



Academic Senate AGENDA

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.

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 7, 2019 Meeting**
- 4) **Reports**
 - a) President's Report
 - b) Vice President's Report
 - c) Faculty Board Representative Report
 - d) Academic Affairs Report
 - e) Accreditation Report
 - f) Curriculum Report
 - g) Distance Education Report
 - h) Faculty Development Report
- 5) **Unfinished Business**
 - a) Second Read and Vote: AR3715 Intellectual Property
 - b) Second Read and Vote: Current Curriculum Approvals – November 5, 2019
- 6) **Actionable and Discussion Items**
 - a) First Read: BP4245 Academic Rank
 - b) First Read: Current Curriculum Approvals – November 19, 2019
 - c) First Read: Scale of Adoption Self-Assessment (Guided Pathways)
 - d) First Read: Compton College Statement of Civility and Mutual Respect
 - e) First Read: Syllabus Statements
 - f) Compton College Spring 2020 Course Offerings (Discussion)

7) Informational Items

8) Announcements

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

9) Future Agenda Items

- a) Curriculum Handbook Revisions
- b) Academic Senate Mace
- c) Compton College “Committee Rush”
- d) 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 7, 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.

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 type="checkbox"/> Moldoveanu, Minodora | <input checked="" type="checkbox"/> Sidhu, Rajinder |
| <input checked="" type="checkbox"/> Gillis, Amber | <input type="checkbox"/> Pham, Hoa | <input checked="" type="checkbox"/> Thomas, Shirley |
| <input checked="" type="checkbox"/> Khan, Mahbub | <input type="checkbox"/> Richardson, Pamela | <input checked="" type="checkbox"/> Valdry, Andree |
| <input type="checkbox"/> Kooiman, Brent | <input checked="" type="checkbox"/> Roeun, Malinni | <input 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-** 12:39pm Amber Gillis

2) **Approval of Agenda-**

Date correction to reflect November 7, 2019 -Valdry/Mills

3) **Review and Approval of Minutes from October 17, 2019 Meeting-** Schwitkis/Roeun

4) **Reports**

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

Senate Presidents have been paying for all of senate expenses out of pocket. Presidents were told that money was set aside for senate but that there is no real Senate budget. After 2.5 years of asking, last week Dr. Curry gave Academic Senate their budget. We now have an official budget. Much of his decision came from Faculty Development's request for book club money. We will start writing an annual plan so that we can start asking for increases of money over the years for what we need. We have standing fees that Senate is supposed to pay for such as our Senate dues and the Faculty Tenure Reception. Lauren Sosenko and I will start working next week to get an annual plan off the ground. We may have to revisit some of the goals that we set to make sure that they align with the annual plan. This will give us more flexibility and freedom when it comes to what we need.

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

Program review- We had two trainings last month. We caught up on all the 2018 academic program reviews. Business is the only one that we are not caught up on. There is another training on November 12, 2019 that everyone is welcome to come to from 1-2pm in SSC room 108.

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

Flyer for College Strength: Manliness is Worth Pursuing. This is happening tonight at 6:30 pm in the Little Theater. Please encourage anyone who may have a class tonight or who would like to attend to come. We would like to have a packed house.

Consultative Council- Dr. Curry would like to make a request to extend our FTES protection because of debt that we have. This would be to help fund us until 2024. He would like Senates blessing or input on this. Discussion followed.

- d) Academic Affairs Report- Malinni Roemun
The AB 705 computer carts for Math and English are ready. The checkout location for English is in the Library and the Math carts can be checked out in the Science Storage area.
- e) Accreditation Report- Amber Gillis
We are still updating our actionable items from our Quality Focus Essay and our Institutional Report. Not every committee has something to respond to but those that do have already met. Soon we will move to draft or narrative format. One of my responsibilities is to pull together a working draft. Our due date is March 2021 and even though it seems far off it really is not considering that it must go through all the constituent groups in Fall 2020. Dr. Curry would probably like to submit our report on January 1, 2021.
- f) Curriculum Report- Sean Moore
There were many courses that went through in different areas. We have the Cooperative Work Experience Plan for the college. I have reviewed the document and we have gotten approval from the Chancellor's Office to use the template. 8 faculty were invited to give feedback on the document and we will have a follow-up meeting on November 13, 2019. We are on a timeline to get this approved to go through the process since it is due in March. A. Gillis- Dr. Curry asked for an extension on this since we were not aware that we needed to do this.
- g) Distance Education Report- Jasmine Phillips
No report
- h) Faculty Development Report- Judy Crozier
No report

5. Unfinished Business

- a. Second Read and Vote: BP3715 Intellectual Property. Motion to open discussion- Evans/Moore. A. Gillis- I was not comfortable with the statement that gives the CEO the right to develop the procedures of intellectual property created by the District employees and students. Dr. Curry did not like the wording collaborative process and would like to strike it. It is up to us if we would like to keep it or strike it. Discussion followed. A. Gillis- We do not have this Administrative Regulation which we will be talking about in Discussion Items. Motion to close discussion- Moore/Schwitkis. Motion to approve- Schwitkis/Evans. Vote taken and the motion carries.
- b. Second Read and Vote: BP2520 Academic Senate. Motion to open discussion- Valdry/Moore. A. Gillis- I made some changes to clean up but that was just with wording. The changes are noted in italics. Does anyone have any discussion or questions? J. Mills- Are the board and CEO on board with the last statement. A. Gillis- Yes, he is. Discussion followed. Motion to close discussion- Evans/Roemun. Motion to approve- Schwitkis/Roemun. Vote taken and the motion carries.
- c. Second Read and Vote: Program Mappers Process. Motion to open discussion- Schwitkis/Moore. A. Gillis- I cleaned up some of the language and put it into this format to make it a cleaner process. Does anyone have any feedback? Discussion followed. Motion to close discussion- Evans/Roemun. Motion to approve Schwitkis/Roemun. Vote taken and the motion carries.
- d. Second Read and Vote: Human Development Minimum Qualifications. Motion to open discussion- Mills/Moore. A. Gillis- Any more questions? Discussion followed. Motion to close discussion- Mills/Evans. Motion to approve- Roemun/Evans. Vote taken and the motion carries.

6. Actionable and Discussion Items

- a) First Read: AR3715 Intellectual Property. Motion to open discussion- Schwitkis/Moore. A. Gillis- This is a combination of the CCLC template and about 10 other local colleges who have this Administrative Regulation. I thought it was important to begin with definitions, so we know what we mean before we start talking about this. It is lengthy, but I think this is important for faculty. We want to make sure that faculty, staff, and students are protected. We are evolving as a college, and we need to make sure that there is clarity with who owns individual work that was created. J. Mills- Have we had a lawyer look at the District's intellectual property rights? There is vague language in some of these points which we want to work on. Discussion followed. Motion to close discussion- Evans/Mills.
- b) First Read: Current Curriculum Approvals on November 5, 2019. Motion to open discussion- Valdry/Moore. S. Moore- There are 8 separate categories that went through the approval process: Courses with no proposed changes, courses with hour changes, courses with prerequisite changes, Distance Education, courses with requisites, courses with CID descriptors, 3 programs, and 10 classes with load changes because these course either had unit increases or decreases. Does anyone have any questions? Motion to close discussion- Evans/Roemun.
- c) Syllabus Statements. Motion to open discussion- Schwitkis/Mills. A. Gillis- Reach out to your constituent groups for syllabus statements that we would like to include. Motion to close discussion- Evans/Roemun.

7. Information Items

- a)BP3570: District Smoking Policy

b)BP5035:Withholding of Student Records

c)BP5040: Student Records, Directory Information, and Privacy

d)AR5045: Student Records – Challenging Content and Access Log

These came to us from Student Services. If you have any additional comments or question please send these to Elizabeth Martinez.

8. Announcements

9. Future Agenda Items

a) Fall 2019 Plenary Report

b) Syllabus Statements (Con't)

c) Enrollment Management Plan Outline

d) Compton College Spring 2020 Course Offerings

e) Minimum Qualifications Statement

f) Curriculum Handbook Revisions

10. Adjournment- 1:58pm

Next Scheduled Meeting: November 21, 2019 at 12:30pm
Boardroom



**COMPTON COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES
ADMINISTRATIVE REGULATIONS**

AR 3715 Intellectual Property

Issued: November 21, 2019

Definitions

For the purposes of this procedure, Compton Community College District recognizes the following definitions as they relate to intellectual property:

“Administrative Activity” means the execution of the District’s management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

“Author” or “Creator” means an individual who alone, or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

“District Resources” means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

“Course Materials” are those items prepared for use in teaching, fixed or unfixed, in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes, and materials, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

“Course Syllabus” means a document that includes information about the outline, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

“Digital Encoded Work” means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.

“Employee” means an individual employed by the District, and shall include full-time and part-time faculty, classified staff, student employees, appointed personnel, persons with "no salary" appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

“Intellectual Property” means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership which are recognized and protected from unauthorized exploitation by law. Examples of intellectual property include scholarly, artistic, and instructional materials.

“Student” means an individual who was or is enrolled in a class or program at the District at the

time the intellectual property was created.

“Student Employee” means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

“Substantial Use of District Resources” means use of District resources beyond the normal professional, technology, and technical support generally provided by the District and extended to an individual or individuals for development of a product, project or program. The use of District resources must be important and instrumental to the creation of the intellectual property. The following do not constitute substantial use of the District’s resources: (1) incidental use of District resources and/or (2) extensive use of District resources commonly available to District employees. A substantial use of the District’s resources may be implicated in situations where the creator spends such time and energy in the creation of a work that results in a great reduction of the creator’s teaching activity.

“Work” means an “original work of authorship fixed in a tangible medium” as used in the Copyright Act.

Ownership of Intellectual Property

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement.

Employee Intellectual Property Rights

A District employee who is the creator of an academic work in his/her field of expertise owns the copyright in that work. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than nominal or incidental use of the District’s resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee’s scope of employment.

Intellectual property unrelated to an individual's employment responsibilities at the District, and that is developed on an individual's own time and without the District’s support or use of District facilities is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

District Intellectual Property Rights

The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

1. If intellectual property is created through the District’s administrative activities by an employee working within his/her scope of employment; or
2. If intellectual property is created by an employee executing a duty or specific assignment designated by the District, including those assignments compensated by reassigned time (such as reassigned time designated for the development or redesign of online courses or online course modules/content pursuant to CCCFE Article 23.3 On-Line Instruction and Support); or

3. If intellectual property is created through the substantial use of District resources; or
4. If intellectual property is commissioned by the District pursuant to a signed contract; or
5. If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or
6. If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The President/CEO may waive the District's interests in its intellectual property by executing a written waiver.

Student Intellectual Property Rights

District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District:

1. Intellectual property created to meet course requirements using college or District resources, and
2. Intellectual property created using resources available to the public.

Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

Modification of Ownership Rights

The general provisions for ownership of intellectual property rights set forth in Section II may be modified by the parties as follows:

Sabbatical Works

Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees during a sabbatical (substantial use District resources), the parties may enter into an written agreement to define the District and employee's intellectual property rights in the sabbatical work.

Assignment of Rights

When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his/her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the

District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties. After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

Sponsorship Agreements

A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsored agreement states otherwise.

Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

Collaboration/Partnership Agreements

The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

Special Commissions

Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District, and the employee shall enter into a written agreement for creation of the specially commissioned work.

Use of Substantial District Resources

In the event the District provides substantial resources to an employee for creation of a work and the work was not created under an agreement (such as a sponsorship agreement, individual agreement, or special commission) the District and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made.

Encoded Works/Software for Administrative Activities

The District may hire an individual or entity to develop software or other encoded works, to be used in the District's administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership

of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee's own initiative, if the work is related to the employee's job responsibilities. For example, if an employee in the student records office creates a software program, on his/her own initiative that will organize student records, such work is related to the employee's job duties and will belong to the District. Where an employee creates a program that does not relate to his/her job duties, and that program was created on the employee's own time, the work belongs to the employee.

Collective Bargaining Agreements

In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

Jointly Created Works

Ownership of jointly created works shall be determined by separately assessing which of the above categories applies to each creator, respectively. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

Work Acquired by Assignment (Reassigned Time) or Will

The District may acquire copyrights by assignment (reassigned time) or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

Materials Implicating Third Party Rights

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties. District employees and students with questions or concerns regarding third party rights should direct all inquiries to the Office of the President/CEO.

Protection of Rights

The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the sole or joint owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

Payment of Costs

The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights. If the District has intellectual property rights in a jointly owned work, the District may enter into an agreement with the joint owners concerning payment of such costs.

Right of Commercialization

The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

Distribution of Proceeds

An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

References:

American Association of University Professors, 2019

17 U.S. Code Sections 101 et seq.;

35 U.S. Code Sections 101 et seq.;

37 Code of Federal Regulations Sections 1.1 et seq.

**Compton College Curriculum Committee
Cyclical - No Proposed Changes**

November 5, 2019

Course Name	Originator First Name	Originator Last Name	Existing Course Information (2019-2020 Compton College Catalog)	Proposed Changes
1 AJ 170 - Constitutional Law for Criminal Justice	Donald	Mason	54 lecture; 0 lab; 108 outside. 3 units.	Standard course review. No proposed changes
2 ANAT 130 - Essentials of Anatomy and Physiology	Emma	Adams	36 lecture; 108 lab; 72 outside. 4 units	Course review per CCCO. No proposed changes.
3 ANAT 132 - General Human Anatomy	Emma	Adams	36 lecture; 108 lab; 72 outside. 4 units	Course review per CCCO. No proposed changes.
4 ART 207 - Art History of Mexico and Central and South America	Vanessa	Madrid	Course review for C-ID; 54 lecture; 0 lab; 108 outside. 3 units.	Course Review. No proposed changes
5 ART 209 - History of African Art	Vanessa	Madrid	Course review for C-ID; 54 lecture; 0 lab; 108 outside. 3 units.	Course Review. No proposed changes
6 BIOL 100 - Fundamentals of Biology	Katherine	Marsh	54 lecture; 54 lab; 108 outside. 4 units.	Course Review. No proposed changes
7 BIOL 100H - Honors Fundamentals of Biology	Katherine	Marsh	54 lecture; 54 lab; 108 outside. 4 units.	Course Review. No proposed changes
8 CIS 124 - Introduction to eCommerce	Abdirashid	Yahye	36 lecture; 36 activity; 90 outside. 3 units	Course Review. No proposed changes
9 CIS 160 - Application Development and Programming Using Visual Basic .Net	Abdirashid	Yahye	36 lecture; 36 activity; 90 outside. 3 units	Course Review. No proposed changes
10 CIS 170 - Mashup JavaScript, jQuery and AJAX	Abdirashid	Yahye	54 lecture; 54 lab; 108 outside. 4 units.	Course Review. No proposed changes
11 COSM 99 - Independent Study	Sean	Moore	min lecture 18; max lecture 54. 1-3 units	CTE- Course 2-year review. No proposed changes
12 MTT 140 - Machine Shop Calculations	Michael	VanOverbeck	54 lecture; 0 lab; 108 outside. 3 units.	Course Review. No proposed changes
13 PHYS 120 - General Physics	Kent	Schwitkis	54 lecture; 54 lab; 108 outside. 4 units.	Course Review. No proposed changes
14 PHYS 122 - General Physics	Kent	Schwitkis	54 lecture; 54 lab; 108 outside. 4 units.	Course Review. No proposed changes
15 COSM 110	Sean	Moore	54 lecture; 270 lab; 108 outside. 8 units	No Changes. Included for Program Proposal.
16 COSM 112	Sean	Moore	54 lecture; 270 lab; 108 outside. 8 units	No Changes. Included for Program Proposal.
17 COSM 114	Sean	Moore	54 lecture; 270 lab; 108 outside. 8 units	No Changes. Included for Program Proposal.
18 COSM 116	Sean	Moore	54 lecture; 270 lab; 108 outside. 8 units	No Changes. Included for Program Proposal.

**Compton College Curriculum Committee
Hour Changes**

November 5, 2019

Course Name		Originator	First Name	Last Name	Existing Course Information (2019-2020 Compton College Catalog)	Proposed Changes
1	ART 141 - Digital Art Fundamentals	Vanessa	Madrid		36 lecture; 72 lab; 54 outside; 3 units.	36 lecture; 54 lab; 72 outside; 3 units. Textbook update.
2	ATEC 101 - Introduction to Automotive Service	Gary	Narusawa		36 lecture; 36 lab hours ; 34 outside; 2 units	36 lecture; 54 lab hours; 72 outside hours; 3 units.
3	ATEC 141 - Engine Rebuilding	Gary	Narusawa		90 lecture; 180 lab; 180 outside; 8 units.	90 lecture; 162 lab; 180 outside; 8 units.
4	ATEC 142 - Engine Repair	Gary	Narusawa		90 lecture; 180 lab; 180 outside; 8 units.	90 lecture; 162 lab; 180 outside; 8 units.
5	ATEC 181 - Automotive Air Conditioning	Gary	Narusawa		36 lecture; 72 lab; 72 outside; 3 units.	36 lecture; 54 lab; 72 outside; 3 units.
6	COSM 101 - Introduction to Cosmetology Procedures	Sean	Moore		108 lecture; 540 lab; 54 outside; 13 units	108 lecture; 540 lab; 216 outside; 16 units.
7	COSM 104 - Introduction to Cosmetology I	Sean	Moore		72 lecture; 252 lab; 36 outside; 6.5 units	54 lecture; 270 lab; 36 outside; 8 units.
8	COSM 105 - Introduction to Cosmetology II	Sean	Moore		72 lecture; 252 lab; 36 outside; 6.5 units	54 lecture; 270 lab; 36 outside; 8 units. Remove COSM as a prereq. This was brought over from ECC to be implemented Fall 2019.
9	COSM 125 - Cosmetology Applications	Sean	Moore		2 year CTE course review. Prerequisites: COSM 101, 104 and 105	Prerequisite: COSM 101 or 104
10	COSM 130 - Advanced Cosmetology Applications	Sean	Moore		32 lecture; 224 lab; 36 outside; 5 units	36 lecture; 216 lab; 72 outside; 6 units.
11	COSM 140 - Cosmetology Practicum	Sean	Moore		36 lecture; 180 lab; 24 outside; 4 units	18 lecture; 162 lab; 36 outside; 4 units.
12	COSM 95 - Cooperative Work Experience Education	Sean	Moore		0 lecture; TBA lab; TBA outside; 2-4 units	0 lecture; 60-225 lab; 1-3 units. Regularly scheduled hours of instruction are required for student to achieve course objectives.
13	JAPPA 101 - Elementary Japanese I	Valerie	Woodward		90 lecture; 0 lab; 126 outside; 4 units	90 lecture; 0 lab; 180 outside; 5 units.
14	JAPPA 102 - Elementary Japanese II	Valerie	Woodward		90 lecture; 0 lab; 126 outside; 4 units	90 lecture; 0 lab; 180 outside; 5 units.
15	MTT 112 - Computer Numerical Control Programming	Michael	VanOverbeck		54 lecture; 18 lab; 90 outside; 3 units	45 lecture; 27 lab; 90 outside; 3 units
16	MTT 160 - General Metals	Michael	VanOverbeck		36 lecture; 72 lab; 54 outside; 3 units.	36 lecture; 54 lab; 72 outside; 3 units.
17	MUSI 103A - Theory and Musicianship I	Harvey	Estrada		90 lecture; 0 lab; 180 outside; 4 units	90 lecture; 180 outside; 5 units.
18	MUSI 131B - Beginning Piano II	Mandada	Uch		36 lecture; 18 lab; 54 outside; 2 units	18 lecture; 54 lab; 36 outside; 2 units.
19	MUSI 190A - Applied Music/Private Lessons	Mandada	Uch		0 lecture; 72 -TBA; 0 outside; 1 unit	0 lecture; 36 activity; 18 outside; 1 unit
20	MUSI 190B - Applied Music II	Mandada	Uch		0 lecture; 72 -TBA; 0 outside; 1 unit	44-48 units
21	MUSI 190C - Applied Music III	Harvey	Estrada		0 lecture; 72-TBA; 0 outside; 1 unit	16 units
22	MUSI 190D - Applied Music IV	Harvey	Estrada		0 lecture; 72 -TBA; 0 outside; 1 unit	28-32 units
23	MUSI 203 - Theory and Musicianship III	Mandada	Uch		90 lecture; 0 lab; 180 outside; 4 units	Unit Change; Requisite
24	MUSI 221 - Introduction to Lyric Diction for Singers	Mandada	Uch		36 lecture; 36 lab; 72 outside; 2 units	Unit Change; 54 Lecture; 36 lab; 108 outside; Requisite
25	MUSI 260 - Woodwind Ensembles	Valerie	Woodward		36 lecture; 0 lab; 18 outside; 1 unit.	
26	Cosmetology A.S.	Sean	Moore		41-42 units	
27	Cosmetology Level I Certificate of Accomplishment	Sean	Moore		13 units	
28	Cosmetology Level II Certificate of Achievement	Sean	Moore		41-42 units	
29	MATH 210 -					
30	PHYS - 152	Kent	Schwitkis		54 lecture; 36 lab; 72 outside; 3 units.	

**Compton College Curriculum Committee
Distance Education
November 5, 2019**

Course Name	Originator First Name	Originator Last Name	Existing Course Information (2019-2020 Compton College Catalog)	Proposed Changes
1 PSYC 101 - General Psychology	Brad	Conn	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Requisites; Distance Education
2 SOCI - 102	Trenaine	Truit	54 lecture; 0 lab; 108 outside. 3 units	Requisites; DE

**Compton College Curriculum Committee
Requisites
November 5, 2019**

	Course Name	Originator First Name	Originator Last Name	Existing Course Information (2019-2020 Compton College Catalog)	Proposed Changes
	COMS 140- Small Group Communication			54 lecture; 0 lab; 108 outside; 3 units.	Course review for C-ID/Requisites. Textbook update. No Changes
	MATH 140 - Finite Mathematics for Business and Social				
	2 Sciences	Donald	Reach	72 lecture; 0 lab; 144 outside; 4 units	Course review for C-ID. Requisites
	MATH 190- Single Variable Calculus and				
	3 Analytic Geometry I	Jose	Martinez	90 lecture; 0 lab; 180 outside; 5 units.	Course review for C-ID. Requisites
	4 MATH 210 -				Unit Change; Requisite
	5 MUSI 111- Music Appreciation Survey	Mandeda	Uch	54 lecture; 0 lab; 108 outside; 3 units.	Course review for C-ID/Requisites. No proposed changes
	6 PE 277 - Introduction to Kinesiology	Shannon	Williams	54 lecture; 0 lab; 108 outside; 3 units.	Course review for C-ID. Requisites
	7 PHYS - 150	Kent	Schwitkis	72 lecture; 36 lab; 144 outside; 4 units	Requisite
	8 PHYS - 152	Kent	Schwitkis	54 lecture; 36 lab; 72 outside; 3 units.	Unit Change 54 Lecture; 36 lab; 108 outside; Requisite
	9 PSYC 101 - General Psychology	Brad	Conn	54 lecture; 0 lab; 108 outside; 3 units.	Requisite; DE; Update textbook; C-ID
	11 PSYC - 120	Brad	Conn	54 lecture; 54 lab; 108 outside	Requisite; C-ID
	12 PSYC - 122	Brad	Conn	54 lecture; 54 lab; 108 outside	Requisite
	13 SOCI - 102	Tremane	Truit	54 lecture; 0 lab; 108 outside; 3 units.	Requisite; DE; C-ID
	MATH 210 -	Jose	Martinez	72 lecture; 0 lab; 144 outside; 4 units	Requisite

Compton College Curriculum Committee
C-ID Descriptors
November 5, 2019

Course Name	Originator First Name	Originator Last Name	Existing Course Information (2019-2020 Compton College Catalog)	Proposed Changes
1 COMS 100 - Public Speaking	Minodora	Moldoveanu	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
2 COMS 120 - Argumentation and Debate	Liza	Rios	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
3 COMS 130 - Interpersonal Communication	Minodora	Moldoveanu	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
4 COMS 140- Small Group Communication			54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID/Requisites. Textbook update. No Changes
5 COMS 250 - Oral Interpretation of Literature	Liza	Rios	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
6 COMS 260 - Introduction to Intercultural Communication	Liza	Rios	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
7 COMS 270 - Organizational Communication	Minodora	Moldoveanu	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Textbook update. No Changes
MATH 140 - Finite Mathematics for Business and Social Sciences	Donald	Roach	72 lecture; 0 lab; 144 outside. 4 units	Course review for C-ID. Requisites
MATH 190- Single Variable Calculus and Analytic Geometry I	Jose	Martinez	90 lecture; 0 lab; 180 outside. 5 units.	Course review for C-ID. Requisites
10 MUSI 111- Music Appreciation Survey	Mandeda	Uch	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID/Requisites. No proposed changes
11 PE 277 - Introduction to Kinesiology	Shannon	Williams	54 lecture; 0 lab; 108 outside. 3 units.	Course review for C-ID. Requisites
12 THEA 103 - Theatre Appreciation	Valerie	Woodward	54 lecture; 0 lab; 108 outside. 3 units	Course review for C-ID.
13 PSYC 101 - General Psychology	Brad	Conn	54 lecture; 0 lab; 108 outside. 3 units.	Requisite; DE; Update textbook; C-ID
14 PSYC - 120	Brad	Conn	54 lecture; 54 lab; 108 outside	Requisite; C-ID
15 SOCI - 102	Trenaine	Truit	54 lecture; 0 lab; 108 outside. 3 units.	Requisite; DE; C-ID



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

BP 4245 ACADEMIC RANK

**ISSUED: October 1, 2013
REVISED:**

Reference:

Education Code Sections

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.

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.

- 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 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 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.
- 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.

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%
CIS 132 - Personal Computer Support and Networking	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.
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%
ETEC 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 145 - Elementary Medical Technician	72 lecture. 144 outside. 4 units.	Add online and hybrid teaching methodology to the Distance Education modality.
MTEC 150 - Elementary Statistics with Probability	36 lecture. 72 lab. 54 outside. 3 units. 33.33%	36 lecture. 54 lab. 72 outside. 3 units. 28.33%
MTEC 175 - Integrated Robotic and Automated Technologies	18 lecture. 36 lab. 27 outside. 1.5 units. 16.67%	18 lecture. 27 lab. 36 outside. 1.5 units. 14.17%
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%
MITT 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%
PSCY 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
WEID 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%
WEID 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%
WEID 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%
WEID 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 of study</u>

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><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 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> 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>
<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”. (Note: This practice was added to the SOAA in February 2019)</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
<p>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.</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> 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.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><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.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 - Fall 2019</p>

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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.</p> <p>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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<p>e. Required math courses are appropriately aligned with the student's field of study (Note: <i>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. Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text. </p>	<p><i>Timeline for implementing next steps:</i> Summer 2019 – Spring 2020</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>

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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></p> <p>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></p> <p>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>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 <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 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>student’s completion of their program of study.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019 – Spring 2020</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></p> <p>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>
<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</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>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><i>Term, if at scale or 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 AB 705 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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<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>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>
<p>Term, if at scale or scaling: Click or tap here to enter text.</p>			

GUIDED PATHWAYS ESSENTIAL PRACTICES

Scale of Adoption at Our College

Progress to Date Implementing Practice
(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)

Next Steps Toward Implementing Practice at Scale & Timeline

Equity Considerations in Area 3:

- 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?

3. KEEPING STUDENTS ON PATH

a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

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.

Next steps:

Finalize the Tartar Success Teams and launch Banner Degree Works.

Timeline for implementing next steps:

Summer 2019-Fall 2019

Term, if at scale or scaling:

Click or tap here to enter text.

Progress to date:

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.

Next steps:

Launch Degree Works and the Program Mapper Software. Train Guided Pathway Counselors, counselors, Student Services Advisors and students on how to utilize new tools.

Timeline for implementing next steps:

Spring 2019-Spring 2020

b. Students can easily see how far they have come and what they need to do to complete their program.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

<p>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.</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>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> <p>Progress to date: 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.</p>	<p>Next steps: Planning stages for CRM Advise, to include Student Services Advisors, counselors, teaching faculty, and administrators.</p> <p>Timeline for implementing next steps: Spring 2019-Spring 2020</p>
<p>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</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>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> <p>Progress to date: 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.</p>	<p>Next steps: 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.</p> <p>Timeline for implementing next steps: Spring 2019-Fall 2019 (ongoing)</p>
<p>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.</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>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> <p>Progress to date: 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.</p>	<p>Next steps: Utilize data to explore student needs in scheduling times. Explore options for meeting student demand to include Block Scheduling as an option.</p> <p>Timeline for implementing next steps:</p>

		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
<p>Equity Considerations in Area 4:</p> <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? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</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><i>Progress to date:</i></p> <p>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.</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></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019- Begin university and employment PLO alignment</p>
<p>b. Instruction across programs (especially in program introductory courses)</p>	<input type="checkbox"/> Not occurring	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></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
<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><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>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><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>
<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
<p>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.</p>	<p><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</p>	<p><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.</p> <p><i>Term, if at scale or scaling:</i> Fall 2016/Spring 2016</p>	<p><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.</p> <p><i>Timeline for implementing next steps:</i> Summer 2019 –Fall 2019</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</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 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.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><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.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</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</p>	<p><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.</p>	<p><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</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
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	<input type="checkbox"/> At scale	<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>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</p>
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<p>g. The college assesses the effectiveness of educational practice (e.g. using CCSS or SENSE, etc.) and uses the results to create targeted professional development.</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><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.</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> 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 CCSS and/or SENSE.</p> <p><i>Timeline for implementing next steps:</i> Spring 2019-Fall 2020</p>
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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 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

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/>.

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

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](#).

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/studentservices/financialaid/>.