Next Steps: Develop plans for future OER work, including

Train-the-Trainer Training – For Faculty OER leaders

For faculty members with an interest to provide training and guidance on OER there will be an option to become an OER Faculty Lead. This training will go into greater detail compared to the "OER Fundamentals" workshop series. This is a six (6) part 90-minute workshop. This is a stand-alone training and does not require OER Fundamentals prior to participating.

Session 1
Introduction & Discovery of Open Educational Resources and Practices

Session 2
OER Collaboration, Evaluation, and Curation

Session 3
OER Design, Authoring and Remixing

Session 4
Peer Review and Continuous Improvement

Session 5
OER Training Design and Planning

Session 6
Leadership and Advocacy

Training Compensation Breakdown

Fundamentals of OER is required of all faculty when their first proposal is accepted. Compensation is in6cluded in the first stipend amount. All proposals accepted thereafter will not include a training requirement.

Faculty OER Trainers

Faculty that complete the OER Train-the-Trainer instruction will be invited to deliver training to new OER faculty.

Train-the-Trainer Training Total = 9 hours
Compensation: $650/person

The college will maintain 2 Trainers. Trainers receive $800 / training.

OER Champion

OER Champion	OAS rate (+$3,500 benefits) or .5 reassigned time	Open to FT faculty, recruited from those who complete the OER Fundamentals and Train the Trainer. Would be responsible for providing additional training to faculty, for being the OER Liaison to the ASCCC OERI,

Title: Open Educational Resources Champion

Length of Assignment: 1 year, renewed as needed

Start Date: Summer 2022

Reassigned Time: Summer Special Assignment; Fall 2022 .50; Spring 2023 .50

Funding Source: Higher Education Emergency Relief Funds (HEERF), Equity, CARES, Debt Free College: Dean, Library, Educational Technology, and Learning Support Project Administrator: Dean, Library, Educational Technology, and Learning Support

General Description:

The OER Champion will collaborate with the Distance Education Manager to increase the adoption of open educational resources on campus with the goal of increasing student success, equity, and inclusive excellence. The OER Champion will be responsible for leading faculty/department recruitment for grant programs, raising campus awareness of OER, and will join the OER Coordinator in representing Compton College on the District 4C OER Council.

Duties and Responsibilities:

1. Attend monthly OER Committee meeting.

2. Recruit and onboard participants in faculty/department grant program.

3. Support grant awardees through technical support, identifying existing OER resources, navigating copyright concerns, and publishing original resources.

4. Attend and serve on 4CD OER Council.

5. Work collaboratively with the Distance Education Manager and Professional Development Manager to plan and deliver FLEX activities for fall and spring.

6. Work collaboratively with 4CD OER Council and Distance Education Manager to plan and deliver a districtwide OER showcase during Open Education Week..

7. Attend OER-related conferences and professional development programs.

8. Working with the Distance Education Manager to maintain a database of proposals and OER courses.

10. Collaborate with Distance Education Manager to distribute student advertising.

11. Maintain colleges OER Commons hub

12. Coordinate Quality Review teams and provide feedback to OER developers.

13. Maintain Database of OER vs ZTC/Low-Cost courses and coordinate with bookstore and scheduling for appropriate course designations.

14. Maintain updated Website for OER visibility to incoming/current students as well as training for faculty/staff.

15. Creation/adoption and maintenance of the OER evaluation template in conjunction with the OER committee and student government.

16. Coordinate with Articulation officer to be sure OER courses are being accepted for transfer.

17. Creation of OER mini module/template for inclusion in Canvas shells (student guides on how to use OER, request printed copies, etc)

18. Ensures faculty are sharing materials in the true spirit of OER, making materials open for others to use.

19. Provides training and assistance to faculty to share their OER.

Quality Assurance/Quality Control

Quality Reviewers
Quality review teams will be coordinated by the OER Faculty Champion for original OER. Review teams will consist of:

- Faculty reviewers are required to complete the OER Train-the-Trainer Training before conducting OER quality reviews.
- The quality team will consist of:
    - One (1) Subject Matter Expert from the subject of the OER (Faculty Member from the same subject area)
    - One (1) Faculty member outside of the subject area
    - Two Students

Each faculty member will be paid a flat rate of $300 dollars. Each student will be paid $100 dollars.

OER Review Cycle
From the date of distribution OER materials will be reviewed every three (3) years for accuracy and relevancy.

OER Course/Material Distribution
The below are recommended guidelines for OER course and materials distribution.

- OER Commons Hub
    - The OER commons is a central place to share, discover, and obtain course materials.
    - [Compton College OER Commons Hub](#) is a place where Compton College faculty can make their OER materials available for other faculty to discover.
    - Upload approved materials to the Compton College OER Commons page.
- OER Canvas Shells/Sandboxes
    - OER Materials developed in Canvas Shells can be made available for distribution.
- Provide Library with copies of OER materials to be made available for checkout.
- Printing Services
    - For students that need a printed copy of a text.
        - Establish a printing fund.
        - Students submit printing request.

Student Support

To support student's transition to OER during this initiative and to ensure the continued utilization of OER in the future, the following will be sources of information and support for students:

- Contact information for the Distance Education Manager and OER Champion. Make these individuals accessible to students to send inquiries about OER/ZTC
    o Students contact the DE Department for OER access/support inquires.
    o Outreach materials made available to student services areas for distribution.
- A Compton College web page with basic OER information and links to contact/list of classes
    o Overview of OER/ZTC
    o Book voucher information
- SRC to provide support services to students related to their learning needs and OER materials.
- Addition of OER explanation and links to Canvas Student Support Hub.

Communication Plan

In order to raise awareness of the campus community, especially students, the following methods will be used to disseminate information:

- o For Students:
    ▪ Create advertisements
        • Highlight Textbook savings
    ▪ Social Media
    ▪ CRM Advise
    ▪ Ensure accurate OER/ZTC note on class schedules
    ▪ Filter by attribute on online searchable schedule & OER list in pdf/print version Schedule of Classes
    ▪ Banner message in "MyCompton"
    ▪ Canvas Announcement
    ▪ Ensure that CVC course listings include OER indicator (once available)
    ▪ Special webpage for OER videos, (what is OER, student testimonials, how to find OER courses on campus) and list of courses that typically use OER. Contact info for Champion
- o For Departments/Faculty:
    ▪ Presentation about the OER Initiative and OER Development process overview at department/faculty meetings.
    ▪ Incentive/stipend
    ▪ Invitations sent to the department/faculty.
    ▪ Special PD link for OER training on website
- o Canvas Shell dedicated to OER that is open to all faculty and students.

- o Webpages in the following locations:
  - ▪ PD for OER related training
  - ▪ Current Student (list of current OER courses)
  - ▪ Library (link to OER commons)
  - ▪ Academic Senate (as a subcommittee)

Program Evaluation

Program evaluation of this OER initiative will be based on the following criteria/data:

- **% of OER course sections**
  - o The established goal is to achieve 85-100% OER course sections.
  - o This number will need to be continuously monitored to achieve and maintain the goal.
- **OER Evaluation Rubric**
  - o Implement the Compton College OER Rubric to evaluate produced OER materials.
    Compton College – OER Evaluation Rubric
  - o References
    - ▪ From College of the Canyons
    - ▪ Rubrics for evaluating Open Education Resources (OER) Objects Peralta CCD Online Equity Rubric
    - ▪ Peralta Online Equity Training Program
  - o Maintain record of OER Rubric scoring
- **Course List**
  - o Maintain an accurate list of course sections with an OER option.
- **Collect student feedback**
  - o Recommend a student survey for courses with OER materials.
- **Success and Retention Rates**
  - o Monitor overall rates of OER Classes vs Non-OER Class by subject area.
- **Textbook Savings**
  - o Calculate textbook savings for courses that adopt/develop OER materials.
- **Faculty Participation**
  - o Badges
    - ▪ Training completion
      - • Design/Accessibility training completion.
      - • Train the Trainer, Champion.
    - ▪ OER development completion.
      - • Completion of an original OER
      - • Participation in collaborative OER development
    - ▪ Training Completion
    - ▪ OER Completion
    - ▪ Badge issued for each step
  - o OER Implementation Rate by GPD
  - o Course update rate %

- o OER Commons Participation
- o Annual OER Faculty Survey
  - Awareness/familiarity of OER
  - Average cost of textbook in required major courses
  - Current participation in OER
  - Knowledge of creative commons licensing
  - Availability of OER materials in the field
  - Willingness to develop OER materials
  - Quality of available OER in field
  - Individual textbook selection process

OER Database

Develop and maintain a database of OER courses. This database will allow for calculating cost savings for students, measuring the goal of achieving 85-100% OER, and will provide easy access to OER related data.

Current OER Status

The below figures are estimates on how many course sections are currently offering an OER option for students. These figures are approximations until improved tracking systems are implemented for more accurate reporting.

Fall 2021

Total Course Sections	OER Sections	OER %
389	79	20.3

Spring 2022

Total Course Sections	OER Sections	OER %
482	102	21.2

Project Timeline Goals

Goals

25% of course sections will be utilizing OER by 2023.

50% of course sections will be utilizing OER by 2027.

75% of course sections will be utilizing OER by 2031.

85-100% of course sections will be utilizing OER by 2035.

Recommendations

Workgroup General Recommendations

- Establish an OER Database that maintains information on courses with OER offerings, faculty training, cost savings, and number of students served each semester by OER courses.
- OER Faculty Champion coordinate development of proposal selection criteria.
- OER Faculty Champion recommend updates for the Compton College OER Handbook to align with the OER program.
- Develop additional criteria for faculty and student reviewers for Original OER.
- OER Faculty Champion coordinate the establishment of quality assurance guidelines for OER materials produced.
- OER Faculty Champion collaborate with PD Manager and Distance Education Manager to formalize OER training process and scheduling

Projected Budget – 10 Years

Compton College has approximately 203 active courses.

Adoption/Remix: 183 courses
Original OER: 20 courses

		Adoption	Remixing	Original (20 courses)
Development				
	Research	$45,750		$5,000
	Faculty Training	$50,000		$8,000
	OER Development	$155,550	$247,050	$67,000
	Quality Review (Original Only)			$16,000
	TOTAL	**$251,300**	**$342,800**	**$96,000**
Training				
	Trainer Training	$6,500		
	Trainer Compensation	$9,000		
	TOTAL	**$15,500**		
OER Champion				
	Compensation (10 Years)	**$80,000**		
Projected Budget Range				
Adoption + Original + Training + OER Champion		**Remixing + Original + Training + OER Champion**		
$442,800		**$534,300**		

Course Recommendations

With the goal of achieving 85-100% OER course sections. Almost all Compton College section offerings would need to adopt or develop OER materials for their courses. While this is an "All hands-on deck" effort, the following courses are being recommended as those that have potential to make the most impact towards achieving the 85-100% OER course sections by 2035. This list is not exhaustive. These selections were based on the following criteria:

- Number of course sections (more than 5) **OR**
- Semester enrollment had ~40 or more students for Fall and Spring semesters during timeframe observed. **OR**
- OER high need area. **OR**
- Any combination of the above items.
- Some courses listed offer OER sections but are not 85-100% OER.

Course	Summer 2021		Fall 2021		Spring 2022	
	# of Sections:	# of Students:	# of Sections:	# of Students:	# of Sections:	# of Students:
AJ 100	1	16	2	39	2	43
AJ 103			3	40	3	46
ANAT 132	4	64	10	136	10	132
ART 101	5	90	7	154	6	139
BIOL 100	2	27	4	64	5	95
CDEV 103	2	30	6	114	5	94
CHEM 102	2	47	6	115	5	76
COMS 100	11	250	11	175	12	208
DANC 101			4	99	4	91
ENGL 101	4	50	27	418	16	388
ENGL 103	3	48	10	139	15	291
ESTU 101*	6	151	4	22	2	41
FILM 110			6	115	3	65
HIST 101	1	12	5	126	7	136
HIST 102	2	46	6	75	5	104
HIST 111			3	54	3	55
HDEV 110	9	214	13	204	11	157
HUMA 101	1	28	3	57	3	65
MATH 150	6	130	16	243	20	373
MEDT 101	3	71	8	122	5	86
MUSI 111			8	177	7	172
NFOO 110	1	18	2	41	3	61
POLI 101	2	55	9	214	9	181
PHYO 131	2	59	5	232	5	106

PSYC 101	6	126	11	194	8	140
PSYC 116	2	48	3	57	3	66
SLAN 111**			4	86	2	17
SLAN 112**			3	67	3	58
SOCI 101	3	61	9	98	5	118
SOCI 102	1	15	3	51	3	52
SPAN 101	2	39	10	252	6	107
SPAN 102	1	25	7	188	7	184
THEA 103	2	36	8	104	5	107

* High Summer enrollment

** Courses are part of a series that uses the same text.

Tentative Timeline

This is an estimate of how many new course sections would need to be converted to OER each year in order to achieve 85% OER by 2035.

Assumptions

1. Total Course Sections assumed not to change for Fall and Spring.
2. The figures in this tables are all estimates and are meant for planning purposes.
   - All information in this table should be verified.
3. Courses will continually be assessed as it related to achieving 85-100% OER
4. Each semesters timeline was developed individually based on total number of courses offered.
5. Course overlap between semesters was not considered.

	Fall	Spring
2021 - 2022		
OER Courses Sections	79	102
Total Course Sections	389	482
OER Rate	20%	21 %
2022 - 2023		
NEW OER Courses Sections	0	0
OER Section Total	79	102
Total Course Sections	389	482
Projected OER Rate	20%	21%
2023 - 2024		
NEW OER Courses Sections	20	25
OER Section Total	99	127
Total Course Sections	389	482
Projected OER Rate	25%	26%
2024 - 2025		
NEW OER Courses Sections	20	25
OER Section Total	119	152
Total Course Sections	389	482
Projected OER Rate	31%	32%
2025 – 2026		
NEW OER Courses Sections	20	25
OER Section Total	139	177
Total Course Sections	389	482
Projected OER Rate	36%	37%

2026 – 2027		
NEW OER Courses Sections	20	25
OER Section Total	159	202
Total Course Sections	389	482
Projected OER Rate	41%	42%
2027 – 2028		
NEW OER Courses Sections	20	25
OER Section Total	179	227
Total Course Sections	389	482
Projected OER Rate	46%	47%
2028 - 2029		
NEW OER Courses Sections	20	25
OER Section Total	199	252
Total Course Sections	389	482
Projected OER Rate	51%	52%
2029 – 2030		
NEW OER Courses Sections	20	25
OER Section Total	219	277
Total Course Sections	389	482
Projected OER Rate	56%	57%
2030 – 2031		
NEW OER Courses Sections	20	25
OER Section Total	239	302
Total Course Sections	389	482
Projected OER Rate	61%	63%
2031 – 2032		
NEW OER Courses Sections	20	25
OER Section Total	259	327
Total Course Sections	389	482
Projected OER Rate	67%	68%
2032 – 2033		
NEW OER Courses Sections	20	25
OER Section Total	279	352
Total Course Sections	389	482
Projected OER Rate	72%	73%
2033 – 2034		
NEW OER Courses Sections	20	25
OER Section Total	299	377

Total Course Sections	389	482
Projected OER Rate	77%	78%
2034 − 2035		
NEW OER Courses Sections	33	40
OER Section Total	332	417
Total Course Sections	389	482
Projected OER Rate	85%	86%

Appendix I: Additional Resources

Compton College - Michelson 20 MM Foundation Spark Grant Proposal

College of the Canyons OER/ZTC Presentation 2021 – Slide 35

AAC&U, University of Georgia The Impact of Open Educational Resources on Various Student Success Metrics, in International Journal of Teaching and Learning in Higher Education (2018)

LGBTQ+ Work Group Summary Report

Hawk McFadzen, Co-Chair: hmcfadzen@compton.edu
Dr. Michelle Garcia, Co-Chair: mgarcia22@compton.edu

Chancellor's Office Allotment of $62,062:

- Increase visibility
    - Student voice video
    - Events and programming
    - Tabling
- Student Assistant
    - Creating a center
    - Securing grants

Current Projects:

Increasing Visibility

- Senior Day
- Faculty and Staff OUT List
- Library section/display

Student Support

- Online and IRL spaces
- Canvas shell

AY 22-23 Goals

- Web page
- Develop AS-T in LGBTQ+ Studies
- LGBTQ+ Center
- Lavender graduation
- Professional Development for students
    - Conferences
    - Transfer opportunities
    - Career opportunities
- Professional Development for staff and faculty

OUT List

May 26, 2022

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the *April 7, 2022*, and *April 21, 2022*, Meetings:

Academic Senate – Summary of Decisions Made at April 7, 2022, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: ATEC 134, CDEV 131, ESL 6, ELS 12, ESL 51B, GEOG 101. *Accepted as presented.*
2. Course Inactivations: BIOL 111, GEOL 102, GEOL 115, MATH 12, MATH 17A, MATH 23, MATH 27A, MATH 37, MATH 47A, MATH 111, MATH 115. *Accepted as presented.*

Academic Senate – Summary of Decisions Made at the April 21, 2022, Meeting

Other Items:

1. Outreach and Recruitment Plan. *Accepted as presented at this time*. Please note, the title of the plan is 2022-2023 Outreach and Recruitment Activities Plan. The feedback was collected and incorporated for clarity into the document.
2. Open Educational Resources (OER) Handbook. *Not accepted as presented*. There are several concerns that the Academic Senate and OER Committee should consider as listed below. Dr. Airek Matthews, distance education manager, has been assigned oversight of the College's OER efforts and should be consulted for more specifics regarding these comments and concerns. Below are some of the concerns:
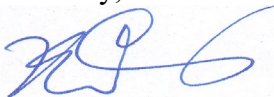   - The OER Workgroup is developing an implementation plan and it is unclear how the manual and the plan complement each other.
   - Board Policy 4045 - Textbooks and Instructional Materials should be referenced in Handbook as it mentions and encourages use of OER. "In order to minimize cost to students, the usual period of adoption for texts will be two academic years and whenever possible, faculty are encouraged to use Open Educational Resources (OER)."
   - There is nothing in the Handbook about what Canvas related training faculty should have before sharing materials.

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- The Handbook notes a pre-checking process for OER materials. There is no indication of who is expected to do that pre-check of OER materials.
- It is unclear if the Library has a role with respect to OER materials. [Board Policy 4040 - Library and Learning Support Services](#) states that donated materials will be evaluated using the same criteria as other materials. Will this apply to OER materials? What are those criteria?
- On page 8, under the Bookstore section, the Handbook mentions Celia Valdez, instructional coordinator, by name. This statement is inaccurate, and we should refrain from using individual names in handbooks. If a person is responsible, we should reference them by position. However, faculty are expected to provide their book orders directly to the Bookstore, including their use of OER.

3. Biotechnology Program Marketing Plan. ***Not accepted as presented***. The Biotechnology program is currently in its infancy. The College is still working to ensure a viable facility in the short term until the Math Science Building is renovated. Creating a demand that our facilities cannot handle is not wise at this time. Sheri Berger, vice president of academic affairs, has been in conversations with Dr. Abiodun Osanyinpeju, dean of student learning, and Dr. Katherine Marsh, faculty member, about the program, including scheduling and facilities.

4. New Programs. ***Not accepted as presented.***
   a. Software and Application Design
   b. Game Design/Machine Learning/Artificial Intelligence
   c. Special Education
   d. Addiction Studies
   e. Radiology Technician

Thank you for providing some of the presentations given at the Academic Senate meeting. However, not all programs are included, and each presents information differently. Before a determination can be made, please provide a detailed summary of each proposed program, including the data to support the program's viability. After which, we will work with the instructional deans to provide the estimated cost for the proposed new programs.

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

Sincerely,

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee