Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President **Recorder:** Noemi Monterroso, Secretary
Date: December 7, 2023 **Time:** 2:00-3:30 p.m. **Location: In Person – Board Room**

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.

25 Voting Members	__ Moldoveanu, Minodora	__ Joanna Wyatt	**Senators**
__ Blake, Eckko	__ Monterroso, Noemi		__ Barrag
__ Elfarissi, Hassan	__ Moore, Sean	**Ex-Officio Voting Members**	__ Ekimy
__ Ekimyan, Roza	__ Morales, Janette	__ Conn, Brad-DEFC	__ Ellis, S
__ Hobbs, Charles	__ Schwitkis, Kent	__ Moore, Sean-Curric. Chair	__ Estrada
__ Johnson, Susan	__ Tavarez, Juan	__ Morales, Janette-Un. Pres.	__ Corona
__ Lopez, Karina	__ Thomas, Shirley		__ Hobbs,
__ Lopez, Nathan	__ Valdry, Andree	**Guests**	__ Kahn,
__ Martinez, Jose	__ Van Overbeck, Michael	__ Berger, Sheri-VP Ac. Aff.	__ Madric
__ Martinez, Victoria	__ Villalobos, Jose		__ Mason
__ Maruri, Carlos	__ West, Pamela		__ Martin
__ Mills, Jesse	__ Woodward, Valerie		__ Martin

Agenda

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

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from November 2nd, 2023**
4. **Reports**
   a. President's Report
   b. Associated Student Government (ASG) Report
   c. Vice President's Report
   d. Accreditation Faculty Coordinator Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Faculty Coordinator (DEFC) Report
   h. Faculty Development Committee Report
   i. Enrollment Committee Report
   j. Open Educational Resources (OER) Committee Report
   k. LGBTQ+ Committee Report
   l. First Year Experience (FYE) Committee Report
   m. Student Learning Outcomes (SLO) Coordinator Report

5. **Consent Items**
   a. **From the November 7th Curriculum Committee Meeting**
      i. *2-Year CTE Course Review—No Proposed Changes*: BUS 101 - Financial Accounting; BUS 102 - Managerial Accounting; BUS 111 - Accounting for Small Business; BUS 120 - Business Management; and BUS 121 - Human Resources Management.
      ii. *Course Review: Articulation Transfer Review; Course Description Revision; Distance Education:* CH 101 - Personal and Community Health Issues.
      iii. *Course Review: Articulation/Transfer Review*: SOCI 207 - Introduction to Human Services and Social Work.
      iv. *New Course—Second Read*: ENGL 101E - Enhanced Reading and Composition.
   b. **From the November 28th Curriculum Committee Meeting**
      i. *2-Year CTE Course Review—SLO Update—Course Description Update—DE*: CDEV 125 - Child Development Practicum I.
      ii. *2-Year CTE Course Review—No proposed changes*: CDEV 152 - Curriculum and Strategies for Children with Special Needs.
      iii. *New Courses—Second Read*: CIS 161 - Introduction to Application Development Environment: Swift; CIS 162 - Programming Fundamentals; CIS 163 - Programming Fundamentals I: Apple Swift I; and CIS 164 - Programming Fundamentals II: Apple Swift II.

6. **Unfinished Business**

   a. AR 4105 – Distance Education

7. **New Business**
   a. First/Second/Approve: Retention and Persistence Plan
   b. Equivalency Application for Ethnic Studies – Damien Montano - Approved
   c. Equivalency Application for Ethnic Studies – Michael Clark – Denied

     d. Ethnic Studies Job Description Revision
     e. Taskforce Formation to Draft the Constitution and Bylaw Editing Process

8. **Discussion Items**

     a. Ideas of Issues to Tackle as a Senate

9. **Informational Items**
     a. [Approved Resolutions](#) at the ASCCC Fall Plenary
     b. Dr. Curry's Response to Decisions Made by the Senate During the October 19 and November 2nd Senate Meetings
     c. Committee Vacancies
              Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
              Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
              Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
              FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
              Equitable Approaches to Community Safety and Health Taskforce – need several faculty
              DEAC - Student Rep, HEPS, Adjunct Faculty Rep
              Calendar Committee - needs several faculty
              Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
              PLEC - 1 faculty - meets 2nd Friday at 11:00 a.m. via Zoom

10. **Future Agenda Items**

11. **Public Comment**

12. **Adjournment**

Next Scheduled Meeting: February 22nd, 2023

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

FALL 2023	LOCATION	SPRING 2024	LOCATION
September 7	Board Room	February 22	Board Room
September 21	Board Room	March 7	Board Room
October 5	Board Room	March 21	Board Room
October 19	Board Room	April 4	Board Room
November 2	Board Room	April 18	Board Room
November 16	Board Room	May 2	Board Room
December 7	Board Room	May 16	Board Room

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

CCC Academic Senate Roster 2023-2024 (26 Voting Members)

Officers:

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

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Juan Tavarez (23-26)
Susan Johnson (23-26)
Andree Valdry (23-26)
Valerie Woodward (20-24)

Counseling (5)
Eckko Blake (23-26)
Vacant (23-26)
Carlos Maruri (21-24)
Noemi Monterroso (21-24)
Karina Lopez (23-26)

Social Sciences (3)
Nathan Lopez (23-26)
Jesse Mills (21-24)
Pam West (23-26)

Business and Industrial Studies (3)
Vacancy (21-24)
Sean Moore (23-26)
Michael Van Overbeck (23-26)

Science, Technology, Engineering and Mathematics (5)
Hassan Elfarissi (23-26)
Jose Martinez (23-26)
Kent Schwitkis (23-26)
Jose Villalobos (23-26)
Vacancy (22-25)

Health and Public Services (3)
Vacancy (23-26)
Shirley Thomas (21-24)
Roza Ekimyan (23-26)

Adjunct Faculty (2)
Joanna Wyatt (22-25)
Victoria Martinez (23-26)

Ex Officio Voting Members
Janette Morales – Union President (23-25)
Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)

Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: November 16, 2023   **Time:** 2:00-3:30 p.m.   **Location: In Person – Board Room**

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.

25 Voting Members	_X_ Moldoveanu, Minodora	_X_ Joanna Wyatt	**Senators**
_X_ Blake, Eckko	_X_ Monterroso, Noemi		__ Barrag
__ Elfarissi, Hassan	__ Moore, Sean	**Ex-Officio Voting Members**	__ Ekimy
__ Ekimyan, Roza	__ Morales, Janette	_X_ Conn, Brad-DEFC	__ Ellis, S
_X_ Hobbs, Charles	_X_ Schwitkis, Kent	__ Moore, Sean-Curric. Chair	__ Estrada
_X_ Johnson, Susan	_X_ Tavarez, Juan	__ Morales, Janette-Un. Pres.	__ Corona
_X_ Lopez, Karina	__ Thomas, Shirley		__ Hobbs,
_X_ Lopez, Nathan	_X_ Valdry, Andree	**Guests**	__ Kahn,
__ Martinez, Jose	__ Van Overbeck, Michael	_X_ Berger, Sheri-VP Ac. Aff.	__ Madric
_X_ Martinez, Victoria	_X_ Villalobos, Jose	_X_ Ricardo Rico	__ Mason
_X_ Maruri, Carlos	_X_ West, Pamela	_X_ Jasmine Phillips	__ Martin
_X_ Mills, Jesse	_X_ Woodward, Valerie		__ Martin

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

1. **Call to Order at 2:12pm**

2. **Approval of Agenda**
   - Amendment to item 8b: "Remove: "classified and" from the language"
   - **Jesse M. motioned to approve amended agenda. Jose V. seconded. Approved**

3. **Review and Approval of Minutes from November 2nd, 2023**
   - **Susan J. motioned to approve minutes. Jose V. seconded. Approved**

4. **Reports**
   a. President's Report – Minodora Moldoveanu
      o Regarding recommendation to look into Remind app: District is researching options on how to use current systems like Banner (A&R are using for texting students). If none are found, they will look at other options
      o Sean Moore is currently attending ASCCC Plenary in person
   b. Associated Student Government (ASG) Report
   c. Vice President's Report
   d. Accreditation Faculty Coordinator Report – Sheri Berger
      o Compton College received 4 Core Inquiries from ACCJC visiting team:
         ▪ Core Inquiry 1: The Team recognizes the CEO's dynamic role in establishing and leveraging strategic partnerships with organizations within the institution's service area to support student success
         ▪ Core Inquiry 2: The Team is impressed with the robust, centralized culture of care and support Compton College delivers to its students through instructional and student support services
         ▪ Core Inquiry 3: The Team recognizes the outstanding work the College is doing in supporting student voice, independence, and inclusion in the decision-making process
         ▪ Core Inquiry 4: The Team seeks to learn more about how the College adheres to its personnel policies and procedures, particularly those around hiring and evaluations, and that such policies and procedures are fair, equitable, and consistently administered
      o Accreditation webpage has document to review more details on core inquiries and description on who the accrediting team want to meet with during their site visit
      o A 4-member team will come 2/20 and 2/21 for site visit. Will try to reduce number of meetings and limit to core inquiries to get more participation. We have to submit written response to core inquiries on a template by 2/2/24. Draft will be going to Accreditation Steering Committee in January.
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Faculty Coordinator (DEFC) Report – Brad Conn
      o Distance Education Summit will be tomorrow 11/17/23 9-10:30am
      o DEAC meeting will be held next week
   h. Faculty Development Committee Report
   i. Enrollment Committee Report
   j. Open Educational Resources (OER) Committee Report – Nathan Lopez

- o No report
- k. LGBTQ+ Committee Report
- l. First Year Experience (FYE) Committee Report
- m. Student Learning Outcomes (SLO) Coordinator Report

5. **Presentations**
   a. Black and Men of Color Success
      - o Dr. Antonio Banks – Director for Black and Males of Color Success Initiative reviewed context of development of program, progress, programming/events, Men of Color Taskforce, external representation, staffing, testimonials, and future goals.
      - o Located in Student Services Building
      - o Any questions, e-mail abanks1@compton.edu

   b. Students Who Drop & Students on Probation
      - o Dr. Cesar Jimenez reviewed data of students on probation/dismissal
         - ▪ Issues with Banner and coding students that should be on Probation/Dismissal has been fixed and data should be cleaner. Moving forward, correct information regarding Academic Standing will be reflected on transcripts after end of semester (academic, progress, dismissal)
         - ▪ Current in-reach: Probation level 1 and level 2 virtual workshops, e-mail sent at end of every term, success teams also e-mail and text students based on their academic standing. Toolkit discussions include adding in person workshops (incentivize with food), renaming "probation" to "notice"
         - ▪ Discussions regarding probation process has been discussed in Guided Pathways meetings as well
         - ▪ Recommendation/questions:
            - • Should the hold be placed earlier (in Probation Level 1) if that is when students are coming in?
            - • Add optional syllabus statement regarding Academic Standing
            - • Make it more apparent in student profile that they are in level 1 probation. Maybe a notification can pop up when students visit their student profile
            - • Disaggregate data to determine if students on probation and the modality of their courses (mostly online courses vs mostly in person courses) are related. In-reach can look different for students based on how they are taking their courses
            - • Counseling create probation information page so faculty can upload in their canvas course

   c. Retention and Persistence Plan
      - o Dr. Sheri Berger reviewed Retention and Persistence Plan
         - ▪ Comprehensive plan that includes retention and persistence activities from all the other college plans and is tied to the institutional set goals (institutional set goal for course retention is being developed). Relevant college plans will be referenced and linked in document
         - ▪ There are two charts of activities (Retention and Persistence). Each chart includes the activity, lead, people responsible, and status
         - ▪ The plan will be monitored for implementation via the Enrollment Management Committee. Meetings occur the 4th Tuesday of every month from 12-1pm via zoom

6. Consent Items

7. **Unfinished Business**

8. New Business
    a. BP/AR 4231 – Grade Change
- **Carlos M. motioned to open discussion on item 8a. Nathan L. seconded**
- Recommendation is to keep it as is and no changes should be made. Based on other schools, Compton College falls in the middle (ranges from other colleges was 1 – 2 years)
- Based on internal audit, concern was that Financial Aid had 21 out of 60 late certifications in their sample. If this was a real audit, it would have meant the college would have had to return ~30% of financial aid received
- Recommendation: Invite financial aid representative to next Senate meeting to discuss their process, impact of this policy, and discuss ways to maybe mitigate late certifications
- **Jesse M. motioned to close discussion on item 8a. Pamella W. seconded**

    b. Academic Calendar Language – Remove "classified and" from the language:
"The 4-day, 10-hour a day workweek for classified and administrative employees will begin Monday, June 17, 2024 through Thursday, August 1, 2024."
- **Charles H. motioned to open discussion on item 8b. Brad C. seconded**
- **Kent S. motioned to approve item 8b. Nathan L. seconded. Approved**

9. **Discussion Items**
    a. Dual Enrollment – Overburdened Students & Academic Renewal
- **Nathan L. motioned to open discussion on item 9a. Valerie W. seconded**
- Reviewed different types of Dual Enrollment programs (i.e., AB288, Afternoon College, Early College, etc.), how courses are scheduled, concerns with students taking too many courses, and general experiences teaching Early College students
- **Jose V. motioned to close discussion on item 9a. Kent S. seconded**

- **Meeting adjourned at 3:33pm**

    b. Ideas of Issues to Tackle as a Senate

10. Informational Items
    a. Dr. Curry's Response to Decisions Made by the Senate During the May 18th and June 1st Meetings
    b. Dr. Curry's Responses to Decisions Made by the Senate During the Sept. 21st and Oct. 5th Meetings
    c. Committee Vacancies
        Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
        Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
        Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
        FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
        Equitable Approaches to Community Safety and Health Taskforce – need several faculty

DEAC - Student Rep, HEPS, Adjunct Faculty Rep
Calendar Committee - needs several faculty
Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
PLEC - 1 faculty - meets 2nd Friday at 11:00 a.m. via Zoom

11. Future Agenda Items

12. Public Comment

13. Adjournment at 3:33pm

Next Scheduled Meeting: December 7, 2023

AR 4105 Distance and Correspondence Education

References:
Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55200 et seq. and 55260 et seq.;
34 Code of Federal Regulations Part 602.17 (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.A.1

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District 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/Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- ~~new or other~~Other technologies and practices that are effective in verifying student identification.

The Chief Instructional Officer 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.

Definitions:

Distance Education: Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between

the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) the internet, (2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices, (3) audio conference, (4) other media used in a course in conjunction with any of the technologies listed in this definition. Distance education does not include correspondence courses.

Correspondence Education: Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.

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

~~**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 and correspondence education courses as are applied to in-person classes.~~

~~**Course Quality Determinations:** Determinations and judgments about the quality of the distance and correspondence education course were made with the full involvement of the Curriculum Committee approval procedures.~~

~~**Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency: (1) providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency and (2) monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.~~

~~**Substantive interaction:** Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (1) providing direct instruction, (2) assessing or providing feedback on a student's coursework, (3) providing information or responding to questions about the content of a course or competency, (4) facilitating a group discussion regarding the content of a course or competency, or (5) other instructional activities approved by the District's or program's accrediting agency.~~

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.**

"Regular interaction" between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

- **Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and**
- **Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.**
- **Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.**
- **The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and**
- **The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.**

"Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by the ACCJC. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls.
Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of district policies and negotiated agreements.
The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment.
Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between the district and federation of employees (certificated unit).

- **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.

Online Course Drop Policy
 Acceptable evidence of academic attendance may include but is not limited to logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester.

Fully Online (FO)(also known as "100% online"):
Instruction involving regular and effective online interaction that takes place ~~synchronously or~~ asynchronously and is supported by online materials and activities delivered through the college's learning management system, and

Formatted: Indent: Left: 0.25"

Formatted: Indent: Left: 0.5"

Commented [SLB5]: 55208 states:
(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

Commented [J6]: Per previous DEAC.

Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Indent: First line: 0.5"

Commented [SLB7]: Too specific for regulation.

Formatted: Indent: Left: 0", Hanging: 0.5"

Commented [J8]: Per previous DEAC

Formatted: Indent: First line: 0.5"

Formatted: Indent: Left: 0.5"

Formatted: Strikethrough

through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

Partially Online (PO)(also known as "hybrid"):
Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

Online With In-Person Proctored Assessment (OPA):
Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

Instructor Contact:

Distance Education: Each section of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) and students, as well as among students, as described in the course outline of record, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

Instructor Contact (a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

Correspondence Education: Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the Curriculum Committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the Curriculum Committee.

Course Outline of Record: The course outline of record for any new or existing course provided through distance or correspondence education **must** address the following:

- How course outcomes will be achieved in a distance or correspondence education mode;
- For distance education, how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction;
- For correspondence education, how the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback; and,
- The course design and all course materials must be accessible to every student, including students with disabilities.
- Additionally, the review and approval of new and existing distance education courses
-

> **Formatted:** Font: (Default) Arial, 12 pt
> **Formatted:** List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

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

Faculty Selection and Workload: Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District's accrediting agency. Instructors, who are DE certified, will be selected using the District's same procedures for determining other instructional assignments.

> **Formatted:** Font color: Text 1

Correspondence Education Students: A student is considered to be "enrolled in correspondence courses" if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a correspondence education student to be considered a full-time student at the District, at least one-half of the student's coursework must be made up of non-

correspondence coursework that meets one-half of the District's requirement for full-time students.

- For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.

- For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.

- For a program that measures progress in credit hours and uses nonstandard-terms (terms other than semesters, trimesters, or quarters) the number of credits determined by,

  (1) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
  (2) Multiplying the fraction determined under paragraph (3)(A) of this definition by the number of credit hours in the program's academic year.

- For a program that measures progress in clock hours, 24 clock hours per week. A "clock hour" for correspondence education purposes is defined as 60 minutes of preparation in a correspondence course.

- A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.

Online Course Drop Policy
Acceptable evidence of academic attendance may include but is not limited to logging into the College's LMS and the submission of various robust assessments and/or assignments on a frequent basis throughout the semester.

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 7/11, 4/15, 4/17, 10/19, 10/21, 4/23

Compton College Retention and Persistence Plan

November 7, 2023

Purpose:

Coordinate and measure enrollment and student success in terms of persistence and retention.

- *The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled in a given term; it is the percentage of students who did not drop late or withdraw from the course.*
- *Persistence is defined from term to term, for example fall to spring persistence or fall to fall persistence. That is, the number of students from one term returning/registering in another term.*

Introduction/Summary:

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 Institutional-Set Goal
Retention* (Primary Terms)	81%	82%	87%	83%	83%	82%	*In Development*
Fall to Spring Persistence** (All Students)	54%	54%	58%	55%	55%		60%
Fall to Fall Persistence***(Full-Time Students)	90%	65%	61%	47%	60%		66%

*Data Source: CCCO Data Mart
**Data Source: Student Success Metrics Dashboard
***Data Source: MIS/IE Office

Completion by Design: Progress

Associated College Plans:

- o Enrollment Management
- o Adult Strategic Enrollment Management Plan
- o BMCS Program Initiative
- o Student Equity
- o Tri-City Adult Education Consortium Annual Plan

Student Target Groups:

- Currently enrolled students:
  - o Students on probation
  - o Undecided
  - o 45+ credits
  - o Students aged 20+
  - o Student-Parents
  - o Students who are employed full-time (35+ hours/week)
  - o Promise Program students

Plan-Related Goals:

Goal 2 (Adult SEM): Increase Adult Student Fall-to-Spring Persistence to 2,137 by 2024-2025

Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Persistence*	2,149/3,757	1,654/2,970	1,338/2,536	1,376/2,402	In Progress

*Data Source: Argos/IE Office (includes awards completers)

Goal 1 (Student Equity Plan) - Increase the number of Males of Color persisting from term-to-term by a minimum of 15 percentage points

Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Persistence*	61.8%	61.4%	67.9%	69.3%	In Progress

*Data Source: Argos/IE Office (includes awards completers)

Goal 3 (Student Equity Plan) - Increase the number of Black and African American students with targeted academic and personal support to promote successful course completion and persistence to the next term

Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Persistence*	66.4%	52.9%	55.4%	62.3%	In Progress
Success Rate**	54.7%	62.1%	60.4%	57.1%	In Progress

*Data Source: Argos/IE Office (includes awards completers)
**Data Source: CCCCO Data Mart (Primary Terms)

Goal 1 (BMCS Program) - Increase term-to-term persistence % of students that attend events that enroll in a subsequent term v. comparison group*

Fall Term	2022-2023	2023-2024
Persistence** (BMCS Participants)	90% (18/20)	
Persistence** (Comparison Group)	61.9% (584/943)	

*Comparison Group: Black/African American students not attending BMCS events
**Data Source: Argos/IE Office (includes award completers)

Goal 2 (BMCS Program) - Persistence, successful course completion, transfer, and degree completion of Black and Male Students of Color will all increase by 10% by 2024-25

Academic Year	2022-2023	2023-2024
Persistence*	69.3%	
Success Rate	59.0%	
Transfer**	NSC Report Pending	
Degree Completion	27 students	

*Data Source: Argos/IE Office (includes award completers)
**Data Source: National Student Clearinghouse

Current Retention Activities

23/24 Priority	Plan	Activity	Department Responsible	Lead	Status
1	Adult SEM – Fall 2023 deadline	Create a schedule that reflects the adult learner class and schedule needs (ex. Accelerated College Education (ACE) program)	Academic Affairs	Dean of Student Success and Deans of Student Learning	In Progress
2	Adult SEM – Fall 2023 deadline	Explore how the Success Team case management and toolkit provide needed support for adult students	Dean of Counseling and Guided Pathways	Adult Education Guided Pathways Counselor, other Guided Pathways counselors, Student Services Advisors	In Progress
3	EMP 2024	Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.	Institutional Effectiveness	Dean of Institutional Effectiveness	In Progress
4	EMP 2024	Establish partnerships with community-based organizations,	Student Equity	Director of Basic Needs and Student Success	In Progress

		K-12, and Los Angeles County departments to support basic needs of Compton College students. (ex. CalFresh)			
	EMP 2024	Create student milestones and checkpoints for students in their Guided Pathway Divisions (weekly emails and text messages, throughout the term).	Counseling	Student Success Teams	Ongoing
	EMP 2024	Develop protocols for early alert tools that can be embedded throughout an academic term and provide faculty and staff within all Guided Pathway Divisions with professional development opportunities and training on early alert tools (i.e., CRM Advise).	Counseling	Dean of Student Success and Dean of Counseling and Guided Pathways	Ongoing
	EMP 2024	Utilize CRM Advise for communicatio n, including email, text, mobile push	Counseling	Student Success Teams	Ongoing

		notifications, and nudges.			
	EMP 2024	Expand resources and services for students in need of housing, food, clothes, childcare, transportation, technology and other essentials.	Student Equity	Director of Basic Needs and Student Success	Ongoing
	EMP 2024	Expand and evaluate Assembly Bill 1705, the Seymour-Campbell Student Act of 2012 interventions, to increase the number of students who pass transfer-level English and math in their first year at the college.	Academic Affairs	Math and English Faculty, and Dean of Student Success and Dean of Student Learning	Ongoing
	Adult SEM – Spring 2023 deadline	Intentional invitations to adult learners to Black and Males of Color (BMCS) Program events and services	BMCS Program	Director of BMCS and Program Technician	Ongoing
	Adult SEM – Spring 2023 deadline	Identify adult learner male populations for targeted services (e.g., athletics, programs of	MOC Taskforce	MOC Task Force Tri Chairs	Ongoing

		study, student leadership)			
	Adult SEM – Spring 2023 deadline	Normalizing "help-seeking" behaviors for academic and basic need supports through BMCS and/or Associated Student Government (ASG)	BMCS	Director of BMCS	Ongoing

Current Persistence Activities

2023-2024 Priority	Plan	Activity	Department Responsible	Lead	Status
1	Adult SEM - Spring 2023 deadline	Develop credit-for-prior learning through the Military Articulation Platform and explore other credit-for-prior learning opportunities for additional disciplines (e.g., art portfolios)	Academic Affairs	Vice President of Academic Affairs, and Faculty MAP Lead	In Progress
2	Adult SEM – Spring 2023 deadline	Identifying Local Programs that Increase Employability (LPIE) for CalFresh exemption	Vice President of Student Services	Vice President of Academic Affairs, Dean of Student Learning, Directors of student services programs	Completed
3	EMP 2024	Implement a career services education plan for Compton College	Counseling Transfer/Career	Dr. Cesar Jimenez	In Progress

		students by Guided Pathway Division.			
4	Adult SEM – Fall 2024 deadline	Build partnership and coordination of services with the Department of Public Social Services (DPSS)	Director of Institutional Effectiveness	Student Services Advisor/Dir. of CalWORKs	In Progress
	EMP 2024	Expand resources and services for students in need of housing, food, clothes, childcare, transportation, technology and other essentials.	Student Equity	Director of Basic Needs and Student Success	Ongoing
	EMP 2024	Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.	Counseling Success Teams	Dean of Counseling and Guided Pathways Student Success Teams	Ongoing
	EMP 2024	Develop and implement a career assessment training program for counseling faculty and advisors by Guided Pathway Division.	Counseling	Student Success Teams	Ongoing
	Adult SEM – Spring 2023 deadline	Identify adult learner male populations for targeted services (e.g.,	Dean of Counseling and Guided Pathways; Director of	Student Service Advisors; Guided Pathway	Ongoing

11/13/2023 DRAFT

		athletics, programs of study, student leadership)	Black and Males of Color Success	Success Teams	

Application for Equivalency for Job Applicants

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the applicant's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources as part of the application packet. Once received, Human Resources will determine initial equivalency and forward the application to the screening committee compliance with AR 7211. If the hiring committee is not unanimous in its agreement about the applicant's initial equivalency, the equivalency will not be granted.

Name: Damien Montano

I am applying for equivalence in which discipline: Ethnic Studies

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

X	Official Transcripts (Highlight pertinent coursework and/or degrees.)
X	Work experience/Employment (Provide documentation.)
___	Specialized Training (specify)
___	Licenses or Certificates (specify)
X	Awards and/or Commendations (specify)
X	Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Damien Montano   *Damien Montano*
Print Name   Signature

11/14/2023
Date

Human Resources:

Initial Equivalency Granted _____   Initial Equivalency Denied _____

_____
Signature: VP Human Resources or Designee

Screening Committee: __X__ Approve   _____   Deny

David McPatchell   12-1-2023
_____   _____
Signature: Chair   Date

Application for Equivalency for Job Applicants

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the applicant's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources as part of the application packet. Once received, Human Resources will determine initial equivalency and forward the application to the screening committee compliance with AR 7211. If the hiring committee is not unanimous in its agreement about the applicant's initial equivalency, the equivalency will not be granted.

Name: Dr. Michael J. Carter, Ph.D

I am applying for equivalence in which discipline: Ethnic Studies

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

___ X Official Transcripts (Highlight pertinent coursework and/or degrees.)
12 Years Work experience teaching Ethnic Studies; Los Angeles Community College District
Two Master's Degrees and Doctoral Degree in the Subject Matter
Specialized Training (specify)
___   Licenses or Certificates (specify)
___   Awards and/or Commendations (specify)
I have composed the SLO's for African American Studies (Four Courses) (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Dr. Michael J. Carter   *Michael Carter*_____
Print Name   Signature

11.10.2023
Date

Human Resources:

Initial Equivalency Granted _____   Initial Equivalency Denied ____X____

_____
Signature: VP Human Resources or Designee

Screening Committee: _____   Approve   __X_ Deny

David McPatchell

_____   __12/01/2023_____
Signature: Chair   Date

Rationale: Using the Minimum Qualification Handbook, 18th edition, and 2020 vision for the Ethnic Studies discipline, the committee determined Michael Carter's study emphasis lacks the interdisciplinary and comparative approach to race and ethnicity, with a focus on four historically defined racialized groups: Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. Michael Carter's specialization is anthropological with an emphasis in Race and racial history, primarily geared to African American studies.

Revision to Ethnic Studies Job Description

Our current Job Description for Ethnic Studies states

EDUCATION AND EXPERIENCE
REQUIRED QUALIFICATIONS:
- Master's in history **OR**
- Bachelor's in history **AND** master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies **OR**
- The equivalent - Candidates not possessing the required qualifications as stated above, must complete the supplemental page of the district application and explain in detail how their qualifications are equivalent to those above; **OR**
- Valid California Community College Credential in appropriate subject.
- Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

DESIRED QUALIFICATIONS:
Previous college-level teaching experience.

The CCCCO's Minimum Qualification Handbook (2023) states that the Ethnic Studies minimum qualifications are:

Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master's in Ethnic Studies

OR

the equivalent

In order to continue to provide students with adequate instruction in Ethnic Studies, we, the Ethnic Studies faculty, request that the Ethnic Studies Instructor's job description be amended to match the new State Minimum Qualifications. The new Education and Experience section should read:

EDUCATION AND EXPERIENCE
REQUIRED QUALIFICATIONS:
- Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies **OR**

- Master's in Ethnic Studies **OR**
- The equivalent - Candidates not possessing the required qualifications as stated above, must complete the supplemental page of the district application and explain in detail how their qualifications are equivalent to those above; **OR**
- Valid California Community College Credential in appropriate subject.
- Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

DESIRED QUALIFICATIONS:
Previous college-level teaching experience.

November 21, 2023

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the October 19, 2023, and November 2, 2023, Meetings:

Academic Senate – Summary of Decisions Made at the October 19, 2023, Meeting

Curriculum Items:
1. Course Reviews, Changes, DE, and Articulation: ARCP 106, CDEV 108, CIS 174, FILM 130. *Accepted as presented.*
2. New Programs: Certificate of Completion in High School Spanish, Certification of Completion in High School Social Sciences. *Accepted as presented.*

Other Items:
1. Updated Program Review Student Survey. *Accepted as presented.*
2. New Programs: Certificate of Completion in High School Spanish, Certification of Completion in High School Social Sciences. *Accepted as presented.*
3. Board Policy 4020 – Program, Curriculum, and Course Development. *Accepted as presented.*
4. Administrative Regulation 4020 – Program, Curriculum, and Course Development. *Accepted as presented.*
5. Board Policy 4100 – Graduation Requirements for Degrees and Certificates. Amended to not include reference to Title 5, Section 55270 et seq. as it is not reference on the most current CCLC template. *Accepted as modified.*
6. Administrative Regulation 4100 – Graduation Requirements for Degrees and Certificates. Amended to not include reference to Education Code 70902(b)(3) as it is not reference on the most current CCLC template. *Accepted as modified.*

Academic Senate – Summary of Decisions Made at the November 2, 2023, Meeting

Curriculum Items:
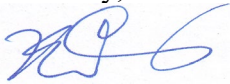1. Recommendation for the Adoption of Simple Syllabus as the eSyllabus. *Received.*

1

2. Hiring Prioritization Recommendation. ***Accepted as presented.***

Other Items:
1. Updated Program Review Student Survey. ***Accepted as presented.***
2. New Programs: Certificate of Completion in High School Spanish, Certification of Completion in High School Social Sciences. ***Accepted as presented.***

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