



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: September 7th, 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.

24 Voting Members

- Blake, Ecko
- Ekimyan, Roza
- Hobbs, Charles
- Lopez, Karina
- Lopez, Nathan
- Martinez, Victoria
- Maruri, Carlos
- Mills, Jesse
- Moldoveanu, Minodora
- Monterroso, Noemi

- Moore, Sean
- Morales, Janette
- Schwitkis, Kent
- Tavarez, Juan
- Thomas, Shirley
- Valdry, Andree
- Van Overbeck, Michael
- Villalobos, Jose
- West, Pamela
- Woodward, Valerie
- Joanna Wyatt

Ex-Officio Voting MembersSenators

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

Guests

- Berger, Sheri-VP Ac. Aff.

- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- Martin

Agenda

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

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from June 1st & June 29th, 2023**
- 4. Reports**
 - 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. Distance Education Faculty Coordinator Report
 - h. Faculty Development Report
 - i. Enrollment Committee Report
 - j. OER Committee Report
 - k. LGBTQ+ Committee Report
 - l. FYE Committee Report
 - m. SLO Coordinator Report
- 5. Consent Items**
- 6. Presentation**
 - a. National Assessment of Collegiate Campus Climate Spring Survey
- 7. Unfinished Business**
- 8. New Business**
 - a. First/Second/Approve: Adjunct Senator - No Assigned Classes this Term – Should They Continue as Adjunct Senator?
 - b. First Read: eSyllabus Adoption at Compton College – Simple Syllabus Vendor
- 9. Discussion Items**
 - a. Curriculum IDEA Addendum
 - b. Student Retention and Success – Setting Measurable Future Goals – Update
 - c. Write an Optional Syllabus Statement to Inform Students of Early Alerts
 - d. Future All African Diaspora Education Summit (ADES) – Ghana
 - e. Student Photo ID – Adding Proof of Current Enrollment to Student IDs
 - f. Co-Teaching Off-Site Courses
 - g. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
 - h. Student Centered Student Grievance Policy
 - i. Ideas of Issues to Tackle as a Senate
- 10. Informational Items**
 - a. Dr. Curry's Response to Senate Action During the April 6th and May 4th Meetings
 - b. New Full-Time Hires:

- i. Caesar Ancayan - Nursing
- ii. Arneisha Bryant-Horn – Medical Terminology
- iii. Jose Garcia – Physical Education
- iv. Suyen Wu – Nursing

c. Class Modality - Fall 2023

Modality	CRN Count	Percent
In-Person*	344	62%
Synchronous Remote	56	10%
Hybrid	23	4%
Asynchronous	135	24%
Total	558	

d. BOT Presentation on AB 705 & AB 1705

e. Committee Vacancies

- i. 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
- ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
- iii. Faculty Development Committee Members: All Divisions – Meeting TBA
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
- v. Equitable approaches to community safety and health.
- vi. DEAC - Student Rep, HEPS, Adjunct Faculty Rep

f. Newly Tenured Faculty Celebration & Senate Resolutions in Recognition of Years of Service at Compton College – October 24th

11. Future Agenda Items

- a. EEO Plan 2023-2026

12. Public Comment

13. Adjournment

Next Scheduled Meeting: September 21st, 2023

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	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
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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 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (22-24)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Juan Tavarez (23-26)
 Vacant (23-26)
 Andree Valdry (23-26)
 Valerie Woodward (20-24)

Counseling (5)

Ecko Blake (23-26)
 Vacant (23-26)
 Carlos Maruri (21-24)
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 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)

Kent Schwitkis (23-26)
 Jose Villalobos (23-26)
 Vacancy (23-26)
 Vacancy (22-25)
 Vacancy (23-26)

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: June 1st, 2023

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

Location: **In Person – Board Room**

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Senators

- Barragan-Echeverria, Theresa
- Ekimyan, Roza
- Estrada, Harvey
- Corona-Ramirez, Desiree
- Hobbs, Charles
- Madrid, Vanessa
- Martinez, Jose Manuel
- Martinez, Victoria
- Maruri Carlos
- McPatchell, David
- Mills, Jesse

- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Schwitkis, Kent
- Tavares, Juan
- Thomas Shirley
- VanOverbeck, Michael
- Villalobos, Jose
- West, Pamela
- Woodward, Valerie

Ex-Officio Voting Members

- Conn, Brad – DEFC
- Moore, Sean – Curric. Chair
- Morales, Janette – Un. Pres.
- Diaz, Corina – FDC Chair

Guests

- Berger, Sheri – VP Acc. Aff.
- DeLilly, Carol – Dean of Nurs
- Nathan Lopez
- Carlos Facio
- Bria Roberts

Agenda

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1. Call to Order at 2:06pm

2. Approval of Agenda

- **Carlos M. motioned to table item 7e until it comes back from DEAC. Michael V. seconded**
- **Brad C. motioned to approve agenda as amended. Pamella W. seconded. Approved**

3. Review and Approval of Minutes from May 4th, 2022

- **Kent S. motioned to approve minutes. Sean M. seconded. Approved**

4. Reports

a. President's Report – Minodora Moldoveanu

- Compton College is now 4th in LA County in terms of % for transfer students (1. SMC, 2. PCC, 3. LBCC, 4. Compton College)
- Two faculty members were recipients of awards. Nathan Lopez was awarded Civility Champion. Brad Conn was awarded Distinguished Faculty. Dr. Mathews was also awarded Civility Champion
- There are 16 Faculty that are being recognized for X number of years of service to district. Minodora is working on 16 resolutions and has sent faculty to request CV and other information to include in resolutions. E-mail was sent after last Senate meeting, please respond
- Question: Do we want to present faculty their resolutions in Senate or include them in Tenure celebration? Consensus is to include them in Tenure celebration
- AAPI student population recruitment/support based on comment in previous meetings. Juan T. taking lead to work with faculty to submit a Teaching and Learning Plan
- Art Show and Voices of Compton celebration will be in the SSC Gallery today after Senate meeting

b. ASG Report

- Not Present

c. Vice President's Report – Carlos Maruri

- Hope everyone has an energizing summer break

d. Accreditation Faculty Coordinator Report

- Sheri B: First draft will be in June 20 BOT agenda; hoping to have most of evidence linked in draft. Amber G. is working on validating evidence

e. Academic Affairs Report – Sheri Berger

- New enrollment numbers came out:
 - Summer up 21% FTES from last summer, headcount up 18%, and still have dual enrollment students that need to enroll
 - Continuing to monitor and add courses where there is student demand
 - 18 students for summer enrolled through CVC (into Compton College). Working with CVC to see how to put synchronous courses in the exchange

since they don't have to be present for the remote courses. Hopefully, this will go live by winter and spring

- Dr. Mathews: the # of student enrolled in CVC are steadily going up
 - Fall registration started earlier this year and the numbers are double from last year by this date
- f. Curriculum Report – Sean Moore
 - Thanked all senators for support in curriculum items
 - Spring 2023 summary: 19 new courses approved, 8 course inactivations, 34 course reviews, 2 ADT program revisions, 20 new BOT approved courses, and 12 more new courses will be approved after next BOT meeting
 - g. Distance Education Faculty Coordinator Report – Brad Conn
 - No Report
 - h. Faculty Development Report – Corina Diaz
 - No report
 - i. Enrollment Committee Report – Juan Tavaréz
 - No report
 - j. OER Committee Report
 - Not Present
 - k. LGBTQ+ Committee Report
 - Not Present
 - l. FYE Committee Report
 - Not Present
 - m. SLO Coordinator Report – Jose Martinez
 - No Report

5. Consent Items

- **Sean M. motioned to approve Consent Items. Roza E seconded. Approved**
- a. 2-Year CTE Course Review; No Proposed Changes: ACRP 104 - Mechanical and Electrical Systems for Collision Repair Technicians.
 - b. 2-Year CTE Course Review; SLO Update; Distance Education-EFOMA: ACRP 134 - Automotive Refinishing Applications.
 - c. 2-Year CTE Course Review; Textbook; Distance Education-EFOM: ACRP 103 - Major Collision Analysis and Repair.
 - d. SLO Update: HIST 184 - Introduction to African History, 1885 to the Present; and PSYC 110 - African American Psychology.
 - e. Course Review; Conditions of Enrollment—Add Prerequisites: PSYC 112 - Human Sexuality; and PSYC 116 - Lifespan Development.
 - f. Program Revision: Physics – A.S. Degree for Transfer (AS-T).
 - g. New Courses: ESTU 101H - Honors Introduction to Ethnic Studies; ESTU 150 - African American Psychology; FILM 130 - LGBTQ+ Film; PE 110A - Body Conditioning and Physical Fitness (Beginners); PE 110B - Body Conditioning and Physical Fitness (Intermediate); PE 110C - Body Conditioning and Physical Fitness (Advanced); PE 125A - Weight Training (Beginners); PE 125B - Weight Training (Intermediate); PE 125C - Weight Training (Advanced); SOCI 207 - Introduction to Human Services and Social Work; SOCI 208A - Social Work and Human Services Seminar; and SOCI 208B – Fieldwork in Social Work and Human Services.

6. Unfinished Business

- a. Third Read: Academic Freedom Resolution

- **Valerie W. motioned to open discussion. Desiree C.R. seconded**
- **Kent S. motioned to approve Academic Freedom Resolution. Carlos M. seconded. Approved**

- b. Second Read: Artificial Intelligence Mindful Syllabus Statements
 - **Desiree C.R. motioned to open discussion. Theresa B.E. seconded**
 - Include whose permission: “without... ‘faculty’ or ‘instructor’ or ‘my’... permission”
 - Minodora will email optional syllabus statements to all faculty
 - **Carlos M. motioned to approve Artificial Intelligence Mindful Syllabus Statements as amended. Kent S. seconded. Approved**
- c. Second Read: 2023-2024 Outreach and Recruitment Activities Plan
 - **Harvey E. motioned to open discussion. Jose V. seconded**
 - **Michael V. motioned to approve 2023-2024 Outreach and Recruitment Activities Plan. Sean M. seconded. Approved**

7. New Business

- a. First Read: Sabbatical Application Packet
 - Applications will not be received until Spring 2024 for sabbatical starting SP25. Will be delayed 1 semester. 3 administrators and 3 faculty are on the team and their recommendation is given to admin/district. Application Packet has been pushed back a few times. Next meeting on June 8 but will most likely be delayed. No guarantee when it will be approved
 - **Shirley T. motioned to close discussion. Valerie W. seconded**
- b. First/Second/Approve: Guided Pathways Work Plan
 - **Desiree C.R. motioned to open discussion. Roza E. seconded**
 - **Desiree C.R. motioned to approve Guided Pathways Work Plan. Michael V. seconded. Approved**
- c. First/Second/Approve: OER Coordinator Job Description
 - **Roza E. motioned to open discussion. Michael V. seconded**
 - We are not approving the release time. We are approving the other aspects of job description like responsibilities. The release time will be negotiated through the union
 - **Corina D. motioned to approve OER Coordinator Job Description. Carlos M. seconded. Approved**
- d. First/Second/Approve: OER-IEPI Plan – PRT
 - **Shirley T. motioned to open discussion. Roza E. seconded**
 - **Michael V. motioned to approve OER-IEPI Plan - PRT. Shirley T. seconded. Approved**
- e. First/Second/Approve: AR 4105 – Distance Education Policy
 - **Item tabled**
- f. First/Second/Approve: AR 7341 – Sabbatical Leave
 - **Sean M. motioned to open discussion. Roza E. seconded**
 - **Michael V. motioned to approve AR 7341. Kent S. seconded. Approved**
- g. First/Second/Approve: Senate Appointment of OER Committee Elected Co-Chairs: Nathan Lopez and Steven Gonzales
 - **Roza E. motioned to open discussion. Charles H. seconded**

- OER committee had elections and are forwarding their recommendations for new co-chairs (previous co-chairs have stepped down)
- **Corina D. motioned to approve. Carlos M. seconded. Approved**

h. First/Second/Approve: Compton College Goals

- **Shirley T. motioned to open discussion. Roza E. seconded**
- **Carlos M. motioned to approve Compton College Goals. Valerie W. seconded. Approved**

i. First/Second/Approve: Inclusion, Diversity, Equity and Accessibility Template for Curriqnet

- **Desiree C.R. motioned to open discussion. Shirley T. seconded**
- This will be an optional item for faculty. It is good preparation in case it becomes required by CCCCCO. Course may be eligible for special designation (*) in catalog for faculty that do complete it. There needs to be further discussion on the threshold on making a course approved/not approved for IDEA designation. Concern is for courses that may not meet IDEA due to nature of course like CTE courses. Approval of item can be based on including optional template in Curriqnet and threshold can be identified later (COR taskforce agreed it was 60% - Minodora will confirm with taskforce). Changes to template can be made after implementation, as needed
- **Sean M. motioned to approve IDEA Template for Curriqnet. Roza E. seconded. Approved**

j. First/Second/Approve: HyFlex Definition at Compton College

- **Jose V. motioned to open discussion. Desiree C.R. seconded**
- The college has already purchased the equipment. If you are interested, you can request technology/equipment from DE department
- Sheri: we have purchased 10. We can purchase more if there is an interest. Equipment is issued to a person. There is a bit of training involved on how to set up and use equipment. One problem is that the model that we bought is no longer available; currently looking for a similar model
- Science labs have to be in person, this is why definition includes required in person lab sections.
- Senators discussed pros and cons of HyFlex; what is working and not working. Overall, the technology works well but students online are not participating as often, there is no option for private messaging, and the setup is not ideal (too many wires everywhere)
- **Roza E. motioned to approve HyFlex Definition at Compton College. Charles H. seconded. Approved**

8. Discussion Items

a. Senate Sub-Committee Chairs Having to Attend Senate Meetings – Adding Work to Low Release Time Positions

- **Desiree C.R. motioned to open discussion. Roza E. seconded**
- Discussion: Faculty doing a lot of work without release time and there is value to being in Senate to notify body of changes and answer questions (Do they have to be in person in Senate or can they send a blurb or summary to share with Senate?). Maybe make it optional for Chairs to be present (in this case they will have to be non-voting members so they don't count against quorum). Can we use OWL technology? (We can't do remote work, only to make quorum in the case of illness, caring for fam member, traveling on behalf of senate). Quorum is tied in to voting members, we need at least 51% voting members present to make quorum. Maybe we can ask the subcommittee members if they want to be a voting member

- vs non-voting. Any changes will be changed and reflected in the Senate constitution to reflect actual practice.
- We should also discuss a process on updating Senate Constitution/bylaws – will be added as a future agenda item. Discussion/updates to bylaws should also include clarification if non-voting subcommittee chairs have the ability to run for e-board positions
 - **Roza E. motioned to close discussion. Desiree C.R. seconded**
- b. Student Retention and Success – Setting Measurable Future Goals
- **Carlos M. motioned to open discussion. Michael V. seconded**
 - One of the senate goals is addressing retention and success. Should faculty get together by discipline/department to look at their own data and set goals that align with institutional goals? Should senate set meetings/workshops like the SLO analysis workshops to support faculty? Should we set up work meetings or trainings?
 - Senate discussed Institutional Goal of completion of transfer level English and Math in first year, which is based on the Student-Centered Funding Formula. College needs to strategize how to plan out courses/recommendations to increase completion %. Also, although courses are planned in education plan, students don't always follow their education plan
 - Recommendation is to create spaces for faculty to come together to brainstorm how to increase success and retention within discipline
 - **Desiree C.R. motioned to close discussion. Roza E. seconded.**
- c. Potential eSyllabi at Compton College – Report of Vendor Meetings & Discussion
- **Carlos M. motioned to open discussion. Shirley T. seconded**
 - Vendors presented eSyllabi. The group that attended presentations are leaning towards 1st vendor Simple Syllabus. The only problem is that there is the same format for all syllabi. Areas/components can be moved around, pictures/videos can be added but it will automatically prepopulate information from banner/Curricunet/elumen based on what is required to be on syllabus. Vendor also allows archived syllabus to be public facing (faculty can limit what is included in public facing syllabus), this is especially helpful since it's a requirement for online courses.
- **Motioned approved to extend meeting by 5 minutes**
 - **Sean M. motioned to close discussion. Carlos M. seconded**
 - **Roza E. motioned to table rest of Agenda Items until next Senate meeting. Sean M. seconded**

Meeting Adjourned

- d. Write an Optional Syllabus Statement to Inform Students of Early Alerts
- e. Future All African Diaspora Education Summit (ADES) – Ghana
- f. Student Photo ID
- g. Co-Teaching Off-Site Courses
- h. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?
- i. Student Centered Student Grievance Policy
- j. Ideas of Issues to Tackle as a Senate

9. Informational Items

- a. Distinguished Faculty Award Winner - Dr. Bradfield Conn, Psychology Professor, Social Sciences Guided Pathway Division

- b. Civility Champion Award Winner - Nathan Lopez, Professor, Social Sciences Guided Pathway Division
- c. Committee Vacancies
 - i. Curriculum Committee: 1 BIST – High Priority
 - ii. Institutional Effectiveness Committee: 1 Faculty
 - iii. Senators: 2 Adjunct
 - iv. Faculty Development Committee Members: All Divisions
 - v. Enrollment Committee – 1 Faculty
- d. Rising Scholars – College of the Canyons Presentation (Teaching in Detention Facilities)
- e. District Projected Number of Class Sections by Division
- f. FTES 5-Year Snapshot and Projection
- g. Newly Elected Senators
 - i. BIST – Sean Moore, Michael Van Overbeck – 3 year terms
 - ii. FACH - Andree Valdrey, Juan Tavarez, Mandeda Uch – 3 year terms
 - iii. HEPS – Roza Ekimyan and Shirley Thomas
 - iv. SSES - Pam West, Nathan Lopez – all 3 year terms
 - v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.
 - vi. Counseling Senators - Desiree Corona Ramirez, Eckko Blake, Karina Lopez – 3 year terms

10. Future Agenda Items

- a. Newly Tenured Faculty Celebration
- b. Senate Recognition of Years of Service at Compton College for Faculty
- c. NACCC Student Race and Equity Survey Results Presentation

11. Public Comment

12. Adjournment at 3:35pm

Next Scheduled Meeting: September 7th, 2023



Academic Emergency Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Date: June 29th, 2023

Time: 11-11:30 am

Recorder: Noemi Monterroso, Secretary

Location: **In Person – Board Room**

Vision:

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25 Senators/Voting Members

<input type="checkbox"/> Blake, Ecko	<input type="checkbox"/> Moore, Sean
<input checked="" type="checkbox"/> Corona-Ramirez, Desiree	<input type="checkbox"/> Morales, Janette
<input type="checkbox"/> Ekimyan, Roza	<input checked="" type="checkbox"/> Schwitkis, Kent
<input checked="" type="checkbox"/> Hobbs, Charles	<input type="checkbox"/> Tavaréz, Juan
<input checked="" type="checkbox"/> Lopez, Karina	<input type="checkbox"/> Thomas, Shirley
<input checked="" type="checkbox"/> Lopez, Nathan	<input type="checkbox"/> Valdry, Andree
<input checked="" type="checkbox"/> Mandeda, Uch	<input checked="" type="checkbox"/> Van Overbeck, Michael
<input checked="" type="checkbox"/> Martinez, Victoria	<input type="checkbox"/> Villalobos, Jose
<input checked="" type="checkbox"/> Maruri, Carlos	<input type="checkbox"/> West, Pamela
<input checked="" type="checkbox"/> Mills, Jesse	<input checked="" type="checkbox"/> Woodward, Valerie
<input checked="" type="checkbox"/> Moldoveanu, Minodora	<input type="checkbox"/> Joanna Wyatt
<input checked="" type="checkbox"/> Monterroso, Noemi	

Ex-Officio Voting Members

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

Guests

Berger, Sheri-VP Ac. Aff.

 David McPatchell, Shannon
 Williams, Rebekah Blonshine,
 Alejandra Pham Harvey Estrada

Agenda

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- 1. Call to Order at 11:05am**
- 2. Approval of Agenda**
 - **Desiree C.R. motioned to approve agenda. Jesse M. seconded. Approved**
- 3. Reports**
- 4. Consent Items**
- 5. Presentation**
- 6. Unfinished Business**
- 7. New Business**
 - a. **First/Second/Approve: Sabbatical Application Packet**
 - **David McP. motioned to open agenda item 7a. Kent S. seconded**
 - **Charles H. motioned to approve Sabbatical Application Packet. Carlos M. seconded. Approved**
- 8. Discussion Items**
- 9. Informational Items**
- 10. Future Agenda Items**
- 11. Public Comment**
- 12. Adjournment at 11:07am**

Next Scheduled Meeting: September 7th, 2023

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
September 7	Board Room	March 2	Zoom
September 21	Board Room	March 16	SSC 108
October 5	Board Room	April 6	Board Room
October 19	Board Room	April 20	Board Room
November 2	Board Room	May 4	Board Room
November 16	Board Room	May 18	Board Room
December 7	Board Room	June 1	Board Room

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Charles Hobbs (21-24)
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Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)

SPRING 2021
NACCC STUDENT
CAMPUS CLIMATE SURVEY

Presented by Jennifer Burchett
Director, Diversity, Compliance and Title IX

September 7, 2023



TABLE OF CONTENTS

- Background
- Key Findings
- Recommendations
- Questions

BACKGROUND

WHY THE NACCC?

NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATE

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive.

WHAT IS THE NACCC?

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students and is informed by more than a decade of the USC Race and Equity Center's climate work.

- 15-minute web-based survey
- includes six content areas essential to understanding racial climate on campus
- collects participants' demographic information in order to conduct meaningful data disaggregation.



SURVEY CONTENT AREAS

THE SIX NACCC SURVEY CONTENT AREAS	Mattering and Affirmation	Racial Learning and Literacy	Appraisals of Institutional Commitment
	Cross-Racial Engagement	Encounters with Racial Stress	Impact of External Environments

Response Rate and Demographics

All COMPTON COLLEGE students ($N=4,075$) were invited to participate in the NACCC survey in Spring 2021. In total, 396 students responded to the survey for a response rate of 9.72%.

Racial/Ethnic Identity	
1 Arab	1 (0.25%)
2 Asian	18 (4.55%)
3 Black	116 (29.29%)
4 White	9 (2.27%)
5 Hispanic or Latinx	216 (54.55%)
7 Native American/Alaska Native	3 (0.76%)
8 Native Hawaiian/Pacific Islander (NHPI)	4 (1.01%)
9 Another group not listed	6 (1.52%)
10 Two or more races	23 (5.81%)

*Findings are not reported for race/ethnic group sizes under five.

Gender Identity	
Cisgender Woman	285 (71.97%)
Cisgender Man	72 (18.18%)
Other Identity (transgender, gender nonconforming or genderqueer, non-binary, or a gender identity not listed)	39 (9.85%)

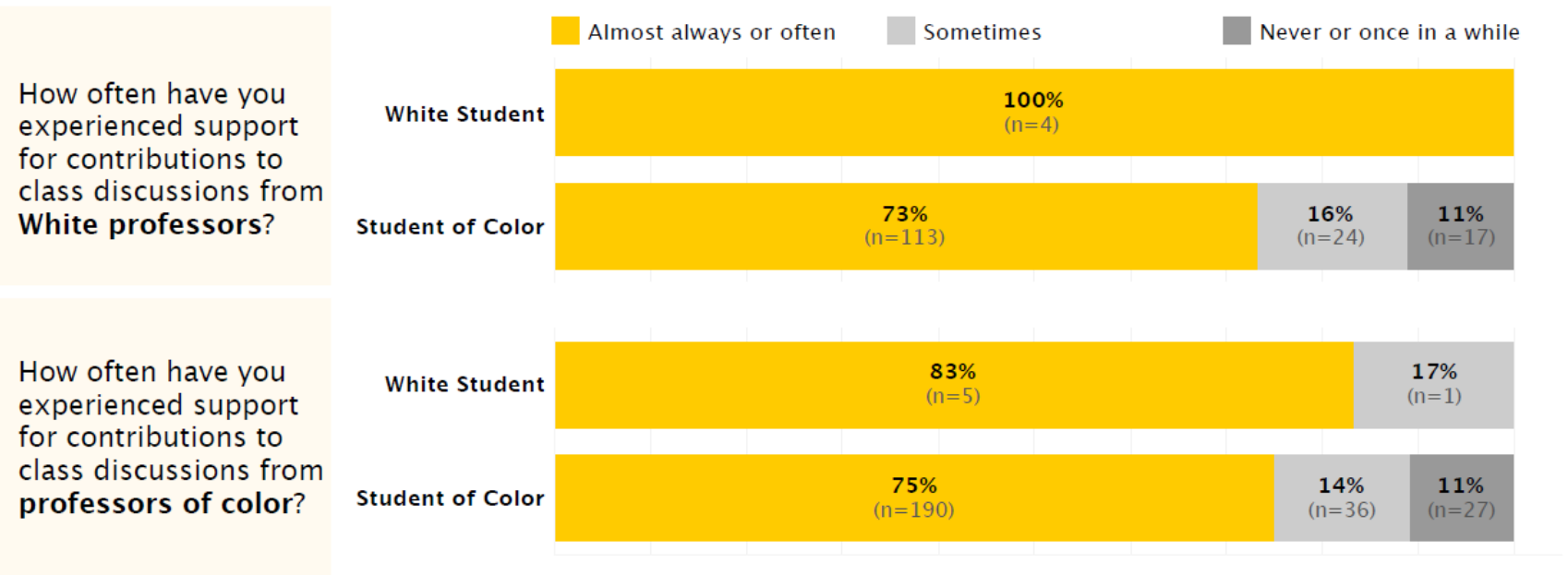
Sexual Orientation	
Heterosexual	354 (89.39%)
LGBQA+ (Lesbian, Gay, Bisexual, Queer, Questioning, Asexual, Pansexual, Demisexual, two or more sexual orientations, or a sexual orientation not listed)	42 (10.61%)



Mattering and Affirmation

In the NACCC survey, mattering is defined as others noticing and caring about what students think, want, and have to say.

The extent of affirmation from White professors or professors of color



Cross-Racial Engagement

In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.

Key topics include:

- >> Feelings regarding conversations about race with White students and with students of color
- >> Frequency of conversation about selected political topics with White students and with students of color



67%

of White students felt moderately encouraged or completely encouraged about having conversations about race with students of color

47%

of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color

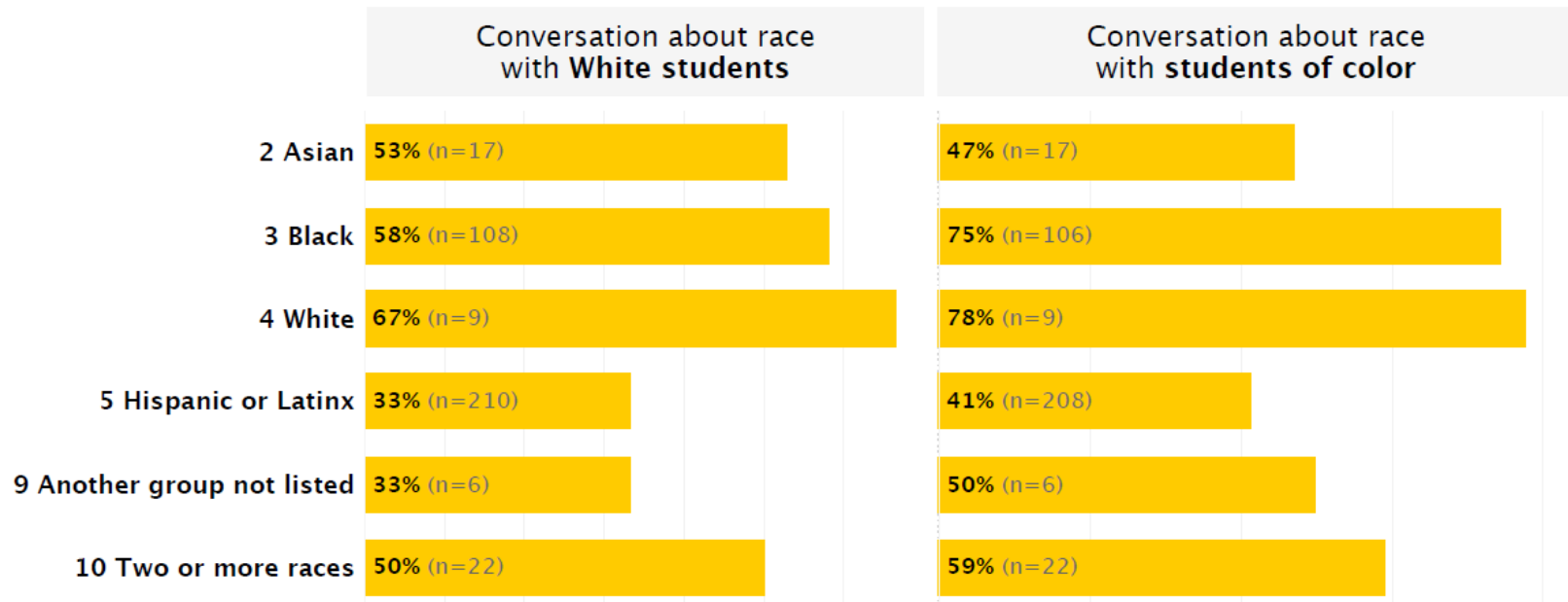
*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

Cross-Racial Engagement

In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.

Students of color feel more open when talking about race with students of color than with White students

% of students who feel moderately or extremely open about being engaged in conversations about race with each of the following groups

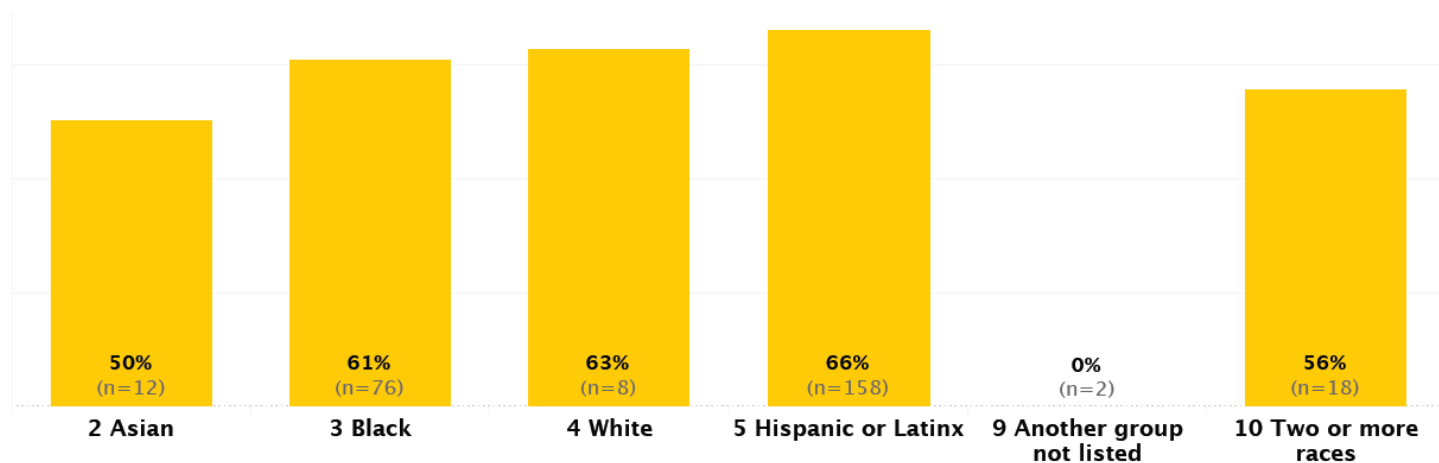


Racial Learning and Literacy

In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.

How well do you think COMPTON COLLEGE is preparing you to work in a racially-diverse setting?

% of undergraduate students who reported their institution is **mostly or strongly** preparing them



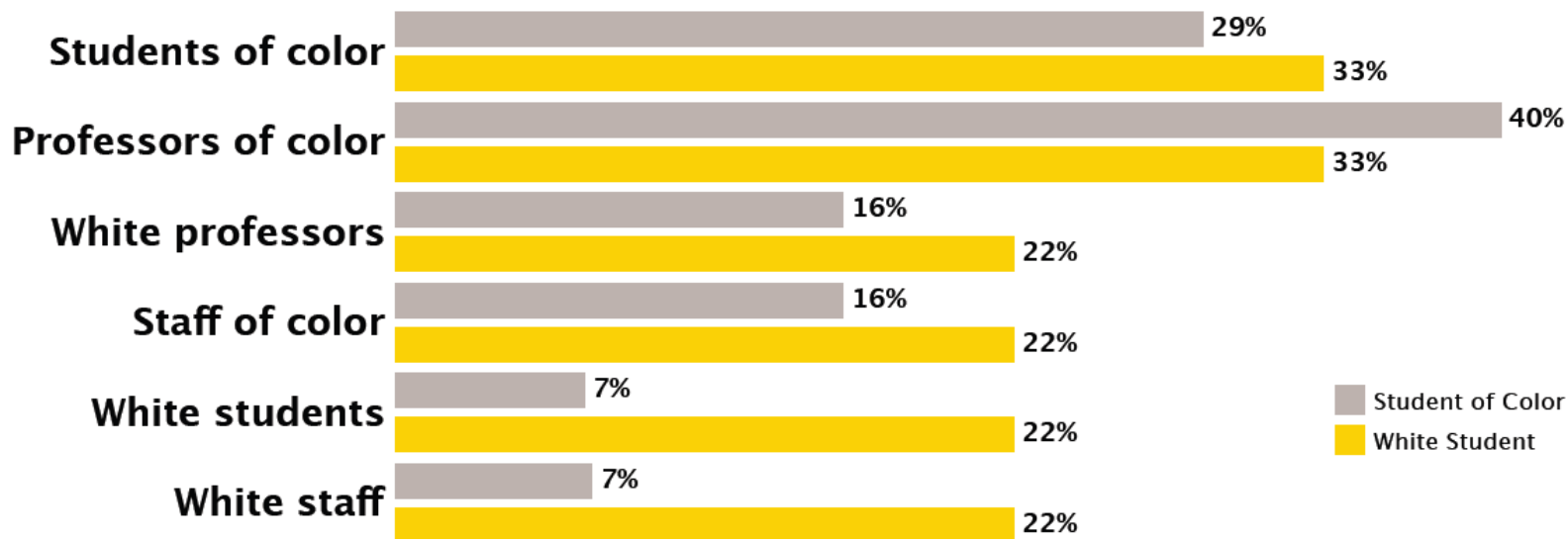
Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Racial Learning and Literacy

In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.

Students and professors of color assume invisible work on teaching race to peers on campus

% of students who reported they have learned about race from the following people on campus



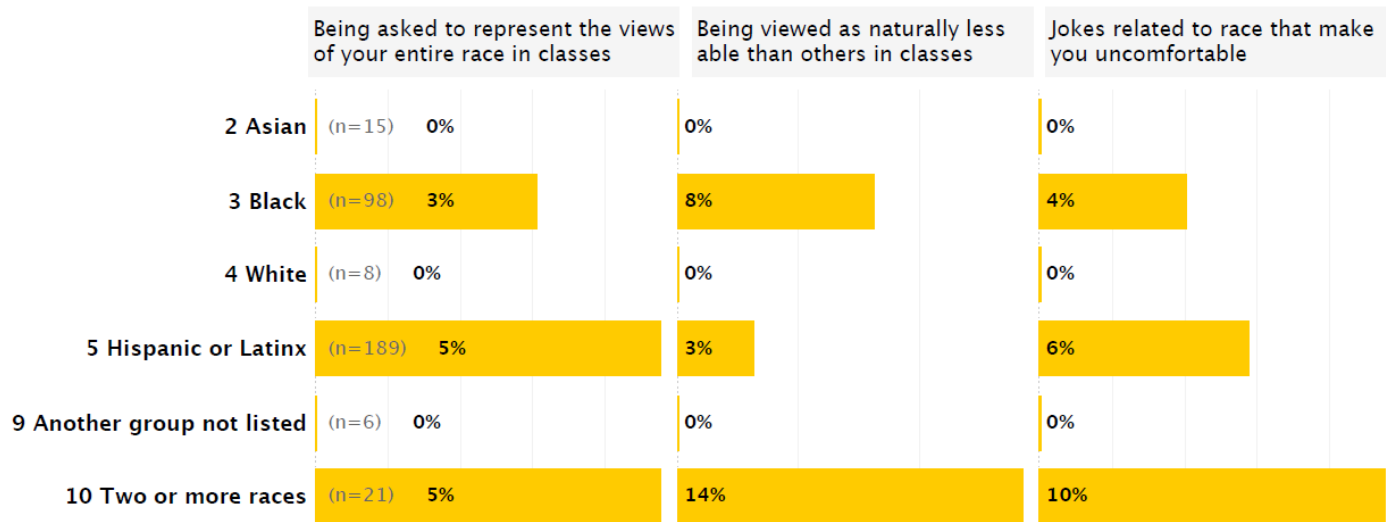
Encounters with Racial Stress

In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at students based on their race.

ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

% of undergraduate students who reported they have ever experienced the following on campus



Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among students of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

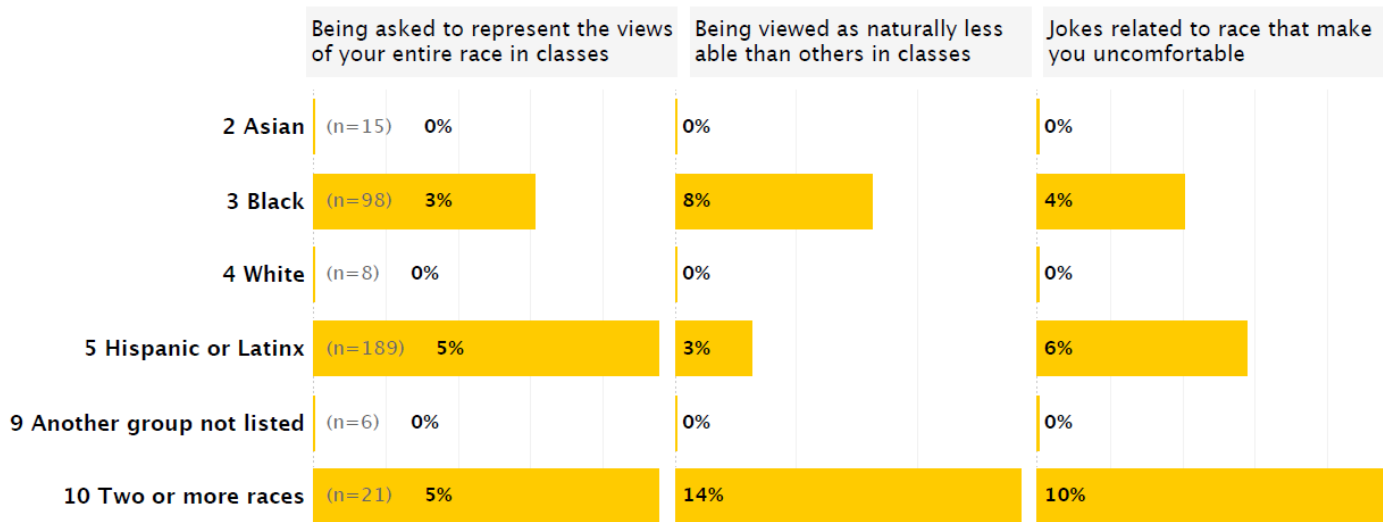
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ENCOUNTERS WITH RACIAL STRESS

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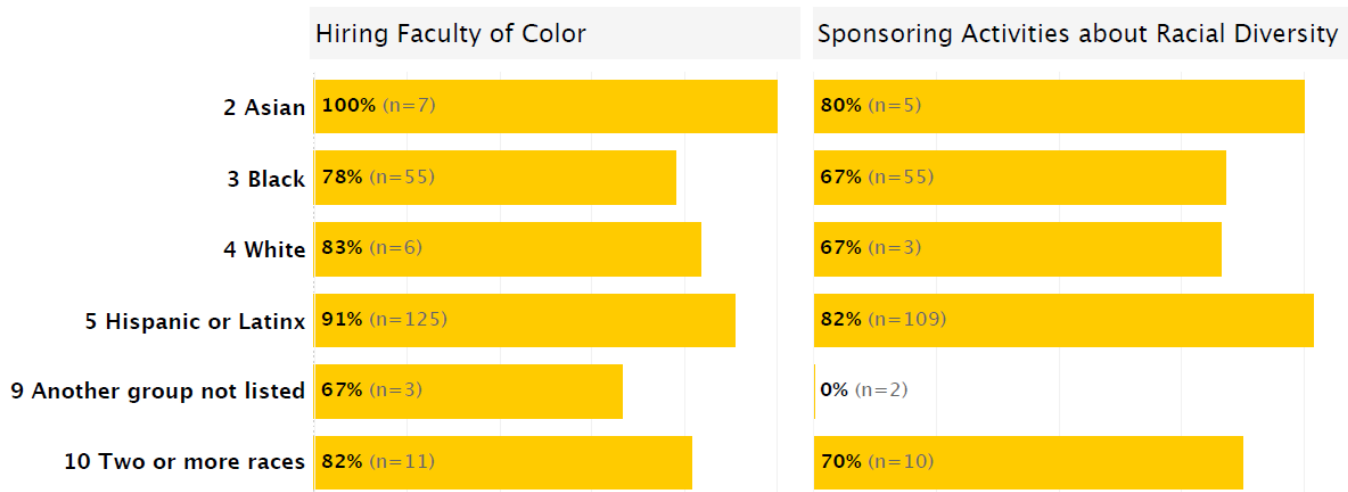
Institutional Commitment

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

% of undergraduate students who believe the institution is mostly or strongly committed to the following



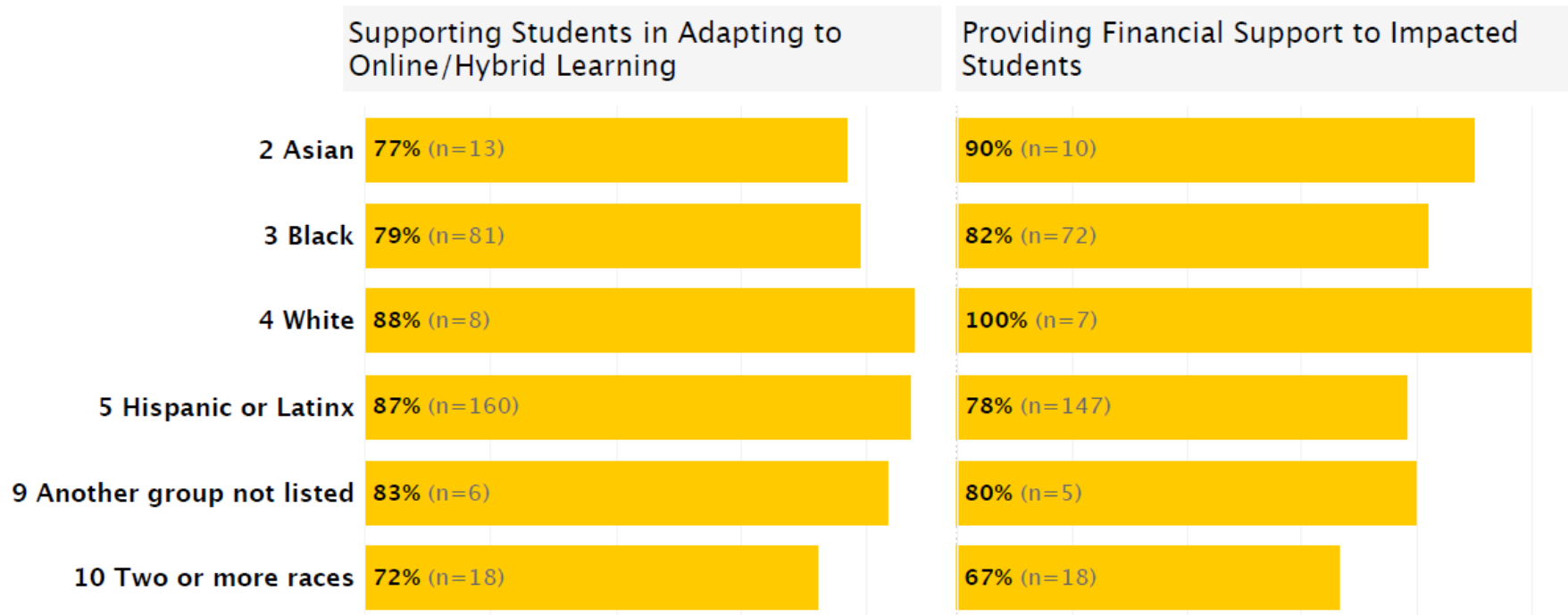
Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Institutional Commitment

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

During the COVID-19 Pandemic

% of undergraduate students who believe the institution is **mostly or strongly committed** to the following



Recommendations

Classroom

- Hiring more faculty of color and working towards more equitable hiring panels
- USC Faculty Hiring Committee Training
- Education and place emphasis on Chancellors EEO hiring guidelines

Academic Advising & Other Offices on Campus

- Train staff on inclusive environments
- Train staff in cultural sensitivity and affirming communication styles
- Implicit bias PD
- Emphasize Aspects of Caring Campus – Already adopted and in place

Recommendations Continued...

Academic Program Review

- *Collaborate with Academic Senate/Curriculum Committee*
-consider conducting a series of syllabus workshops on decolonizing syllabi
“What is Decolonization of the Syllabus? Decolonization of the syllabus describes the process of undoing colonizing practices. It discusses different ways in which we can become more aware about cultural sensitivity and representation, and expecting that college students fit a certain expected stereotype.”
- Qualitative analysis
-student focus groups to more deeply explore racial microaggressions
- Cross-Racial Engagement
-data serves as validation for cultural resource center or other open spaces where all students can engage and feel included
- Sponsor activities about racial diversity for specifically for students
-Suggestions or Ideas?

QUESTIONS?

Jennifer Burchett

Director, Diversity, Compliance and
Title IX

jburchett@compton.edu

Survey available upon request.





June 6, 2023

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Serving the Communities of
Compton, Lynwood, Paramount and
Willowbrook, as well as portions of
Athens, Bellflower, Carson, Downey,
Dominguez, Lakewood, Long Beach,
and South Gate

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary
of Decisions Made at the ***April 6*** and ***May 4, 2023***, Meetings:

1111 East Artesia Boulevard
Compton, CA 90221-5393
Phone: (310) 900-1600
Fax: (310) 605-1458
www.compton.edu

**Academic Senate – Summary of Decisions Made at the April 6,
2023, Meeting**

BARBARA J. CALHOUN
President

JUANITA DOPLEMENTE
Vice-President

ANDRES RAMOS
Clerk

DR. SHARONI LITTLE
Member

SONIA LOPEZ
Member

KENDRA CARNES
Student Trustee

KEITH CURRY, Ed.D.
President/CEO

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: ART 101, ATEC 123, ATEC 125, MATH 99, WELD 99, WELD 128. ***Accepted as presented.***
2. New Courses: HSED 10, HSED 12, HSED 16, HSED 17, NURS 03A, NURS 03B, PSYC 119. ***Accepted as presented.***
3. Program Review and Changes: AA-T in Sociology. ***Accepted as presented.***

Other Items:

1. New Programs. ***Received.*** The vice president of Academic Affairs will work on the steps for implementing each program over the summer and will report back in fall 2023.
 - i. Culinary Arts
 - ii. ADT in Social Work and Human Services
 - iii. Artificial Intelligence
 - iv. Software/App Design
 - v. Game Design
 - vi. Paralegal Studies

**Academic Senate – Summary of Decisions Made at the May 4, 2023,
Meeting**

Curriculum Items:

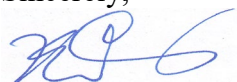
1. Course Reviews, Changes, DE, and Articulation: ENGL 248, MATH 99, NFOO 110, WELD 101. ***Accepted as presented.***
2. Course Inactivation: ATEC 111, ATEC 122, ATEC 127, ATEC 133, ATEC 141. ***Accepted as presented.***

Other Items:

1. Equivalency Applications
 - i. Karis Wong: Biology – Denied. ***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,

A handwritten signature in blue ink, appearing to read 'KC', is positioned above the typed name.

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee

Equitable Placement: **AB 705 and AB 1705**

**Presented by Dr. Rebekah Blonshine,
Dean of Student Success and
Dr. Abiodun Osanyinpeju,
Dean of Student Learning**

June 20, 2023



TABLE OF CONTENTS

- **AB 705**
 - 2022 - 2023 Activities
 - Student Support
 - Success Rates in Transfer-Level English and Math

- **AB 1705**
 - Impact of AB 1705
 - Plans for 2023-2024

AB 705

- AB 705 legislation took effect January 1, 2018.
- Maximizes the probability of entering and completing transfer-level in English and math within a year.
- Eliminates English and math assessments for placement.
- Results:
 - Substantial gains but critical equity gaps remain.

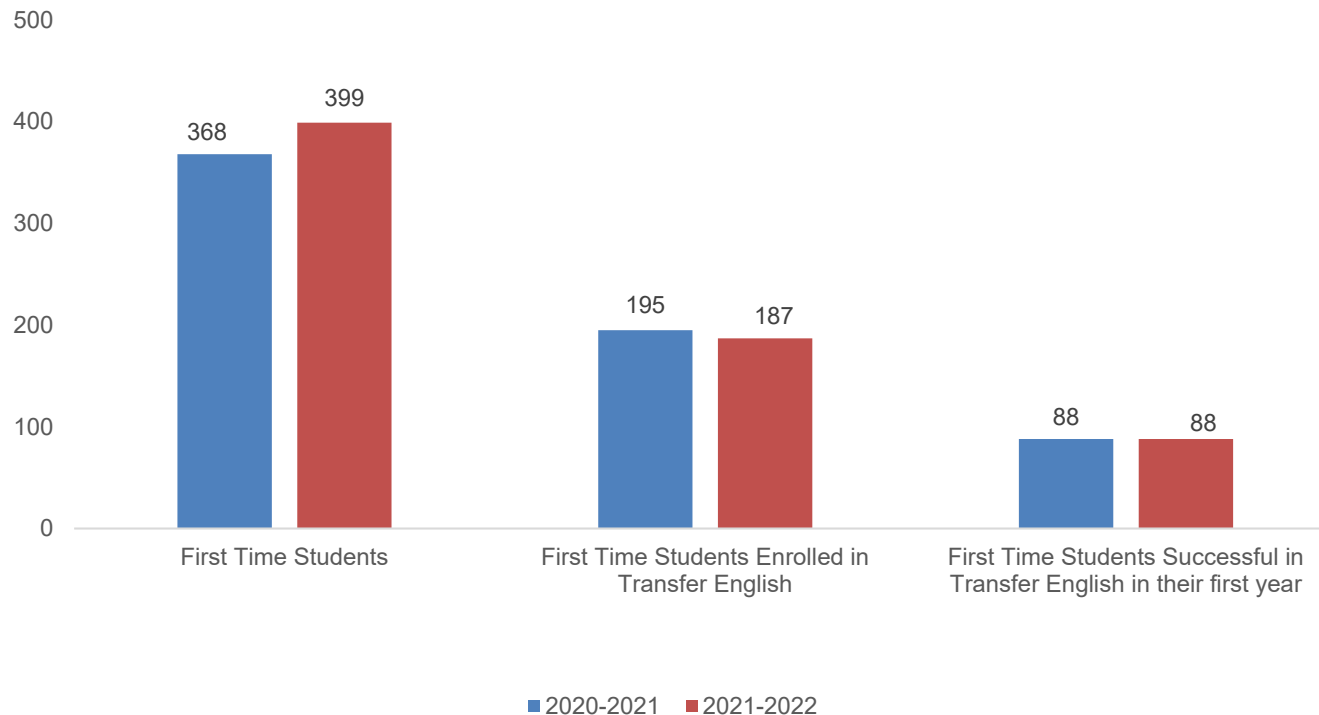
2022-2023 AB 705 ACTIVITIES

- Summer Bridge: English and math preparation for first-time college students
- CRM Advise: Intervention/Support tool for student success.
- Team Teaching: Two professors develop resources, teach and assess a class.
- Community of Practice: Standardize syllabi to ensure student-centered and equity-minded design to humanize the classrooms
- Math150 and English 101 refresher program during winter and summer led by SSC faculty Instructional Specialists
- Just-In-Time Math Workshops with incentives

STUDENT SUPPORT

- Student Success Center (SSC) provides drop-in tutoring services for English and Math both virtually and in-person.
- Embedded Tutoring – Tutors are strategically placed in courses and serve students while in the classroom.
- Net Tutor provides a free online support year-round, 24/7, on demand for live tutoring, question drop-off, and writing feedback.
- The Math JIT Workshops is a series of one-hour workshops covering various topics for different courses.
- Reading/Writing workshop, Research Paper Bootcamp and common writing assignments for faculty use in Canvas

Success Rates of First-Time Students in Transfer-Level English

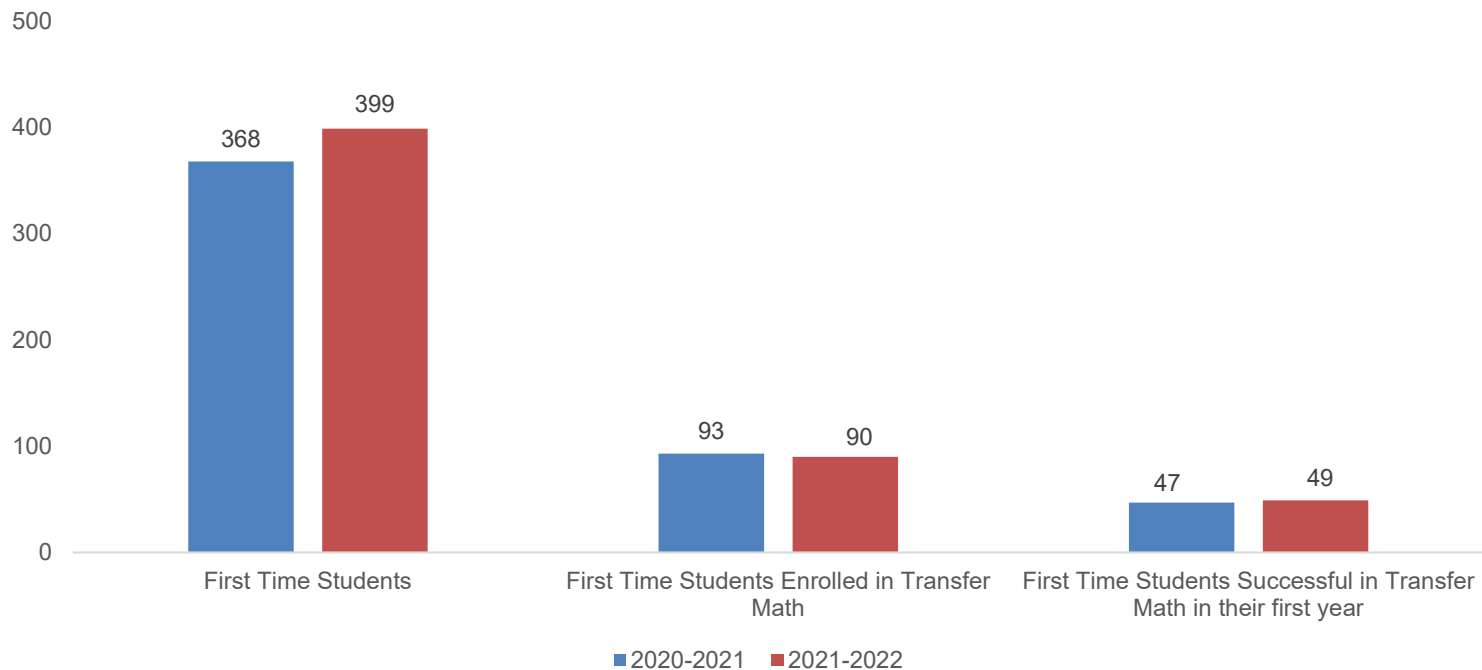


Academic Year	# First-Time Students	# Enrolled in Transfer English (Enrollment Rate)	# Successful in Transfer English (Success Rate)
2020-2021	368	195 (53%)	88 (45%)
2021-2022	399	187 (47%)	88 (47%)
Overall	767	382 (50%)	176 (46%)

Source: MIS Data from the CCCCO



Success Rates of First-Time Students in Transfer-Level Math

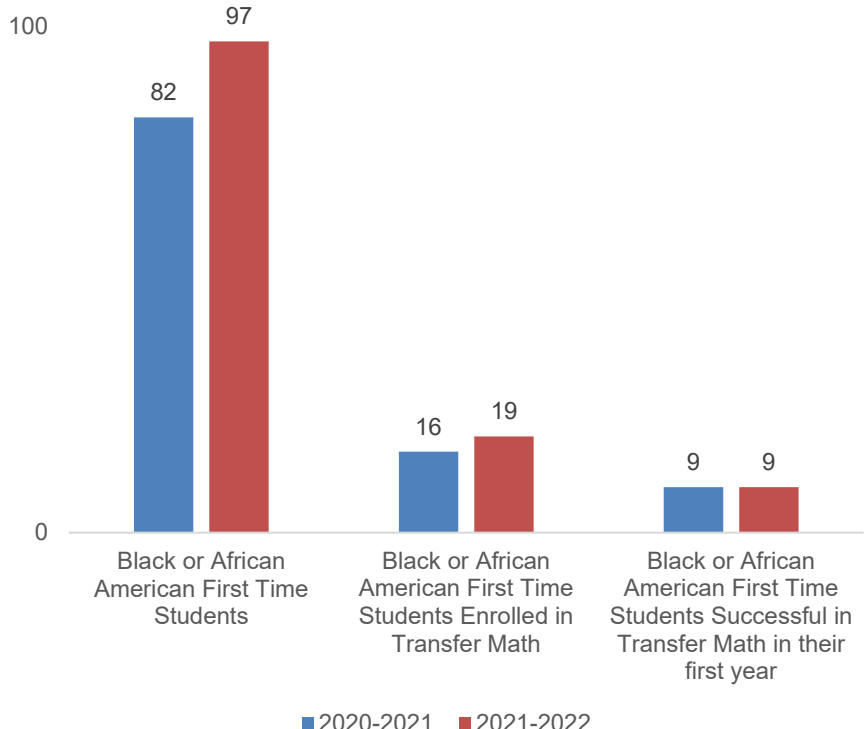
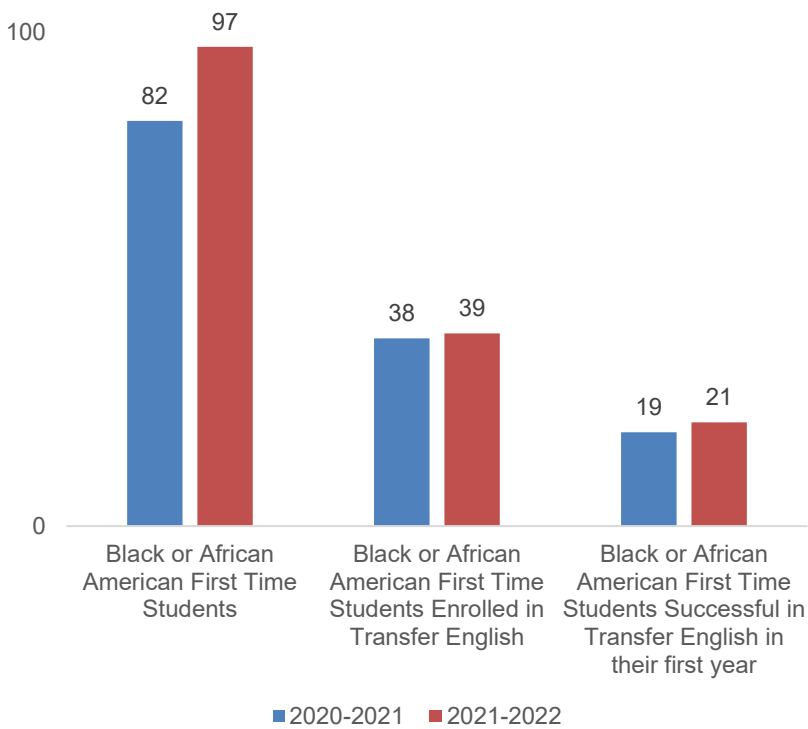


Academic Year	# First-Time Students	# Enrolled in Transfer Math (Enrollment Rate)	# Successful in Transfer Math (Success Rate)
2020-2021	368	93 (25%)	47 (51%)
2021-2022	399	90 (23%)	49 (54%)
Overall	767	183 (24%)	96 (52%)

Source: MIS Data from the CCCCO



Success Rates of First-Time Black or African American Students in Transfer-Level English and Math

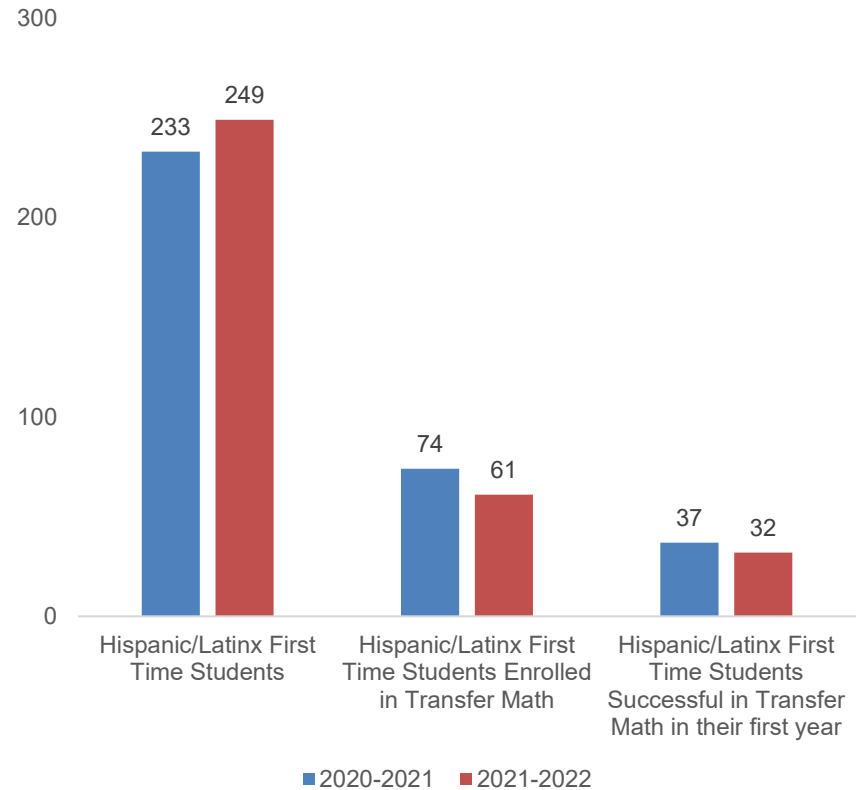
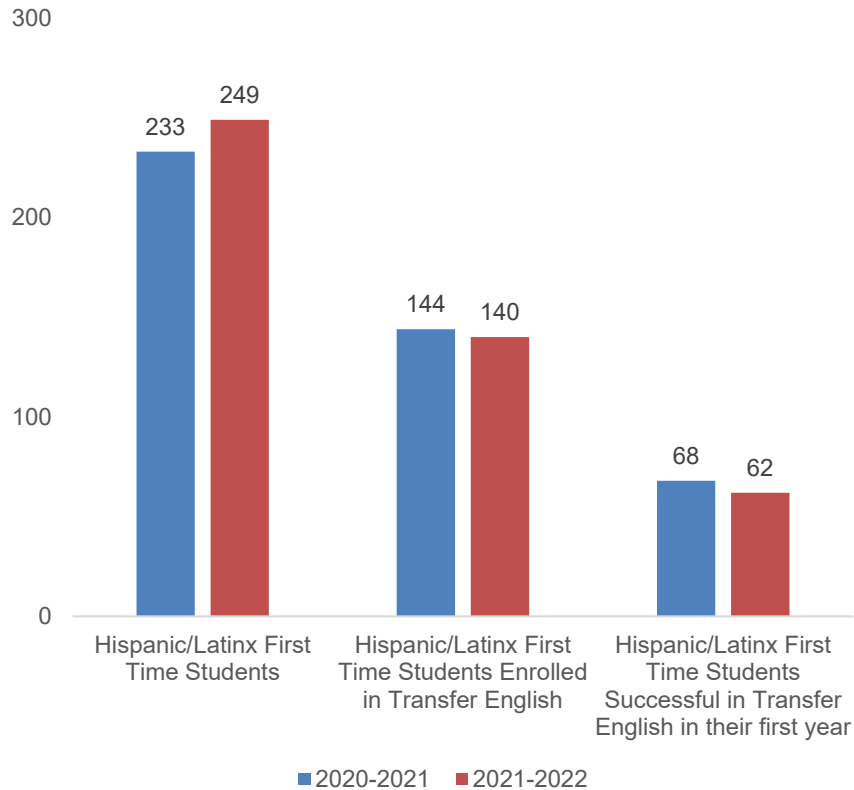


Academic Year	# First-Time Black or African American Students	# Enrolled in Transfer English (Enrollment Rate)	# Successful in Transfer English (Success Rate)	# Enrolled in Transfer Math (Enrollment Rate)	# Successful in Transfer Math (Success Rate)
2020-2021	82	38 (46%)	19 (50%)	16 (20%)	9 (56%)
2021-2022	97	39 (40%)	21 (54%)	19 (20%)	9 (47%)
Overall	179	77 (43%)	40 (52%)	35 (20%)	18 (51%)

Source: MIS Data from the CCCCO



Success Rates of First-Time Hispanic/Latinx Students in Transfer-Level English and Math



Academic Year	# First-Time Hispanic/Latinx Students	# Enrolled in Transfer English (Enrollment Rate)	# Successful in Transfer English (Success Rate)	# Enrolled in Transfer Math (Enrollment Rate)	# Successful in Transfer Math (Success Rate)
2020-2021	233	144 (62%)	68 (47%)	74 (32%)	37 (50%)
2021-2022	249	140 (56%)	62 (44%)	61 (24%)	32 (52%)
Overall	482	284 (59%)	130 (46%)	135 (28%)	69 (51%)



AB 1705

- AB 1705 became law September 2022 and effective Summer 2023.
- Addresses the inequities from AB 705.
- Prohibits placing and enrolling students into pretransfer-level course.
- Requires validation that a transfer-level math prerequisite is highly likely to improve success in another transfer-level math prerequisite.

IMPACT OF AB 1705

- No longer scheduling pre-transfer classes in English and math (English since fall of 2022, math starting fall 2023)
- Providing more sections of the gateway transfer-level courses for students to access and place directly into transfer-level English and math.
- Providing access to concurrent academic support for students enrolled in transfer-level English and math coursework who want or need it.
- Implementing [new placement practices](#).
 - Students are informed of their right to enroll in transfer-level English and math. The default placement model places all students into transfer-level English and math.

PLANS FOR 2023-2024

- Investing in professional development focused on equity-minded teaching for more equitable pass rates.
- Supporting development of new transferable options in math to include support within a single course.
- Review program maps to ensure English and math are in the first term.
- Faculty approved to:
 - Provide Just-In-Time Workshops
 - Team-teach math classes in fall 2023
 - Continue to use embedded tutors in English and math classes

PLANS FOR 2023-2024 cont'd

- Continue to offer corequisite support ENGL 101S and MATH 15C.
- Provide incentives for attending the Student Success Center tutoring and workshops.
- Math will continue to use the Canvas shells to standardize MATH 150.
- Continue English and math summer and winter refresher for students withdrew or failed on their first attempt.
- Continue Summer Bridge for first-time students to prepare for transfer-level English and math.

QUESTIONS?

Dr. Rebekah L. Blonshine

Dean of Student Success

rblonshine@compton.edu

Dr. Abiodun Osanyinpeju

Dean of Student Learning

aosanyinpeju@compton.edu

