Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: March 16th, 2023   **Time:** 2:00-3:30 p.m.   **Location: Campus – 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.

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

__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Monterroso, Noemi
__ Moore, Sean
__ Morales, Janette
__ Ornelas, Miguel
__ Schwitkis, Kent
__ Tavarez, Juan
__ Thomas, Shirley
__ Van Overbeck, 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.

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 December 1st, 2022**
4. **Reports (15 min)**
   a. President's Report
   b. ASG Report
   c. Vice President's Report
   d. Accreditation Faculty Coordinator Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. 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 (3 min)**
   a. *Course Review- Articulation/Transfer Review; Change TOP Code*: PE 188 - Intercollegiate Esports.
   b. *2-Year CTE Course Review; No Proposed Changes*: CIS 131 - Help Desk Operations; CIS 170 - Mashup JavaScript, jQuery and AJAX; WELD 105 - Basic Welding for Allied Fields; WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW); WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW); WELD 123 - Advanced Arc Welding Specialty Lab; WELD 125 - Advanced Certification and Career Preparation Lab; WELD 129 - Blueprint Reading; WELD 140 - Introduction to Gas Tungsten Arc Welding (GTAW); WELD 142 Intermediate Gas Tungsten Arc Welding (GTAW); WELD 144 - Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab; and WELD 150 - Structural Fabrication.
   c. *2-Year CTE Course Review; no proposed changes- Distance Education- EFOMA*: WELD 108 - Introduction to Multi-Process Welding; WELD 109 - Advanced Welding for Manufacturing; WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW); WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW); WELD 123 - Advanced Arc Welding Specialty Lab; WELD 125 - Advanced Certification and Career Preparation Lab; and WELD 129 - Blueprint Reading.
   d. *Course Inactivation*: FTEC 103 - Fundamentals of Personal Fire Safety and Survival; and FTEC 106 - Building Construction for Fire Protection.
   e. *New Courses*: HSED 1 - High School English 1; HSED 11 - High School Earth Science; HSED 13 - High School Physical Science; HSED 14 - High School Spanish 1; HSED 15 - High School Spanish 2; HSED 2 - High School English 2; HSED 3 - High School English 3; HSED 4 - High School English 4; HSED 5 - High School Integrated Math 1; HSED 6 - High School Integrated Math 2; HSED 7 - High School Integrated Math 3; HSED 8 - High School Biology; and HSED 9 - High School Chemistry.

6. **Unfinished Business (10 min)**
   a. New Programs at Compton College – Rank Order Programs in Order of Importance

7. **New Business (5 min)**
   a. Equivalencies
      i. Judith Crozier: Film - Granted, Theatre - Denied, Journalism - Denied

      ii.   Dr. Valerie Woodward: Japanese - Granted
     iii.   Sarah George: Philosophy - Denied

8. **Discussion Items (60 min)**

    a. Student Success Center (SSC) Services Update
    b. Maintaining a Zoom Component for Senate Meetings – Legal Options
    c. Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs and Program Reviews – Division Contest
    d. High Priority Committee Members – Potential Incentives
    e. Strategies to Increase Percentage of Students Who Complete Their Educational Plan
    f. Increase Visibility of Art on Campus
    g. Campus Aesthetics Committee
    h. Establish a Succession Process for Senate Sub-Committee Chairs
    i. Academic Freedom – Review Policy and Issue a Senate Statement
    j. TMC – Social Justice – Additional Degrees
    k. How to Increase Participation of Constituent Groups in Collaborative Decision Making
    l. Chat GPT Optional Syllabus Statement Design

9. **Informational Items**
    a. Committee Vacancies
       i.   Curriculum Committee: 1 BIST, 1 FACH, 1 HEPS, 1 SSCI – **High Priority**
      ii.   Institutional Effectiveness Committee: 1 Faculty
     iii.   Senators: 1 HEPS, 1 STEM, 2 Adjuncts.
     iv.   Faculty Development Committee Members: All Divisions

10. **Future Agenda Items**
    a. April 20 – Institutional Self Evaluation Report (ISER) – First Read
    b. May 18 – ISER – 2nd Read

11. **Public Comment**

12. **Adjournment**

Next Scheduled Meeting: April 6th

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

FALL 2022	LOCATION	SPRING 2023	LOCATION
~~September 1~~	~~Zoom~~	March 2	Zoom
~~September 15~~	~~Zoom~~	March 16	Zoom
~~October 6~~	Zoom	April 6	Zoom
~~October 20~~	Zoom	April 20	Zoom
~~November 3~~	Zoom	May 4	Zoom
~~November 17~~	Zoom	May 18	Zoom
~~December 1~~	Zoom	June 1	Zoom

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (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)
Vanessa Madrid (21-23)
Harvey Estrada (20-23)
Marjeritta Phillips (20-23)
Valerie Woodward (20-24)

Counseling (5)
Noemi Monterroso (21-24)
Carlos Maruri (21-24)
Theresa Barragan-Echeverria (20-23)
Desiree Corona-Ramirez (20-23)
Janette Morales (20-23)

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

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

Science, Technology, Engineering and Mathematics (5)
Kent Schwitkis (20-23)
Jose Villalobos (20-23)
Jose Manuel Martinez (20-23)
Miguel Ornelas (22-25)
Vacant (20-23)

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

Adjunct Faculty (2)
Vacant (22-25)
Victoria Martinez (20-23)

Ex Officio Voting Members
Janette Morales – Union President (22-24)
Sean Moore – Curriculum Chair (22-24)
Andree Valdry – 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: March 2nd, 2023   **Time:** 2:00-3:30 p.m.   **Location:** Zoom Conference
https://compton-edu.zoom.us/j/87428442242

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_X_ Ellis, Stephen
__ Estrada, Harvey
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_X_ Madrid, Vanessa
__ Mason, Don
_X_ Martinez, Jose Manuel
_X_ Martinez, Victoria
_X_ Maruri, Carlos

_X_ McPatchell, David
__ Mills, Jesse
_X_ Moldoveanu, Minodora
_X_ Monterroso, Noemi
_X_ Moore, Sean
_X_ Morales, Janette
__ Ornelas, Miguel
_X_ Schwitkis, Kent
__ Skorka, Evan
_X_ Tavarez, Juan
_X_ Thomas, Shirley
__ Van Overbeck, Michael

__ Villalobos, Jose
_X_ West, Pamela
_X_ Woodward, Valerie
Ex-Officio Voting Members
_X_ Conn, Brad-DEFC
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Agenda

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

1. **Call to Order at 2:03pm**
2. **Approval of Agenda**
   - **Valerie W. motioned to approve agenda. Carlos M. seconded. Approved**

3. **Review and Approval of Minutes from December 1st, 2022**
   - **Sean M. motioned to approve minutes. Carlos M. seconded. Approved**

4. **Reports (15 min)**

a. President's Report – Minodora Moldoveanu
- Senate approved a resolution at end of semester to urge city to work on Artesia Blvd bridge construction area that has been closed down. Update provided; there will be security enhancement in the area, construction will commence in summer, and area scheduled to reopen Spring 2024
- Welcome new full-time faculty hires: Ricardo Flores, Abreesha Jones, Ricardo Rico, Karis Wong
- ISER draft is now open for public comment. Please provide any feedback to team
- Welcome to Spring 2023

b. ASG Report – Paul Medina
- ASG held their winter retreat in January and have been participating in activities during winter like the MLK event on campus. Currently planning participation in Community Day. ASG commenced biweekly ASG meetings; topics of discussion included ASG vacancies, visit from state chancellor's office, OER/zero cost textbook, and partnership to provide free CPR training for students

c. Vice President's Report – Carlos Maruri
- Introduced Rose, Counseling Intern

d. Accreditation Faculty Coordinator Report – Amber Gillis
- ISER is out for public review. Final draft of ISER is due August 1st. Feedback is due Friday, March 24th. As faculty, recommended to start with standard 2a (educational programs) and 2b (library and support services)
- Senators communicate with constituencies that ISER is out and request feedback
- ISER will eventually come back to Senate for a 1st and 2nd read

e. Academic Affairs Report – Sheri Berger
- Began preparation for next year's catalog revision. Will not send out revisions for course description or program changes; those changes will be automatically made by Maya Medina based on actions taken through Curriculum Committee, Academic Senate, and Board of Trustees
- Review ISER and provide feedback

f. Curriculum Report – Sean Moore
- First meeting was Tuesday of this week. Approved Consent Agenda Items will be listed in next Senate meeting
- 5 winter curriculum open labs were available for faculty
- CNET training pilot videos will become available in MyCompton. Will meet with Josh Flores to create a tile and discuss how to manage videos to provide this resource for faculty
- Corresponding with ASCCC executive assistant about finalizing a date/time that they can provide a training on DEIA and IDEAA
- Program narrative templates were revised and finalized; will be made available on the CCC webpage
- AR4105 Distance Education was provided as informational item
- Due to Spring Break, CCC will not meet on April 11th
- Full-time COSM faculty would like to develop a 600-hour Cosmetology teacher training program and labor market data has been requested to research its viability

g. Distance Education Faculty Coordinator Report – Brad Conn
- Dr. Mathews and Brad have been updating DE Handbook. Will review with DEAC to make/approve final changes to ensure highest quality distance education at the college

h. Faculty Development Report – Not Present

     i.   Enrollment Committee Report – Juan Tavarez
- No Report

    j.   OER Committee Report – Not Present

    k.   LGBTQ+ Committee Report – Not Present

    l.   FYE Committee Report – Not Present

5. Consent Items (0 min)

6. **Unfinished Business (10 min)**
   a) Second Read/Vote: Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
   - New changes spell out specific services that should be available to students. This semester EveryTable will be open 7am – 7pm
   - **Kent S. motioned to approve resolution. Carlos M. seconded. Approved**

   b) Second Read/Vote: AR 4226 – Multiple and Overlapping Enrollments
   - **Valerie W. motioned to open discussion on item 6b. Pamella W. seconded**
   - Discussion on 5 vs 10 minutes of overlap and how to make up missing time. 10 minutes will be kept. Language will be added to AR regarding which faculty will keep track of missing time; faculty for the course that the student is petitioning to add would need to keep track of missing time
   - Sean M: Do we need to add that students need to choose specific course they want to make up? It would be helpful to students to have those specific instructions
     - There would be no need since the student will submit the petition for the class they want to add and need to make up the time for; however, language will be added to make it clearer
   - **Sean M. motioned to approve AR4226 with amendments. Marjeritta P. seconded. Approved**

   c) Second Read/Vote: BP/AR 5900 – Study Load Limitations
   - **Carlos M. motioned to open discussion on item 6c. Shirley T. seconded**
   - Sheri B: BP 5900 - instead of just "term" include "semester/term", rationale: there are multiple terms per primary semester (i.e., 1st and 2nd 8-week terms)
   - AR 5900: Discussion around 19 vs 20 units max per semester. Rationale for increasing to 20 units: it provides more wiggle room for CTE students to add general education courses without having to petition but would still require most students to petition for overload if they want to take over 19 units since adding an additional class would usually push them to 21+ units. Kept 20 units for Fall and Spring, 9 units for Summer, and 7 for winter. Removed last sentence of AR5900
   - **Sean M. motioned to approve BP/AR 5900 as amended. Roza E. (standing in for Jasmine Phillips) seconded. Approved**

7. New Business (20 min)
   a) New Programs at Compton College – Final Four Programs Prioritization
   - Goal is to create programs that provide the best upward mobility with least investment on student part. Prioritize creating programs that provide students with greatest chance of landing a high paying job after completing program

- Minodora provided summary of stats (projected growth/salary per year). Game Design (8%/48K-100K), Computer Software (13%/121K), Artificial Intelligence (14%/115K), Paralegal Studies (14%/60K-120K)
- Marjeritta P.: Read report that AI is growing fast and salary projections are very high. It would be a good program to start, along with Game Design
- Sean M.: Are there any infrastructural costs to implement programs and are we looking into ongoing costs to hire new faculty for programs. Are these programs offered at local colleges and/or do we need permission from them?
    - A lot of information is provided in New Program Information templates completed for programs (available in Senate packet). For most part, there would be a need to hire at least 1 full time faculty to start the program
- The data for the programs was requested from Center of Excellence: in report they provided an analysis on supply and demand data and if they supported program development (notates if there is an adequate need for the program). Reports are also endorsed by the Regional Consortium so we wouldn't have to worry too much about other colleges arguing against the program due to 'competitive distraction'
- AI was top choice. Would not need new facilities as long as current computers and software are up to date
- Sean M.: Would it be possible to have a visual of the classes that would be required in each program to check for common courses or if the programs can be combined?
    - Some of the templates have links to colleges that offer program; we can reference those to give us an idea of the coursework that each program will entail.
- Initial Ranking: 1) AI, 2) Game Design, 3) Paralegal Studies, 4) Computer Software
- Will bring back rankings for a vote during next Senate meeting. In meantime, senators should review documents and have a discussion during next division meetings
- **Desiree C.R. motioned to close discussion on item 7a. Sean M. seconded**

b) OER Committee Recommends the Low Cost Textbook Definition at Compton College to be $30 (Statewide [Student Senate Urges $30 Definition as well).](#)
- **Shirley T. motioned to open discussion on item 7b. Marjeritta P. seconded.**
- **Kent S. motioned to approve to define "Low Cost Textbook" as $30. Shirley T. seconded. Approved**

8. **Discussion Items (40 min)**
    a) Student Success Center (SSC) Services Update
    - **Sean M. motioned to open discussion. Desiree C.R. seconded**
    - There is a new Director for SSC: Shalisa Hodges.
    - **Marjeritta P. motioned to table item to next Senate meeting. Pamella W. seconded**

    b) Study Abroad Program Design Taskforce
    - **Carlos M. motioned to open discussion on item 8b. Charles H. seconded**
    - Need volunteers to participate in taskforce. Volunteers: Andree V., Carlos M., Sacramento R., Vanessa M.
    - **Shirley T. motioned to close discussion on item 8b. Carlos M. seconded.**

    c) Create Taskforce to Review Collaborative Government Document and Provide Recommendations for Potential Changes
    - **Sean M. motioned to open discussion on item 8c. Shirley T. seconded**

- Compton College is working with two consultants to work on the Collaborative Governance document. They will start interviewing members on campus to figure out campus needs. We will receive recommendations from consultants on areas they see as a need. Do we want to work concurrently or wait until we receive recommendations from consultants?
  - If we create taskforce, they will review Collaborative Governance document and highlight areas that need to change (create our own recommendations of areas of need)
- Based on feedback, Academic Senate will create a Taskforce to review Collaborative Governance document
- **Sean M. motioned to close discussion on item 8c. Shirley T. seconded**

d) Artificial Intelligence Written Papers
  - **Sean M. motioned to open discussion on item 8d. Carlos M. seconded**
  - ChatGPT. There was a PD offered by Chancellor's office last week that focused on how to detect if a paper or assignment was written by AI and how to write prompts where it makes it less likely for AI to pass as student work. Do we need to bring PD to Compton College or should we just use statewide resources? Will try to provide recording from PD for everyone to view
  - Marjeritta P.: falsification of documents using AI is very hard to detect. We should have someone address this issue on a Flex day.
    - Sean M.: Agrees we need to have something for Compton College faculty/staff during Flex
    - Kent S.: Recording is more feasible for some people that might not have time to attend an actual PD event.
  - **Sean M. motioned to close discussion on item 8d. Carlos M. seconded**

- **Sean M. motioned to table rest of discussion items. Charles H. seconded**
- **Kent S. motioned to adjourn meeting. Marjeritta P. seconded. Approved**

e) Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs – Division Contest
f) Increase Visibility of Art on Campus
g) Campus Aesthetics Committee
h) Establish a Succession Process for Senate Sub-Committee Chairs
i) Academic Freedom – Review Policy and Issue a Senate Statement
j) TMC – Social Justice – Additional Degrees
k) How to Increase Participation of Constituent Groups in Collaborative Decision Making
l) Strategies to Increase Percentage of Students Who Complete Their Educational Plan

9. **Informational Items**
   a) The Compton College Academic Senate took a vote by email in December 2022 to implement at Culinary Arts Program which will be located at Lynwood High. Lynwood High will provide the facility and Compton College will run the program. We had 22 Aye votes and 5 abstentions: Stephen Ellis, Mahbub Khan, Desiree Corona-Ramirez, Vanessa Madrid, and Michael Van Overbeck. Therefore, the motion was approved.

   b) The Compton College Academic Senate took a vote to implement an ADT of Social Work and Human Services at Compton College. Senators voted by email. We had 22 Aye votes and 5

abstentions: Desiree Corona-Ramirez, Mahbub Khan, Carlos Maruri, Jose Villalobos, Brad Conn. Therefore the motion was approved.

c) Dr. Curry's Response to Senate Recommendations from the December 1st Senate Meeting

d) Dr. Currie's Response to the Senate Hiring Prioritization Committee Recommendation

e) The ISER draft is public and ready for feedback. The draft, feedback form, and 3rd party feedback process for the ACCJC may be found on the Accreditation website: [Compton College Accreditation](#)

f) We are participating in two student surveys in spring 2023, and seeking responses from all students:
   - the Community College Survey of Student Engagement (CCSSE) and
   - the 2023 #RealCollege Basic Needs Survey. Both survey administrations will begin in March 2023.

   Institutional Effectiveness will host office hours in a computer lab and we are asking faculty to support the CCSSE by asking students to respond to the survey class. Instructions are forthcoming and will be shared as soon as possible.

g) Institutional Effectiveness is hosting a Data Date on March 8 from 12-1pm about student learning outcome (SLO) assessment data analysis and report writing. We hope faculty can attend! Register here: https://compton-edu.zoom.us/meeting/register/tZEldu-vrjsqH9WNrcP-6EofDEQUoOATKzfy

h) Change of Major Form and Process Taskforce: The committee met in the fall of 2022. The team completed an exercise on what the student journey/experience is when submitting a Change of Major Form and Process. Based on feedback from various stakeholders including students, the taskforce created a new "Adding and/or Changing Major Form" in Microsoft Office Forms. The team created short-term and long-term recommendations. Additionally, the Dean of Counseling and Guided Pathways presented the [Adding and/or Changing of Major Microsoft Form](#) to the Director of Admissions & Records. Constructive feedback was provided and included. Next, the Dean of Counseling and Guided Pathways will present recommendations at the Student Success Committee on February 23, 2023.

i) Graduation Application Workgroup: The committee has met three times. The deadline for recommendations is March 1, 2023. The workgroup will be finalizing the group's recommendations regarding spring 2023 graduation participation. The next meeting in on February 28, 2023.

j) Petitions Committee: The committee is working on finalizing committee members. Once members have been selected, the committee will establish guidelines and convene. A soft rollout will take place spring 2023 with a full rollout in summer 2023.

k) Incoming Chancellor: Sonya Christian

l) New Vice President of Human Resources - Dr. Hiacynth Martinez

m) Shalisa Hodges – New Student Success Center Coordinator

n) New Full-Time faculty

- Ricardo Flores, full-time History/Ethnic Studies Instructor, Social Sciences
- Abreesha Jones, full-time Guided Pathways CalWORKs Counselor, Student Services
- Ricardo Rico, full-time Guided Pathways Counselor, Student Services
- Karis Wong, full-time Anatomy/Biology Instructor, Science Technology Engineering and Math

o) Compton Financial Audit Report - https://go.boarddocs.com/ca/compton/Board.nsf/files/CMWNX5611E64/$file/ComptonCommunityCollegeDistrict_FinalAuditReport_2022_Revised_010323.pdf

p) AB-928 CCLC Resolution

q) ATD Coaches Reflection Letter for Compton College

r) Compton College December 2022 Enrollment Trend Data

s) Projected Section Count by Division at Compton College

t) Results to the Evaluation of the Institutional Set Goals – Fall 2022

10. Future Agenda Items

11. Public Comment

12. Adjournment at 3:33pm

Next Scheduled Meeting: March 16th
Zoom Link: https://compton-edu.zoom.us/j/87428442242

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

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Course Inactivation: FTEC 103 - Fundamentals of Personal Fire Safety and S...

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	4/6
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

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

Justification

This course has not been offered in years.

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

This course has not been offered in years.

Division Approval Date *   9/3/2022

Course Inactivation: FTEC 106 - Building Construction for Fire Protection

Status: In Review   View Proposal History

Basic Course Information	8/8
Course Standards	4/6
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

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

Justification

This course has not been offered in years.

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

This course has not been offered in years.

Division Approval Date *   9/3/2022   ▦

New Programs Comparison Table

New Program	Forecasted Growth	Income Potential
Game Design	8%	$48-$100K/Yr
Software/App Design	13%	Up to $121K/Yr
Paralegal	14%	$60-$120K/Yr
Artificial Intelligence	24% Nationally	$115K/Yr
	14% Locally	

Game Design Courses

Requirements for the Certificate of Achievement

Semester I	
DMA 004	HISTORY OF DIGITAL GAMES
DMA 012	DIGITAL ART: PAINTING & DRAWING
DMA 090	GAME DESIGN I
Semester II	
DMA 070	MOTION GRAPHICS

Semester I		
or DMA 072	2D ANIMATION	
DMA 080A	3D MODELING & SCULPTING	
or DMA 080B	3D ANIMATION & SIMULATIONS	
DMA 092	GAME DESIGN II: GAME ENGINES	
Semester III		
DMA 032	INTERACTION DESIGN	
or DMA 034	USER EXPERIENCE DESIGN (UX)	
DMA 098	DESIGN/MEDIA ARTS INCUBATOR	

Total Units 24

Software/App Design Courses

Requirements for the Certificate of Achievement

CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON
CIS 014	C++ PROGRAMMING

CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON	
CIS 016	JAVA PROGRAMMING	
CIS 031	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	
CIS 112	ADVANCED PROGRAMMING USING PYTHON	
CIS 112D	DATA STRUCTURES AND ALGORITHMS	

Total Units   18

New Program Information Template

Date: 10/21/2022

Name of Program: Artificial Intelligence

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

   AI and machine learning is a new(er/ish) frontier in the tech world. Advancements are being produced that will shape the future of our global society. If Compton College wants to be a leading institution of higher education a successful version of this program would only help solidify that. If our mission is to "utilize[…] the latest techniques for preparing the workforce […] and securing living-wage employment" I believe there are few programs that embody this statement better than AI.

2. Provide the measures of demand in the service area (may include, but is not limited to,

   data from Advisory Committee, regional labor market data).

   Emsi Q1 Data Set report for Computer and Mathematical Occupations in LA-LB-Anaheim, CA shows that jobs in the area are about average. The national average for an area this size is 73,788 employees, while there are 68,683 here. Earnings are high in Los Angeles-Long Beach-Anaheim, CA. The national median salary for related occupations is $107,318, compared to $115,318 here. Job posting activity is about average in Los Angeles-Long Beach-Anaheim, CA. The national average for an area this size is 4,168 job postings/mo, while there are 4,026 here. Between 2021 and 2031, California is estimated to increase jobs in this area by 24.4% seven percentage points higher than the national average. Jobs in the LA-LB-Anaheim region are projected to grow by 13.9%.

   Data from Onetonline.org shows in 2020 there were 18,400 Business Intelligence Analysts in California and that number is expected to grow to 26,700 by 2030. The projected annual job openings is 2,410. That is a 45% growth in California alone. The rest of the U.S. is at a 36% projected growth.
   California source: Projections Central 2020-2030 long-term projections external site.
   United States source: Bureau of Labor Statistics 2021-2031 employment projections external site. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

3. Explain how the program fits within the existing GPD structure.

An Artificial Intelligence program might feel like a natural fit in the STEM GPD but it may also fit in BIS. Some four-year programs house their AI under Business Administration. AI has a plethora of "business" applications so it would not be wrong to house it in our BIS if that is how we decide to market it.

4. How many full-time equivalent faculty are needed for the program?

   After reaching out to different programs, it seems to be that one full-time faculty will be necessary. I reached out to three different programs, two responded both saying they have one full-time faculty and one adjunct faculty.

5. How many full-time faculty will need to be hired to launch the program?

   Although a small sample size, after reaching out to other programs it would appear that only one full-time faculty member would be needed to launch the program.

6. Describe the facilities needs of the program. Include whether existing facilities would

   need to be modified, thoroughly describe how.

   One program shared their computer lab specs, it's possible that our current computer lab in VT already meets requirements but must verify:
   Processor: Intel® Core™ i7-10700K (8 Core, 16M cache, base 3.8GHz, up to 5.1GHz) DDR4 2933
   Graphics Card: Nvidia GeForce RTX 3080, 10GB, 3DP, HDMI (Precision 3640T)
   Memory: 32GB, 4x8GB, DDR4 UDIMM non-ECC memory
   Hard Drive: 1TB M.2 PCIe NVMe SSD

7. Describe how the program articulates to 4-year colleges and universities, if applicable.

   Currently, there are no public 4-year institutions in California that offer a bachelors in AI. The Computer Science and Business Analytics programs are the most closely related but direct articulation is most likely not feasible at the moment.

8. Provide the similar programs at other California community colleges. Include program

   titles, college, and historical award data, which may be found at the Data Mart.

   Cuesta College currently runs an AI Machine Learning Bootcamp through their Community Education program. Similarly, LACC offers an Introduction to AI course through their Extension program. It is a single 6 week course.

   Mt. SAC offers an AI in Business Certificate (10.5 units) and has had 8 certificate completers. Mt. SAC has only offered the complete cycle of classes once, they are just now beginning the 2nd cycle but plan to move it completely online in hopes of increasing

enrollment. They also have an <u>AS in AI for Business</u> (24 major units) but no completers as of yet.

9. Describe the projected impact on overall educational program at Compton College.

   Include the advantages and disadvantages of bringing in the program to the college.

   AI and machine learning applications can be very broad, it really depends on the direction Compton College decides to take. Depending on how the program is set up, there is potential to have our AI students work on practical applications that may help the college in almost all facets of the work that we do. If this program is supported and marketed in the correct manner, I cannot see any disadvantages to the college. With our student population we have an opportunity to produce graduates that will diversify the AI workforce and represent Compton College throughout their career.

Game Design – New Program Information Template

Date: 12/22/2022

Name of Program: Game Design

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

   Game design is currently experiencing a growth surge, which is expected to continue well into 2027. A significant part of the College concerns the future success of our students, who deserve to be a part of this revolution. In addition, a Game Design program would fit in with our Strategic Initiatives relating to recruitment, student success, and technology.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

   EMSI data shows that the number of jobs related to this occupation is projected to grow by 8% through 2026.

   Not only is the number of jobs expected to grow, but pay associated with these jobs is also above the self-sufficiency standard of $18/hour. EMSI data shows that entry level positions begin at $23-$24/hr ($48K/yr), while experienced works can earn $48-$55/hour ($100K/yr), and as high as $65/hour ($135K/yr).

   [Payscale Video Design Salary Report](#) as well as [Computerscience.org Career Path and Salary Outlook for Game Designers](#) show game designers yearly salary to be $67K/year.

   [SHRM Tech Salaries Report](#) shows the tech industry is thriving, and investing resources to produce graduates who can enter the tech field will be beneficial.

Due to the design elements of this program, the most appropriate fit would be FACH (Fine Arts, Communication & Humanities).

3. How many full-time equivalent faculty are needed for the program?

   We would need at least one full-time equivalent faculty member for this program.

4. How many full-time faculty will need to be hired to launch the program?

   We are hiring one full-time equivalent faculty member in FACH who could be recruited to launch the program.

5. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

   No new facilities would be needed to run this program. However, a game design program would require appropriate software that would need to be updated to keep up with trends in the field. Click or tap here to enter text.

6. Describe how the program articulates to 4-year colleges and universities, if applicable.

   An AS degree can easily be applied to a four-year college or university within our current framework.

7. Provide similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the Data Mart.

   Moorpark College offers a Certificate of Achievement and an Associate of Science degree in Game Design. Both programs have consistently increased the number of awards over the past five years, which can be found in the report obtained from Data Mart.

   Pasadena City College offers a similar program. Data has only existed for the past three years, but awards have begun to increase at the same rate as Moorpark, although the number of awards given is lower.

Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
		Supply Subtotal/Average	**42**	**32**	**41**	**38**
0614.20	Electronic Game Design	Pasadena	-	1	1	1
		LA Subtotal	**-**	**1**	**1**	**1**
		Golden West	3	2	-	2
		OC Subtotal	**3**	**2**	**-**	**2**

8. Describe the projected impact on overall educational program at Compton College.

   Include the advantages and disadvantages of bringing in the program to the college.

   There is an urgent need for game designers at all levels in the industry. Increased

   enrollment and completion rates are two of the advantages for the College. Having to find

   and allocate funding for a new program may be an issue due to the economic climate in

   the state; however, funding may be available through grants and corporate partnerships.

<div align="center">**New Program Information Template**</div>

Date: 10/26/2022

Name of Program: Paralegal Studies Program

1. Describe the relationship of the program to the College Mission and Compton 2024 Masterplan. (How would the new program support the College Mission and help achieve/advance the Compton College 2024 Masterplan).

   The Paralegal Studies Program supports the pursuit and attainment of student success by offering an education to gain access to a fast-growing industry. Solutions are identified to the challenges of employment. They will also gain empowerment in self-advocacy while navigating the legal environment. The Program curriculum will utilize the latest techniques and approach student education with a complete commitment to on-the-job preparedness. The Paralegal Studies Program is a clear path for transition to law school, completion of programs of study, and secured living-wage employment.

   Moreover, the Paralegal Studies Program aids in achieving Compton College's five major goals purposeful in effectively serving the community. Compton College will improve enrollment, retention, and completion rates for our students with the addition of the Program in that our students will benefit from support and guidance from admission to completion through mentorships with professors/instructors and legal professionals provided by our Program. I have already made connections to develop an internship program for students at a nonprofit immigration law firm. Such mentorships and a more hands-on approach to student education will pique student interest and ensure their success once in the program. Accordingly, the Program will aid Compton College in supporting the success of all students in meeting their education and career goals.

The Program will uniquely offer a mock law firm or legal organization learning environment to further student success in meeting education and career goals. Hence, students have tremendous success starting on the job. Also, the curriculum consists of current paralegal job postings to ensure students can handle the listed job duties. The Program is an opportunity to offer students an education and "on the job" experience, the level of which I do not believe is offered currently at the surrounding paralegal programs.

Additionally, the Program will enhance student success through instruction on and using legal research programs and other technology to achieve student enhancement. Lastly, offering students a paralegal studies program contributes to workforce development by supplying the needed employees for the prevailing paralegal job industry. Paralegals are increasingly sought after as legal firms and organizations seek the benefit of cost-efficient paralegal services. On the other hand, paralegal students avoid law school costs and are proficient with mock experience to meet the workforce's needs.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

According to the Bureau of Labor Statistics, jobs in this industry are expected to grow by 14% from 2021-2031, much faster than jobs in other industries.

According to salary.com: The average salary for a Paralegal in Los Angeles, CA is between $60,666 and $119,454 as of September 26, 2022.

According to glassdoor.com: The average salary for a Paralegal is $55,798 per year in Los Angeles, CA Area.

According to indeed.com: The average salary for a Paralegal is $62,986 per year in Los Angeles, CA Area.

According to **: The average salary for a Paralegal is $57,370 per year in Los Angeles, CA Area.

Direct Data for Paralegal Position Salaries

Requested information from 6 individuals with direct experience to current paralegal starting salaries without experience.

Nonprofit law firm starting salary: $22-24

Private law firm starting salary: $25-28

3. Explain how the program fits within the existing GPD structure.

   The Paralegal Studies Program has a dual focus on education through coursework, legal procedures and filings instruction, and hands-on skills gained in mock experiences of the job and legal environment. Students can either grow in the paralegal field, as it is an expansive position, enter law school as a related industry, or utilize education as a benefit of having legal knowledge.

4. How many full-time equivalent faculty are needed for the program?

   One full-time; 2 adjunct faculty

5. How many full-time faculty will need to be hired to launch the program?

   One

6. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

   Classrooms only needed.

7. Describe how the program articulates to 4-year colleges and universities, if applicable.

   The question is not applicable. The Paralegal Studies Program may be certified by the American Bar Association, or students can otherwise work upon completion of the program. The Program would greatly assist a student in completing law school and

practicing as an attorney. Working as a paralegal while attending a 4-year college or university, the Program education does not articulate attending a 4-year college or university.

8. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the Data Mart.

https://www.elcamino.edu/academics/areas-of-study/paralegal-studies.aspx

El Camino offers an ABA-approved Certificate Program, consisting of 11 courses, a 33-35 academic unit program that provides the students' skills to become successful Paralegals in about four semesters.

Seven required courses focus on the fundamentals of law. In addition, students choose four elective courses focused on areas of legal interest—$ 3,386 approximate cost for an El Camino College AA degree in paralegal studies.

9. Describe the projected impact on overall educational program at Compton College. Include the advantages and disadvantages of bringing in the program to the college.

The advantages of bringing the Paralegal Studies Program to the college include the opportunity to change students' lives by offering a program that can increase their earning potential. The paralegal industry is growing, and so is the saturation of the legal system. The Program will enable students to get a Paralegal certification from a program that innovatively offers hands-on experience in a mock legal environment. It will also benefit students by providing the education to participate in legal issues they may encounter in life meaningfully. Although there are nearby paralegal programs, Compton College can lead the way in providing a curriculum that includes on-the-job preparedness for paralegals outside of procedures and filings. Another advantage of the Program is providing Compton College with revenue from a new certificate program.

Some disadvantages to bringing the Paralegal Studies Program to the college include generating several classes as there are only two law courses currently offered at Compton College. In addition, while paralegals do not need a certificate to work, it is preferred in hiring. If the Program follows the recommendation of certification, then it requires applying for American Bar Association certification, which includes a fee of approximately $2500.00.

New Program Information Template

Computer Software/Application Design

Date: 10/7/2022

Name of Program: Computer Software/Application Design

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

    Compton College Mission: **Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.**

    Our world has consistently moved towards an increased reliance on technology in past decades, a trend only heightened by the recent pandemic. Therefore, adopting the new program of Computer Software & Application Design would prepare students for careers in fields where there is forecasted increased demand, and living wages above the self-sufficiency standard. Even with an Associate Degree, or completion of a certificate, students would be able to earn meaningful wages.

    As Compton College has a student-centered focus and is dedicated to providing students the opportunities to succeed (Compton 2024 Master Plan, p. 13), offering students the chance to enter careers in technology-related fields, would be very beneficial.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

The Us. Bureau of Labor Statistics projects career opportunities are expected to grow 13.8% from 2019 to 2029. Centers of Excellence for Labor Market Research data shows a more conservative growth trend, projecting only a 3% growth in the next 4 years. Furthermore, careers associated with this program have a range from $44,000 to over $208, 000 with an average salary of $121,000 (U.S. Bureau of Labor Statistics). If our students earn degrees or certificates in Computer Software or Applications Design, they would most likely be able to find employment with high wages.

3. Explain how the program fits within the existing GPD structure.

   The program would be housed in the Business Industrial Studies Guided Pathways Division.

4. How many full-time equivalent faculty are needed for the program?

   One to two full-time faculty would be needed for the program.

5. How many full-time faculty will need to be hired to launch the program?

   One full-time faculty would be needed to launch the program.

6. Describe how the program articulates to 4-year colleges and universities, if applicable.

   Universities provide Computer Science Bachelor's Degrees. Therefore the program should articulate well to four-year universities.

7. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the Data Mart.

   Over a period of 3 years, 28 community colleges in the LA/OC regions conferred an average of 921 awards per year. The average of 11 local colleges was 40 awards per a 3 year period.

Exhibit 7: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0614.30	Website Design and Development	LA Pierce	3	2	4	3
		Mt San Antonio	9	7	6	7
		Pasadena	-	1	1	1
		Santa Monica	-	2	3	2
		LA Subtotal	**12**	**12**	**14**	**13**
		Coastline	1	1	1	1
		Fullerton	3	-	1	1
		Irvine Valley	3	-	5	3
		Orange Coast	-	9	7	5
		Saddleback	7	2	7	5
		Santa Ana	-	2	1	1
		Santiago Canyon	24	3	6	11
		OC Subtotal	**38**	**17**	**28**	**28**
	Supply Subtotal/Average		**50**	**29**	**42**	**40**

California Community Colleges Chancellor's Office

Program Awards Summary Report

	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022
State of California Total	1,246	1,532	1,461	1,829	1,955
Associate of Science (A.S.) degree	405	528	565	568	623
Associate of Arts (A.A.) degree	25	27	32	44	29
Certificate requiring 30 to < 60 semester units	120	118	99	79	76
Certificate requiring 18 to < 30 semester units	218	116			
Certificate requiring 16 to fewer than 30 semester units	8	115	282	413	448
Certificate requiring 12 to < 18 units	199	63			
Certificate requiring 8 to fewer than 16 semester units	41	206	282	260	327
Certificate requiring 6 to < 18 semester units	230	358	201	159	83
Other Credit Award, < 6 semester units		1		8	7
Noncredit award requiring from 480 to < 960 hours				8	2
Noncredit award requiring from 192 to < 288 hours				27	38
Noncredit award requiring from 96 to < 144 hours				263	318
Noncredit award requiring from 48 to < 96 hours					4

Report Run Date As Of : 10/21/2022 10:06:04 AM

8. Describe the projected impact on overall educational program at Compton College. Include the advantages and disadvantages of bringing in the program to the college.

Bringing the Software/Application Design Program at Compton College would connect young adults in the community Compton College serves with well paying jobs, helping them as individuals, and the community thrive. Furthermore, the program would likely attract more students to Compton College and increase FTES for the College. If the program is well established and marketed properly, it will have a positive overall impact.

Pasadena City College

https://pasadena.edu/academics/degrees-and-certificates/certificates-of-achievement/programming.php

Requirements for the Certificate of Achievement

CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON	3 units
CIS 014	C++ PROGRAMMING	3 units
CIS 016	JAVA PROGRAMMING	3 units
CIS 031	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	3 units
CIS 112	ADVANCED PROGRAMMING USING PYTHON	3 units
CIS 112D	DATA STRUCTURES AND ALGORITHMS	3 units

CIS 012   INTRODUCTION TO PROGRAMMING USING PYTHON   3 units

Total Units 18

Application for Equivalency for Current Faculty

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 employee's responsibility to provide the documentation needed to support the equivalency.*

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: _____Judy Crozier_____

What discipline are you currently providing service? _____English_____

I am applying for equivalence in which discipline: __FILM_& THEATRE & Journalism (?)

The discipline is in: ____BIST __X__ FACH ____ HEPS ____STEM ____ SSCI Division

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.)
___ x Specialized Training (specify)
___   Licenses or Certificates (specify)
___   Awards and/or Commendations (specify)
___   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.

___Judy Crozier_____   _____
Print Name   Signature

__1/14/23_____Date

Equivalency Committee: Dr. Valerie Woodward, Dr. Rebekah Blonshine, Stefani Baez, Liza Rios, Jared Gordon

Film

Equivalency Granted __X_____   Equivalency Denied _____

Rationale: Bachelor's degree with specialty in screenwriting & fiction and M.A. in Screenwriting plus professional experience.

Journalism

Equivalency Granted _____   Equivalency Denied __X__

Rationale: Not quite enough units in Journalism and no professional experience. The committee recommends either 2 more classes in Journalism and/or professional experience and re-applying for equivalency.

Theatre

Equivalency Granted ____   Equivalency Denied __X__

Rationale: The areas of specialization are screenwriting, playwriting, and production but not enough acting, theater history, or stagecraft classes or professional experience.

Dr. Valerie Woodward_____   _____
Signature: Division Chair, Chair   Signature: Dean

2/28/23_____
Effective Date

Academic Senate: _____ Approve   _____ Deny

_____   _____
Signature: Academic Senate President   Date

President/CEO: _____ Approve   _____ Deny

_____   _____
Signature: President/CEO   Date

Board of Trustees: _____ Approve   _____ Deny

_____
Board of Trustee Approval Date

Application for Equivalency for Current Faculty

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 employee's responsibility to provide the documentation needed to support the equivalency.*

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: ___Valerie Woodward_____

What discipline are you currently providing service? _English_____

I am applying for equivalence in which discipline: __Japanese_____
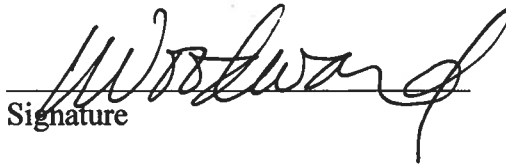
The discipline is in: ____BIST _X__ FACH ____ HEPS ____STEM ____ SSCI Division

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.)
___   Work experience/Employment (Provide documentation.)
___   Specialized Training (specify)
___   Licenses or Certificates (specify)
___   Awards and/or Commendations (specify)
___   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.

Valerie Woodward_____   _____
Print Name   Signature

_____11/22/22_____
Date

Equivalency Committee:
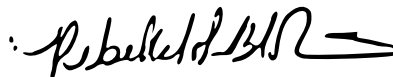
Equivalency Granted ✗   Equivalency Denied _____

Rationale:

Dr. Woodward meets the equivalency requirements for instruction in foreign language set forth in the Chancellor's Office handbook: *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

The guidelines to teach foreign language as stipulated on page 40 require a Bachelor's in the language being taught and a Master's in another language or the equivalent. Dr. Woodward has earned a Bachelor's degree in Japanese and a Master's in English/Comparative Literature in addition to a Ph.D. in English.

JL Hill Committee Chair

                                       [signature]

_____   _____

Signature: Division Chair, Chair   Signature: Dean

February 27, 2023
_____
Effective Date

Academic Senate: Approve   _____   Deny

_____   _____

Signature: Academic Senate President   Date

President/CEO: _____   Approve   Deny

_____   _____   .

Signature: President/CEO   Date

Board of Trustees: _____   Approve   eny

_____
Board of Trustee Approval Date

WELLESLEY COLLEGE

WELLESLEY, MASSACHUSETTS 02481-8203

TRANSCRIPT

NAME Valerie Chihiro Solar	PROGRAM UG ENTERED 89/01
I.D. NO. 1299003 BIRTH DATE 05/12/70	DEGREE Bachelor of Arts DEGREE DATE 05/92
PERMANENT ADDRESS	MAJOR HONORS
Apartment 703	English
4500 Connecticut Ave., N.W.	Japanese Studies cum laude
Washington, DC 20008	MINOR
SECONDARY SCHOOL	
DEL MAR HIGH SCHOOL	

SEM	DEPT	NO	TITLE	UNITS ATT	UNITS CPT	GRADE	PTS	SEM GPA	CUM GPA
89/00			West Valley College 1988						
	ANTH		Intro Cultural Anth						
	BISC		Intro to Biology						
	ENG		World Literature I & II						
	PHIL		Pat Comp Religions						
	ASTR		Astronomy						
	TRANS		TOTAL UNITS TRANSFERRED	5.00	5.00	TR	0.00		
89/01	CHEM	101	Contemp Probs in Chem	1.00	1.00	B-	2.67		
	ENG	272	Hist of Eng Novel II	1.00	1.00	A-	3.67		
	EXTD	200	Classic Texts	1.00	1.00	B	3.00		
	WRIT	125	High Culture Pop Art	1.00	1.00	B+	3.33	3.168	3.168
89/06			U Cal-Berkeley Sum 1989						
	JAPAN	Int	Elem Mod Japan						
	TRANS		TOTAL UNITS TRANSFERRED	2.50	2.50	TR	0.00		3.168
89/09	ENG	101	Crit Interpretation	1.00	1.00	B+	3.33		
	ENG	273	Hist of Eng Novel III	1.00	1.00	B	3.00		
	HIST	270	Early Modern Japan	1.00	1.00	B	3.00		
	JAPAN	307	Advanced Japanese	1.00	1.00	B	3.00	3.083	3.125
90/01	ENG	267	Late Mod&Contem Am Lit	1.00	1.00	A-	3.67		
	JAPAN	251	Japan thru Film & Lit	1.00	1.00	B	3.00		
	JAPAN	307	Advanced Japanese	1.00	1.00	B	3.00		
	ME/R	247	Arthurian Legends	1.00	1.00	B+	3.33	3.250	3.167
91/00			BU-Sea Semester Fall 1990						
	GEOL		Nautical Science						
	GEOL		Oceanography & Labs						
	AMST		Maritime Studies						
	TRANS		TOTAL UNITS TRANSFERRED	4.00	4.00	TR	0.00		3.167
91/01	ART	345	Sem:Hist Approach to Art	1.00		WDR	0.00		
	ENG	224	Shakes II:Jacob Per	1.00	1.00	A-	3.67		
	ENG	350	Individual Study	1.00	1.00	A	4.00		
	JAPAN	351	Sem:Mod Japan Novel	1.00	1.00	A-	3.67		
	REL	255	Japan Religion&Culture	1.00	1.00	B+	3.33	3.668	3.292

In accordance with the Family Educational Rights and Privacy act of 1974 as Amended, this document may not be released to others without written consent of the student concerned

Official only when signed and sealed

REGISTRAR

Date   MAR 23 2011

WELLESLEY COLLEGE

WELLESLEY, MASSACHUSETTS 02481-8203

TRANSCRIPT

NAME	Valerie Chihiro Solar			PROGRAM	UG ENTERED	89/01

I.D. NO.	1299003	BIRTH DATE	05/12/70	DEGREE	Bachelor of Arts	DEGREE DATE	05/92

PERMANENT ADDRESS
Apartment 703
4500 Connecticut Ave., N.W.
Washington, DC 20008

MAJOR
English
Japanese Studies
MINOR

HONORS
cum laude

SECONDARY SCHOOL
DEL MAR HIGH SCHOOL

DEGREE Bachelor of Arts

SEM	DEPT	NO	TITLE	UNITS ATT	UNITS CPT	GRADE	PTS	SEM GPA	CUM GPA
91/09	ENG	382	Criticism	1.00	1.00	B+	3.33		
	ENG	385	Adv Studies Genre	1.00	1.00	B	3.00		
	JAPAN	350	Individual Study	1.00	1.00	A	4.00		
	SOC	216	Mass Communications	1.00	1.00	A	4.00	3.583	3.350
92/01	SOC	329	Internship in Organiz	1.00	1.00	B	3.00	3.000	3.333
92/01			AB Bachelor of Arts 05/92						
			CL cum laude						3.333

```
Wellesley College Credit Attempted   : 22.00
Wellesley College Credit Completed   : 21.00
Wellesley College Quality Points     : 70.00
Wellesley College Grade Point Average: 3.333
              Total Transfer Credits :  9.00
              Total Exchange Credits :
              Total Other Credits    :  2.50
              Total Credits Completed: 32.50
```

In accordance with the Family Educational Rights and Privacy act of 1974 as Amended, this document may not be released to others without written consent of the student concerned.

Official only when signed and sealed

REGISTRAR
Date

MAR 2 3 2011

SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD

SOLAR, VALERIE C

DATE OF BIRTH 05/12/1970

TRANSFER DEGREE
BA   Wellesley College - May 1992

DEGREE/CREDENTIALS EARNED AT SFSU
Master Of Arts   August 17, 2003
Major: Comparative Literature

ADMITTED: FALL 1987 UNDERGRADUATE STUDENT

ALL COLLEGE			SFSU TOTALS			
0.0	0.0	0.0	0.0	0.0	0.0	COMPLETE RECORD: C

TRANSFER CREDIT EVALUATION

INSTITUTION	U/ATT	UE	GP	U/ACC
Adv Placement Exam	0.0	6.0	0.0	6.0

ALL COLLEGE			SFSU TOTALS		
0.0	6.0	0.0	0.0	0.0	0.0

FALL 1987

			UNIT	GRD	PTS
ART	235	EXPL DRAWING+PRINTMAKING	3.0	C+	6.9
ASTR	115	INTRODUCTION TO ASTRONOMY	3.0	U	0.0
JAPN	101	FIRST SEMESTER JAPANESE	5.0	A-	18.5
M L	050	MATHEMATICS WITHOUT FEAR *	3.0	B+	0.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
11.0	14.0	25.4	11.0	8.0	25.4	11.0	8.0	25.4

ALL COLLEGE GPA	SFSU GPA
2.30	2.30

ADMITTED: FALL 1999 GRADUATE STUDENT

ALL COLLEGE			SFSU TOTALS		
0.0	0.0	0.0	0.0	0.0	0.0

TRANSFER CREDIT EVALUATION

INSTITUTION		U/ATT	UE	GP	U/ACC
West Valley College	CC	0.0	0.0	0.0	0.0
Univ Calif Berkeley		0.0	0.0	0.0	0.0
Boston University		0.0	0.0	0.0	0.0
Wellesley College		0.0	0.0	0.0	0.0

ALL COLLEGE			SFSU TOTALS		
0.0	0.0	0.0	0.0	0.0	0.0

PRINT DATE: JUNE 10, 2010

Suzanne Daytrenko
Registrar

SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD

SOLAR, VALERIE C

SFSU ID 902-065-286

DATE OF BIRTH 05/12/1970

FALL 1999

			UNIT	GRD	PTS
JAPN	510	MODERN JAPANESE LITERATRE	3.0	A	12.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
3.0	3.0	12.0	3.0	3.0	12.0	3.0	3.0	12.0

SPRING 2000

			UNIT	GRD	PTS
JAPN	800	ANALYSIS JPN CULT STUDIES	3.0	A-	11.1
JAPN	309	ADV READING IN JAPANESE	3.0	A-	11.1
JAPN	899	SPECIAL STUDY	3.0	A	12.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
12.0	12.0	46.2	12.0	12.0	46.2	9.0	9.0	34.2

SPRING 2001

			UNIT	GRD	PTS	
JAPN	860	SEM IN MODERN JAPN LIT	3.0	A-	11.1	10/16/01 GRADE CHANGE
WCL	421	CELTIC LITERATURE	3.0	A	12.0	

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
18.0	18.0	69.3	18.0	18.0	69.3	6.0	6.0	23.1

FALL 2001

			UNIT	GRD	PTS
WCL	825	ADV STUDY IN COMP LIT	3.0	A	12.0
WCL	800	INTR GRAD STUDY COMP LIT	3.0	A	12.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
24.0	24.0	93.3	24.0	24.0	93.3	6.0	6.0	24.0

SPRING 2002

			UNIT	GRD	PTS
WCL	815	LITERARY VALUE	3.0	A-	11.1
WCL	820	MEDIEVAL VOICES	3.0	A	12.0

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
30.0	30.0	116.4	30.0	30.0	116.4	6.0	6.0	23.1

FALL 2002

			UNIT	GRD	PTS	
ENG	756	SEM-20TH CENT ENGLISH LIT	3.0	A-	11.1	
CWL	899	SPECIAL STUDY	1.0	CR	0.0	
JAPAN	255	PREWAR JAPAN LIT	4.0	A	16.0	02/19/03 UCB EXCHANGE

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
37.0	38.0	143.5	37.0	38.0	143.5	7.0	8.0	27.1

SPRING 2003

			UNIT	GRD	PTS	
CWL	898	MASTER'S THESIS	3.0	RP	0.0	08/15/03 MAKE-UP RP

ALL COLLEGE			SFSU TOTALS			UA	UE	GP
37.0	38.0	143.5	37.0	38.0	143.5	0.0	0.0	0.0

SEE NEXT PAGE

Suzanne Day Funko
Registrar

PRINT DATE: JUNE 10, 2010

SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD

SOLAR, VALERIE C

DATE OF BIRTH 05/12/1970

ADJUSTMENT ENTRY
08/15/2003 MAKE-UP RP: SP03 CWL   898   CR

    ALL COLLEGE   SFSU TOTALS
  37.0   41.0   143.5   37.0   41.0   143.5

    ALL COLLEGE GPA   SFSU GPA
       3.87   3.87

STUDENT STATUS:
STUDENT LEVEL: POST BACCALAUREATE   **GRADUATE STANDING:** CLASSIFIED
PRIMARY MAJOR: COMPARATIVE LITERATURE   **CREDENTIAL OBJ:** NONE

THIS RECORD IS RELEASED, AND ITS SUBSEQUENT USE MUST BE IN ACCORDANCE WITH THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974   (BUCKLEY AMENDMENT)

END OF RECORD   PRINT DATE: JUNE 10, 2010

Suzanne Dwyrenko
Registrar

See reverse for authenticity confirmation instructions.

Application for Equivalency for Current Faculty

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 employee's responsibility to provide the documentation needed to support the equivalency.*

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: Sarah George

What discipline are you currently providing service? English

I am applying for equivalence in which discipline: Philosophy

The discipline is in: ____BIST X FACH ____ HEPS ____STEM ____ SSCI Division

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.)
- ___ Work experience/Employment (Provide documentation.)
- ___ Specialized Training (specify)
- ___ Licenses or Certificates (specify)
- ___ Awards and/or Commendations (specify)
- ___ 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.

Sarah George
Print Name

Signature

11/8/2022
Date

Equivalency Committee:

Equivalency Granted _____   Equivalency Denied ___X____

Rationale:

The committee has reviewed the documentation (transcripts) supplied by Professor Sarah George using the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" supplied by the California Community Colleges Chancellor's Office. Based on the listed requirements in the "Minimum Qualifications" – A Master's in philosophy OR bachelor's degree AND Master's in humanities or religious studies OR equivalent.

The candidate appears to have taken exactly 24 units of philosophy, but only 9 units are graduate level, and none are 600 level.

At this time, Professor George does not meet the minimum qualifications to teach philosophy at the community college level. Should professor George pursue additional philosophy coursework, sufficient to meet a BA in philosophy, she could meet the minimum requirements (with her doctorate work in cultural studies).

Susan M. Johnson   *Robekff.B*

(Associate Professor, English in lieu of a chair)   Signature: Dean

 Signature: Division Chair

10 March 2023
 Effective Date

    Academic Senate: _____   Approve   _____   Deny

    _____   _____
    Signature: Academic Senate President   Date

    President/CEO: _____   Approve   _____   Deny

    _____   _____
    Signature: President/CEO   Date

    Board of Trustees: _____   Approve   _____   Deny

    _____
    Board of Trustee Approval Date

SLO Course Assessment Report Spring 2023 Timeline

SLO Assessment- Spring 2023					
	BIST	**FACH**	**HEPS**	**SSCI**	**STEM**
1	ARC121	AS60	AJ100	ANTH101	ANAT130
2	ARC123	ART101	AJ103	CDEV103	ASTR120
3	ACRP101	COMS100	CH101	CDEV104	BIOL100
4	ACRP102	COMS120	FTEC101	ECON101	BIOL101
5	ATEC101	DANC101	FAID101	EDUC101	BTEC101
6	ATEC111	DANC103	HDEV101	EDEV20	CHEM102
7	BUS101	ENGLRWA	HDEV110	ESTU101	CSCI101
8	BUS102	ENGL101	MEDT101	HIST101	ETEC110
9	CIS102	ENGL101S	NURS143	POLI101	ENGR101
10	CIS113	ESL15	NURS144	PSYC101	
11	COSM101	ESL16	NFOO110	SOCI101	GEOG101
12	LAW104	HUMA101	PE102	WSTU101	GEOL101
13	MTT101	JAPA101	PE103		MATH73
14	MTEC170	JOUR101			MATH110
15	RE111	LIBR101			MATH150
16	RE113	MUSI101			MICR133
17	WELD101	PHIL101			PSCI25
					PHYS111

Due **March 30, 2023**. Due **June 30, 2023**

eLumen Data Reports