



Academic Senate Agenda

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>

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
 ___ Skorka, Evan
 ___ Tavaréz, 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.

___ Valdry, Andree-FDC Chair

Guests

___ Berger, Sheri-VP Acc. Aff.

___ DeLilly, Carol-Dean of Nurs.

Agenda

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

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from 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
- 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
 - b. Second Read/Vote: AR 4226 – Multiple and Overlapping Enrollments
 - c. Second Read/Vote: BP/AR 5900 – Study Load Limitations
- 7. New Business (20 min)**
 - a. New Programs at Compton College – Final Four Programs Prioritization
 - b. OER Committee Recommends the Low Cost Textbook Definition at Compton College to be \$30 (Statewide [Student Senate Urges \\$30 Definition as well](#)).
- 8. Discussion Items (40 min)**
 - a. Student Success Center (SSC) Services Update
 - b. Study Abroad Program Design Taskforce
 - c. Create Taskforce to Review Collaborative Government Document and Provide Recommendations for Potential Changes
 - d. Artificial Intelligence Written Papers
 - 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 ATD 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 is 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](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

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)

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
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)
 Evan Skorka (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: December 1st, 2022

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

Location: Zoom Conference

<https://compton-edu.zoom.us/j/93197856136>

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Guests

Berger, Sheri-VP Acc. Aff.
 DeLilly, Carol-Dean of Nurs.

Agenda

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1. Call to Order at 2:04pm

2. Approval of Agenda

- Don M. motioned to approve agenda. Carlos M. seconded. Approved

3. Review and Approval of Minutes from November 3rd, 2022

- Sean M. motioned to approve minutes. Pamella W. seconded. Approved

4. Reports (15 min)

- a. President's Report – Minodora Moldoveanu
 - Dr. Jimenez is planning Academic Open House in Spring 2023. April 19/20 or April 22 where academic program can have demonstrations. Some examples: Dance lessons with Professor Phillips, art display, COSM, NURS, HVAC, etc. Event is designed to invite the community to come and see what Compton College has to offer
 - March 9th, Counseling dept will have an open house. High school counselors will be coming on campus.
 - FDC meeting on Tuesday, Dec 6th
 - Emily Hart Holifield update. Issue with renaming/adding name to library is not a 10+1 issue so Administration will move forward with recommendation from Taskforce.
 - Enrollment numbers have increased and are higher now compared to same date last year. Hopefully things are starting to pick up.
 - Thank you to everyone for hard work and dedication.
- b. ASG Report – Paul Medina
 - ASG preparing for finals. There will be End of Semester success week events; Monday – Thurs 11-1pm activities for students. Preparing for Winter Retreat
- c. Vice President's Report – Carlos Maruri
 - On Dec 12th, Toy Drive by Pizza Studio and City of Compton. Volunteers needed, contact Carlos to get more details.
- d. Accreditation Faculty Coordinator Report – Lauren Sosenko
 - Working on ISER, groups refining drafts to make sure that ISER draft is available for Public comment in February 2023. August 2023 is deadline for final draft
- e. Academic Affairs Report – Sheri Berger
 - Wishes everyone happy and healthy holidays. Don't forget to submit grades, SLOs, etc.
- f. Curriculum Report – Sean Moore
 - In contact with ASCCC to request virtual presentation on DEI curriculum toolkit for the CC team during February 28th meeting
 - CC Team discussed ASCCC *Moving the Needle: Equity, Cultural Responsiveness, and Anti Racism in the Course Outline of Record*. Discussion provided a platform to give feedback on the DEI COR taskforce document that was presented to Academic Senate on Nov. 17th. Recommendations included descriptions of terms that may be broadened in the rubric, reword or develop flourishing statements into questions, design a COR inclusive of diversity with equity, access, and accountability, IDEAA addendum for faculty to complete that uses newly reworded questions and using checkboxes, keeping the IDEAA addendum as simple as possible for faculty. Follow up question: is the IDEAA addendum applicable for all disciplines or should there be an "N/A" option in the addendum

- 13 or 17 new non-credit high school education courses have been presented for a first read
- CC team is designing CNET training videos. A pilot video was converted by Heather into an ADA compliant YouTube video. Video was sent to Flores on Nov 17th to create a SharePoint folder for faculty
- g. Distance Education Faculty Coordinator Report – Brad Conn
 - No Report
- h. Faculty Development Report – Minodora Moldoveanu
 - Meeting next Tuesday
- i. Enrollment Committee Report – Juan Tavares
 - No Report
- j. OER Committee Report – Not Present
- k. LGBTQ+ Committee Report – Not Present
- l. FYE Committee Report – Jasmine Phillips
 - Next meeting, group will work on summarizing recommendations to Dr. Curry

5. Consent Items (2 min)

- **Sean M. motioned to approve Consent Agenda Items. Charles H. seconded. Approved**
 - a. 2-Year CTE Course Review—Student Learning Outcomes Update: CIS 113 - Computer Information Systems; and CIS 124 - Introduction to eCommerce.
 - b. 2-Year CTE Course Review—Change Grading Method: CIS 61 - Introduction to Application Development Environment: Swift;; CIS 64 - Programming Fundamentals II: Apple Swift II; and
 - c. 2-Year CTE Course Review—Change Grading Method—Conditions of Enrollment: CIS 62 - Programming Fundamentals; CIS 63 – Programming Fundamentals I: Apple Swift; and CIS 65 - Advanced Application Development Swift.
 - d. 6-Year Course Review- No proposed Changes: GEOL 101 - Physical Geology.
 - e. Student Learning Outcomes Update: COMS 140 - Small Group Communication; COMS 250 - Oral Interpretation of Literature; and COMS 260 - Introduction to Intercultural Communication.
 - f. New Courses: FILM 116 - Social Media and Social Justice; HIST 190 - LGBTQ+ History in the United States; PE 189 - Off-Season Training for Intercollegiate Esports; and SOCI 201 - Introduction to LGBTQ+ Studies.

6. Unfinished Business (5 min)

- a. Second Read/Vote: Academic Senate Resolution to Resolve the Artesia Boulevard Overpass
 - **Sean M. motioned to approve resolution. David McP. seconded. Approved**
- b. Second Read/Vote: Academic Senate Resolution to Implement a Study Abroad Program at Compton College
 - **Michael V. motioned to open discussion on item 6b. Vanessa M. seconded.**
 - **Sean M. motioned to approve resolution. Michael V. seconded. Approved (Abstain: Valerie W.)**
- c. Second Read/Vote: Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
 - **Theresa B.E. motioned to open discussion on item 6c. Michael V. seconded.**
 - Sean M.: Do we need to be specific to what services should be open or should we keep it general?
 - Minodora M.: The idea is that all student services be open and available to students
 - Victoria M: agrees that we need to spell it out because food services is usually not automatically included with student services.

- Janette M.: as Vanessa pointed out in chat, cafeteria is contracted out so it wouldn't be up to the school?
 - Minodora: Cafeteria is contracted but we need to come to some sort of solution so evening students have same access. Although there is an EveryTable food dispenser in Tartar Village, students have to pay for those as opposed to day students that can get a free meal.
 - Sheri B.: there are some services available in the evening including academic support services. Students can also request food services like UberEATS and EveryTable delivery through Basic Needs
 - Sean M.: passing conversation with worker in cafeteria... Challenge was that they had trouble getting someone to cover a second shift
- **Sean M. motioned to close discussion on item 6c. Valerie W. seconded**

7. New Business (20 min)

- a. First/Second/Vote: Registration Campaign Resolution
- **Desiree C.R. motioned to open discussion on item 7a. Carlos M. seconded.**
 - Vanessa M.: on second whereas, is the statement true? That students without degree/certificate leaves students unable to secure quality employment
 - Minodora: will add more qualifying words, like "often" or use other data.
 - Valerie W.: if we want to focus on registration, maybe the second whereas can focus on avoiding interruption to student's education
 - Karina L.: Can we use more strength-based language to empower students. For example, 4th where as, replace procrastination and in the 3rd where as, replace student pattern of postponing
 - Cassandra W.: 4th where as, remove reminded or replace with participate and encourage
 - Victoria M.: 5th paragraph. More effective campaign can include tabling or classroom visits or incentives since students don't read their emails, read flyers, or will look at a shirt.
 - Sean M.: Registration day to help students register at a table, give them \$50 at the moment they register, and possibly college swag
 - **Sean M. motioned to approve resolution with edits/recommendations made during meeting. Jasmine P. seconded. Approved (Abstain: Theresa B.E.)**
- b. First/Second/Vote: Adult Learner Strategic Enrollment Management (SEM) Plan
- **Sean M. motioned to open discussion on item 7b. Carlos M. seconded.**
 - **Valerie W. motioned to approve item 7b. Sean M. seconded. Approved**
- c. First Read: AR 4226 – Multiple and Overlapping Enrollments
- **Carlos M. motioned to open discussion item 7c. Theresa B.E. seconded.**
 - Sheri B.: Petitions Committee recommended by Consultative Council has not started but it will be an A&R committee to review all the petitions that come through. Hopefully the committee will launch in Spring 2023
 - Added information throughout policy regarding A&R maintaining documentation
 - Valerie W.: why 5 minutes overlap limit, not original 15 minutes?
 - Sheri B.: these scenarios shouldn't really be coming up due to new time blocks for courses that Compton College has implemented. Any time that is overlapped needs to be made up because we are receiving apportionment from the state
 - Victoria M.: example in CTE, taking AUTO courses that end and start at same time – will be looked into
 - Sean M.: Are there courses that students are having trouble enrolling in so we can resolve those issues for students.

- Carlos M.: Example with STEM students, Physics and Math are usually the courses that overlap.
 - Jasmine P.: if purpose is to help students with these overlaps and we notice it's usually 10 minutes, then policy should be 10 minutes.
 - Karina L.: 5 minutes is too small. If college is working on making these instances very rare, then students won't need to use this avenue. If other colleges are providing this to their students, it's really important for Compton College to also provide this opportunity to our students.
 - Sean M.: We might want to provide a resolution to ensure that specific courses do not overlap. For example, if we notice that it's always physics and math then we can specifically point that out in resolution
 - **Carlos M. motioned to close discussion on item 7c. Michael V. seconded.**
 - d. First Read: AR 4230 – Grading and Academic Record Symbols
 - **Carlos M. motioned to open discussion on item 7d. Michael V. seconded.**
 - **Carlos M. motioned to close discussion on item 7d. Michael V. seconded.**
 - **Carlos M. motioned to approve AR 4230. Michael V. seconded. Approved (Abstain: Vanessa M.)**
 - e. First Read: BP/AR 5900 – Study Load Limitations
 - **Carlos M. motioned to open discussion on item 7e. Sean M. seconded.**
 - Information is already in catalog but there is no BP. AR matches the information in catalog.
 - Sean M.: example for Cosmetology students, it might make more sense to consider 20 units instead to allow them to take their 16 units COSM course and 4 unit GE.
 - Carlos: Students can use the Overload process to take more than 19 units.
 - Sheri B.: did not want to make too many changes from the catalog with initial proposed edits but will take it back to Deans and Directors group to review additional units. Current edits make it more flexible for students to petition for overload.
 - Jasmine P.: students sometimes do not understand the load or units. That is a conversation that happens during counseling appts. Increasing the units to 20 might not be setting up students to success. Keeping it at 19 kind of forces students to check in with people before they enroll in too many courses.
 - **Carlos M. motioned to close discussion on item 7e. Charles H. seconded.**
- 8. Discussion Items (40 min)**
- a. First Senate Meeting Spring 2023
 - **Carlos M. motioned to open discussion on item 8a. Sean M. seconded.**
 - Minodora M.: Were asked to stick to 1st and 3rd week of month to keep it consistent with rest of committees. Not a good idea to have senate meeting first week of semester. First meeting will be on March 2nd
 - **Michael V. motioned to close discussion on item 8a. Carlos M. seconded.**
 - **Sean M. motioned to extend meeting until 3:40pm. Carlos seconded. Approved**
 - b. OER Committee - Low Cost Textbook Definition at Compton College - \$30 – [Student Senate Urges \\$30 Definition](#)
 - **Vanessa M. motioned to open item 8b. Carlos M. seconded.**

- Minodora M.: OER committee provided more information on how they arrived to \$30. Statewide Student Academic Senate provided recommendation to use \$30. Also, most colleges has a \$40 or \$50 definition of low cost.
 - Poll provided during Senate. Item will be brought back as action item
 - **Michael V. motioned to close discussion item 8b. Carlos M. seconded.**
- c. Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs
- **Michael V. motioned to open discussion on item 8c. Jasmine P. seconded.**
 - Strategies discussed:
 - SLO facilitator/coordinator would be given a shell in Canvas. Each faculty in the area would submit an assignment (upload their syllabus) and copy and paste the SLO information from COR in the assignment comment. Then the SLO facilitator/coordinator will check and mark complete if they match.
 - A meeting once a year with all faculty teaching a course could build camaraderie and ensure SLOs are consistent.
 - Having one place where all the SLO are listed and all faculty (full time and part time faculty) have access to it
 - **Sean M. motioned to close discussion on item 8c. Pamella W. seconded.**
- **Sean M. motioned to table remainder of discussion items to next meeting. Pamella W. seconded.**
 - **Carlos M. motioned to adjourn meeting at 3:43pm. Sean M. seconded. Approved**
- d. Increase Visibility of Art on Campus
- e. Campus Aesthetics Committee
- f. Establish a Succession Process for Senate Sub-Committee Chairs
- g. Academic Freedom – Review Policy and Issue a Senate Statement
- h. TMC – Social Justice – Additional Degrees
- i. How to Increase Participation of Constituent Groups in Collaborative Decision Making
- j. Strategies to Increase Percentage of Students Who Complete Their Educational Plan

9. Informational Items

- a. Dr. Curry's Response to Senate Recommendations from the November 17th Senate Meeting
- b. Persistence and Retention Surveys – Fall 2021 & Spring 2022
- c. Compton College Marketing Strategies – Heather Parnock's Department

10. Future Agenda Items

- a. Review Collaborative Governance Document

11. Public Comment

12. Adjournment at 3:43pm

Next Scheduled Meeting: March 2nd, 2023, at 2:00 pm
Zoom Link: <https://compton-edu.zoom.us/j/87428442242>



Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students

Whereas, many Compton College students have familial and work obligations during the day and only have time to attend courses or come to campus in the evening hours; and

Whereas, many Compton College students who come to campus in the evening are adult students and returning students; and

Whereas, research shows a strong correlation between students' access to support services and their ability to succeed in higher education; and

Whereas, having access to proper food and water impacts students' ability to focus and learn; and

Whereas, research further indicates that returning students is a student population that is likely to grow in the near future; and

Whereas, the Counseling Department at Compton College has already proposed a student services hours of operation schedule that will provide evening and weekend student services hours to students at the College, and

Whereas, Compton College is committed to and inclusive of all students regardless of age, or the time they are able to attend classes; therefore

***Be it Resolved,** that the Academic Senate is proposing that students attending evening classes have access to the same student support services such as access to food and water, counseling, and academic support services as students who attend Campus during the daytime.*

Minodora Moldoveanu
Academic Senate President

November 2022



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

AR 4226 Multiple and Overlapping Enrollments

Issued:

References:

Title 5 Section 55007

Multiple Enrollments

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

Overlapping Enrollments

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
 - o Students will submit the Time Conflict Petition to the office of Admissions and Records
- The Faculty member and the Division Dean approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course
 - o Instructor will verify at the end of the term that the student has made up the required time.
- The College maintains documentation describing the justification for the overlapping schedule and how the student made-up the missed contact hours

For classes that overlap by more than 15 minutes, the time conflict petition will be automatically denied.



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

BP 5900 Study Load Limitations

Issued:

References:

Title 5 Section 55756.5, 58106

California Education Code Sections 48800 and 76001

The Compton Community College District will limit the number of units students can take each term in order to support student success while also providing opportunities for students to achieve their educational goals. The President/CEO, in collegial consultation with the Academic Senate, shall develop procedures to ensure a reasonable limit to the number of units a student may take each term and to allow for exceptions when appropriate.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

AR 5900 Study Load Limitations

Issued:

References:

Title 5 Section 58106
California Education Code Sections 48800 and 76001

Students are considered Full-time if they are enrolled in 12 or more units in the Fall or Spring semester.

Maximum Load

Fall and Spring Semester

The maximum study load for Fall and Spring Semester are 18 units without a physical education class and 19 units with a physical education class.

The maximum study load for Dual enrollment students is 11 units.

Summer Session

The maximum study load for a six-week summer session is eight units. The maximum study load for an eight-week summer session is nine units if one unit is a physical education course.

The maximum study load for Dual enrollment students is seven units.

Winter Session

The maximum study load for the five-week winter session is seven units.

The maximum study load for Dual enrollment students is five units.

Overload

A student wishing to take more than the maximum units may file an overload petition through the Admissions and Records Office. Students must have completed at least 15 transferable units in one semester at Compton College with a 2.75 grade-point average and an overall grade-point average of 2.5 or higher to be eligible for overload.

Students who do not meet the criteria above to qualify for overload **and** are not actively enrolled in the maximum allowed units may be granted overload.

Commented [CM1]: The idea here is the problems we have been having with CTE (cosmo especially). Students cannot take a 2nd 8 wk course in cosmo because they are not approved for overload. Ex: student take engl 101 and cosm 104 (12 units). If they wanted to take Cosm 105 in 2nd 8 wks they are denied because they would be at 20 units even though they are only active in 4 units (engl 101).

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.

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.

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 U.S. 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

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 AS in AI for Business (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.

New Program Information Template

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 [simplyhired.com](https://www.simplyhired.com): 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.



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Student Trustee

KEITH CURRY, Ed.D.
President/CEO

December 21, 2022

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the **December 1, 2022**, Meeting:

Curriculum:

1. Course Reviews, Conditions of Enrollment, and SLO, DE, or Textbook Updates: CIS 61, CIS 62, CIS 63, CIS 64, CIS 65, CIS 113, COMS 140, COMS 250, COMS 260, and GEOL 101. **Accepted as presented.**
2. New Courses: FILM 116, HIST 190, PE 189, and SOCI 201. **Accepted as presented.**

Other:

1. Administrative Regulation 4230 – Grading and Academic Record Symbols. **Accepted as presented.**
2. Adult Learner Strategic Enrollment Management Plan. **Accepted as presented.**

Resolutions:

1. Academic Senate Resolution to Resolve the Artesia Boulevard Overpass. **Response:** It is unclear what you are asking of me to do with this resolution; please clarify.
2. Academic Senate Resolution to Implement a Study Abroad Program at Compton College. **Response:** Please describe the plan for implementation, the cost of such a program, and the potential funding source.
3. Registration Campaign Resolution. **Response:** Vice President of Student Services Nicole Jones will share the resolution at the Enrollment Management Committee for discussion and consideration.

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

Sincerely,

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee



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ANDRES RAMOS
Member

KEITH CURRY, Ed.D.
President/CEO

December 7, 2022

Dr. Minodora Moldoveanu
President, Compton College Academic Senate
Assistant Professor, Communication Studies
1111 East Artesia Boulevard
Compton, California 90221

Dear Dr. Moldoveanu;

As a follow-up to my letter from **November 7, 2022** to you, I have reviewed the recommendations from the Hiring Prioritization Committee dated **October 26, 2022**, which recommended the following Tier 1 full-time faculty positions for the 2023-2024 year:

Medical Terminology
Women's Soccer

With regards to the Women's Soccer position, we will combine the position, for Men's and Women's Soccer. Human Resources will be moving forward to announce these positions for the 2023-2024 year. If you have questions or need additional information, please contact me at kcurry@compton.edu or at (310) 900-1600 ext. 2000.

Sincerely,

A handwritten signature in blue ink, appearing to read "K Curry", is placed over a light blue rectangular background.

Keith Curry
President/CEO

c. Sheri Berger, Vice President, Academic Affairs
Barbara Perez, Interim Vice President, Human Resources
Faculty Prioritization Committee members



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COMMUNITY COLLEGE STUDENTS**

WHEREAS, California Community Colleges serve a specific and important role in the California Educational Master Plan; and

WHEREAS, AB 928 appropriately seeks to streamline transfer for community college students; and

WHEREAS, California Community Colleges were not properly consulted in the development of AB 928; and,

WHEREAS, the courses offered in life long learning, self development, and kinesiology support the Vision for Success and Guided Pathways initiatives; and

WHEREAS, elimination of such programs simply to create one “primary transfer pattern” will have a disproportionately negative impact on tens of thousands of students of color; and,

WHEREAS, California Community Colleges employ thousands of staff and faculty to support lifelong learning, self development, and kinesiology courses; and,

WHEREAS, AB 1725 provides primacy over community college curriculum to California Community College faculty rather than to administrators or external systems of higher education.

NOW THEREFORE BE IT RESOLVED, that the CEO/CCCT Board of the California Community Colleges request that the ASCCC continue to advocate to the Intersegmental Committee of Academic Senates (ICAS) to preserve life long learning, self development, and kinesiology opportunities for California Community College students; and

BE IT FURTHER RESOLVED, that the CEO/CCCT Board work with the ASCCC and other system partners to develop a plan that would not eliminate life-long learning, self development, and kinesiology; and,

BE IT FURTHER RESOLVED, that the CEO/CCCT Board requests that the chancellor of California Community Colleges advocate with University of California and California State University system leaders to preserve lifelong learning, self development, and kinesiology for California Community College students.

PASSED AND ADOPTED as CEOCCC Resolution this seventeenth day of November, 2022, by the following called vote:

CEOCCC YES: 11 NO: 0 ABSENT: 4
CCCT YES: 19 NO: 0 ABSENT: 3

Compton College

8 November 2022

Dear President Curry,

We want to thank you for the opportunity to visit your college in person and to meet with the team of students and employees. Everyone we met was engaged and focused on their work to support the students of Compton College and their success. Based on our time spent with the team during this visit, we wanted to offer some observations and share some thoughts for the team to consider as they move through the remainder of the fall semester and into spring 2023.

Observations

During our visit we met with the following groups: President's Cabinet; IE Team (and data superusers); OER team; college managers; (formerly Tartar) Success Team leads; professional development team; leads for student activities and ally groups; ATD Implementation Team; Associated Student Government (ASG); and the President. We also got a chance to meet with the Consultative Council, the Counseling department, and the academic divisions.

Three primary themes emerged from the discussions:

1. Importance of outcomes assessment across the college – In the meetings with the President's Cabinet and the IE team, there was a discussion about the need for more effective and regular assessment of student learning outcomes (SLOs) and Service Area Outcomes (SAOs). This is partly in response to the work that is being done to prepare for the next accreditation institutional self-evaluation and also desired as part of an ongoing effort to encourage regular data collection and review throughout the college (more on that below). The college is in the process of switching their software platform for documenting outcomes assessment and is also developing a regular schedule for the assessment of outcomes. In addition, they are working to develop useful templates for practitioners to use in reviewing and completing their assessments.
2. Desire for effective and regular use of data across the college - Incorporating data into each meeting was indicative of the second emergent theme. The college has a lot of data that is accessible, including newly created dashboards. The opportunity is how to get individuals and groups to access, use, and confront the data. One of the suggestions that arose in the discussion is to incorporate the data into each college convening and meeting. This includes meeting campus members where they are. For example, for faculty, giving them examples of how to use Canvas Analytics. The other is to increase the use of acceptance of data. The creation of data coaching sessions is already underway by IE. To expand on this, participants in the discussion also suggested that each area could have a dedicated data coach. Data coaches can be high end users or those trained to help with the use of data. Several individuals were identified who could be data coaches, including current power users, those with influence, and even individuals who do not use the data now, but if they adopted the practice could serve as a strong encouragement to the campus. These approaches do two things: 1) help to socialize the

campus to realize that data use is everyone's work, every day. This creates the practice that we are all practitioners and that we do not have to be experts to use data in meaningful ways; and 2) it also helps for people to make their own discoveries, instead of feeling like fingers are being pointed at them. Instead, we hope that this approach will create ownership and empowerment to address challenges. In addition to data coaching and coaches, another suggestion was to create a data tool kit. This tool kit would highlight specific data and offer guidance for how to create inquiries and next steps. This would support the practitioner model.

3. Desire for more strategic engagement for innovation and problem solving - The general focus of the discussion was how to increase engagement, particularly among specific groups. Departments and groups are all busy working, but primarily in reactive or operational modes. Teams do not have capacity to address more proactive or strategic initiatives. Additionally, the presence of other groups (e.g., faculty) is critical for participation and input, but harder to engage for a multitude of reasons. One of the most difficult aspects of engaging is time and space. One general suggestion was to identify one data informed issue that every department and area could focus on (e.g., Enrollment). Then take that opportunity and incorporate it into every division/department meeting. This would ensure that people are convened during times that they are already meeting and collectively working on the same issue, albeit from different perspectives. Relevant data could also be incorporated into these meetings—for review, use, and evaluation. Another suggestion was to continue to work in a workgroup structure that has already been deployed. A particular issue or problem to be solved would be tackled by a workgroup of the folks that need to be in the room (e.g., people related to the issue and end users), who would then forward a recommendation to the appropriate governance or managerial group on campus. Finally, it was also suggested to use a framework to create norms in each meeting. For example, each meeting could start with two questions: 1) What do you bring to this meeting; and 2) What do you expect to get out of this meeting? These questions serve to create accountability and solution driving.

Each of the above themes align with two goal statements that were developed earlier in the semester by the ATD Implementation Team:

- *Incorporate the regular review and use of data into campus decision-making venues, and*
- *Create a system of collaborative spaces and time for collective problem solving in support of student success.*

For example, increased data use will help to identify the pain points and opportunity to create equity. To do so, would require making data review and use a regular part of campus practice. And both require identifying collaborative spaces for this work.

A third goal - *Provide professional development opportunities focused on adopting equitable strategies in all gateway courses* - was also discussed in several meetings. When meeting with the managerial team, they largely agreed that the three co-created goals were still the goals that the college campus should focus on. The only adaptation proposed was to make sure that the college was specifically focusing on adopting equitable strategies for gateway courses *and* as a campus practice in general.

Other groups that we met with are also engaged in work that aligns with one of the above three goals statements. These included:

- the OER team, which is using grant funding to expand the use of OER in more classes and exploring the developing of a Zero Textbook Cost degree,
- the Success teams, who are working to create support systems and build belonging for students in each pathway,
- the Professional Development team, which is bolstering professional development for classified professionals. We also discussed an emerging need for more professional development for all employees related to mental health and trauma-informed support,
- student activities and ally groups that are trying to build a sense of connection for students at Compton, and
- ASG, which is interested in working both locally and statewide to influence policies that matter to students.

Recommendations

We provide the following recommendations for your consideration. We encourage you to intentionally discuss our recommendations and decide which are actionable for you at this time.

- Continue to develop opportunities for regular engagement with data within the college's existing structures while also finding ways to help people across the college become more comfortable with review and use of available data dashboards and reports.
- Continue to deploy the workgroup approach to collective problem solving that has been used in the recent past. This approach ensures that the right people are in the room and provides time and space to solve the issue in a timely manner, eventually generating a recommendation for change that is sent to the appropriate committee or group for action.
- Consider continuing office hours (or meeting attendance by the ATD coaches) for the remainder of this fall and into the spring in order for ATD coaches to support the success and equity work that is occurring throughout the college.

We want to remind you that you have hours available to you outside of the site visits and we look forward to supporting you in whatever way will be most beneficial.

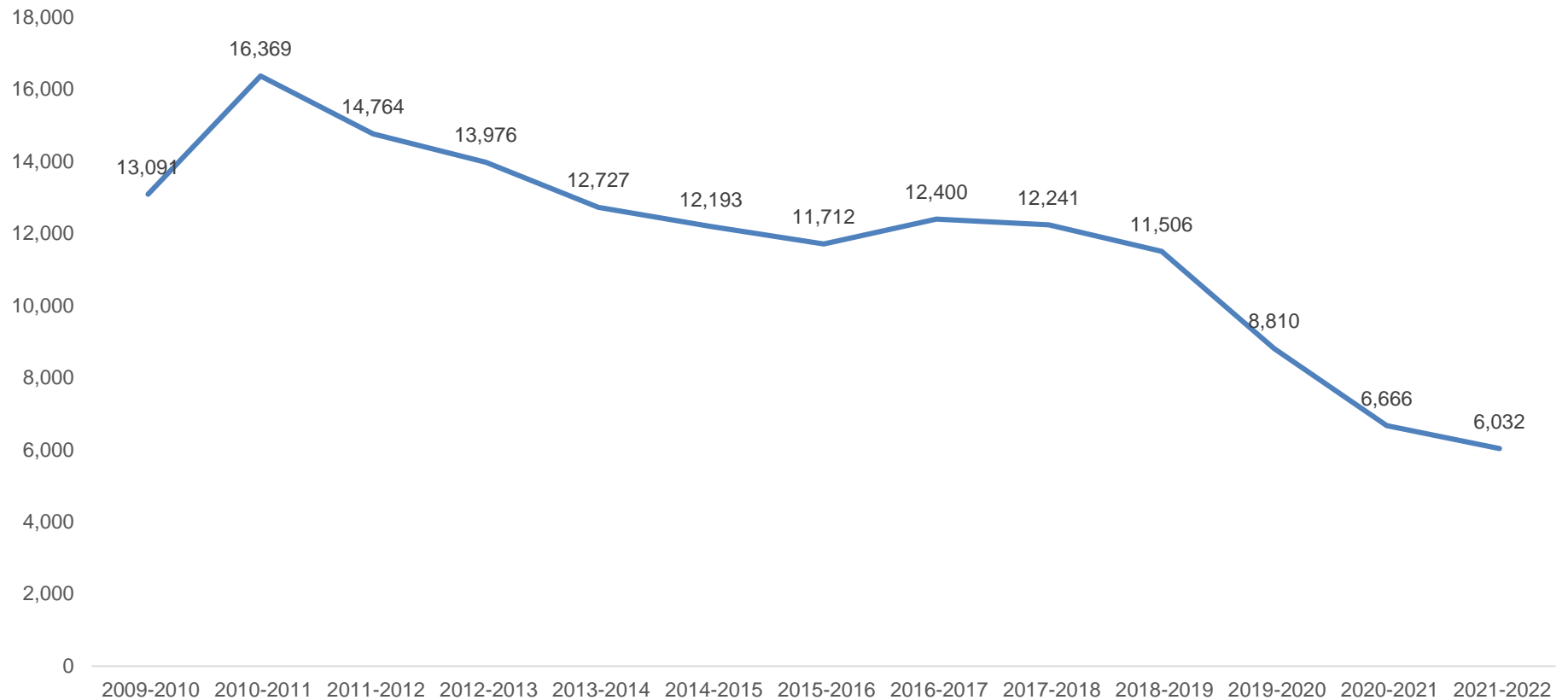
We are available to discuss these recommendations with you. If we can be of assistance, please let us know.

Respectfully,

Judy Loveless-Morris, Leadership Coach

Chris Hill, Data Coach

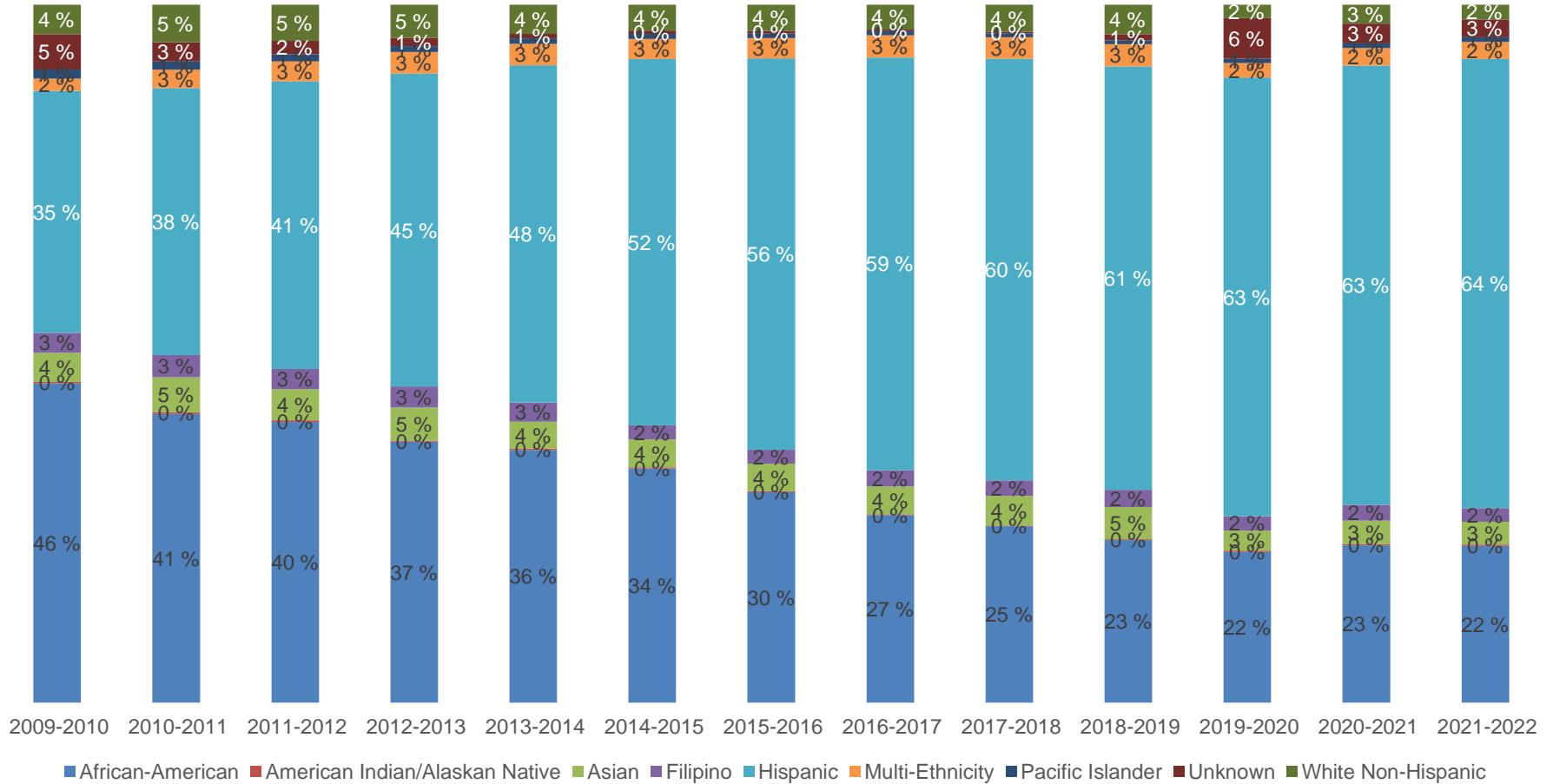
Annual Enrollment Trend- Unique Headcount



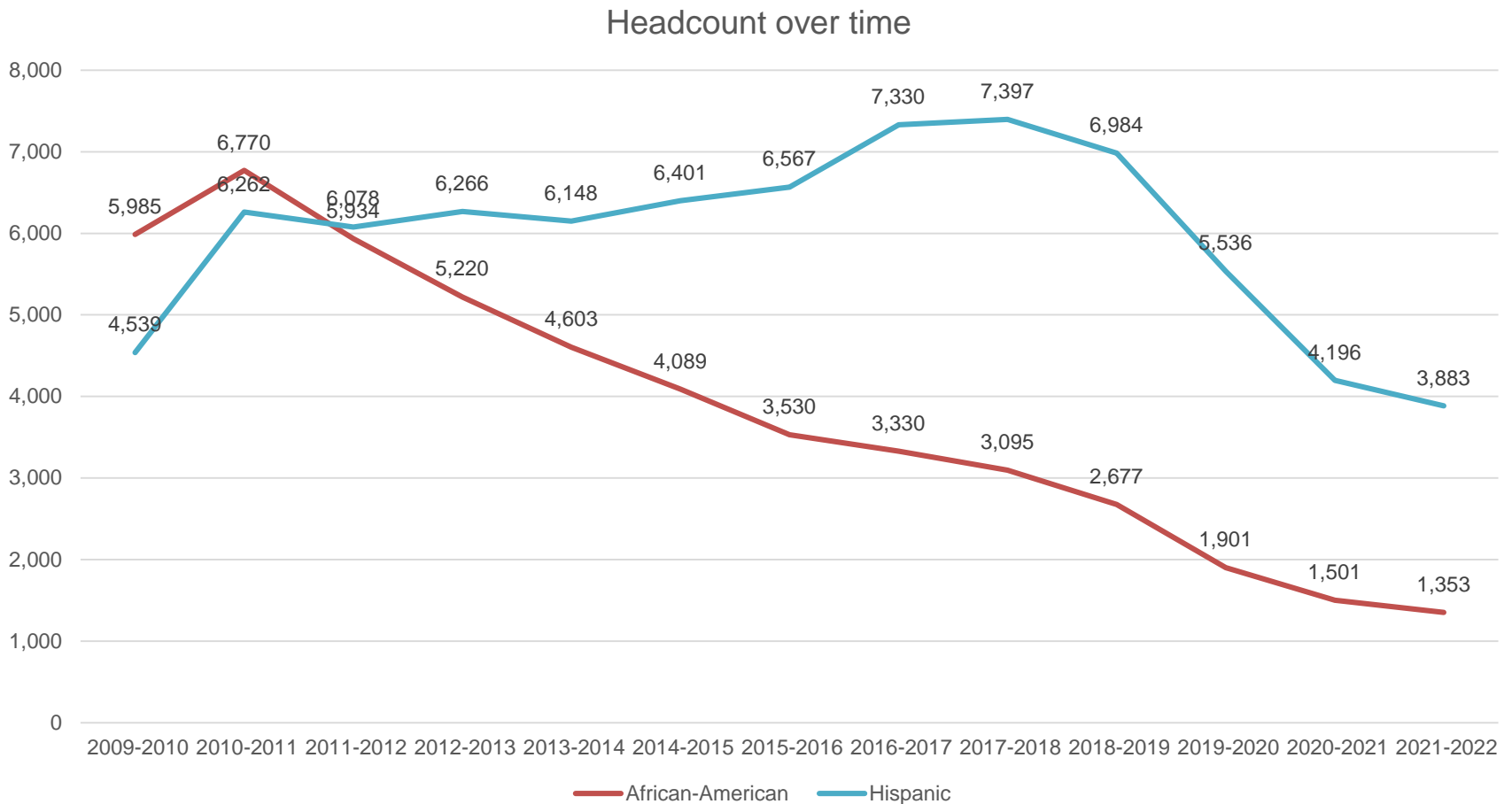
Source: [CCCCO Data Mart](#)



Ethnicity Breakdown



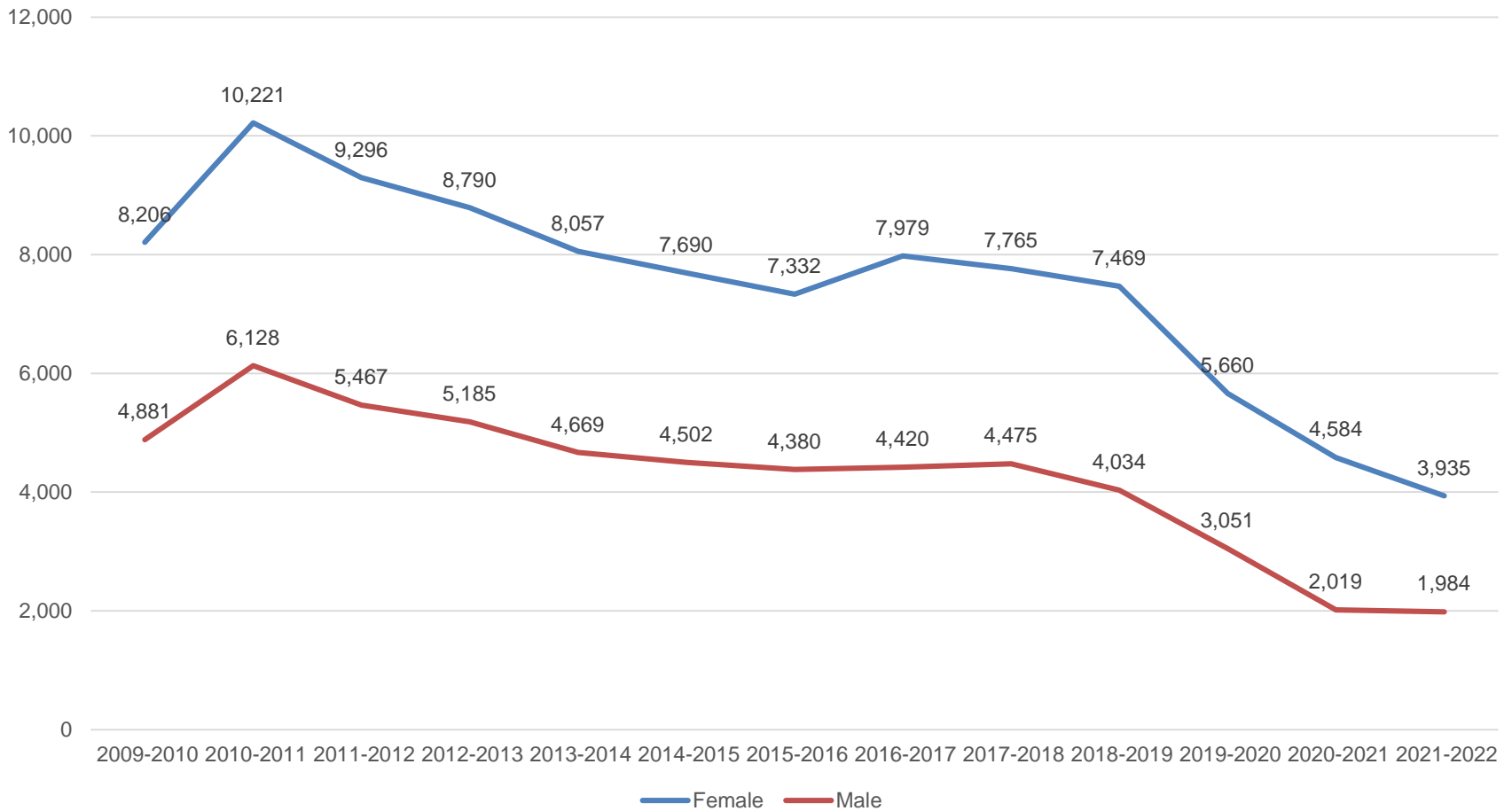
2 Major Race/Ethnicities: Black or African American and Hispanic/Latinx



Headcount by Gender



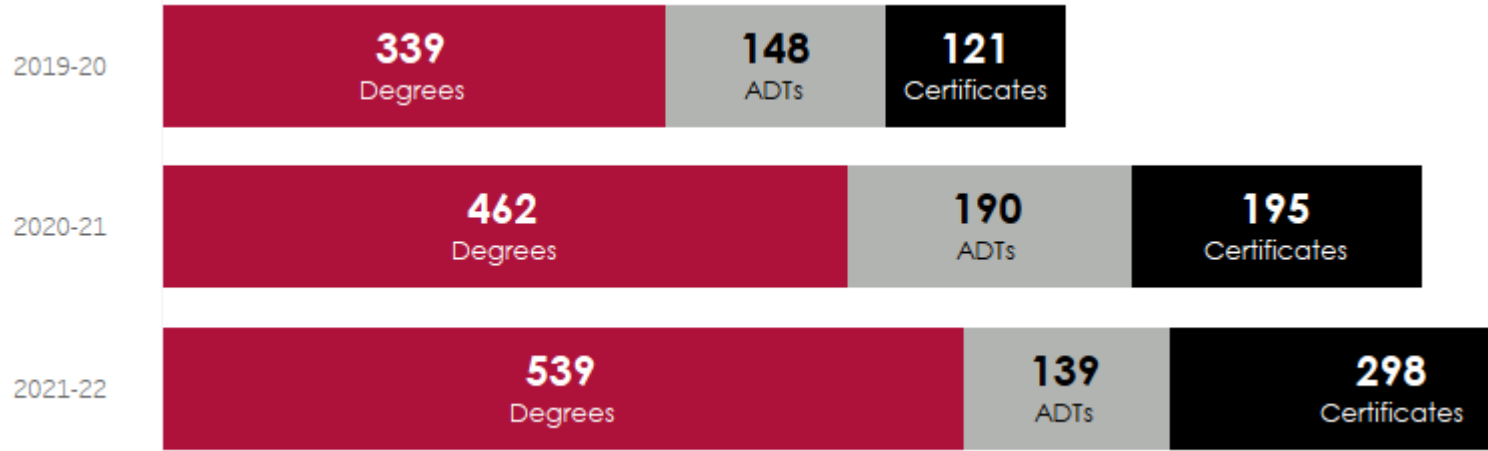
Headcount by Gender - Counts



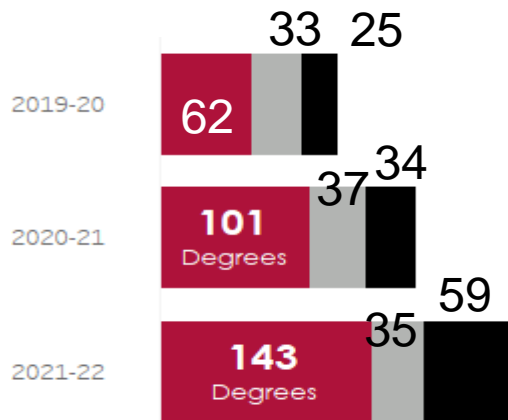
Increase in Degrees/Certificates

All Students:

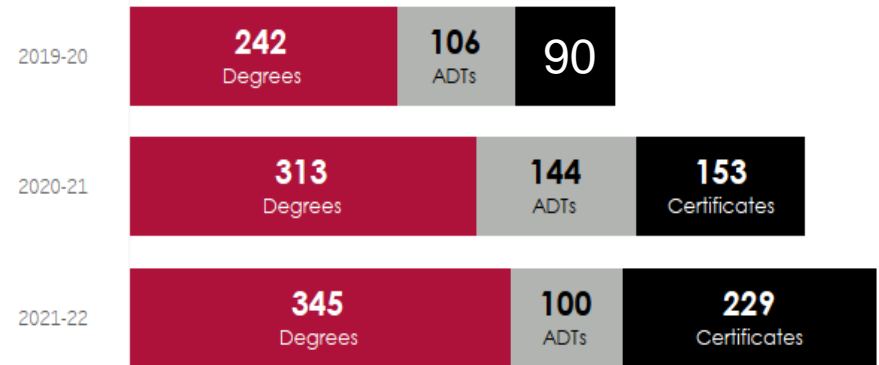
ADTs
Certificates
Degrees



Increases for Black or African American Students



Increases for Hispanic/Latinx Student



Transfer

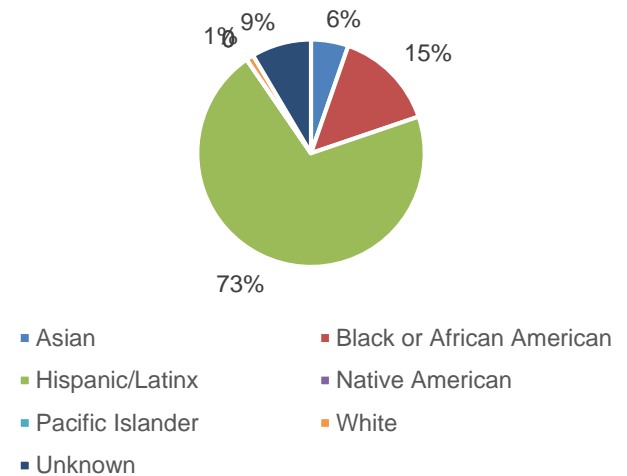
We looked at all students enrolled in a year and then how many were enrolled in a 4-year post-secondary institution in the following fall (July 1-Oct 31):

2019-2020	902
2020-2021	735
2021-2022	586

Top 10 public transfer institutions:

	2019-20	2020-21	2021-22
ARIZONA STATE UNIVERSITY	11		
CAL POLY POMONA	25		
CSU - DOMINGUEZ HILLS	236	192	138
CSU - FULLERTON	29	23	30
CSU - LONG BEACH	203	126	95
CSU - LOS ANGELES	43	45	30
CSU NORTHRIDGE	43	26	15
UC BERKELEY		9	
UC IRVINE		33	28
UC RIVERSIDE		13	8
UC DAVIS		9	
UC MERCED	22		10
UCLA	21	25	21
UC SAN DIEGO	19	11	17
Total	652	512	392

2021-2022 Transfer Students by Ethnicity



Projected CRN Count by GPD Division



Summer	202050	202150	202250	202350	202450
BIST	5	8	14	6	6
SSCI	39	31	38	38	38
HEPS	29	33	29	33	33
STEM	40	35	32	46	46
FACH	39	32	38	44	44
Total	152	139	151	167	167
Projected Total CRNs	149	167	167	167	167
Total vs. Prior Year (%)	-24.8%	-8.6%	8.6%	10.6%	0.0%

Fall	202070	202170	202270	202370	202470
BIST	71	73	73	88	91
SSCI	110	106	95	136	140
HEPS	106	106	103	131	135
STEM	108	93	85	133	138
FACH	124	123	127	153	158
Total	519	501	483	641	662
Projected Total CRNs	594	601	621	641	662
Total vs. Prior Year (%)	-7.8%	-3.5%	-3.6%	32.7%	3.3%

Winter	202110	202210	202310	202410	202510
BIST	3	5	7	5	6
SSCI	20	21	31	26	27
HEPS	22	20	21	27	28
STEM	14	19	24	28	29
FACH	16	18	25	15	15
Total	75	83	108	100	104
Projected Total CRNs	100	91	95	100	104
Total vs. Prior Year (%)	-18.5%	10.7%	30.1%	-7.4%	4.0%

Spring	202130	202230	202330	202430	202530
BIST	63	66	76	78	81
SSCI	102	92	100	124	129
HEPS	95	98	103	113	116
STEM	95	104	109	121	125
FACH	105	123	138	130	134
Total	460	483	526	566	585
Projected Total CRNs	538	530	647	566	585
Total vs. Prior Year (%)	-8.2%	5.0%	8.9%	7.6%	3.4%

Annual	2020-21	2021-22	2022-23	2023-24	2024-25
BIST	142	152	170	177	183
SSCI	271	250	264	324	333
HEPS	252	257	256	303	312
STEM	257	251	250	328	338
FACH	284	296	328	342	352
Total	1,206	1,206	1,268	1,474	1,518
Projected Total CRNs	1,381	1,389	1,431	1,474	1,518
Total vs. Prior Year (%)	-11.2%	0.0%	5.1%	16.2%	3.0%

Figures in Blue are from completed terms

Figures in Green are In Progress and subject to change



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

^ Goal aligned with Chancellor’s Office [Vision for Success](#) to contribute to a 20% increase in completions and 35% increase in transfers. The college also has set standards for a sub-set of measures, which are noted in the metric title if applicable. Standards are thresholds not to dip below, and if that occurs, it will trigger immediate action.

Achievement Measure	2017-18	2018-19	2019-20	2020-21	2021-22	AVG	AVG + %	2023-24 Goal
*Successful Enrollment (Student Count) <i>Guided Pathway North Star, Equity</i>	34% 2,903	32% 2,525	39% 5,094	34%+ 2,788	45%+ 3,517	37% 3,365	38% 3,533	45%
Number of Dual Enrollment Students	1,150	1,391	1,863	1,600	1,802	1,561	1,639	1,518
Student Readiness Rate (Core Service Completion)	...	...	...	...	...			100%
*All Students’ Fall-to-Spring Persistence Rate (student count) <i>Guided Pathway North Star, Equity</i>	54% 3,197	54% 2,821	58% 2,351	55% 1,556	...	55% 2,481	58% 2,605	60% 3,590
First-Time Full-Time Students Returning after 1 Year (student count)	90% 294	65% 329	61% 250	47% 182	60% 86	65% 228	68% 240	66% 237
Course Success Rate, Equity (Institution-Set Standard = 62.6%; grades)	68% 25,926	69% 24,251	71% 20,110	70% 16,644	68% 14,315	69% 20,249	73% 21,262	74% 26,108
In-person Course Success Rate (successful enrollment count)	69% 21,860	70% 19,567	72% 15,822	73% 7,040	81% 5,098	74% 14,202	78% 14,912	74% 23,256
Distance Ed. Course Success Rate (successful enrollment count)	63% 6,441	65% 7,114	67% 5,425	68% 13,419	63% 14,052	65% 9,290	68% 9,755	67% 4,335
*Completion of Transfer-Level English in First Year (students), SCFF- <i>Guided Pathway North Star</i>	12% 230	16% 251	19% 240	19% 122	...	17% 211	17% 222	48% ^{VS} 324
*Completion of Transfer-Level Math in First Year (students), SCFF- <i>Guided Pathway North Star</i>	4% 83	6% 87	9% 114	12% 79	...	8% 91	8% 95	18% ^{VS} 98
Average Units Completed per Academic Year- Part-Time (Average units attempted)	6.2 8.8	4.8 7	4.7 7.7	5.3 7.6	5.4 7.7	5.2 9.3	5.5 9.8	7.5
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.6 30.7	21.6 29.6	20.3 30.6	23.1 31.5	22.4 31.2	22.4 30.6	23.5 32.1	26.2
*Associate Degrees Awarded (Institution-Set Stand. = 264 Degrees), SCFF	432	426	339+	458+	530+	437	459	466 ^{VS}
*Average Units Acquired per Associate Degree	90	89	90	90	...	90	85	79 ^{VS}
*Associate Degrees for Transfer (ADT) Awarded (Institution-Set Stand. = 264 Degrees), SCFF	227	143	147+	186+	139+	168	177	211 ^{VS}
*Average Units Acquired per ADT	π	π	91	96	...	94	89	79 ^{VS}
*Certificates Awarded (Institution-Set Stand. = 20 Certificates), SCFF	60	119	109+	177+	284+	150	157	133
Number of Transfers (Institution-Set Stand. = 329 Transfers) [†] , SCFF	π	388	344	325	...	352	370	494 ^{VS}
*Students Completing 9+ CTE Units SCFF	554	556	442	415	...	492	516	590 ^{VS}
*CTE Students Employed in Their Field of Study SCFF	66% 41	79% 22				73% 32	76% 33	69% ^{VS}

“...” indicates the data is not yet available; SCFF stands for Student-Centered Funding Formula; π Data are not interpretable because of data disruptions. + Locally calculated.

Equity Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Successful Enrollment (Number of successful enrollment students) <i>Guided Pathway North Star, Equity</i>	34% 2,903	32% 2,525	39% 5,094	34%+ 2,788	45%+ 3,517	45%
Gender						
Male	39% 1,153	33% 916	37% 1,832	32% 838	50% 1,216	
Female	33% 1,744	32% 1,574	41% 3,212	35% 1,931	43% 2,205	
All Masked Values*	5% 6	13% 35	16% 50	19% 18	45% 212	
Ethnicity						
American Indian /Alaskan Native Asian	* *	* *	26% 10	* *	45% 9	
Asian	28% 41	16% 40	34% 116	41% 206	46% 213	
Black or African American	30% 950	28% 726	40% 1,181	29% 603	39% 812	
Latino/a/x	41% 1,400	37% 1,206	50% 2,690	39% 1,742	49% 2,195	
White	27% 61	26% 54	7% 112	11% 88	31% 283	
Filipino	37% 42	38% 41	47% 105	N/A	N/A	
Pacific Islander or Hawaiian Native	18% 16	* *	44% 39	27% 17	54% 25	
Two or More Races	32% 374	31% 336	41% 425	36% 84	43% 86	
Unknown/Non-Respondent	* *	19% 74	35% 377	20% 43	44% 89	
Multiple Values Reported	* *	43% 35	48% 39	N/A	N/A	
All Masked Values	16% 19	20% 13	* *	2% 51	N/A	
Age						
19 or less	43% 805	39% 712	45% 912	60% 1,125	64% 1,482	
20 to 24	40% 1,008	35% 787	43% 1,851	26% 580	40% 672	
25-29	32% 507	30% 442	37% 1,062	25% 449	38% 460	
30-34	27% 228	25% 225	33% 270	28% 292	35% 312	
35-39	20% 110	22% 124	33% 270	27% 170	37% 210	
40-49	22% 138	22% 139	31% 288	24% 153	36% 217	
50 and older	25% 107	24% 96	35% 200	21% 85	37% 151	

*Includes Non-binary, non-respondents, and those who reported multiple values. * Calculated Locally

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Number of Dual Enrollment Students	1,150	1,391	1,863	1,600	1,802	1,518
Gender						

Male			694 37%	569 36%	676 38%	
Female			1,144 61%	1,014 63%	1,065 59%	
All Masked Values			26 1%	18 1%	61 3%	
Ethnicity						
American Indian /Alaskan Native Asian			*	*	*	
Asian			135 7%	138 9%	137 8%	
Black or African American			146 8%	126 8%	125 7%	
Latino/a/x			1,440 77%	1,241 77%	1,271 78%	
Native Hawaiian or Pacific Islander			16 1%	15 1%	9 1%	
White			30 2%	29 2%	24 2%	
Two or More			33 2%	33 2%	29 2%	
Unknown/ Non-respondent			61 3%	85 4%	37 2%	
Age						
12-14					157 9%	
15-16					869 48%	
17-18					762 42%	
19 and older					14 1%	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*All Students' Fall-to-Spring Persistence Rate (Number of students persisting from fall to spring) <i>Guided Pathway North Star</i>	54% 3,197	54% 2,821	58% 2,351	55% 1,556	...	60% 3,590
Gender						
Male	52% 1,131	52% 987	56% 790	52% 445	...	
Female	56% 2,057	56% 1,831	60% 1,541	57% 1,096	...	
Non-Binary	...	...	49% 18	52% 15		
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	40% 68	49% 75	51% 37	50% 22	...	
Black or African American	49% 783	49% 634	59% 544	49% 383	...	
Latino/a/x	59% 2,105	58% 1,881	60% 1,503	58% 997	...	
Filipino	57% 71	62% 76	54% 36	58% 28	...	
Native Hawaiian or Pacific Islander	39% 13	36% 10	*	*	...	
White	36%	42%	53%	48%	...	

	59	65	29	20		
Two or More	51% 90	46% 74	70% 49	66% 47	...	
All Masked Values (American Indian /Alaskan Native Asian, Unknown/Non- Respondent/Multiple Values)	44% 8	35% 6	...	46% 59	...	
Age						
19 or less	66% 801	65% 683	65% 518	55% 230		
20 to 24	53% 1,199	54% 1,013	60% 803	56% 510		
25-29	50% 1,088	50% 503	57% 422	54% 305		
30-34	50% 264	49% 244	54% 227	58% 210		
35-39	47% 139	50% 142	54% 135	59% 134		
40-49	53% 160	55% 157	53% 145	53% 115		
50 and older	43% 91	45% 79	51% 101	45% 52		

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
First-Time Full-Time Students Returning after 1 Year (student count)- <i>Guided Pathway North Star</i>	90% 294	65% 329	61% 250	47% 182	60% 86	66% 237
Gender						
Male	89% 179	64% 147	54% 95	41% 81	59% 36	
Female	92% 115	66% 182	65% 155	54% 99	60% 49	
All Masked Values	*	*	*	67% 2	50% 1	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	*	
Asian	*	*	*	*	*	
Black or African American	86% 48	42% 42	49% 37	39% 27	62% 21	
Latino/a/x	92% 228	72% 271	64% 203	52% 141	59% 60	
Filipino	*	*	*	*	*	
Native Hawaiian or Pacific Islander	*	*	*	*	*	
White	*	*	*	*	*	
Two or More	*	*	*	*	*	
Unknown/ Non-respondent	*	*	*	*	*	
All Masked Values	82% 18	53% 16	53% 10	33% 14	56% 5	
Age						
19 or less	99% 149	67% 254	62% 197	49% 141	61% 62	
20 to 24	83% 120	65% 55	59% 32	38% 24	46% 11	
25-29	80% 12	46% 11	*	71% 12	*	

30-34	*	*	*	*	*	
35-39	*	*	*	*	*	
40-49	*	*	*	*	*	
50 and older	*	*	*	*	*	
Unknown/Non-respondent	*	*	*	*	*	
All Masked Values	81% 13	45% 9	55% 12	29% 5	65% 13	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Course Success Rate (Number of enrollments; Institution-Set Standard = 62.6%)	68% 25,926	69% 24,251	71% 20,110	70% 16,644	68% 14,315	74% 26,108
Gender						
Male	68% 13,998	69% 12,537	70% 10,101	70% 7,087	69% 7,203	
Female	69% 23,929	69% 22,528	71% 18,026	70% 16,381	68% 13,437	
All Masked Values (Including Unknown/ Non-respondent)	100% 1	67% 3	68% 296	69% 265	64% 276	
Race/Ethnicity						
American Indian /Alaskan Native Asian	50% 20	33% 27	69% 55	66% 38	51% 51	
Asian	85% 1,706	86% 1,778	89% 1,167	89% 1,017	93% 856	
Black or African American	61% 9,710	63% 8,417	64% 6,125	63% 5,480	61% 5,157	
Latino/a/x	70% 24,144	70% 22,481	72% 18,254	72% 15,188	71% 13,289	
Filipino	*	*	*	*	*	
Native Hawaiian or Pacific Islander	57% 192	58% 158	60% 149	54% 156	66% 125	
White	81% 961	80% 977	78% 423	71% 428	68% 377	
Two or More	64% 1,152	65% 1,035	76% 629	65% 655	66% 534	
All Masked Values (Including Unknown/ Non-respondent)	67% 73	64% 195	60% 1,621	64% 711	52% 527	
Age						
19 or less	69% 10,172	68% 9,857	73% 9,286	69% 7,193	72% 7,590	
20 to 24	67% 14,722	67% 12,701	69% 8,841	67% 6,708	65% 5,127	
25-29	69% 6,042	72% 5,593	71% 4,284	73% 3,817	68% 2,974	
30-34	69% 2,782	69% 2,898	71% 2,461	74% 2,547	68% 1,997	
35-39	74% 1,569	73% 1,600	70% 1,266	74% 1,477	70% 1,376	
40-49	67% 1,721	77% 1,542	68% 1,385	73% 1,338	69% 1,138	
50 and older	68% 920	69% 877	63% 900	68% 643	55% 714	
Unknown/Non-respondent	*	*	*	60% 10	*	

	2017-18	2018-19	2019-20 ¹	2020-21	2021-22	Goal
In-person Course Success Rate (Number of enrollments)	69% 21,860	70% 19,567	72% 15,822	73% 7,040	81% 5,098	74% 23,256
Gender						
Male	69% 12,098	69% 10,524	70% 8,413	71% 3,061	83% 2,735	
Female	70% 19,391	71% 17,329	73% 13,439	74% 6,503	79% 3,455	
All Masked Values	100% 1	67% 3	69% 245	71% 107	72% 132	
Ethnicity						
American Indian /Alaskan Native Asian	53% 19	33% 21	74% 43	81% 16	78% 9	
Asian	84% 1,233	87% 1,251	89% 968	91% 464	96% 503	
Black or African American	63% 7,580	65% 6,315	66% 4,314	65% 2,135	74% 1,205	
Latino/a/x	71% 20,960	71% 18,656	73% 14,606	75% 6,266	81% 4,162	
Native Hawaiian or Pacific Islander	62% 159	60% 126	62% 116	54% 68	84% 31	
White	82% 617	82% 600	80% 342	71% 185	82% 106	
Two or More	65% 861	67% 730	78% 465	75% 231	91% 152	
Unknown/ Non-respondent	74% 58	66% 151	62% 1,243	66% 321	74% 154	
Age						
19 or less	69% 9,279	68% 8,612	74% 8,038	72% 3,573	84% 3,376	
20 to 24	68% 12,144	68% 10,063	70% 6,751	71% 2,591	77% 1,264	
25-29	72% 4,623	75% 4,052	74% 2,991	74% 1,388	76% 616	
30-34	71% 2,100	72% 2,078	74% 1,650	79% 899	81% 378	
35-39	77% 1,193	77% 1,160	70% 918	76% 489	82% 255	
40-49	69% 1,381	79% 1,186	67% 1,011	78% 458	78% 263	
50 and older	67% 767	70% 699	61% 738	66% 264	66% 170	
Unknown/Non-Respondent	* *	* *	* *	67% 9	* *	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Distance Ed. Course Success Rate (Number of enrollments)	63% 6,441	65% 7,114	67% 5,425	68% 13,419	63% 14,052	67% 4,335
Gender						
Male	63%	64%	66%	68%	60%	

¹ Due to COVID Protocol, in-person courses pivoted to online in Spring 2020. For our purposes, they are counted as in-person.

	1,902	1,982	1,378	3,791	4,282	
Female	63% 4,539	65% 5,132	67% 4,000	68% 9,474	64% 9,631	
All Masked Values	*	*	70% 47	67% 154	57% 139	
Ethnicity						
American Indian /Alaskan Native	*	*	40% 10	55% 22	43% 40	
Asian	85% 473	84% 521	89% 172	88% 515	88% 320	
Black or African American	54% 2,130	58% 2,076	59% 1,597	61% 3,177	56% 3,837	
Latino/a/x	65% 3,154	65% 3,757	71% 3,084	70% 8,551	66% 8,778	
Native Hawaiian or Pacific Islander	30% 33	47% 32	57% 28	53% 87	61% 92	
White	80% 344	78% 374	72% 71	70% 233	62% 259	
Two or More	60% 291	61% 304	72% 140	58% 405	55% 364	
Masked/Unknown/ Non-respondent	38% 16	52% 26	55% 323	62% 429	41% 362	
Age						
19 or less	70% 893	71% 1,232	72% 1,051	66% 3,576	62% 4,149	
20 to 24	62% 2,578	62% 2,592	65% 1,784	65% 3,935	61% 3,750	
25-29	61% 1,419	64% 1,516	65% 1,105	71% 2,300	64% 2,227	
30-34	62% 682	63% 811	64% 729	70% 1,551	64% 1,532	
35-39	63% 376	63% 435	68% 306	72% 928	67% 1,075	
40-49	59% 340	72% 353	71% 319	69% 805	65% 805	
50 and older	69% 153	66% 175	69% 131	67% 323	49% 514	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Completion of Transfer-Level English in First Year (Number of first-time students that complete transfer-level English)	12% 230	16% 251	19% 240	19% 122	...	48% ^{VS} 324
Gender						
Male	11% 90	15% 93	18% 92	19% 45	...	
Female	13% 140	17% 158	20% 145	19% 77	...	
All Masked Values	0% 0	*	16% 3	0% 0	...	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	10% 45	10% 35	14% 42	17% 25	...	
Latino/a/x	15% 164	20% 190	23% 179	23% 88	...	

Filipino	*	*	*	*	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	*	*	*	*	...	
All Masked Values	8% 21	11% 26	10% 19	8% 9	...	
Age						
19 or less	17% 162	24% 192	24% 145	26% 71	...	
20 to 24	7% 32	7% 26	13% 34	13% 16	...	
25-29	7% 11	*	24% 28	23% 13	...	
30-34	14% 14	*	15% 13	*	...	
35-39	*	*	*	*	...	
40-49	*	*	*	*	...	
50 and older	*	*	*	*	...	
All Masked Values	6% 11	9% 33	10% 20	12% 22	...	

Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were grouped under All Masked Values.

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Completion of Transfer-Level Math in First Year (Number of first-time students that complete transfer-level math)	4% 83	6% 87	9% 114	12% 79	...	18% ^{VS} 98
Gender						
Male	5% 38	4% 27	9% 46	12% 29	...	
Female	4% 45	6% 60	9% 66	12% 49	...	
All Masked Values	0% 0	*	11% 2	14% 1	...	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	3% 13	4% 15	7% 20	9% 14	...	
Latino/a/x	6% 63	6% 60	10% 80	15% 57	...	
Filipino	*	*	*	*	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	*	*	*	*	...	
All Masked Values	3% 7	5% 12	7% 14	7% 8	...	
Age						
19 or less	6% 56	8% 61	12% 71	16% 43	...	
20 to 24	4% 17	3% 11	6% 15	14% 17	...	
25-29	*	*	*	*	...	

30-34	*	*	*	*	...	
35-39	*	*	*	*	...	
40-49	*	*	*	*	...	
50 and older	*	*	*	*	...	
All Masked Values	2% 10	4% 15	7% 28	8% 19	...	

Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were grouped under All Masked Values.

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Average Units Completed per Academic Year- Part-Time (Average units attempted)	6.2 8.8	4.8 7	4.7 7.7	5.3 7.6	5.4 7.7	7.5
Gender						
Male	6.1 8.7	4.8 7.1	4.5 7.9	5.2 7.6	5.6 8	
Female	6.3 8.8	4.8 7	4.9 7.6	5.3 7.6	5.3 7.7	
All Masked Values	1 1	2 3.3	4.5 7.1	4.4 7.5	3.9 5.7	
Ethnicity						
American Indian /Alaskan Native	4.3 7.2	1.7 4.7	4.2 9	2 8.3	2.8 5.8	
Asian	6.2 7.2	5.5 6.3	5 5.6	5.6 6.4	6 6.4	
Black or African American	5.7 9.1	4.5 7.6	4.6 8.9	4.8 8.4	5.3 9	
Latino/a/x	6.5 9	4.9 7.1	4.9 7.4	5.5 7.5	5.6 7.5	
Native Hawaiian or Pacific Islander	5.7 9	3 5.7	3.9 7.9	4.4 7.7	3.1 5.5	
White	5.2 6.2	4.3 5.3	3.5 6.9	3.7 6.5	4.6 7.6	
Two or More	5.8 8.7	4.2 6.9	5.6 8.7	6.3 9.7	5.6 8	
Unknown/ Non-respondent	6.2 8.4	4.3 6.3	3.5 8.1	4.7 7.7	2.6 8	
Age						
19 or less	5.4 7.7	4.5 6.7	4.6 7	4.7 6.6	5 6.8	
20 to 24	6.6 9.4	4.8 7.1	5.1 8.7	5.5 7.8	6.1 9.1	
25-29	6.1 8.5	5.1 7.4	5.5 9.1	6.7 9.5	6.1 9.2	
30-34	6.3 8.8	4.7 7.1	5.2 9.1	5.8 8.7	5.1 7.9	
35-39	6.3 8.3	5.2 7.5	4.6 7.8	6.3 9.1	6.5 9.2	
40-49	5.8 8	5.2 6.9	3.9 6.5	5.3 8.2	5.6 8.6	
50 and older	5.6 7.4	4.4 6.6	3.1 6.6	4.2 7.6	4.5 9.3	
Unknown/Non-respondent	*	*	*	7 14	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.6 30.7	21.6 29.6	20.3 30.6	23.1 31.5	22.4 31.2	26.2

Gender						
Male	24.5 30.5	21.6 29.8	19.7 31	23.3 32.1	22.1 30.9	
Female	24.7 30.9	21.6 29.5	20.9 30.2	23.1 31.8	22.6 31.4	
All Masked Values	...	...	22.8 30	18.5 29	27 32	
Ethnicity						
American Indian /Alaskan Native	*	*	27 46	*	*	
Asian	26.8 30.5	21 29	33 34	29.5 29.5	28 31	
Black or African American	24.2 30.9	20.2 30.5	18.8 29.8	22.4 31.5	22.4 32.4	
Latino/a/x	24.8 30.7	21.9 29.3	21.1 30.7	23.5 31.5	22.2 30.5	
Native Hawaiian or Pacific Islander	18 33	8 24.5	13 31	27 30	16.5 32.5	
White	25.3 29.8	23.4 29.3	24 35	*	31 33	
Two or More	21.3 31.7	25.3 30.7	28.2 32.5	16.5 33.2	21.4 30.2	
Unknown/ Non-respondent	*	*	24 29.4	26 31.6	23 30.5	
Age						
19 or less	24.4 30.6	23.6 30.3	22.4 31.2	22.9 31.5	21.9 30.8	
20 to 24	24.6 31	25.9 31.7	21.9 31.9	21 31.7	22.9 30.8	
25-29	25.3 31.1	26.4 31.9	23.8 31.9	22.8 28.7	24 32.5	
30-34	25.4 31.5	23.5 31.6	17.9 33.1	23.8 31.4	24.4 35.7	
35-39	27.7 30.9	27 28.9	22.1 30.4	23.7 33.4	24 31.7	
40-49	24.1 29.3	24.4 32.1	18.7 31.8	35.5 35.5	22 27.8	
50 and older	22.6 27.8	23.3 30	20.9 30	31 35	10 29.7	
Unknown/Non-respondent	*	*	*	21 33	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Associate Degrees Awarded Institution-Set Standard = 264 Total Degrees	432	426	339	458	530	466 ^{vs}
Gender						
Male	135	113	89	99	137	
Female	297	313	250	355	391	
All Masked Values	0	*	0	*	*	
Ethnicity						
Asian	*	*	16	21	16	
Black or African American	107	122	64	94	140	

Latino/a/x	295	279	241	307	342	
White	*	*	9	7	*	
Two or More	14	*	*	13	14	
Unknown/ Non-respondent	16	25	*	14	12	
Age						
19 or less	17	16	29	38	69	
20 to 24	203	193	116	152	170	
25-29	104	87	74	97	109	
30-34	50	52	54	80	70	
35-39	*	38	27	38	51	
40-49	23	24	30	36	49	
50 and older	*	16	10	17	12	
All Masked Values	35	*	18	17	48	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Average Units Acquired per Associate Degree	90	89	90	90	...	79 ^{vs}
Gender						
Male	89	89	91	99	...	
Female	90	89	87	88	...	
All Masked Values	...	...	190	77	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	*	*	*	*	...	
Black or African American	88	89	94	92	...	
Filipino	*	*	84	*	...	
Latino/a/x	90	89	91	88	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	*	*	*	*	...	
Two or More	81	111	*	86	...	
All Masked Values	93	80	83	106	...	
Age						
19 or less	*	66	65	67	...	
20 to 24	87	88	90	89	...	
25-29	97	97	109	104	...	
30-34	94	102	92	2	...	
35-39	96	89	*	96	...	
40-49	79	84	71	88	...	
50 and older	*	77	*	103	...	
All Masked Values	78	N/A	99	N/A	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
Associate Degrees for Transfer ADT Awarded Institution-Set Standard = 264 Total Degrees	227	143	147	186	139	211 ^{vs}
Gender						
Male			48	46	40	
Female			99	139	99	
All Masked Values			0	*	0	
Ethnicity						
Asian			*	*	0	
Black or African American			30	39	35	
Latino/a/x			104	137	101	
White			*	*	0	
Two or More			*	*	0	
All Masked Values			6	*	*	
Age						
19 or less			0	0	10	
20 to 24			86	90	56	
25-29			32	40	30	
30-34			14	31	25	
35-39			8	8	13	
40-49			5	11	*	
50 and older			*	6	*	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Average Units Acquired per ADT	π	π	91	96	...	79 ^{vs}
Gender						
Male			89	110	...	
Female			92	92	...	
All Masked Values			*	71	...	
Ethnicity						
American Indian /Alaskan Native			*	*	...	
Asian			*	*	...	
Black or African American			87	94	...	
Latino/a/x			91	93	...	
Native Hawaiian or Pacific Islander			*	*	...	
White			*	*	...	
Two or More			*	*	...	
All Masked Values			95	146	...	
Age						
19 or less			74	*	...	
20 to 24			90	92	...	

25-29			101	107	...	
30-34			94	90	...	
35-39			*	*	...	
40-49			*	*	...	
50 and older			*	*	...	
All Masked Values			90	103	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Certificates Awarded	60	119	109	177	284	133
Institution-Set Standard = 20 Certificates						
Gender						
Male	27	*	36	50	102	
Female	33	76	73	127	178	
All Masked Values	0	*	0	0	*	
Ethnicity						
Asian	*	*	0	*	*	
Black or African American	16	52	22	30	59	
Latino/a/x	39	56	80	138	209	
Native Hawaiian or Pacific Islander	*	*	*	0	0	
White	*	*	*	0	*	
Two or More	*	*	*	*	*	
Unknown/ Non-respondent	*	*	*	5	*	
Multiple Values Reported	*	*	*	...	...
Age						
19 or less	*	*	15	21	19	
20 to 24	21	42	19	63	88	
25-29	15	31	19	35	52	
30-34	10	15	10	15	31	
35-39	*	*	6	10	24	
40-49	*	11	9	11	24	
50 and older	*	*	6	5	13	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*Students Completing 9+ CTE Units	554	556	442	415	...	590 ^{VS}
Gender						
Male	209	211	147	107	...	
Female	345	345	294	305	...	
All Masked Values	0	*	1	3	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	21	16	16	20	...	

Black or African American	170	166	102	108	...	
Filipino	13	20	15	14		
Latino/a/x	319	306	251	237	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	15	22	17	*	...	
Two or More	13	19	11	15	...	
All Masked Values	3	7	30	21	...	
Age						
19 or less	39	59	42	28	...	
20 to 24	174	155	132	99	...	
25-29	116	116	100	94	...	
30-34	78	76	60	67	...	
35-39	58	51	37	55	...	
40-49	52	61	37	46	...	
50 and older	37	38	34	16	...	

	2017-18	2018-19	2019-20	2020-21	2021-22	Goal
*CTE Students Employed in Their Field of Study	66% 41	79% 22	...	...	...	69.0% ^{vs}
Gender						
Male	67% 16	64% 7	...	...	...
Female	66% 25	88% 15	...	...	...
Ethnicity						
Asian	*	*	...	...	...
Black or African American	50% 8	*	...	...	...
Latino/a/x	67% 26	77% 17	...	...	...
White	*	*	...	...	...
Two or More	*	*	...	...	...
All Masked Values	100% 4	83% 5	...	...	...
Age						
19 or less	*	*	...	...	...
20 to 24	50% 9	82% 9	...	...	...
25-29	79% 15	80% 4	...	...	...
30-34	71% 5	*	...	...	...
35-39	80% 4	100% 3	...	...	...
40-49	67% 4	100% 3	...	...	...
50 and older	67% 4	*	...	...	...
All Masked Values	0% 0	50% 3	...	...	...

Note: No students were reported in the American Indian/Alaskan Native or Native Hawaiian or Pacific Islander categories.

Outcome Definitions

Proposed Goals

The proposed goals are standing goals that were not met by 2021-2022, for which the campus governance bodies recommended the college keep through 2023-2024. Existing goals that had been met were updated to new goals based on the average of all available data points plus 5%. Such goals were established for the number of dual enrollment students, all students' fall-to-spring persistence rate; and, first-time, full-time students returning after one year. The same methodology was used to establish new goals for completion of transfer-level math in the first year and completion of transfer-level in the first year were established as the state-level data source updated the cohorts for Compton College, which updated the percentages. Finally, the number of transfers goal was updated based upon the average of 2018-2019 and 2019-2020 data plus 35% to be in line with the Vision for Success goal.

Proposed Standards

The standards stayed the same from the November 2021 update.

Successful Enrollment Applicant Yield Rate

Percentage of students who enroll in a Compton College course of all students who applied to Compton College that year. Due to many fraudulent applications, the 2020-21 and 2021-22 results were calculated using local data, so they do not reflect what is currently available on Cal-PASS Plus. Data have been disaggregated by hand. Data are from the [Student Success Metrics Dashboard](#).

Number of Dual Enrollment Students

Count of high school students who enrolled in a Compton College class. MIS referential data are used for this metric.

Student Readiness Rate

Percentage of new, non-exempt, full-time students completing orientation and an abbreviated or comprehensive education plan by the end of their first semester. Although the data were analyzed, the data does not look accurate. Institutional Effectiveness staff is working with Student Services to understand how these data are collected and submitted to the Chancellor's Office.

All Students Fall-to-Spring Persistence Rate

Percentage of students who were enrolled in the fall term who also enrolled in the spring term.

Percentage of First-time, Full-time Students Still Enrolled After One Year

Percentage of all first-time students to Compton College who enrolled full-time in the fall term 12 units or more who were still enrolled in the subsequent fall term. This metric was changed to all students, instead of focusing only on degree, certificate, and/or transfer-seeking students, because there were so few students with this educational goal in the last two years. IE staff will follow up to understand how the educational goal is recorded and submitted to MIS.

Course Success Rate

Percentage of enrollments earning an A, B, C, and P in a course. Disaggregated for in-person classes and distance education courses (i.e., online synchronous and asynchronous courses; hybrid courses were excluded from the analysis). Emergency withdrawal (EW) grades were excluded from the analysis because they skew the success rates in spring 2020 due to the COVID-19 pandemic. All courses that transitioned to online in spring 2020 are still recorded as in person.

Completion of Transfer-level English Students in the First Year

Percentage of first-time students who completed transfer-level English in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 48%. Data is from Cal-PASS Plus.

Completion of Transfer-level math Students in the First Year

Percentage of first-time students who completed transfer-level math in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 18%. Data is from Cal-PASS Plus.

Average Units Completed

Students enrolled in 24 units during the primary terms are full-time, while students enrolled in fewer than 24 units during the primary terms are considered part-time. The average units earned metric is calculated over each academic year. The average units attempted metric for the same time frame is provided in the subscript for each data point.

Associate Degrees/Associate Degrees for Transfer Awarded

The total number of Associate Degrees and Associate Degrees for Transfer awarded during the academic year. Data from Cal-PASS Plus is used for 2017-18 and 2018-19. Local MIS referential data was used for 2019-20 to 2021-22.

Average Number of Units Earned by Award Recipients

The average number of units earned by award recipients, disaggregated by Associate Degrees and Associate Degrees for Transfer. Data is from Cal-PASS Plus.

Certificates Awarded

The total number of Chancellor's Office-recognized certificates earned by award recipients. Data from the Chancellor's Office Data Mart. Data from Cal-PASS Plus is used for 2017-18 and 2018-19. Local MIS referential data was used for 2019-20 to 2021-22.

Number of Transfers

The total number of Compton College students enrolled in 12 or more units an academic year, who then transferred to a 4-year university the next academic year/fall. Data is from the National Student Clearinghouse.

Students Completing 9+ CTE Units

Among all students, the count who successfully completed nine or more career education units in the selected year within the district. Data is from Cal-PASS Plus.

CTE Students Employed in their Field of Study

Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study. Data is from Cal-PASS Plus.