



Academic Senate AGENDA

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: December 5, 2019

Time: 12:30-2:00 p.m.

Location: Boardroom

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:

- | | | |
|--|---|---|
| <input type="checkbox"/> Estrada, Harvey | <input type="checkbox"/> Mills, Jesse | <input type="checkbox"/> Schwitkis, Kent |
| <input type="checkbox"/> Evans, Jerome | <input type="checkbox"/> Moldoveanu, Minodora | <input type="checkbox"/> Sidhu, Rajinder |
| <input type="checkbox"/> Gillis, Amber | <input type="checkbox"/> Moore, Sean | <input type="checkbox"/> Thomas, Shirley |
| <input type="checkbox"/> Khan, Mahbub | <input type="checkbox"/> Pham, Hoa | <input type="checkbox"/> Valdry, Andree |
| <input type="checkbox"/> Kooiman, Brent | <input type="checkbox"/> Richardson, Pamela | <input type="checkbox"/> Villalobos, Jose |
| <input type="checkbox"/> Maruri, Carlos | <input type="checkbox"/> Roeun, Malinni | <input type="checkbox"/> Williams, Nikki |
| | <input type="checkbox"/> Schumacher, Holly | |

AGENDA:

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from November 21, 2019 Meeting**
- 4) **Reports**
 - a) President's Report
 - b) ASB President Report
 - c) Vice President's Report
 - d) Faculty Board Representative Report
 - e) Academic Affairs Report
 - f) Curriculum Report
 - g) Distance Education Report
 - h) Faculty Development Report
- 5) **Unfinished Business**
 - a) Second Read and Vote: BP4245 Academic Rank
 - b) Second Read and Vote: Current Curriculum Approvals – November 19, 2019
 - c) Second Read and Vote: Scale of Adoption Self-Assessment (Guided Pathways)
 - d) Second Read and Vote: Compton College Statement of Civility and Mutual Respect
 - e) Second Read and Vote: Syllabus Statements
- 6) **Actionable and Discussion Items**
 - a) Compton College Spring 2020 Course Offerings (Discussion)
 - b) First Read: Compton College Human Resources Staffing Plan

7) Informational Items

- a) Course Withdrawal Survey [LINK HERE](#) : Please send all feedback to Lauren Sosenko by 12/9/19

8) Announcements

- a) Committee Vacancies – Faculty needed by December 9th, 2019
- b) 2020 Commencement – Friday, June 12, 2020 @ 11:00am

9) Future Agenda Items

- a) Second Read and Vote: CCWEE Plan
- b) Curriculum Handbook Revisions
- c) Academic Senate Mace
- d) Compton College “Committee Rush”
- e) Flex Credit Process

10) Adjournment

Next Scheduled Meeting: December 5, 2019 at 12:30pm
Boardroom



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

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions, and committee structure shall be developed by the Academic Senate.

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

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
September 5	Board Room	February 20	Board Room
September 19	Board Room	March 5	Board Room
October 3	Board Room	March 19	Board Room
October 17	Board Room	April 2	Board Room
November 7	Board Room	April 16	Board Room
November 21	Staff Lounge	May 7	Board Room
December 5	Board Room	May 21	Board Room
		June 4	Board Room

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

CCCD Academic Senate Roster

2019-2020 (19 members)

Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary

Social Sciences and Fine Arts (2)

Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)

Jerome Evans (19-21)
Amber Gillis (19-21)

Adjunct Representatives (2)

Mahbub Khan (19-21), Adjunct Representative
Vacant (19-21)



Academic Senate Minutes

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: November 21, 2019

Time: 12:30-2:00 p.m.

Location: Staff Lounge

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.

ATTENDEES:

<input type="checkbox"/> Estrada, Harvey	<input checked="" type="checkbox"/> Mills, Jesse	<input checked="" type="checkbox"/> Schwitkis, Kent
<input checked="" type="checkbox"/> Evans, Jerome	<input checked="" type="checkbox"/> Moldoveanu, Minodora	<input type="checkbox"/> Sidhu, Rajinder
<input checked="" type="checkbox"/> Gillis, Amber	<input checked="" type="checkbox"/> Pham, Hoa	<input type="checkbox"/> Thomas, Shirley
<input type="checkbox"/> Khan, Mahbub	<input type="checkbox"/> Richardson, Pamela	<input checked="" type="checkbox"/> Valdry, Andree
<input type="checkbox"/> Kooiman, Brent	<input checked="" type="checkbox"/> Roemun, Malinni	<input checked="" type="checkbox"/> Villalobos, Jose
<input checked="" type="checkbox"/> Maruri, Carlos	<input checked="" type="checkbox"/> Schumacher, Holly	<input checked="" type="checkbox"/> Williams, Nikki

AGENDA:

1) **Call to Order-** 12:59pm Amber Gillis

2) **Approval of Agenda-** Mills/Evans

Amend the agenda to include first read for CWEE Plan and amend the curriculum handout to add APHY 135, CIS 174 and 182, minor revisions to AS in Cosmetology and the Certificate of Achievement and Accomplishment.

Review and Approval of Minutes from November 7, 2019 Meeting- Moldoveanu/Roemun

3) **Reports**

a) **President's Report-** Amber Gillis

I attended the final half of Plenary for the voting. A listing just came out of all of the motions that were approved. Some of the bigger ones were those that have to do with AB705 and support services. The state does not currently have any data and will not have any for another couple of years. Many campuses have rolled out their implementation without funding support or direction. This is a problem for campuses statewide. I will send these out to everyone. There were quite a few.

Academic Senate will be starting a budget. I have a meeting with Lauren Sosenko today to develop an Annual Plan. We need to write this so that we can start requesting dollars. They can be linked to goals that we set earlier this year. This is a way to institutionalize some of the good ideas that we have.

b) **Vice President's Report-** Jesse Mills

Program Review- We had a training last Tuesday and I updated the program review website. All accepted program reviews are now posted. Any changes are reflected in the handouts on the website.

c) **Faculty Board Representative Report-** Jerome Evans

As a member of the Health Safety and Parking Committee we brought forward the need for additional parking spots in parking lot A and Dr. Curry granted us 5 additional parking spots and that has already been done.

d) **Academic Affairs Report-** S. Atkinson-Alston

We are trying to finalize Banner and answer the question-how do we record attendance in Banner if we teach hybrid and online. I have come up with some instructions and just need to proof them to see if it works. On December 10, 2019 at 3pm there is the groundbreaking for Instructional Building 2. Curriculum is coming along

and I think we will meet our deadline. I suggested that we bring it here since we have a lot of English faculty who can take a look at this. We have rolled out the Early Alert and 25 faculty signed up to participate and 17 used it. Over 1,000 messages were sent out to students. We need to work out the kinks for how the outreach will work. Discussion followed.

e) Accreditation Report- Amber Gillis

There was an Accreditation Steering Committee meeting yesterday. This is the last one for the semester. We are updating all of our tasks and to-dos that came as a result of our last Accreditation visit. Our deadline is February 10, 2020. We will have a working draft by this time. We do not have a Board Policy for Accreditation. We need to have this conversation in Senate and start this process. Dr. Curry is discussing aligning accreditation standards with Institutional Standing Committee.

f) Curriculum Report- Sean Moore

We are making good progress in curriculum. Thank you for the staff and faculty and the work that they are doing.

g) Distance Education Report- Jasmine Phillips

Digital Summit- We had a great turnout. Dr. Curry is impressed with what we are doing so is the CVC-OEI. They like that we are willing to do everything that we need to do. From that meeting, as we had the partition open in VT 212A and 212B, Dr. Curry thought it would be good to have the entire two rooms revamped. He would like to look at other school's innovation centers to get ideas.

Accessibility training is going on right now and we are in the 2nd week of the course. It is needed and necessary so we are giving faculty more time to complete the training, but after Spring, if you do not have the accessibility certification, you will not be able to be on Canvas. Discussion followed. For your on-ground classes what you need to have is the Canvas training class and then the accessibility class by the end of the spring. We are looking to see what the best plan of action for the spring 2020.

Faculty Course Review Committee is chaired by Nikki Williams. We are reviewing course shells for first time instructors teaching online or hybrid.

We need to start structuring a subcommittee under curriculum of DE for DE addendums. We are looking at faculty that are interested. Stephanie in SRC has asked that someone who is Accessibility trained be a faculty co-chair to the 504/508 committee that they are starting. Dr. A- I want Compton College to be the best institute that it can be. We want to make sure that we are in compliance.

h) Faculty Development Report- Judy Crozier

Book Club Spring 2020- We are reading *Thinking Fast and Slow*. It is the 4th Thursday of the month- March 26, April 23, and May 28 from 12-2pm. I sent an email to Dr. Curry and Amber about getting 20 books. We now have faculty representatives from each area. We have a spring event planned- Flex Fun for Faculty, it is on the final Tuesday of the month- March 31, April 28, and May 26 from 1-2. We voted unanimously to make sure that faculty flex credit is approved by faculty and we need to bring that to Senate for a discussion. This is for faculty to share strategies and conference information. CPR and AED certification- We are out of compliance. K. Schwitkis is now a trainer but we need some equipment. Faculty Development defined what quorum would be. A. Gillis- You need to follow the same rules that we do here in Senate and that is a 50% quorum.

5. Unfinished Business

Second Read and Vote on AR 3715 Intellectual Property. Motion to open discussion- Moldoveanu/Evans. Recommendations are noted in highlights. Recommendations were made to include some language from the contract. Discussion followed. Motion to close discussion- Schwitkis/Roeun Motion to approve- Schwitkis/Moldoveanu. Vote taken and the motion carries.

Second Read and Vote: Current Curriculum Approvals November 5, 2019. Motion to open discussion- Evans/Schwitkis. Motion to close discussion- Schwitkis/Evans. Motion to approve- Schwitkis/Roeun. Vote taken and the motion carries.

6. Actionable and Discussion Items

a) First read: BP 4245 Academic Rank. Motion to open discussion- Mills/Schwitkis. This is here for first read. I have not made any changes to this. As a faculty Senate we have the opportunity to change these titles and how we classify ourselves. Discussion followed. Motion to close discussion- Evans/Roeun.

b) First Read: Current Curriculum Approvals from November 19, 2019. Motion to open discussion- Evans/Roeun. S. Moore- There were some last minute revisions to 3 courses that were required for a unit increase. They are on the list but the unit changes were not noted. Physics 152 went from 3 units to 4, Chemistry 120 and 122 went from 4 to 5 units. Discussion followed. Motion to close discussion- Evans/Roeun.

c) First Read: CWEE Plan- Motion to open discussion- Moldoveanu/Evans. I am going to email this ~~7~~ all of

you since we do not have a hard copy. Motion to close discussion- Evans/Moldoveanu. Motion to conduct an electronic first read- Pham/Moldoveanu. Vote taken and the motion carries.

- d) First Read: SOAA Guided Pathways Plan. Motion to open discussion- Moldoveanu/ Roemun. This is the second part of the self-assessment. We have to continually submit to the Chancellor's Office so that we continue to receive our funding. Motion to close discussion- Evans/Roemun
- e) First Read: Compton College Statement of Civility and Mutual Respect. Motion to open discussion- Moldoveanu/Evans. This came through from Consultative Council. Heather Parnock is the primary writer but several of us have worked on this. There is additional talk about what the consequences should be if someone does not adhere to this statement. Motion to close discussion- Roemun/Evans
- f) First Read: Syllabus Statements. Motion to open discussion- Evans/Roemun. I put these together myself. This is not required syllabus statements but a tool for faculty to use. This is a place to start. Discussion followed. Motion to close discussion- Evans/Roemun.
- g) Compton College Spring 2020 Course Offerings (Discussion)- We did not get to this. Please send me an email if you would like to discuss this.

7. Information Items

8. Announcements

- a) Collaborative Governance Meeting- Monday, December 2, 2019 at 2:00pm
- b) Committee Vacancies- Faculty needed by December 9, 2019
- c) 2020 Commencement- Friday, June 12, 2020 at 11 am

9. Future Agenda Items

- a) Curriculum Handbook Revisions
- b) Academic Senate Mace
- c) Compton College "Committee" Rush
- d) Flex Credit Process

10. Adjournment- 2:07pm

Next Scheduled Meeting: December 5, 2019 at 12:30pm
Boardroom



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4245 ACADEMIC RANK

ISSUED: October 1, 2013
REVISED: December 5, 2019

Academic Rank for faculty employees is recognized by the Board of Trustees.

Qualifications and procedures to obtain rank shall be recommended by the Academic Senate, approved by the CEO, and published in District publications, including the Faculty Handbook.

Commented [GA1]: Should an AR be created that draws on these documents and that compliments the BP?

Academic rank for faculty members of the Compton Community College District shall be awarded as follows, and upon the recommendation of the CEO, it being understood that academic rank shall in no way involve salary consideration.

Commented [GA2]: Comma added.

- A. The title of "LECTURER" shall be applied to all part-time faculty.
- B. The title of full-time faculty members in non-tenured status shall be "INSTRUCTOR."
- C. The rank of "ASSISTANT PROFESSOR" shall be granted upon the receipt of tenure at the District.
- D. The rank of "ASSOCIATE PROFESSOR" shall be granted upon the receipt of tenure and after the completion of seven years of full-time teaching for the District.
- E. The rank of "PROFESSOR" shall be granted upon the receipt of tenure and after the completion of at least ten years of full-time teaching for the District.
- F. Emeritus faculty shall be ranked as "FACULTY EMERITUS" upon retirement and completion of a combination of at least twenty years of part-time and full-time teaching for the District.
- G. Non-teaching faculty shall be ranked as "ASSISTANT PROFESSOR," "ASSOCIATE PROFESSOR," "PROFESSOR," or "FACULTY EMERITUS," based on the prescribed years of District service mentioned above for teaching faculty.
- H. Any individual already serving on the faculty will not have his/her ranking adversely affected by this policy.
- I. Any individual joining the faculty from another accredited institution will not suffer any reduction in rank upon employment with Compton Community College District.

Commented [GA3]: Added for clarity.

Commented [GA4]: Keep wording consistent with previous line (D).

Commented [GA5]: Typographical clean-up.

Commented [GA6]: Include this wording to show clearer reference to A-F for teaching faculty aforementioned.

Commented [GA7]: Added this wording again for clarity. Though it is implied, I think that it's better for this to spelled out in the policy to eliminate any potential for varying interpretations.

Reference:

Education Code Sections 87601, 87605, 87608, 87608.5 & 87609

Commented [GA8]: References added since there were none prior.

All Course/Overall Curriculum Actions - 11/19/19

Course Name	Current Course Information 2019-2020 Compton College Catalog	Proposed Changes
APHY 134 - Anatomy and Physiology I	54 lecture. 90 lab. 72 outside. 4 units. 45%	36 lecture; 108 lab; 72 outside. 4 units. 43.33%
BIOL 101 - Principles of Biology I	54 lecture. 108 lab. 108 outside. 5 units.	Course Review- No proposed changes
BIOL 102 - Principles of Biology II	54 lecture. 108 lab. 108 outside. 5 units.	Course Review- No proposed changes
CDEV 129 - Introduction to Program Administration	54 lecture. 0 lab. 108 outside. 3 units.	Course Review- No proposed changes
CHEM 102 - Fundamentals of Chemistry	72 lecture. 54 lab. 144 outside. 5 units	Course Review- No proposed changes
CHEM 104 - Beginning Chemistry	90 lecture. 72 lab. 108 outside. 5 units 53.33%	72 lecture. 54 lab. 144 outside. 5 units 41.67%
CHEM 104H - Honors Beginning Chemistry	90 lecture. 72 lab. 108 outside. 5 units 53.33%	72 lecture. 54 lab. 144 outside. 5 units 41.67%
CHEM 120 - Survey of General and Organic Chemistry	72 lecture. 36 lab. 108 outside. 4 units	60 lecture. 36 lab. 120 outside. 4 units.
CHEM 122 - Survey of Organic and Biochemistry	72 lecture. 36 lab. 108 outside. 4 units	60 lecture. 36 lab. 120 outside. 4 units.
CHEM 150 - General Chemistry I	90 lecture. 72 lab. 108 outside. 5 units 53.33%	72 lecture. 54 lab. 144 outside. 5 units 41.67%
CHEM 152 - General Chemistry II	90 lecture. 72 lab. 108 outside. 5 units 53.33%	72 lecture. 54 lab. 144 outside. 5 units 41.67%
	In this course, students will become familiar with managing and supporting personal computers and basic networking within an organization. The class will emphasize networks and devices such as tablets, routers, office servers, personal computers, and systems software management. Topics will include network fundamentals, personal computer concepts, computer devices, hardware management, applications and operating system software installation, maintenance and troubleshooting, small network configuration, wireless LAN (Local Area Network), and ethical concerns within the information systems environment.	COURSE DESCRIPTION UPDATED: In this course, students will become familiar with managing and supporting personal computers and basic networking within an organization. The class will emphasize on A+ Hardware and Software exams to prepare students for A+ certification. Computer and Network hardware and devices such as CPU, Motherboard, Hard drives, tablets, routers, office servers, personal computers, and systems software management are covered. Topics will include network fundamentals, personal computer concepts, computer devices, hardware management, applications and operating system software installation, maintenance and troubleshooting, small network configuration, wireless LAN (Local Area Network), and ethical concerns within the information systems environment.
CIS 132 - Personal Computer Support and Networking		
COSM 120- Introduction to Esthetician	Course Inactivation	Course Inactivation
COSM 121 - Advanced Esthetician	Course Inactivation	Course Inactivation
ETEC 110 - Principles of Engineering Technology	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 112 - Introduction to Engineering Design	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 112A - Introduction to Engineering Design I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 112B - Introduction to Engineering Design II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 114 - Electronics for Engineering Technologists	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 114A - Electronics for Engineering Technologists I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 114B - Electronics for Engineering Technologists II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 115 - Aerospace Engineering	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 115A - Aerospace Engineering I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 115B - Aerospace Engineering II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 116 - Computer Integrated Manufacturing	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 116A - Computer Integrated Manufacturing I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 116B - Computer Integrated Manufacturing II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 118 - Engineering Design and Development	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
ETEC 118A - Engineering Design and Development I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
ETEC 118B - Engineering Design and Development II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
FTEC 144 - Emergency Medical Technician	90 lecture. 54 lab. 180 outside. 6 units. 48.33%	92 lecture. 75 lab. 184 outside. 6.5 units. Increase from 6 to 6.5 units. 54.92%
MATH 150 - Elementary Statistics with Probability	72 lecture. 144 outside. 4 units.	Add online and hybrid teaching methodology to the Distance Education modality.
MTEC 175 - Integrated Robotic and Automated Technologies	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
MTEC 175A - Integrated Robotic and Automated Technologies I	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
MTEC 175B - Integrated Robotic and Automated Technologies II	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
MUSI 103B - Theory and Musicianship II	90 lecture. 0 lab. 180 outside. 4 units.	Increase course from 4 to 5 units. 90 lecture. 0 lab. 180 outside. 5 units.
MUSI 131A - Beginning Piano I	36 lecture. 18 lab. 36 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%
MUSI 147A - Beginning Guitar	36 lecture. 18 lab. 54 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%

MUSI 220 - Voice Class II	36 lecture. 18 lab. 54 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%
MUSI 231A - Intermediate Piano I	36 lecture. 18 lab. 54 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%
MUSI 231B - Intermediate Piano II	36 lecture. 18 lab. 54 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%
MUSI 232 - Advanced Piano	36 lecture. 18 lab. 54 outside. 2 units. 18.33%	18 lecture. 54 lab. 36 outside. 2 units 21.67%
MUSI 261 - Brass Ensembles	36 lecture. 0 lab. 18 outside. 1 unit. 13.33%	0 lecture. 36 activity. 18 outside. 1 unit. 10%
MUSI 262 - Percussion Ensembles	36 lecture. 0 lab. 18 outside. 1 unit. 13.33%	0 lecture. 36 activity. 18 outside. 1 unit. 10%
MUSI 264 - String Ensembles	36 lecture. 0 lab. 18 outside. 1 unit. 13.33%	0 lecture. 36 activity. 18 outside. 1 unit. 10%
MUSI 265 - Symphonic Band	0 lecture. 72 lab. 0 outside. 1 unit. 20%	0 lecture. 54 lab. 0 outside. 1 unit. 15%
MUSI 266 - Studio Jazz Band	0 lecture. 72 lab. 0 outside. 1 unit. 20%	0 lecture. 54 lab. 0 outside. 1 unit. 15%
MUSI 267 - Concert Jazz Band	0 lecture. 72 lab. 0 outside. 1 unit. 20%	0 lecture. 54 lab. 0 outside. 1 unit. 15%
MUSI 268 - Symphony Orchestra	0 lecture. 72 lab. 0 outside. 1 unit. 20%	0 lecture. 54 lab. 0 outside. 1 unit. 15%
MUSI 269 - Guitar Ensemble	36 lecture. 0 lab. 18 outside. 1 unit. 13.33%	0 lecture. 36 activity. 18 outside. 1 unit. 10%
MUSI 567 - Jazz Band for the Older Adult	0 lecture. 72 lab. 0 outside. 0 unit. Noncredit	Course Review- No proposed changes
PE 122 - Cardio Fitness and Body Sculpting	0 lecture. 54 lab. 0 outside. 1 unit.	Course Review- No proposed changes
PE 155 - Off-season Training for Women's Intercollegiate Badminton Team	0 lecture. 54 lab. 0 outside. 1 unit.	Course Review- No proposed changes
PHYS 150 - Mechanics of Solids	72 lecture. 36 lab. 108 outside. 4 units 36.67%	54 lecture. 54 lab. 108 outside. 4 units. 35%
PHYS 152 - Fluids, Heat and Sound	54 lecture. 36 lab. 72 outside. 3 units.	42 lecture. 36 lab. 84 outside. 3 units.
PHYS 250 - Electricity and Magnetism	72 lecture. 36 lab. 108 outside. 4 units 36.67%	54 lecture. 54 lab. 108 outside. 4 units. 35%
PHYS 252 - Optics and Modern Physics	72 lecture. 36 lab. 108 outside. 4 units 36.67%	54 lecture. 54 lab. 108 outside. 4 units. 35%
PSYC 112 - Human Sexuality	54 lecture. 0 lab. 108 outside. 3 units.	Course Review- No proposed changes
SLAN 101 - Individualized American Sign Language Laboratory	0 lecture. 54 lab. 0 outside. 1 unit.	Course Review- No proposed changes
SLAN 131 - Perspective on Deafness	54 lecture. 0 lab. 108 outside. 3 units.	Course Review- No proposed changes
SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences	54 lecture. 54 lab. 108 outside. 4 units	General course update for C-ID
SOCI 122 - Research Methods in the Behavioral Sciences	54 lecture. 54 lab. 108 outside. 4 units	General course update for C-ID
WELD 105 - Basic Welding for Allied Fields	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
WELD 108 - Introduction to Multi-Process Welding	45 lecture. 90 lab. 81 outside. 4 units. 41.67%	45 lecture. 81 lab. 90 outside. 4 units. 39.17%
WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW)	45 lecture. 90 lab. 81 outside. 4 units. 41.67%	45 lecture. 81 lab. 90 outside. 4 units. 39.17%
WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW)	45 lecture. 90 lab. 81 outside. 4 units. 41.67%	45 lecture. 81 lab. 90 outside. 4 units. 39.17%

**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

Institution Name: Compton College

Date: April 30, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	The practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	The practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress in implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having a differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <p>The Tartar Focused and Directed Pathways to Completion Committee (Guided Pathways) meets regularly to review and assess our implementation of Guided Pathways. In the fall 2018 semester, Compton College implemented additional professional development activities for faculty and staff. Included in the professional development activities was “Curriculum Daze”, which were held on Fridays. Through the Curriculum Daze activities, we began working through the anticipated implementation of Compton College’s Guided Pathways for fall 2019. As a result of our work, we reduced the number of majors and certificates at Compton College to 40 AS/AA degrees and 36 certificates for fall 2019. Also, Compton College established five Guided Pathway Divisions, which are a group of meta-majors. The five Compton College Guided Pathway Divisions are Business and</p>	<p><i>Next steps:</i></p> <p>Finalizing the program maps for each degree and certificate program; share the program maps with various stakeholders for feedback and approval; and finally, input the program maps in the Program Mapper software.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019</p>

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		Industrial Studies; Fine Arts, Communications, and Humanities; Health and Public Services; Science, Technology, Engineering, and Math (STEM); and Social Science. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> We are currently in the process of hiring Guided Pathway counselors for each of the Guided Pathway Divisions, who will provide support for each of the degree and certificate programs. Once these positions have been filled we can further assist our students' transition to employment. During the spring 2019 semester, we hired a designated Guided Pathway counselor for the Business and Industrial Studies Division. Our Career and Technical Education programs, which many are included in the Business and Industrial Studies Division, conducted a review of their meta-major templates and obtained feedback from industry partners at their spring 2019 Advisory Committee meeting. Finally, as part of the regional Strong Workforce Program, Compton College is in the process of hiring a Job Placement Specialist. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> As part of the Chancellor's Vision for Success, the college is reviewing our assessment instruments including employment data. Replicate success teams in each Guided Pathway Divisions. Complete the hiring of the Guided Pathway counselors to support each of the Guided Pathway Divisions, and the hiring of the Job Placement Specialist. <i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Compton College is working on developing program maps through the Program Mapper software that will include salary and employment projections.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Finalizing the program maps for each degree and certificate program; share the program maps with various stakeholders for feedback and approval; input the program maps in the Program Mapper software; and then publish the program maps on the College website. Furthermore, in fall 2019, we will begin the conversations with California State University, Dominguez Hills to expand our program maps to include their courses that fulfill the requirements for completion of a degree program at their institution.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Begun working on developing program maps for each of our degree and certificate programs. In spring 2019, we assigned a full-time counselor to verify the accuracy of the program maps that were developed in fall 2018. However, much more work needs to be done in this area to ensure stakeholders are involved and agree upon the program maps.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The recently hired Dean of Counseling and Guided Pathways will be the lead person responsible for the Program Maps. This individual will work with the Guided Pathway counselors to finalize the program maps. Compton College is in the process of hiring Guided Pathway counselors for each of the Guided Pathway Divisions. The Guided Pathway counselors will be responsible for working with the faculty in their divisions on the program maps for each degree and certificate program.</p>

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			<i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019
<p>e. Required math courses are appropriately aligned with the student’s field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> In fall 2018, the College implemented a pilot project in math to meet the requirements of AB705 legislation. A faculty coordinator position was developed and assigned to lead the AB705 implementation efforts through fall 2019. To date, faculty have designed and implemented professional development for all faculty members; designed co-requisite curriculum that is in the curriculum approval process; and eliminated the lowest level(s) of math basic skills course offerings. Math faculty are currently considering course placement options for the Guided Pathway Divisions based upon a student’s high school performance as well as the math needs of those meta majors (e.g., Social Sciences will be assigned the statistics course, with STEM will require the Algebra-based curriculum). The College also has contracted with the Research and Planning Group (RP Group) to conduct an evaluation of math and English placement and student success over the next two years. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Use the RP Group to assist in gathering data to support the possibility of using co-requisite courses. Finalize the math course placement options for the Guided Pathway Divisions and implement them for fall 2019 course placements. Reflect upon the evaluation findings from the RP group to refine basic skills course, co-requisite, and support services to improve student outcomes, including throughput and completion, or other alternative student support strategies.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 – Spring 2020</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> As the Compton College partnership concludes with El Camino Community College District, and we implement our Guided Pathway Divisions, counselors have developed guide sheets to assist students with selecting courses and a program of study. With respect to our dual enrollment programs at our local high schools, as apart of the AB288 pathways, we are offering a Human Development course. Human Development courses assist students with career exploration.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Completion of the program maps for each of our degree and certificate programs; and hiring of the Job Placement Specialist; and the implementation of the Tartar Success Teams for each of the Guided Pathway Divisions. The reorganization is emblematic of viewing students with a more holistic lens. The Tartar Success Teams include the dean, division chair, faculty (by discipline within a Guided Pathway Division), a Guided Pathways counselor, an academic counselor, instructional coordinator, Student Services Advisor, Student Support Services (EOPS/CARE, CalWORKs, Special Resource Center, Health Center, Financial Aid, and Admissions & Records); Student Success Center; Strong Workforce/Adult Education; Research & Planning; and Professional Development faculty leads. Over the next couple of months, Compton College will identify areas of support needed to fully implement the Tartar Success Teams that focus on the student experience and</p>

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			<p>student's completion of their program of study.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>The College is redefining the structure of the institution based upon Guided Pathways and Tartar Success Teams. This structure will offer key supports to students within the Guided Pathway Division. The College still needs to identify the key gateway courses within the Guided Pathway Divisions. Each Tartar Success Team will include a Research Analyst who will investigate the Guided Pathway Divisions course success and retention to identify gatekeeper courses, in addition to math and English. The Research Analyst will engage Tartar Success Team participants and discipline faculty in dialogue about gateway courses using Tableau data visualizations and then the Success Team members will design interventions and supports, in coordination with the Library and Student Success Center, based upon the findings. The RP Group also will evaluate student support related to the completion of math and English, which will inform the gatekeeper course completion at the College.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>The College will implement the Tartar Success Teams and start the gatekeeper course exploration. The RP Group is currently beginning the evaluation work.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019- Conduct success and retention analysis by Guided Pathway Division to identify gatekeeper classes. Fall 2019 - Implement Tartar Success Teams Winter 2020-evaluate Success Team effectiveness and RP Group evaluation findings.</p>

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<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> The math department continues to explore the appropriate support for underprepared students. Faculty have attended teaching pedagogy professional development workshops to help them best serve disproportionately impacted students in math courses.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The faculty will engage in collecting data to assist them when they eliminate Basic Skills math courses. We will implement CRM Advise and we will intentionally target all students in math courses for analytics and intentional, proactive in reach.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> English faculty have eliminated lower level basic skills English courses, leaving one level below, transfer-level with a co-requisite, or the transfer-level course options for students. The College is designing the Tartar Success Teams to work in coordination with the Library – Student Success Center staff and the AB 705 faculty coordinator for English to identify students who need additional support in English to complete transfer level by the end of their first year. Currently, students may take a co-requisite course or one level below transfer to receive additional support in English. The AB705 faculty coordinator is leading faculty discussions and refining the co-requisite offering for future terms. English faculty also have attended professional development about pedagogy and serving students who are underprepared in</p>	<p><i>Next steps:</i> The College will implement the Tartar Success teams and create additional targeted supports for students in English. The College will evaluate these services to determine what works well to support student completion of transfer-level English in their first year.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019- Implement Tartar Success Teams and evaluate co-requisite course success. Spring 2019- Refine supports and co-requisites based upon evaluation findings.</p>

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		<p>English. Finally, the College has noted in its Institutional Set Goals that all students need support to complete English in their first year (there are no disproportionately impacted groups identified at this time, rather all student groups need to improve).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> The College has eliminated the lowest levels of math and English basic skills courses and implemented a co-requisite course in English. Math faculty have designed co-requisites for math courses, which are in the curriculum pipeline, and are defining which math courses should be recommended to students based upon their Guided Pathway Division in fall 2019. The Library – Student Success Center currently offers tutoring and supplemental instruction in some courses/sections.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> The Tartar Success Teams in coordination with the Library-Student Success Center staff and the AB705 faculty coordinators will design student interventions and supports for targeted students. The College has engaged the RP Group in an evaluation that will be critical to identifying which services best support student success in math and English, which in turn, will support the refinement of existing services. Further, the Compton College 2024 master plan includes creating non-credit math and English courses for the most vulnerable students. In coming years faculty should consider this curriculum development.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019- Implement Tartar Success Teams and evaluate co-requisite course success. Faculty may consider non-credit curriculum development for the most</p>

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			vulnerable student groups. Spring 2019- Refine supports and co-requisites based upon evaluation findings and implement math co-requisites
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The College is building upon several years of successful dual enrollment and relationships with its feeder high school districts (Compton Unified, Lynwood Unified, and Paramount Unified). Currently, Compton College offers three distinct dual enrollment initiatives, including an Early College program (that is graduating its first class of high school diploma and associate degree earners), AB 288, and Afternoon College programs. In new dual enrollment development, college and high school leadership teams are focusing on creating program specific pathways for high school students (e.g., Administration of Justice pathway). In addition to dual enrollment, the College offers the Oliver W. Conner College Promise program and a First Year Experience program to new incoming students from the three feeder districts. The Promise Program offers free tuition and book support for incoming students who will be entering a new Guided Pathway Division in fall 2019.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> The College will continue to evaluate student success in dual enrollment and the First Year Experience to refine course offerings.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019- Continue Early College, AB288, and Afternoon College offerings</p>

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>The College is in the process of developing Tartar Success teams that will include the assignment of counselors and Student Services Advisors to each Guided Pathway Division to employ a case management model for every student. In addition, the College has invested in Banner Degree Works as a degree auditing tool to use for counselors, Student Services Advisors and students.</p> <p><i>Term, if at scale or scaling:</i></p> <p>Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>Finalize the Tartar Success Teams and launch Banner Degree Works.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Summer 2019-Fall 2019</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>The College is in the process of implementing the Program Mapper software for students to utilize to see a snapshot of all courses required for their program. In addition, the College is in the planning stages for DegreeWorks as a degree audit tool for students that will be accessible to students via their student portal.</p>	<p><i>Next steps:</i></p> <p>Launch Degree Works and the Program Mapper Software. Train Guided Pathway Counselors, counselors, Student Services Advisors and students on how to utilize new tools.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2019-Spring 2020</p>

		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The College is in the planning stages for Banner CRM Advise, which is an early alert tool for students if they are at risk of fall off their program plans. Members of the Tartar Success teams have been identified to participate in the development of implemented CRM Advise based on the college's current case management approach and scaling it up to Guided Pathway Divisions. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Planning stages for CRM Advise, to include Student Services Advisors, counselors, teaching faculty, and administrators. <i>Timeline for implementing next steps:</i> Spring 2019-Spring 2020
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The College is redesigning its orientation and counseling assignments based on our new Guided Pathways division. The orientation will encourage assistance in the exploration of careers with a counselor, prior to choosing a Guided Pathway Division. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Finalize New Student Orientation. Train Guided Pathway Counselors, counselors, Student Services Advisors, and student support staff on Guided Pathway Division on transfer, career, internship and employment opportunities. <i>Timeline for implementing next steps:</i> Spring 2019-Fall 2019 (ongoing)
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The College is exploring Block Scheduling to be aligned with our Guided Pathway Divisions as a method to ensure each program has courses mapped out on the college schedule.	<i>Next steps:</i> Utilize data to explore student needs in scheduling times. Explore options for meeting student demand to include Block Scheduling as an option. <i>Timeline for implementing next steps:</i>

		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Summer 2019-Spring 2020, for potential implementation in fall 2020.
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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Equity Considerations in Area 4: <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
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4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The College is developing meaningful relationships with key four-year universities, like California State University Dominguez Hills, related to specific programs of study and aligning its PLOs to entrance expectations at those universities. The College career programs are establishing advisory committees that meet regularly, but more work needs to be done to align PLOs with employment entrance expectations. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> The College’s Institutional Effectiveness Committee will integrate job and career outcome data to the program review templates. In addition, the Tartar Focus and Directed Pathways for Completion Taskforce will consider who can lead the work with our local universities to align our programs. Adult Education and Workforce Development staff and resources will support career program faculty to convene advisory groups and conduct the PLO and employment entrance alignment. <i>Timeline for implementing next steps:</i> Fall 2019- Begin university and employment PLO alignment
b. Instruction across programs (especially in program introductory courses)	<input type="checkbox"/> Not occurring	<i>Progress to date:</i>	<i>Next steps:</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Faculty professional development is critical to the College to strengthen the Guided Pathway Divisions and provide active applied learning opportunities and collaboration across disciplines. The College is currently advertising to hire a Professional Development Manager who will assist with implementing professional development for faculty, staff, and administration. As Compton College transition from its partnership with El Camino Community College District, its faculty are embarking on new processes around curriculum development. Further, at the College's last Flex Professional Development Day, faculty were discussing the need for contextualized classes, such as English for health care. Faculty leaders are prime to start developing these types of learning opportunities for students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>Building upon interest from faculty at the last Flex Day, the Tartar Focused and Directed Pathways to Completion Task Force will make a recommendation to the Curriculum Committee and Academic Senate to call on faculty to initiate cross-subject collaborations within the Guided Pathway Divisions.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019- Recommend cross-subject collaboration</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Students have the opportunity for clinical placements and experiential learning in the nursing program. Another example of experiential learning opportunity was funded through our Student Equity grant in the Physics department. Students are designing and launching a High Altitude Balloon during their learning experience. These experiential learning opportunities are not consistent across all programs.</p>	<p><i>Next steps:</i> The College faculty need professional development opportunities to learn how to integrate experiential learning in their programs. In addition, partnerships with local business should be considered to increase opportunities for internships among Compton College students across different Guided Pathway Divisions.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Timeline for implementing next steps: Ongoing
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Current Academic programs are systematically and regularly assess their SLOs and PLOs. Both assessments results are in the program review, which are reviewed by the Institutional Effectiveness Committee. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2016/Spring 2016	<i>Next steps:</i> Realignment with the new Guided Pathway Division structure, and linking the SLOs and PLO's to the Budget and Planning process. <i>Timeline for implementing next steps:</i> Summer 2019 –Fall 2019
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> As a result of assessment at either the course or program level strategies are implemented to improve teaching and learning. During winter 2018, math and English faculty participated in a series of AB 705 professional development works. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Continue gathering retention and success data to inform future professional activities. Furthermore, the hiring of the Professional Development Manager at Compton College will assist with additional professional development opportunities being offered for faculty, staff, and administration. <i>Timeline for implementing next steps:</i> Ongoing
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<i>Progress to date:</i> Several of the Career and Technical programs require students to show their work in portfolios or a capstone project such as cosmetology and welding.	<i>Next steps:</i> In fall 2019, through the Guided Pathway Divisions, Guided Pathways counselors, counselors, other programs where students could benefit from documenting their work in using portfolios will be

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	<input type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	identified. The Dean of Counseling and Guided Pathways and the Director of Adult Education and Workforce Development will develop a plan to bring this to scale during the 2019-2020 year. <i>Timeline for implementing next steps:</i> Fall 2019 - Spring 2020
g. The college assesses the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The College is including an institutional researcher and a professional development faculty member to each Tartar Success Team to be able to discuss disproportionately impacted student groups that have been identified by the Student Equity Plan. The goal is to develop a targeted professional development plan for each Success Team in each Guided Pathway Division. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Finalize Tartar Success Teams; hire the Professional Development Manager; working with the Professional Development Manager establish roles and responsibilities for the professional development faculty leads for each of the Guided Pathway Divisions. Finally provide, additional training for the Tartar Success Teams in each Guided Pathway regarding Student Equity Data and educational practice using CCSSE and/or SENSE. <i>Timeline for implementing next steps:</i> Spring 2019-Fall 2020

Compton College Statement of Civility & Mutual Respect – DRAFT

The manner in which we interact with one another is critical to cultivating and maintaining a meaningful and effective intellectual environment.

- Compton College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility.
- Compton College encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse.
- Compton College uses contributions of the community to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Our community can only continue to thrive when we approach each interaction and conversation with an open mind and when each member can contribute fully. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

Compton College Academic Senate

Sample Syllabus Statements to Support Student Success and Retention at Compton College

As you prepare for the upcoming semester, the sample statements below can encourage student behaviors associated with success and retention and help proactively address common challenges that our students face on a regular basis. Note that these statements, approved by Compton College's Academic Senate, are only suggestions, provided as a service to faculty.

Recommended syllabus statements are provided by the Compton College Academic Senate as a service to faculty and to students. We hope that the use of any or all of these statements will open the door for students to ask faculty members for help.

1. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking or intimate partner violence) to me or any instructor, we are required by law to report the problem to the Compton College Police Department. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <http://www.compton.edu/student-services/healthcenter/> for scheduling information.

2. Americans with Disabilities Act

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <http://www.compton.edu/student-services/support-services/special-resource-center/>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

3. Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <http://www.compton.edu/student-services/support-services/index.aspx>

4. Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at tartarsupportnetwork@compton.edu or (310) 900-1600 ext. 2538 help.

5. Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <http://www.compton.edu/student-services/financialaid/ab540/> for more information.

6. Academic Honesty

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

7. Recording in the Classroom*

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District [Administrative Procedure 5520: Standards Discipline Procedures](#).

***Additional Information for Instructors Regarding Recording in the Classroom
(Not to include in your syllabus):**

- The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.
- You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.
- Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.
- Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.
- For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”

8. Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <http://www.compton.edu/student-services/financialaid/>.

Table of Contents: [to be constructed upon completion of final Word doc draft to ensure content order and pagination]

CHAPTER 1: Plan Background, Overview, and Purpose

In 2017 Compton College established a Human Resources Staffing Plan to determine the staffing needed for the College to function as an independent district under Compton Community College District and provide recommendations for procedures and metrics, which could be utilized to inform and guide future staffing decisions. Accordingly, the 2017 Human Resources Staffing Plan provided “the framework to help the institution deal effectively with future staffing needs that arise from growth, reductions, reorganizations, and attrition so as to fully support all college operations and ensure conditions that optimize student success.” This plan provided the College with a blueprint for addressing vacancies and prioritizing new positions in this period of institutional transition.

Subsequently, in the spring of 2019 the College updated its 2017 Comprehensive Master Plan resulting in the Compton College 2024 plan, which established a student-centered focus for all college planning via the Tartar Completion by Design framework. Consequently, the College’s successful completion of critical hires during its transition to an independent college district and the adoption of a new planning structure called for a revision of its staffing plan. Thus, this Compton College 2024 Human Resources Staffing Plan, which aligns with the Compton College 2024 plan, will assess the outcomes of the 2017 Human Resources Staffing Plan and outline the established structure of the new Compton College that will systematically identify and prioritize staffing needs through 2024.

Compton College’s most valuable resource are the people who come to work everyday to realize the Tartar Completion by Design and ensure that students can reach their goals. The College will continue to foster its human resources by hiring qualified, diverse candidates, and investing in the development of our current faculty, staff, and administrators. This plan provides the blueprint to achieve the College’s staffing goals and maintain excellence in service to students through 2024.

CHAPTER 2: College Mission and Vision, and Implications for Human Resources Plan

The Compton College mission statement, which serves as the cornerstone of all planning by reflecting the College's most fundamental purposes, is as follows:

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.

The vision statement, which states what the College wants to achieve through its mission, states:

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

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the following principles:

- *Student -centered focus in providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Supportive and nurturing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal integrity in the transparent and efficient use of financial resources to support student success.*

Fulfilling Compton College's commitment to the success of all students by providing a welcoming, inclusive, innovative, and student-centered approach to all institutional functions, requires the execution of detailed plans for the recruitment, hiring, retention, and professional development of a diverse and devoted workforce. Thus, the assessment of current and future staffing, and the goals, objectives, and strategies in this Human Resources Staffing Plan, are grounded in the College's strategic initiatives, which will be implemented through Tartar Completion by Design and Guided Pathway Divisions.

CHAPTER 3: Compton College Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Implications for the Human Resources Staffing Plan

Section 1—Strategic Initiatives

The Compton College 2024 plan identifies the College’s five overarching strategic initiatives, which serve as the basis for all College planning as it implements Tartar Completion by Design and organizes activities around students’ connection, entry, progress, completion, and transition to employment or transfer to a four-year institution. Because of the central role human capital plays in the implementation of this framework, identifying the implications of these strategic initiatives is essential to understanding current conditions and to the framing of the goals and objectives established in the Compton College 2024 Human Resources Staffing Plan. Accordingly, Table 1 correlates the College’s strategic initiatives’ objectives and key actions with significant implications for staffing plans, including hiring, retention, and professional development.

Table 1: Strategic Initiatives, Objectives, Key Actions, and Staffing Plan Implications

Strategic Initiatives	Objectives	Key Action Step(s)	Staffing Plan Implications
1: Improve enrollment, retention, and completion rates for our students.	Obj. 1: Tailor degree and certificate programs to meet the needs of our students.	Move basic skills classes from credit to non-credit. Increase efforts to attract students from the community and beyond through better advertisement of our various course offerings and programs.	The College is investing in professional development for math and English faculty related to AB 705 implementation (i.e., legislation requiring community colleges to increase students’ likelihood of completing transfer-level coursework in English and math within a one-year timeframe). The College has hired a Director of Community Relations who will lead this work. May need to consider hiring additional personnel with expertise in strategic branding, marketing, and communications planning, or consultants with this expertise.

	Obj. 2: Educate students about pathways to graduation.	Fully and successfully implement Student Equity and Achievement Plan.	Ensure staff expertise to implement the Student Equity and Achievement Plan objectives: to improve access, including marketing, publicity, support for student clubs and activities, and advising will require additional staff (e.g., marketing personnel, peer mentors, student ambassadors, and Student Services Advisors; to improve retention, including First Year Experience, tutoring, and the Men of Color Initiative, will require staff to serve as peer mentors, tutors, and Student Services Advisors; and increase the number of degrees and certificates awarded.
	Obj. 3: Enhance student preparation for academic success and completion.	Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.	Will require a plan to provide professional development opportunities for faculty, staff, and administrators related to the design and implementation of successful pathway programs. The College has hired a Professional Development Manager to coordinate these efforts.
2: Support the success of all students to meet their education, and career goals.	Obj. 1: Attract and retain traditional students, and focus on retaining non-traditional students.	Provide additional resources for Dream Act students.	Train employees to develop the skills and expertise to address the broad array of needs of Dream Act students; incorporate assessment criteria to screen job applicants for the requisite skills and expertise.
	Obj. 2: Minimize the equity gap for access, retention, and graduation rates.	Provide more support services, such as the Oliver W. Conner College Promise Program and First Year Experience (FYE).	Consider additional professional development for First Year Experience (FYE) faculty and support staff to allow for the development of fully effective programs.
		Hire more personnel that are men of color and culturally competent.	The College is working with the Center for Urban Education at University of Southern California to revise hiring practices to recruit more men of color and culturally competent employees.
	Obj. 3: Identify and provide clear pathways for	Offer more courses that are in demand.	Expanding schedule offerings and sections may necessitate recruiting, hiring, training, and retaining additional faculty.

	traditional and non-traditional students to meet their goals.	Improve and expand the most successful programs with highest enrollment to meet supply and demand.	May necessitate recruiting, hiring, and retaining additional adjunct and full-time faculty in these high-demand programs.
3: Support Student Success Through the Use of Technology.	Obj. 2: Provide robust distance education course and service offerings.	Improve the online counselor to student ratio.	The College is currently planning to develop online counseling and will need to provide training to existing counselors as part of this plan.
		Improve technical support for faculty and staff.	Requires additional Information Technology Services personnel to fill critical vacancies [i.e., Business Application Support Analyst for onboarding new employees, conducting end-user training, and acting as a liaison between the technical and non-technical users].
	Obj. 3: Enhance technology for teaching and learning through professional development.	Upgrade/recycle computer and other technology equipment on a scheduled basis. Upgrade classrooms to smart classrooms. Improve the reliability of Wi-Fi access across the campus.	Requires additional Information Technology Services personnel (e.g., Network Support Specialist to maintain updates, monitor device health and network traffic performance, perform configuration backup.)
4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.	Obj.1: Increase the number of degrees and certificates awarded in the health and technical fields.	Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).	Will require additional training for faculty and staff in distance education and approaches to the delivery of instruction in non-traditional schedule patterns and/or formats.
	Obj.2: Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.	Increase outreach for health and technical field programs, including engaging community professionals; recruit new staff/faculty (when needed) and explore new partnerships with businesses for internships, clinical offerings, etc.	May require additional training and professional development for staff to pursue opportunities, plan programs and outreach activities, provide marketing and communication plans, and assess outcomes.

5. Establish productive partnerships in the community and with our K-12 schools.	Obj.3: Strengthen our focus on the broader needs of the community served by Compton Community College District.	Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.	Will require ongoing training and professional development for faculty and staff to coordinate and complete Outreach efforts on behalf of the College.
		Offer College classes at high schools, peer mentors, bike friendliness, public relations, re-establish Kollege 4 Kids.	Will require additional professional development for faculty and staff working on these initiatives.

Section 2—Overview of Tartar Completion by Design, Guided Pathways, and Staffing Implications

Tartar Completion by Design focuses and organizes the College on the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition). Therefore, the College designs instructional and support services around the complete student experience, a departure from organizing around department silos.

Guided Pathway Divisions provide a comprehensive and strategic approach to piloting students from connection through completion via a structured approach to academic and career choices. Four pillars serve as the supporting objectives for guided pathways: 1) Create clear curricular pathways to employment and further education; 2) Help students choose and enter their pathway; 3) Help students stay on their path; and, 4) Ensure that learning is occurring with intentional outcomes.

Guided Pathways are clear curricular roadmaps of coursework that students will need to complete to earn a degree or certificate, including General Education courses as well as courses within a major – an approach which reduces the number of unnecessary units that students take, contributes to more intentional course sequences that result in higher rates of course completion, and allows students to move through a program of study with a clearer idea of the purpose courses serve in the attainment of their goals.

Compton College has organized instruction units into Guided Pathway Divisions, which represent collections of academic majors with related courses (commonly known as “meta-majors”), which are clustered groups of degrees and certificates, including:

- Business and Industrial Studies;
- Fine Arts, Communication, and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The successful implementation of Tartar Completion by Design and Guided Pathway Divisions depends upon a strategic increase of institutional capacity, which necessitates planning for professional development, and potentially, additional staff in key areas. Below we have mapped this need for increased institutional capacity to Tartar Completion by Design:

Table 2: Professional Development and Staffing Capacity Building Categorized by the Completion by Design Framework

PROFESSIONAL DEVELOPMENT AND STAFFING CAPACITY BUILDING CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
Connection	Entry	Progress	Completion	Transition
	Outreach, marketing, and communications Launching new enrollment management plan to market our Guided Pathway Divisions and increase engagement with the community			
	Partnerships with local K-12 districts Supporting asset-based K-12 college preparation efforts, College Promise implementation, dual enrollment			
	Enrollment services Streamlined enrollment			
	Financial aid Ensuring all students complete the FAFSA, cross-department training about FAFSA			
	Math and English Innovation in Teaching and Student Supports Improve student learning in key gatekeeper courses			
	High-Demand Program Areas Faculty, staff, and administrators implement and support program areas, and develop new program areas based upon student need and economic forecasts			
	Counseling and Advising Clear direction for students, experience with Academic Program Maps			
	Tutoring and Student Supports Aligned with student need			
	Tartar Success Teams Early alert implementation, wrap around services			
	Information Technology Support the student experience and enhance teaching and learning, implement Universal Design			
	Distance Learning All faculty are trained in online practices, develop programs of study			
		Partnerships with regional employers Strengthened programs of study, work-based learning experiences for students, aligned exit expectations with work entrance competencies		
Hiring Practices Equitable job descriptions and hiring practices				

Section 3—Transition and Progress on 2017 Human Resources Staffing Plan

The College has made significant progress toward its staffing goals that were outlined in the 2017 Human Resources Staffing Plan, as described in the table below. These priorities will be replaced moving forward through recommendations distilled from the annual planning process that is informed by comprehensive program reviews. Progress toward this hiring was informed by the XXXX study).

Table 3: Priority Hires for Compton College from the 2017 Human Resources Staffing Plan

Position	Department	New/ Existing	Position Type	Status
Coordinator of Research & Planning (Internal Recruitment)	Academic Affairs	New	Supervisor	Complete
Curriculum Specialist	Academic Affairs	New	Classified	Complete
Director of Research & Planning (Position would replace the Coordinator Position)	Academic Affairs	New	Management	Complete
Admissions & Records Specialist	Admissions & Records	Existing	Classified	Complete
Evaluator	Admissions & Records	New	Classified	Complete
Accountant	Business Office	Existing	Classified	Complete
Payroll Supervisor	Business Office	New	Supervisor	Complete
Director of Community Relations	Community Relations	New	Management	Complete
Business Analyst	Information Technology Services	New	Classified	Complete
Database Administrator (Changed to the Business Applications)	Information Technology Services	New	Classified	Repurposed, Vacant
Director of Information Technology (Changed to Chief Technology Officer)	Information Technology Services	New	Management	Complete
Help Desk Supervisor	Information Technology Services	New	Supervisor	Complete
Help Desk Technician	Information Technology Services	New	Classified	Complete
Information Technology Technician II	Information Technology Services	Existing	Classified	Complete
Network Support Specialist	Information Technology Services	New	Classified	Vacant

Programmer Analyst	Information Technology Services	New	Classified	Vacant and may be repurposed
Systems & Network Support Manager	Information Technology Services	New	Classified	Vacant
Director, Personnel Commission	Personnel Commission	New	Classified	2029-30
Human Resources Representative	Personnel Commission	Existing	Classified	2029-2030
Senior Administrative Assistant	Personnel Commission	Existing	Classified	2029-2030
Counselor/Learning Disabilities Coordinator	Special Resource Center	New	Faculty	Complete

Since the 2017 priorities, several emerging needs arose related to the transition of Compton College to an independent college in June 2019. Specifically, the College established its own Police Department that required hiring of a Police Chief and six Police Officer positions. The College is still working to fill these positions to ensure campus safety. Another example of an emerging need was hiring Guided Pathway Counselors to support implementation of the Tartar Success Teams and Guided Pathway implementation, which was initiated in the 2018-2019 academic year.

In addition to these emerging needs, several critical positions have been funded with Recovery Funds as they were essential for the transition, such as Information Technology Services positions. The Recovery Fund monies will sunset in June 2022. It is imperative that the College leadership consider how to institutionalize these positions in its staffing efforts moving forward.

CHAPTER 4: Current Staffing - Employee Categories, Organizational Structure, Staffing Levels, Vacancies and Implications, and Priority Hires (2013-2014 to 2029-30)

Section 1—Employee Categories

Essential to appraising future needs is the assessment of current staffing levels in each employee category and in the organizational structure. Compton College’s workforce is organized into employee groups, which appear below in their order within the organization and defined in terms of the composition of their membership.

1. **Educational Administrator:** administrators who are employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq. Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.¹
2. **Classified Administrator:** administrators who are not employed as educational administrators. Classified supervisors are those classified administrators, regardless of job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or have the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action. Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.
3. **Faculty:** academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges. Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.²
4. **Classified:** employees identified as being in the classified service includes all positions, which the Personnel Commission has classified except:
 - Academic positions

¹ Compton Community College Board Policy 7250

² Compton Community College Board Policy 7210

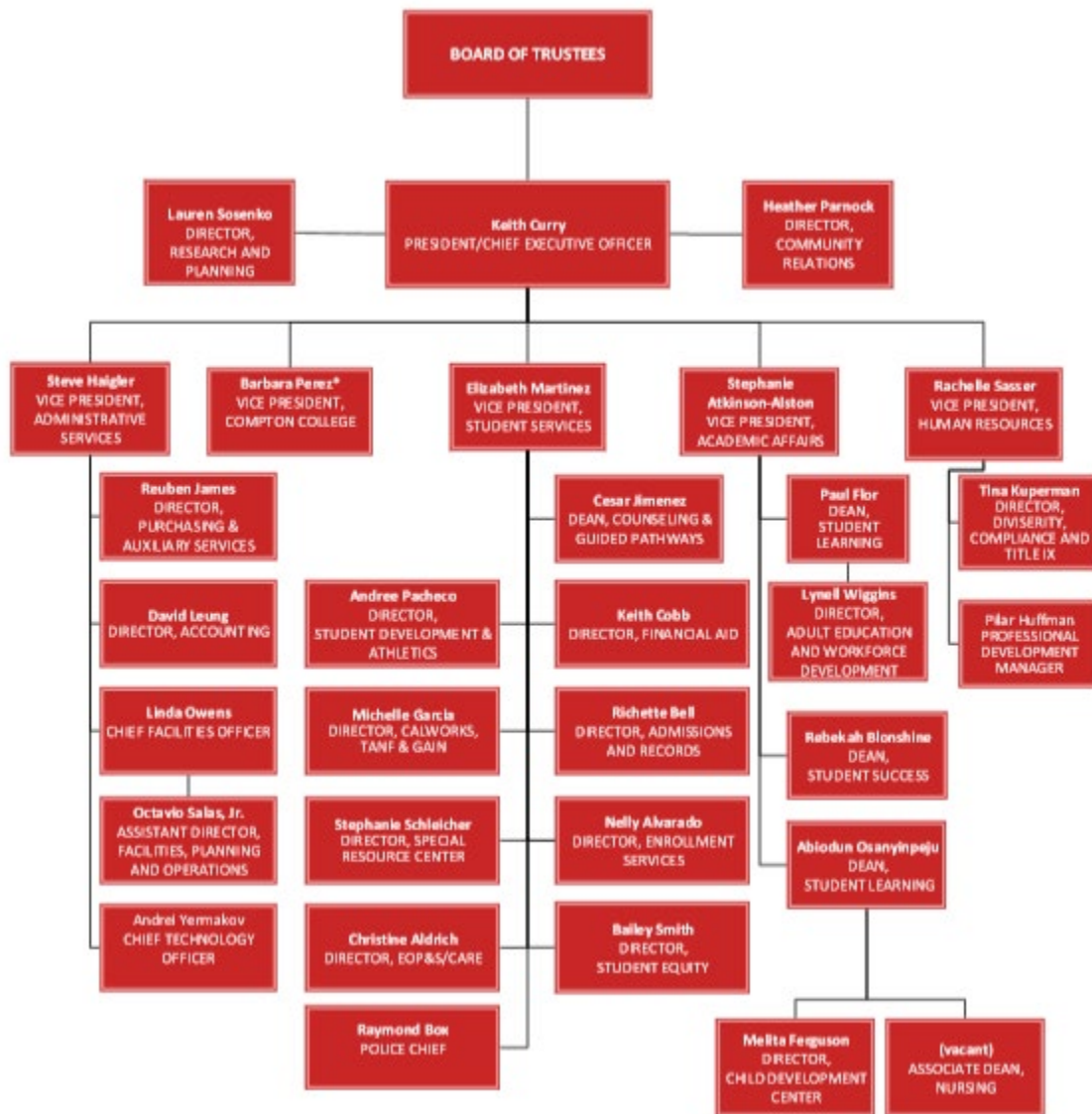
- Part-time apprentices, architectural, engineering and professional experts employed on a temporary basis for a specific project, regardless of length of employment.
 - Community Representatives appointed for not more than 90 days in a fiscal year.
 - Full-time students employed part-time, and part-time students employed part-time in any college work-study program or in a work-experience education program conducted by the District.³
5. **Confidential Employees:** personnel who are required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.⁴

³ Compton Community College Board Policy 7230

⁴ *Compton Community College District Employees' Policy and Procedures Handbook*

Section 2—Organizational Structure

The Compton College organizational chart below provides an overview of the College’s basic structure and units for 2019-2020. A complete and detailed organizational chart is available on the [Compton College website](#).



Section 3—Current Staffing Levels

As documented in the Compton College Employee Analysis Report 2019⁵ covering the years 2014 to 2018, the District had a total of 430 employees in Fall 2018, which was a slight decrease compared to

⁵ NEED TO ADD LINK- IN HEATHER’S CUE TO UPDATE WEBSITE

the prior fall semester totals. However, current staffing levels reflect a significant increase in the College’s staffing level since 2012 (i.e., 382 employees). Temporary Academic (i.e., part-time faculty) continue to be the largest employee group at Compton College. Classified staff are the second largest group, followed by the Tenured/Tenure Track Academic category (i.e., full-time faculty and other instructional staff). Educational administrators compose the smallest employee group. Overall, as the data in Table 4 illustrates, the number of employees within each employee category group has been relatively stable over the past five years.

Table 4: Employee Counts by Category (Fall 2014 to Fall 2018)

EMPLOYEE CATEGORY	FALL	FALL	FALL	FALL	FALL
	2014	2015	2016	2017	2018
Educational Administrator	10	11	8	11	11
Tenured/Tenure Track Faculty	96	99	102	100	99
Temporary Academic Faculty	185	190	198	191	177
Classified	116	128	135	139	143
Total	407	428	443	441	430

Section 4 – Faculty Ratios: Full-Time vs. Part-Time

As RP Group research has noted, “students most commonly recognized faculty as having the greatest potential impact on their educational journeys. Time and again, students underscored the ways faculty taught, challenged and engaged them, both during and outside of class, and described how these efforts made a critical difference in helping them reach their goals.”⁶ Therefore, full-time and part-time faculty ratios are an important issue for the College to address in its hiring prioritization processes, as it is widely recognized that full-time faculty are positioned within the organization to foster academic excellence and student success in ways that part-time faculty are not. This is not to imply that part-time faculty are not academically well qualified, highly trained, skilled, or dedicated; however, as noted in a 2006 Rostrum article published by the Academic Senate for California Community Colleges, “[A]lthough part-time faculty offer the same quality in teaching, *the benefits of a sufficient complement of full-time*

⁶ Retrieved at <https://files.eric.ed.gov/fulltext/ED548258.pdf>

faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom [emphasis added].”⁷

Moreover, as this article observes, some of the chief benefits of employing greater numbers of full-time faculty are that they:

1. serve on committees, ensuring that the faculty voice is heard in local decision-making;
2. have offices, hold regular office hours, and are generally available to students...know their discipline and the college, aiding students in navigating through the local college—from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students; and,
3. develop courses and programs...ensure that curriculum is current and that...the development of courses and programs to meet the needs of their communities and local businesses.

In sum, full-time faculty are stabilizing forces in community colleges, who provide an array of services to students, which contributes significantly to student success. Part-time faculty who teach restricted loads, and often at multiple institutions, are not positioned or required to perform these essential functions. Thus, while part-time faculty are key to controlling the costs of instruction, and often offer workforce expertise in specialized occupational fields, an over-reliance on part-time faculty impedes institutions’ capacities to fulfill the fundamental principles and goals established in mission, vision, and values statements, as well as to perform the basic vital functions associated with instructional delivery and student support.

An examination of the number of full-time and part-time faculty in each of the five instructional Guided Pathway Divisions and among Counselors reveals notable disparities, which provides the College with opportunities to address in its future prioritization processes. The full-time and part-time faculty ratios for the current academic year (2019-2020) by division are reflected in Table 5.

Table 5: Faculty Ratios by Guided Pathway Divisions and Counseling

GUIDED PATHWAY DIVISIONS AND COUNSELING	TOTAL FACULTY	FULL-TIME FACULTY	*PART-TIME FACULTY	FT	PT
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⁷ Retrieved at <http://www.asccc.org/content/why-full-time-faculty-matter>

Business and Industrial Studies	23	10	13	43.4%	56.5%
Fine Arts, Communication and Humanities	96	28	68	29.1%	70.8%
Health and Public Safety	61	10	51	16.4%	83.6%
Social Sciences	39	9	30	23%	76.9%
Science, Technology, Engineering, and Math (STEM)	75	27	48	36.5%	64.8%
Counseling	23	8	15	34.8%	65.2%
TOTAL	317	92	225	40%	60%

*The number of part-time faculty may change due to class schedule modifications.

Despite the reliance on part-time faculty, which is pervasive among most, if not all community colleges, Compton College has made significant strides in recent years toward ensuring that there is at least one full-time faculty member in each academic program.⁸ In 2017 there were fourteen academic programs that did not have at least one full-time faculty member. By 2019, as a result of program changes and additional faculty hiring, that number had been reduced to two: Ethnic Studies and Theatre Arts for Transfer (AA-T). Other programs, such as General Studies, which are comprised of various courses from a variety of disciplines, do not require full-time program faculty. Nonetheless, the College will continue to ensure that full-time faculty are available to complete critical oversight for every program (i.e., program outcomes assessments, program review, curriculum review and revisions, curriculum development, and student advising).

The College has invested in full-time faculty positions. Table 6, below, is a summary of the positions hired since fall 2018.

Table 6: Full-time Faculty Positions Hired Fall 2018 to Fall 2019

Fall 2018	Spring 2019	Fall 2019
<ul style="list-style-type: none"> • Librarian • Chemistry • English – 2 positions 	<ul style="list-style-type: none"> • Guided Pathways Counselor 	<ul style="list-style-type: none"> • English as a Second Language • Psychology

⁸ An educational program is defined in Title 5, section 55000(g) as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” See <http://www.ccccurriculum.net/compliance-2/peah/>.

<ul style="list-style-type: none"> • Guided Pathways Counselor • Mathematics • Machine Tool Technology • Cosmetology 		<ul style="list-style-type: none"> • Counselor/ Articulation Officer • Guided Pathways Counselor – 5 positions • Sociology- 2 positions • Heating, Ventilation, and Air Conditioning (HVAC) • Nursing – 2 positions
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Further, Compton College has recommended the following full-time positions for the 2020-2021 academic year:

- Chemistry
- History
- Political Science
- Social Media – Journalism/English
- Social Media- File/Video
- Welding

Section 5—Current Organizational Vacancies

The successful implementation of Tartar Completion by Design and Guided Pathway Divisions has required the College to develop full staffing capacity in a number of areas, particularly in Student Services where the College has organized case management support teams to ensure students successfully progress through their program of study. Consequently, the College has recently hired additional Guided Pathway counselors to lead student supports in the coming years. While there is currently only one position vacancy in the Guided Pathway Divisions [i.e., Director of the Child Development Center in the Science, Technology, Engineering, and Math (STEM) Division], the information in Table 7 shows vacancies in Student Services areas as of November 2019. However, it is important to note that hiring for a number of these vacancies was in progress at the time of this plan’s publication and would be completed by the fall of 2019.

Table 7: Student Services Area Vacancies (2019)

VACANCIES	EMPLOYEE CLASSIFICATION
EOPS/ CARE Guided Pathways Counselor	Classified
Special Resource Center (SRC) Guided Pathway Counselor	Academic Administrator
Associate Registrar	Classified
Coordinator of Student Services	Classified
Categorically-funded Program Technician	Classified
Police Officer	Classified

Additionally, vacancies in other areas of the College as of November 2019 included:

- Human Resources: Representative;
- Business Services: Vice President Administrative Services; Accountant; Accounting Technician;
- Maintenance and Operations: Shipping and Receiving Clerk;
- Information Technology Services: Network Support Specialist; Business Applications Support Analyst; and,
- Personnel Commission: Director of Personnel Commission; Senior Administrative Assistant.

Section 6—Implications of Vacancies for the Implementation of Strategic Initiatives

In the fall of 2019, Compton College hired five Guided Pathway Counselors and one Guided Pathway Counselor for EOPS (Extended Opportunities Programs and Services) and CARE (Cooperative Agencies Resource for Education) programs to support implementation of the student services case management approach as described in Chapter 4 of the Compton College 2024 plan.

Additional vacancies in the area of Human Resources are those of the Personnel Commission, which is charged with ensuring, “the administration of an effective and efficient merit system of employment for Classified employees in order to provide students and the community with a quality workforce...[by]...attracting, retaining and supporting a qualified diverse, multicultural staff in order to meet the entire spectrum of student need.”⁹ In regard to the functioning of the Personnel Commission, the 2017-2018 Higher Education Bills (i.e., Senate Bill 85, section 29, and Assembly Bill 101, section 29) provided that: 1) Compton Community College District would agree to accept and implement

⁹ Retrieved at <http://www.compton.edu/adminandoperations/humanresources/docs/RulesandRegs.pdf>.

recommendations contained in the Fiscal Crisis Management Assistance Team’s (FCMAT) report, which was completed on May 16, 2017, in order to receive \$11,300,00.00 in funding from the State of California; and, the Board of Trustees “shall assume those powers and duties of the Compton Community College District Personnel Commission that the board of trustees determines are necessary for the management of the personnel functions of the Compton Community College District.”¹⁰ Accordingly, funding of Personnel Commission vacancies has been slated for the 2029-2030 academic year, as 2028-29 will be the last year of payment on the state’s loan.

Additionally, some vacancies in Business Services will be filled by end of the 2019-2020 academic year. The college is working to hire a new Vice President of Administrative Services. This turnover is high-level leadership has spurred the college to consider a long-term succession strategy to maintain institutional knowledge and capacity across leadership of the college (more detail in section 7 below).

Regarding vacancies in Information Technology Services, in 2017 the College identified a number of needed positions in its request for funding (i.e., Business Analyst, Database Administrator, Help Desk Supervisor, Help Desk Technician, Network Support Specialist, Program Analyst, and Systems and Network Support Manager). With financial assistance from the CCCCO, Compton College has been able to fill a number of essential ITS positions, including the Help Desk Technician. However, proposed positions from 2018 either remain vacant or were repurposed; the three open Information Technology Service positions are Network Support Specialist, the Business Applications Support Analyst, and the Network & Systems Support Manager. As noted in the Compton College 2024 Technology Plan, the successful implementation of the College’s strategic initiatives and Tartar Completion by Design will require staffing to support key areas, such as Enrollment Services, Counseling, and technology, as well as additional professional development to improve employees’ technical skills.

Section 7 – Succession Planning

Compton College has demonstrated great resilience with regaining its accreditation and becoming the 114th California Community College, and that momentum is due in part, to the leadership team of the college. To ensure that the college can maintain its institutional knowledge; retain talented faculty, staff, and administrators; and, lessen the impact of inevitable turnover and retirements, the college is considering emergent and non-emergent succession strategies in the next year. The President/CEO will

¹⁰ See <http://www.compton.edu/district/docs/CCCCO-CCCD-Management-Letter-05-16-17.pdf>

develop an emergency succession Board Policy for the college by fall 2020. This policy will outline what happens if the President/CEO is incapacitated during an emergency situation, such as a natural disaster or health crisis.

The Manager of Professional Development, in collaboration with the Professional Development Committee, will take the lead in the college's non-emergent succession planning. This plan will have two strategies: 1) focus on developing key leadership and the knowledge base among internal faculty, staff, and administration and 2) an analysis of the key skills and traits of identified leadership positions that can be used as needed.

Building Internal Capacity

This plan will be based on the value of fostering internal human resources to meet the leadership needs of the college, and include the strategies to build internal expertise (adopted from Cavanaugh (2017):

- Make clear the principle of leadership professional development and make as many programs available to as many people as possible. Consider creating a professional development ladder that has as a capstone experience a competitive and selective opportunity to participate in a major leadership development program (e.g. Asilomar Leadership Skills Seminar; Association of Community College Administration Admin 101; Lift Leadership).
- Consider cross-training opportunities for people to learn about other aspects of the college's functions.
- Integrate professional development goals into staff and administrator annual evaluation goals.
- Unless mutually agreed to at the time of appointment, enable all interim/acting incumbents to be eligible at their discretion for regular appointment without a full search provided that clear goals and assessment metrics have been instituted for the interim/acting appointment period.
- Hiring authority should consider making internal appointments the default hiring approach unless there is a compelling reason to the contrary.

Analysis of College's Leadership Needs

The final leg of the success planning will be to identify key senior leadership positions (e.g., President, Vice Presidents, Deans), and determine what skills and traits are the most critical to meeting the long-range goals of the college (e.g., any senior leader must be committed to hiring a diverse faculty and staff). This analysis goes beyond the job description to help inform an external search or an internal interim/acting hiring authority as soon as a transition is announced.

Section 8 – Priority Hires for the Future

Compton College systematically prioritizes future hires through its annual planning process. This process is designed to create goals for each department and discipline that are aligned with the college’s Institutional Set Goals and Tartar Completion by Design and informed by the department/discipline’s last program review. Through this process, the college is prioritizing staffing needs to successfully address the student experience through Tartar Completion by Design.

Each department/discipline creates an annual program plan that is then rolled-up into unit plans, then to area plans, and finally to the college plan. The timeline for these plans and the roll-up process is available in [AR 6200 Budget Calendar](#)¹¹ Starting in the 2020-2021 annual planning cycle, the college is initiating a new roll-up process that includes a voting effort by all individuals representing that unit or area. Each unit or area plan author will consider prioritization recommendations from the faculty, staff, and administrators in the unit or area. This prioritization will come from a survey developed by the Office of Institutional Effectiveness. Each person responsible for the unit or area report will receive a survey link to send to the people in their unit or area. Once the survey is complete, the Office of Institutional Effectiveness, will provide the plan author with the results to consider in their final roll-up recommendations and prioritization. It is the responsibility of the plan author to then write an update to their area or unit about what was prioritized and the rationale. The author also will discuss any recommendations that were not forwarded and the rationale. The Office of Institutional Research will provide a template for the plan authors to utilize in this process. This communication must be emailed to constituency groups, as well as included in the final unit or area recommendations to be considered complete.

Faculty positions should be identified through the planning process. However, they also are specifically prioritized in a separate process described in Chapter 6, Section 2, below). Through these established processes, the College has been successful in identifying staffing needs, prioritizing position, and recruiting qualified candidates.¹²

¹¹ <http://www.compton.edu/academics/ir/docs/AR6200.pdf>

¹² For more information, see Table A in the Appendix: Priority Hires for Compton College (2013-2014 to 2029-2030).

CHAPTER 5: Human Resources Program Review and Priorities– Spring 2019

Human Resources completed its program review in Spring 2019, which included the key elements described below.

- **Alignment with Compton College’s Mission** – Human Resources is committed to supporting the mission by ensuring that diverse students are supported to pursue and attain student success through effective recruiting, hiring, processing and evaluating all personnel.
- **Overview of Current Organizational Structure and Lines of Responsibilities in the Human Resources Office** - Vice President of Human Resources is the senior administrator; department staff positions are generalists rather than specialists; the department oversees all functions of certificated and classified recruitment and processing; benefits, insurance, professional development, and personnel policies and procedures.
- **Overview of Accomplishments** - Over 100 successful recruitments in the prior three years; implementation of iGreentree software for digital records; staff support of the Governing Board in its oversight functions regarding personnel matters.
- **Satisfaction Survey Findings** – Respondents gauged Human Resources services as largely “excellent” or “good” in regard to timely responses and services provided; further analysis is needed to determine why approximately 18% of the population surveyed rated “communication and feedback received from HR” poorly.
- **Facilities, Equipment, Technology** - facilities and equipment are reliable; the placement of work stations creates accessibility and allows for the identification of office visitors.
- **Staffing and Training** – The Program Review identified two new positions for the department: Director of Diversity, Compliance and Title IX and the Manager of Professional Development. These positions were filled in fall 2019. HR staff members are continuously trained on updates to policies, procedures, and technological resources. HR staff members share administrative responsibilities. The department intends to hire a Senior Administrative Assistant to support productivity.
- **Planning** - Human Resources develops an annual area plan, which reports progress from the preceding fiscal year and outlines the goals, opportunities and challenges for the upcoming fiscal year, outcomes, and measurable performance indicators. Staff retirements in upcoming years must be analyzed and a staffing plan developed to address the needs of the institution. In support of the College’s EEO Plan, the department produces an Employee Analysis Report,

which identifies employee demographic trends (i.e., gender, ethnic group, and age group), which serves as a resource in efforts to “hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.”

- **Priority Hires 2016-17 through 2021-22 and Challenges** – The majority of hires have been faculty; however, a number of classified and administrative positions were prioritized and successfully hired. The College has had challenges related to hiring for specialized skill areas, such as nursing and Information Technology Services.
- **Service Area Outcomes with Measurements** – 1) Evaluate and improve the Human Resources recruitment process; 2) Evaluate and improve the experience of Compton College employees during their first year of employment; 3) Review processes and, when appropriate, ensure the processes are consistent at Compton College; and 4) Improve classified staff evaluation process.
- **Prioritized Recommendations** – 1) Hire a Manager of Title IX to facilitate and ensure the effectiveness of Title IX; 2) Hire a Senior Administrative Assistant to support the productivity of the Human Resources Department; 3) Improve communications with other areas to be proactive in addressing Human Resources issues.

Since the completion of the Human Resources Program Review in January 2019, the College has addressed the three prioritized recommendations accordingly:

1. The College hired the Director of Diversity, Compliance, and Title IX;
2. The College is no longer seeking to employ a Senior Administrative Assistant, as assignments have been distributed to existing staff; and,
3. Human Resources has worked collaboratively with senior leaders to improve Human Resources communications at the cabinet level. Specifically, a sub-group cabinet of senior managers (with the exception of the CEO) now meet regularly to bring their concerns and issues forward directly to Human Resources, which then affords Human Resources the ability to disseminate critical information to the group. Furthermore, Human Resources has developed close working relationships with Business Services regarding payroll and hiring matters. All of these efforts have resulted in re-establishing relationships, which support a higher level of transparency. In addition, Human Resources circulated a satisfaction survey to the general campus population, which has been helpful in identifying areas for improvement.

CHAPTER 6: Determining Staffing Needs, Prioritizing Positions, and Current Challenges: Educational and Classified Administrators, Faculty, Classified Staff

Section 1—Defining Needs for Hiring Educational and Classified Administrators

Educational and Classified Administrators have direct responsibility for supervising the operation of or implementing policies regarding the instructional, student services, or non-instructional programs of the College, and ensure the effective integration of human and material resources to achieve the institution’s goals and objectives. Moreover, Educational and Classified Administrators oversee many crucial processes, such as planning, organizing, budgeting, coordinating vital activities, and evaluating performance. Thus, planning for and prioritizing for future administrative capacity is important to the viability and long-term stability of the institution. While the *Employee’s Policy and Procedures Handbook* (Section 10.2, Administrative Selection Procedures) details the selection processes for hiring administrators, it does not establish any criteria by which to assess the need for or to prioritize administrative hires. Thus, the College may wish to consider establishing criteria for this purpose such as:

- the number of anticipated students (headcount);
- the number of anticipated full-time equivalent students;
- number of FTES/administrator by department, Guided Pathways Division, or area;
- the number of anticipated full-time faculty;
- the number of anticipated part-time faculty;
- the number of anticipated classified employees;
- the number of current administrators in a Guided Pathway Division or a department;
- the number of courses and/or programs offered in a Guided Pathway Division or a department;
- the number of locations and modalities where courses are offered;
- needs identified in program reviews; and,
- the College’s strategic initiatives, plans, goals, objectives, key actions, and priorities.

Section 2—Assessing Needs for Full-Time Faculty Hires

The process determining full-time faculty hires is detailed in the *Employee’s Policy and Procedures Handbook* (Section 10.3, Faculty Selection Procedures). Deans initiate the process by formulating and submitting a formal request to hire new or replacement faculty based upon needed staffing resources identified through annual plans, program reviews, and emerging needs for new programs. Divisional representatives include in their formal requests complete and accurate job descriptions for use in hiring and the identification of faculty to serve on hiring committees. These formal requests are then submitted to a Hiring Prioritization Committee established by the Academic Senate no later than October of each academic year. Supporting data for these requests include:

- projected student growth;
- enrollment trends and demographic changes;
- the ratio of part-time to full-time faculty in the department;
- FTE data for course sections taught by full-time faculty;
- part-time faculty, and full-time faculty on overload;
- the number of full-time positions that were filled, left vacant, or eliminated during the previous three years;
- FTES per FTEF data; and,
- other relevant information.

By the end of November of each academic year, the Hiring Prioritization Committee reviews all submitted requests for new or replacement faculty and provides the Academic Senate and the CEO with a recommendation regarding the priority order for requested positions. The Compton College Senate then either notifies the CEO of its support of the recommended prioritized list, or, in the event that the Compton College Senate does not concur, apprises the CEO of the modifications it considers necessary and the supporting rationale. Based on the recommendation of the Hiring Prioritization Committee, advice from the Compton College Senate and other relevant factors (e.g., the District’s financial ability to afford the hiring of new or replacement probationary faculty), the CEO determines which recruitment efforts, if any, to initiate and communicates that decision to all interested parties by the end of the calendar year. Additionally, in the event of unforeseen circumstances (e.g. unexpected programmatic needs, late resignation or retirement of a faculty), the CEO may initiate recruitment efforts to fill faculty positions on a temporary or permanent basis.

Since ensuring that the most fundamental functions of the institution are performed at levels that assure the delivery of high quality instructional and student support services, anticipating needs for future faculty hires is critical. One significant factor to consider in assessing the needs for future faculty is the Full-Time Faculty Obligation Number (FON). The California Code of Regulations (CCR) Title 5, section 51025, requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Currently, the CCC Chancellor’s Office has determined Compton College’s Full-time Faculty Obligation Number (FON) to be 31.0 for Fall 2019, while the College’s actual FON is 96.0. Thus, the FON for Fall 2019 would suggest that the College need not immediately hire any additional full-time faculty. However, the full and successful implementation of Tartar Completion by Design, Guided Pathway Divisions, as well as program viability, organizational stability, and most importantly, student success requires the presence of full-time faculty, including at least one for every instructional program.

Section 3—Assessing Needs for Part-Time Temporary Faculty

As noted in the *Employee’s Policy and Procedures Handbook*, “the District cannot accomplish its mission without a diverse part-time faculty who are dedicated to student success.”¹³ Thus, the College is committed to hiring qualified candidates who best meet students’ needs.

Accordingly, at least six weeks before the beginning of each academic term, the Dean of each division shall identify disciplines in which additional part-time faculty may be needed and forward a list of potential part-time temporary teaching opportunities for new hires to Human Resources. Using information about potential part-time temporary teaching opportunities received from the Deans, Human Resources shall develop and maintain a recruitment pool consisting of a diverse group of likely applicants for part-time temporary faculty positions. The College then develops a recruitment pool with the publication of an announcement that identifies the disciplines in which additional part-time faculty may be needed.

However, this process for recruiting and hiring part-time faculty limits the College’s ability to effectively and efficiently acquire the most qualified candidates with the knowledge, skills, abilities, and cultural competencies that will best serve students, or to deal with unanticipated, immediate needs for part-

¹³ *Employee’s Policy and Procedures Handbook*

time faculty. Moreover, in high-demand fields (e.g., health occupations, information technology, engineering) attracting part-time faculty may be a significant challenge. Thus, it is recommended that deans identify staffing needs for upcoming semesters while building the schedule of classes for upcoming semesters and immediately notify Human Resources and the Vice President of Academic Affairs of the need to initiate recruiting of part-time faculty for identified vacancies. Additionally, the College should consider developing and advertising job announcements for part-time faculty positions for all disciplines utilizing resources such as the California Community Colleges Registry (<https://www.cccregistry.org/jobs/index.aspx>) and maintaining an up-to-date archive of qualified applicants for every academic discipline who can be contacted immediately to potentially fill an immediate need.

Section 4—Assessing Needs for Classified Hires

The *Rules and Regulations of the Classified Service* delineates the processes for the creation of new classified positions, including the determination of official duties and recommendations regarding minimum educational and work experience requirements for the position. To prioritize positions, area managers make requests for new or replacement positions in their annual unit plans, which are then prioritized by the college through the roll-up process described in Chapter 4, Section 8.

CHAPTER 7: Anticipating Future Staffing Needs to 2024 Via Program Trend Analysis

As described in Chapter 4, Compton College has identified current prioritized needed positions. However, assessing future staffing needs that emerge from regular program reviews and annual unit planning calls for the analysis of enrollment data trends, which provides indicators of program growth, stability or decline. Data collected and presented in the Compton College 2024 comprehensive master plan, identifies notable demographic and population trends, and enrollment trends for the College, as well as for academic disciplines. The information provided in this chapter, which is drawn from Compton College 2024, offers high-level summaries of significant trends that will assist the College with indicators that should be considered in the faculty and classified instructional staff hiring prioritization processes.

Section 1 – Implications of Notable Demographic and Population Trends

The demographic and economic conditions detailed in the Compton College 2024 with significant implications for future staffing, include the following:

- growing Latino and Asian populations in California and Los Angeles County – many of whom speak a primary language other than English – suggests that Compton College has an opportunity to provide programs, particularly non-credit, to address the language skill needs of these populations;
- challenges associated with language barriers, skill deficiencies, and disabilities will require that additional resources be strategically directed toward increasing access and ensuring program completion;
- poverty rates, which are higher in service-area cities, and which include predominantly Latino residents, validates Tartar Completion by Design Goals and Guided Pathway Divisions, which will provide efficient avenues of preparation for entry into high-demand job fields with potential for career advancement;
- addressing the diverse needs of the future students will require the development of innovative, collaborative, and culturally relevant support services that integrate with all academic programs in ways that ensure the success of students in academic programs (i.e., developmental skills, transfer education, career and technical);
- the expected increase in the regional population along with the increasing percentage of older adults and decreasing percentage of young adults and children indicates a need to develop

programs, alternative modalities of instructional delivery, and scheduling patterns that meet the needs of adult learners, particularly working populations;

- emerging industries and occupations in the region that offer pathways to lucrative and critical careers must be one area of intense focus of development, particularly occupations in technical and scientific fields; and,
- decline in K-12 enrollments indicates a need to improve early awareness and outreach efforts to students in elementary, middle school and high school, including dual enrollment opportunities, while also designing programs for adults, such as retraining opportunities to maintain pace with changing industries.

Section 2—Enrollment Trend Analysis

While it is important in interpreting enrollment data to consider factors that impact headcounts in particular courses such as class size maximums, facilities, safety considerations, availability of staff, and scheduling patterns, all of which can contribute to either robust or limited enrollments, enrollment data provides important indicators for the College to carefully consider in planning its future staffing needs. Accordingly, key enrollment data detailed in the *Compton College 2024 Plan*, point to disciplines that have experienced high student demand. For example:

- Full-Time Equivalent Students (FTES), a standard measurement of student enrollment in an academic department or an institution and a significant indicator of demand, in several disciplines has been consistently among the top 20% FTES earners, including mathematics, English, anatomy/physiology, physical education, history, childhood education, psychology, chemistry, nursing, political science, and biology; and,
- several disciplines have consistently been among the top 20% in terms of fill rates, including humanities, anatomy/physiology, speech communications, chemistry, nutrition, auto collision and repair, and auto technology appeared in the top 20% in three of the five years.

While general enrollment data, such as that provided in *Compton College 2024*, provides important information with which to guide and inform hiring priorities for future faculty positions, the institution may wish to consider including student success data among the metrics used as part of its prioritization processes, such as student degree and certificate completion rates.

In sum, enrollment trend data suggests that there are disciplines that have experienced high student demand. Therefore, to fulfill strategic initiative goals and objectives (i.e., improve and expand the most successful programs with highest enrollment to meet supply and demand, increase the number of degrees and certificates awarded in the health and technical fields), the College will need to emphasize discipline enrollment trends in its hiring prioritization process.

Section 3—Anticipated Retirements

As is the case in all organizations, retirements are one source of employee turnover. Thus, in assessing possible future staffing needs, a routine review and analysis of employee age serves as one source of information about possible future vacancies. One approach to gauging possible future retirements is to examine the age of current employees in relation to average retirement ages for members of the two state employee retirement systems: CalSTRS and CalPERS. In 2018 the average retirement age for CalPERS members was 58.5 years, and 63.3 years for CalSTRS members. As the age data in Tables 8 and 9 reflects, there are some employee units where retirements may occur over the next three to five years.

Table 8: Compton College CalSTRS Members Within Retirement Age Range

AGE GROUP	ADMINISTRATION		CERTIFICATED	
	Number	Percent	Number	Percent
63+	5	31.25%	21	23.59%
58-62	0	0	13	14.6%
TOTAL	5	31.25%	34	38.19%

Table 9: Compton College CalPERS Members Within Retirement Age Range

AGE GROUP	ADMINISTRATION		CERTIFICATED		CLASSIFIED	
	Number	Percent	Number	Percent	Number	Percent
58+	2	6.25%	0	0%	27	26.24%
52-57	0	0	1	1.12%	19	13.47%
TOTAL	2	31.25%	1	1.12%	56	39.71%

In sum, out of approximately 430 employees roughly 6% who are CalSTRS members are at or above the average retirement age, and 6.7% of the College’s CalPERS members are at or above the average retirement age. Thus, the College will need to consider this retirement age data when assessing possible future vacancies and considering future staffing needs.

CHAPTER 8: Compton College’s Staff Diversity and Equal Employment Opportunity Plan (2016-2019) and District Measures to Address Identified Underrepresentation

Key findings from Compton College’s Staff Diversity and Equal Employment Opportunity Plan (2016-2019) include the following:

- gender distribution has been fairly balanced, but overall gender distribution is most closely represented by employees in the temporary academic group; on the other hand, educational administrator, classified, and tenured/tenure-track academic groups were represented by a greater percentage of male than female employees;
- within the monitored ethnic groups, the greatest percentage of employees has been represented by African-American (between 43-46% in the past five academic terms), which is closely represented by educational administrator and classified groups; both temporary and tenured/tenure-track academic groups have a higher variation in ethnic group composition; and,
- the greatest percentage of educational administrator and tenured/tenure-track group are in the older age groups; the largest percentage of employees aged 18-34 is employed as temporary academic.

The College’s Staff Diversity and Equal Employment Opportunity Plan (2016-2019) identifies the actions to address identified underrepresentation in its current staffing, which are described below.

- 1) Review the District’s recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- 2) Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;
- 3) Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time;
- 4) Review each locally established “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - any requirements of all applicable federal, state, and local laws; and,

- qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

5) Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect.

6) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

To ensure that these identified key actions are fulfilled, the College will need to establish an implementation plan with metrics, timelines, and the assignment of responsibilities.

CHAPTER 9: Compton College 2024 Human Resources Staffing Plan Goals, Objectives, and Strategies

The goals and strategies established below are designed to support the full and effective implementation of the College’s strategic initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Equal Employment Opportunity Plan actions. Overall, these goals will help the College deploy a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflects the demographic diversity of the district. The goals and objectives are:

- Goal 1: Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates;

Objective 1: Develop a “recruitment team,” which will disseminate candidate recruitment information and position details via traditional online portals (i.e. cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/administrators, and participatory community bodies;

Objective 2: Examine recruiting and retention incentives (e.g., assistance with student loans, housing, child care, and flexible schedules);

Objective 3: Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants.

Objective 4: Employ culturally-relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.

- Goal 2: Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations;

Objective 1: Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn);

Objective 2: Advertise job openings in publications targeting primarily minority populations.

- Goal 3: Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities;

Objective 1: Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions;

Objective 2: Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role play scenarios that allow candidates to demonstrate distinct facet of their teaching, mentoring, student interactive skill sets; writing exercises.

Objective 3: Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position.

Objective 4: Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences.

Objective 5: Host job preparation workshops for potential applicants to provide information about applying for jobs at Compton College, the application and selection process, supporting documents (e.g., resumes/curriculum vitae, cover letters, transcripts or certifications), and interviewing tips.

- Goal 4: Prioritize hiring and training based upon Tartar Completion by Design and student need;

Objective 1: Consider staffing needs to best support student connection, entry, progress, completion, and transition (e.g., outreach, Information Technology);

Objective 2: Consider staffing needs to support special groups, including disproportionately impacted groups identified in the Student Equity and Achievement (SEA plan) and Dream Act students;

Objective 3: Monitor hiring priorities based on informed scheduling and expanding, high-demand programs of study; and,

Objective 4: Monitor hiring and training needs to implement online counseling.

- Goal 5: Create inclusive, supportive environments to retain diverse candidates;

Objective 1: Develop an annual schedule of cultural appreciation events/activities; encourage and support professional development activities that emphasize effective representation of diverse populations in higher education (e.g., A2MEND conferences, PUENTE, LA RAZA, WRCBAA, LDI, Asian Pacific Conference, CCCOAE, etc.); and,

- Goal 6: Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement;

Objective 1: Develop and launch mandatory FLEX activities focusing on teaching best practices both in face-to-face and online environments; incorporate case-management approach to student success, partnering administrators, faculty, counselors and classified staff to assist in the supporting student achievement; enhance the FYE program to pair students with assigned faculty mentors; incorporate a new faculty mentorship program which includes one-on-one coaching, team-teaching opportunities, non-punitive observations and feedback.

Objective 2: Develop an annual schedule of professional development activities (i.e. conferences) for all staff, including faculty and staff retreats, focused on team building.

Objective 3: Implement Early Alert and Tartar Success Teams. Ensure faculty and staff know how to use these mechanisms to support students.

Objective 4: Create a succession planning strategy that highlights professional development.

Objective 5: Ensure professional development opportunities for math and English faculty to build innovative teaching and learning around these gatekeeper courses.

CHAPTER 10: Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards IB and IIIA and Correlation to HR Staffing Plan Goals, Objectives, and Strategies

Section 1 - ACCJC Accreditation Standards IB and IIIA

The Compton Community College District Human Resources Staffing Plan addresses the ACCJC Accreditation Standards IB and IIIA as follows:

Standard I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard III: Resources

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for

selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Section 2 - Correlation of ACCJC Standard to the Human Resources Staffing Plan

The Human Resources Staffing Plan and the established goals and objectives, which align to the strategic initiatives and institutional set standards and goals, relate to and support Standard 1 by:

- fostering an “ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes;”
- establishing “institution sets goals to improve its effectiveness consistent with its stated purposes...[and] articulates its goals and states the objectives;”
- creating the framework needed to “assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation;” and,

- producing a planning process, which is “broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.”

Additionally, this Human Resources Staffing Plan and its goals and objectives correlate to ACCJC Standard III elements by:

- helping to ensure “the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services;”
- preparing the institution to employ “a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes;”
- addressing policies and procedures that “demonstrate[s]...an appropriate understanding of and concern for issues of equity and diversity;”
- integrating “[H]uman resource planning...with institutional planning;” and,
- planning for “all personnel” to have “appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.”

CHAPTER 11: Assessment of Human Resources Staffing Plan

To implement and assess the Human Resources Staffing Plan, the Human Resources leadership will engage in the program planning and evaluation using established planning protocols: annual planning and program review.

The annual planning process, which includes:

- defining annual goals for the Human Resources department based upon Staffing Plan goals and objectives;
- defining recommendation(s) to meet each goal;
- defining which Completion by Design area(s) each goal and recommendation will impact (e.g., Connection, Entry, Progress, Completion, Transition);
- defining a measurable outcome for each goal;
- defining responsibilities for recommendation, implementation and assessment; and,
- archiving the elements of the Human Resources Staffing Plan’s annual program in a planning document depository.

In addition to annual program planning, the Human Resources department is scheduled to complete program review in spring 2022, which will provide an opportunity to assess the outcomes of the Human Resources Staffing Plan via:

- surveys and other quantifiable data concerning student/client outcomes;
- assessment of the collaborative efforts with the campus and external community;
- appraisal of the current state of the Human Resources program’s facilities and equipment;
- evaluation of the adequacy/inadequacy of the program’s current staffing level and training needs; and,
- recommendations appropriate regarding current and future resources needed to fulfill the Human Resources program’s goals and objectives.

CHAPTER 12: CONCLUSIONS

The goals and objectives established in the Compton College 2024 Human Resources Staffing Plan will allow the College to realize its mission, operationalize its strategic initiatives, and implement Tartar Completion by Design and Guided Pathway Divisions. The goals are:

- Goal 1: Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates;
- Goal 2: Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations;
- Goal 3: Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities;
- Goal 4: Create inclusive, supportive environments to retain diverse candidates;
- Goal 5: Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement;

However, the full implementation of Tartar Completion by Design will necessitate increasing institutional capacity through hiring and professional development in key areas (e.g., high-demand programs such as nursing, Information Technology Services, equitable hiring practices, math and English innovations and instruction).

- The College will continue to prioritize hiring decisions through established planning processes and through the use of data, such as current staffing levels, anticipated population shifts, and anticipated retirements. Further, the College is working to anticipate succession needs among key leadership, as well as strengthen its development of internal talent to meet future leadership needs. Finally, the College is working to strengthen its hiring practices to attract a highly-qualified and diverse workforce to best serve the students at Compton College through 2024 and beyond.
- This staffing plan supports ACCJC Standards IB and IIIA to improve institutional effectiveness and maintain appropriate and qualified human resources to best serve students. This plan provides

for improved institutional effectiveness by supporting continuous improvement and aligning with the planning process. The plan provides for the human resources standard by aligning hiring with the needs for student learning, prioritizing diversity, and integrating hiring with planning.

- Hiring prioritization must consider existing positions that are currently funded through transition funds (e.g., the Recovery fund) that will be exhausted by June 2022. Several positions across the campus (e.g., Information Technology Services staffing and the Learning Management Specialist) are supported by the Recovery fund or grant dollars that will end, and the College should consider permanent funding sources for these positions.