



## Academic Senate AGENDA

**Facilitator:** Amber Gillis, President

**Recorder:** Nikki Williams, Secretary

**Date:** May 21, 2020

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

**Location:** Zoom Conference in Canvas

**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 May 7, 2020 Meeting**
- 4) **Reports**
  - a) President's Report
  - b) ASB President Report
  - c) Vice President's Report
  - d) Faculty Board Representative Report
  - e) Academic Affairs Report
  - f) Curriculum Report
  - g) Distance Education Report
  - h) Faculty Development Report
- 5) **Unfinished Business/Tabled Business**
  - a) Second Read & Vote: BP 3225 – Institutional Effectiveness
  - b) Second Read & Vote: Program Maps (Various Programs: See Attached)
  - c) Second Read & Vote: Collaborative Governance at Compton College Document
  - d) Second Read & Vote: Approved Curriculum Items from May 5, 2020
  - e) Second Read & Vote: Curriculum Handbook Revisions: Academic Senate Review of Courses and Distance Education Addendum Approval Processes statements
  - f) Second Read & Vote: Faculty Development Coordinator Job Description
- 6) **New Business**
  - a) First Read: BP3226 – Institutional Review Board (IRB)
  - b) First Read: Program Maps (Various Programs: See Attached)

- c) First Read: Approved Curriculum Items from May 19, 2020
- d) First Read: Faculty Development Committee Purpose Statement
- e) First Read: Enrollment Management Plan

**7) Informational Items**

- a) BP 3550 Drug Free Environment and Drug Prevention Program
- b) BP 3310 – Records Retention and Destruction\*
- c) AR 3310 – Records Retention and Destruction\*

\*NOTE: BP3310 and AR3310 replace CCCD AR6552

**8) Future Agenda Items**

- a) Tenure Resolutions
- b) Minimum Qualifications Resolution
- c) Retirement Resolutions

**9) Adjournment**

**Next Scheduled Meeting: June 4, 2020 at 12:30pm**  
**Academic Senate Canvas Site**

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	Canvas Site
October 17	Board Room	April 2	Canvas Site
November 7	Board Room	April 23	Canvas Site
November 21	Staff Lounge	May 7	Canvas Site
December 5	Board Room	May 21	Canvas Site
		June 4	Canvas Site

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:** May 7, 2020

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

**Location:** Zoom Conference in Canvas

**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:**

Estrada, Harvey  
 Evans, Jerome  
 Gillis, Amber  
 Khan, Mahbub  
 Kooiman, Brent  
 Maruri, Carlos

Mills, Jesse  
 Moldoveanu, Minodora  
 Moore, Sean  
 Pham, Hoa  
 Richardson, Pamela  
 Roeun, Malinni  
 Schumacher, Holly

Schwitkis, Kent  
 Sidhu, Rajinder  
 Thomas, Shirley  
 Valdry, Andree  
 Villalobos, Jose  
 Williams, Nikki

**AGENDA:**

- 1) **Call to Order-** 12:40pm
- 2) **Approval of Agenda-** Approve amended agenda- Moldoveanu/Roeun
- 3) **Review and Approval of Minutes from April 23, 2020 Meeting**  
 Correction A. Valdry present- Approve with correction- Mills/Schwitkis
- 4) **Reports**
  - a) **President's Report-** Amber Gillis  
 Happy Teacher Appreciation Week everyone. I was on campus earlier on Tuesday and I was there to help with virtual commencement taping. There are 400 students that are eligible to graduate with a degree or certificate. They are trying to figure out the logistics of how students will submit a photo and message that it is appropriate. Dr. Curry has put together a Campus Reopening Committee to discuss the measures that need to be put into place to help reopen the campus safely. He is looking for a few more faculty members to join. It is particularly important faculty who teach lab classes join to figure out those logistics. If you are interested, please send me an email and I would like to forward names to him as soon as possible. There have been additional revisions made to AR 4230 Academic and Grading Symbols. At the last Senate meeting we talked about adding the Pass/No Pass option for students. I submitted a sample statement that includes letter grade designations for Pass/No Pass categories. When we met with Dr. Curry, I asked if somebody can send us faculty some kind of clarifying email as to what Pass/No Pass looks like for students and make sure faculty understand the withdrawal process and that students will be given an EW. The deadline to drop and get a refund is May 15, 2020.
  - b) **ASB President Report**  
 No report
  - c) **Vice President's Report-** Jesse Mills  
 SLO and Program Review- We need to get these things done since we are coming up to an Accreditation

Mid-term Report. The next Program Review training is the last Tuesday of the month. We will be collecting SLOs this semester so the spring SLOs 2020 will be due at the end of the semester. Try to get word out to everyone in your division to get these done and we need to get them done even during these times.

d) Faculty Board Representative Report- Jerome Evans

No report

e) Academic Affairs Report

No report

f) Curriculum Report- Sean Moore

195 courses requiring DE Addendum revisions and require originators to be designated. Summer: 93 Courses Offered, and 46 DE Approved, 47 Non-DE Approved. Fall: 238 Courses Offered, 90 DE Approved, and 148 Courses Non-DE Approved. Mills- Will this list be sent out to campus so that everyone can know when these need to get done. S. Moore- We will be sending out the document soon and designating originators so that these can be designated so these can get done. Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020 document from the Chancellor's Office. On 5-05-20 Dr. Curry was sent an email by the Curriculum Committee Chair requesting a meeting to discuss course originators for DE addendum approvals. A Zoom meeting was held on Wednesday April 29, 2020 at 10:00 a.m. with Sean Moore, Dr. Keith Curry, Barbara Perez, and Maya Median to discuss revising Non-DE courses offered in Summer 2020 and Fall 2020. The timeline is sensitive and the approval deadline goal of December 31, 2020 is challenging. As a result, we are currently discussing and creating a plan of action that includes disseminating information to the deans, division chairs, and faculty of all courses requiring DE approvals by December 31, 2020 as soon as possible. Additional updates will be provided. The following statement will be revised to include a date and be placed for approval on the Curriculum Committee 5-19-20 Agenda (tabled at the Curriculum Committee 5-05-20): To further expedite curriculum approval processes during the COVID-19 pandemic, Non-DE courses that have been approved by Compton College's Curriculum Committee will only need the DE component revised and approved, versus being reviewed by each member in CNET. These courses should not be placed for inactivation because they are part of a program.

g) Distance Education Report- Jasmine Philips

DE Addendum process, the process that we have established as a committee is to talk about it with your division and get your divisions approval to make sure that it can go through the DE Addendum process. We have to make sure that we are maintaining regular and effective contact and that we are meeting accessibility. We have an accessibility checker tool that can be used to help with that. We have 7 webinars planned and I will be posting those dates in Flex Reporter. They help build on the skills that you need to do to prepare your shells. The OTC conference will be offered remotely and it is not canceled as will InstructureCon. The 3<sup>rd</sup> category of DE. Please look at that in your next division meeting and get feedback that can go to DEAC to incorporate. At our next meeting we will be working on a document Expectations for Teaching Summer classes and we will bring it to Senate. K. Schwitkis- We have to change all of our courses to have a DE option? J. Phillips- Yes for all of the courses that will be taught online need the DE Addendum.

h) Faculty Development Report- Judith Crozier

We had only 6 participants in the book club because it coincided with other meetings. We have 2 meetings this month for Faculty Development on May 14 and 19, 2020, to go over the documents that we are working on. I sent an email to include our Purpose document on the Senate agenda for the next meeting.

**5) Unfinished Business/Tabled Business**

a. Second Read & Vote: Approved Curriculum Items from April 21, 2020 (remove BIO Classes)

Motion to open discussion- Mills/Schwitkis. No discussion. Motion to close discussion- Schwitkis/Mills.

Motion to approve- Roeun/Schwitkis. Vote taken and the motion carries.

**6) New Business**

a. First Read: BP 3225 – Institutional Effectiveness

Motion to open discussion- Schwitkis/Moldoveanu. A. Gillis- Are there any questions or comments. If you do have any, you can send them to me and I will forward them to L. Sosenko. Motion to close discussion- Schwitkis/Mills.

b. First Read: Program Maps (Various Programs: See Attached)

Motion to open discussion- Mills/Moldoveanu. C. Jimenez- We drafted a timeline and the goal here is to have program maps completed by June 2020. R. Yahye- The program mappers are designed to help students visualize

their program paths for their educational goals. The counselors are working really hard to make sure that the program maps are complete. D. Ramirez- This process have been very collaborative. We based the information upon the courses that are offered and success rates as well as the student unit load. M. Moldoveanu- I was a bit sad to see that one course, COMS 120, it was only provided as an option for some of the program maps and for the rest of the maps, English 103 is used for the rest. Discussion followed. K. Schwitkis- What is the thought for altering it in the future. A. Gillis- We passed a process in Senate for these last semester. Discussion followed. S. Moore- Motion to close discussion- Schwitkis/Mills.

c. First Read: Collaborative Governance at Compton College Document

Motion to open discussion- Mills/Schwitkis. A. Gillis- This is our governance document that we began working on last year. This is coming to us from Consultative Council and they would like our feedback on this. K. Schwitkis- This is not a perfect document, but it is a good starting point. If you are looking at the organizational chart, we are still waiting for Ginsler to come back to us with the charts. I am also awaiting, the recommendation forms which identifies how any individual person or committee can make a recommendation. Discussion followed. K. Schwitkis- How do we change this in the future? A. Gillis- There is a phrase in the document that states that they will be reviewing the document every two years. If there are recommended changes before the two year mark, you can bring it to Senate and your Senate president is co-chair of Consultative Council and will take it to them. Motion to close discussion- Schwitkis/Mills.

d. First Read: Approved Curriculum Items from April 21, 2020

Motion to open discussion- Schwitkis/Mills. S. Moore did a great job of explaining these and he is doing a great job with curriculum. Motion to close discussion- Schwitkis/Mills.

e. First Read: DE Addendum Statement

Motion to open discussion- Villalobos/Roeun. No discussion. Motion to close discussion- Schwitkis/Roeun.

f. First Read: Curriculum Handbook Revisions: Academic Senate Review of Courses and Distance Education Addendum Approval Processes statements

Motion to open discussion- Mills/Villalobos. A. Gillis- The Curriculum Committee will be making amendments to certain sections of the handbook. I will send everyone an electronic copy. S. Moore- This statement is here is to expedite future approval processes. This is to get permission to have only one read here at Senate. Since Curriculum Committee is a subcommittee of Senate and you have put our trust in us that we have read and completed the curriculum, we would like to be able to put it through Senate for one read. Motion to close discussion- Schwitkis/Mills.

g. First Read: Faculty Development Coordinator Job Description

Motion to open discussion- Schwitkis/Mills. K. Schwitkis- We looked at what other schools were doing and we had help to make sure that it met union criteria. If you have any feedback on it, please let someone on the Faculty Development Committee know. You can send feedback to J. Crozier. Motion to close discussion- Schwitkis/Villalobos.

**7) Informational Items**

- a) Administrative Regulation for Academic Rank
- b) Board Policy and Administrative Regulation for Accreditation
- c) Accreditation Midterm Report First Read

**8) Future Agenda Items**

**9) Adjournment- 2:03pm**

**Next Scheduled Meeting: May 21, 2020 at 12:30pm**  
**Academic Senate Canvas Site- Zoom**







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

***BP 3225 Institutional Effectiveness***

***Issued: April 21, 2020***

***References:***

*Education Code Sections 78210 et seq. and 84754.6;  
ACCJC Accreditation Standard I.B.5 - 9*

***NOTE:*** *This policy is legally advised for those districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.*

*The Board of Trustees is committed to developing aspirational and quantifiable goals that measure the ongoing condition of the District's operational environment. The Board of Trustees regularly assesses the District's institutional effectiveness.*



Compton College  
 AA General Studies, Arts and Humanities  
 FT No Intersession  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A2	4
CSUGE AREA C1	3
CSUGE AREA E	3
TRANSFER ELECTIVE	1
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA A3	3
CSUGE AREA B4	3-4
CSUGE AREA D: US HIST	3
<b>TOTAL</b>	<b>15-16</b>

**FALL 2**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A1	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA C2	3
CSUGE AREA D: POLS 101	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 2**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA C	3
CSUGE AREA D	3
<b>TOTAL</b>	<b>15-16</b>

<b>TOTAL</b>	<b>60-61</b>
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Notes

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA General Studies, Culture and Communication  
 FT No Intersession  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A2	4
CSUGE AREA C1	3
CSUGE AREA E	3
TRANSFER ELECTIVE	1
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A3	3
CSUGE AREA B4	3-4
CSUGE AREA D: US HIST	3
CSUGE AREA C2	3
<b>TOTAL</b>	<b>15-16</b>

**FALL 2**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA A1	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA D: POLS 101	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 2**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA C1 or C2	3
CSUGE AREA D	3
<b>TOTAL</b>	<b>15-16</b>

<b>TOTAL</b>	<b>60-61</b>
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Notes

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA General Studies, Fine and Applied Arts  
 FT No Intersession  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A2	4
CSUGE AREA C1	3
CSUGE AREA E	3
TRANSFER ELECTIVE	1
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
AA CORE	3
CSUGE AREA A1	3
CSUGE AREA B4	3-4
CSUGE AREA C	3-5
CSUGE AREA D: US HIST	3
<b>TOTAL</b>	<b>15-18</b>

**FALL 2**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA A3	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA C2	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 2**

COURSE NAME	UNITS
AA CORE	3
AA CORE	3
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA D: POLS 101	3
CSUGE AREA D	3
<b>TOTAL</b>	<b>15-16</b>

<b>TOTAL</b>	<b>60-63</b>
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Notes

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, Commercial Music FT No Intersession  
 Compton College General Education Pattern  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 131A	2
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
CCGE AREA 2A	3
CCGE AREA 4A	4
CCGE AREA 5	3
<b>TOTAL</b>	<b>17</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 215A	3
CCGE AREA 4B	3
CCGE AREA 6	3-4
<b>TOTAL</b>	<b>15-16</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 215B	3
MUSI 105	3
CCGE AREA 1	3
<b>TOTAL</b>	<b>15</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 113 or MUSI 116	3
MUSI 130	2
MUSI 147A, 147B, or 247	2
CCGE AREA 2B	3
CCGE AREA 2C	3
<b>TOTAL</b>	<b>15</b>

<b>TOTAL</b>	<b>62</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, Commercial Music FT No Intersession  
 CSUGE  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 131A	2
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
<b>CSUGE AREA A2</b>	<b>4</b>
<b>CSUGE AREA D: US HIST</b>	<b>3</b>
<b>CSUGE AREA E</b>	<b>3</b>
<b>TOTAL</b>	<b>17</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 215A	3
<b>CSUGE AREA A3</b>	<b>3</b>
<b>CSUGE AREA B4</b>	<b>3-4</b>
<b>CSUGE AREA C2</b>	<b>3</b>
<b>TOTAL</b>	<b>18-19</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 215B	3
MUSI 105	3
<b>CSUGE AREA A1</b>	<b>3</b>
<b>CSUGE AREA B1 or B1+B3</b>	<b>3-4</b>
<b>TOTAL</b>	<b>18-19</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 113 or MUSI 116	3
MUSI 130	2
MUSI 147A, 147B, or 247	2
<b>CSUGE AREA B2 or B2+B3</b>	<b>3-4</b>
<b>CSUGE AREA D: POLS 101</b>	<b>3</b>
<b>CSUGE AREA D</b>	<b>3</b>
<b>TOTAL</b>	<b>18-19</b>

<b>TOTAL</b>	<b>72</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, General Music FT No Interession  
 Compton College General Education Pattern  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 131A	2
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
CCGE AREA 4A	4
CCGE AREA 5	3
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 120 or MUSI 147A	2
MUSI 215A	3
CCGE AREA 4B	3
CCGE AREA 6	3-4
<b>TOTAL</b>	<b>17-18</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 120 or MUSI 147B	2
MUSI 215B	3
CCGE AREA 1	3
CCGE AREA 2A	3
<b>TOTAL</b>	<b>17</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 102A, MUSI 112, or MUSI 116	3
MUSI 203	4
CCGE AREA 2B	3
CCGE AREA 2C	3
<b>TOTAL</b>	<b>15</b>

<b>TOTAL</b>	<b>63</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, General Music FT No Interession  
 CSUGE  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 131A	2
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
<b>CSUGE AREA A2</b>	4
<b>CSUGE AREA D: US HIST</b>	3
<b>CSUGE AREA E</b>	3
<b>TOTAL</b>	<b>17</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 120 or MUSI 147B	2
MUSI 215B	3
<b>CSUGE AREA A1</b>	3
<b>CSUGE AREA B1 or B1+B3</b>	3-4
<b>TOTAL</b>	<b>17-18</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 120 or MUSI 147A	2
MUSI 215A	3
<b>CSUGE AREA A3</b>	3
<b>CSUGE AREA B4</b>	3
<b>CSUGE AREA C2</b>	3
<b>TOTAL</b>	<b>20</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 102A, MUSI 112, or MUSI 116	3
MUSI 203	4
<b>CSUGE AREA B2 or B2+B3</b>	3-4
<b>CSUGE AREA D: POLS 101</b>	3
<b>CSUGE AREA D</b>	3
<b>TOTAL</b>	<b>18-19</b>

<b>TOTAL</b>	<b>73</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)





Compton College  
 AA Music, Instrumental Music FT No Interession  
 Compton College General Education Pattern  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 190A	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
CCGE AREA 2A	3
CCGE AREA 4A	4
CCGE AREA 5	3
<b>TOTAL</b>	<b>15</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
MUSI 131A	2
MUSI 215A	3
CCGE AREA 4B	3
<b>TOTAL</b>	<b>14</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
MUSI 102A, 102B, 143, 144, 145, 146, 147A, 147B, or 247	2
MUSI 215B	3
CCGE AREA 1	3
Elective	3
<b>TOTAL</b>	<b>17</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 203	4
MUSI 190D	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
CCGE AREA 2B	3
CCGE AREA 2C	3
CCGE AREA 6	3
<b>TOTAL</b>	<b>15</b>

<b>TOTAL</b>	<b>61</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, Instrumental Music FT No Interession  
 CSUGE  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 190A	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
<b>CSUGE AREA A2</b>	4
<b>CSUGE AREA D: US HIST</b>	3
<b>CSUGE AREA E</b>	3
<b>TOTAL</b>	<b>15</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
MUSI 131A	2
MUSI 215A	3
<b>CSUGE AREA A3</b>	3
<b>CSUGE AREA B4</b>	3
<b>TOTAL</b>	<b>17</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
MUSI 102A, 102B, 143, 144, 145, 146, 147A, 147B, or 247	2
MUSI 215B	3
<b>CSUGE AREA A1</b>	3
<b>CSUGE AREA B1 or B1+B3</b>	3-4
<b>TOTAL</b>	<b>17-18</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 203	4
MUSI 190D	1
MUSI 260,261,262,264,265,266,267,268,or 269	1
<b>CSUGE AREA B2 or B2+B3</b>	3-4
<b>CSUGE AREA C2</b>	3
<b>CSUGE AREA D: POLS 101</b>	3
<b>CSUGE AREA D</b>	3
<b>TOTAL</b>	<b>18-19</b>

<b>TOTAL</b>	<b>68</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, Keyboard Music FT No Interession  
 Compton College General Education Pattern  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 131A	2
CCGE AREA 2A	3
CCGE AREA 4A	4
CCGE AREA 5	3
<b>TOTAL</b>	<b>17</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 131B	2
MUSI 215A	3
CCGE AREA 4B	3
<b>TOTAL</b>	<b>14</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 231A	2
MUSI 215B	3
CCGE AREA 1	3
CCGE AREA 2C	3
<b>TOTAL</b>	<b>17</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 203	4
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 231B	2
CCGE AREA 2B	3
CCGE AREA 6	3-4
<b>TOTAL</b>	<b>14-15</b>

<b>TOTAL</b>	<b>62</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
 AA Music, Keyboard Music FT No Interession  
 CSUGE  
 Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 190A	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 131A	2
<b>CSUGE AREA A2</b>	4
<b>CSUGE AREA D: US HIST</b>	3
<b>CSUGE AREA E</b>	3
<b>TOTAL</b>	<b>17</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 103A	4
MUSI 190B	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 131B	2
MUSI 215A	3
<b>CSUGE AREA A3</b>	3
<b>CSUGE AREA B4</b>	3-4
<b>TOTAL</b>	<b>17-18</b>

**FALL 2**

COURSE NAME	UNITS
MUSI 103B	4
MUSI 190C	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 231A	2
MUSI 215B	3
<b>CSUGE AREA A1</b>	3
<b>CSUGE AREA B1+B3 or B2+B3</b>	4
<b>TOTAL</b>	<b>18</b>

**SPRING 2**

COURSE NAME	UNITS
MUSI 203	4
MUSI 190D	1
MUSI 260, 261, 262, 264, 265, 266, 267, 268 or 269	1
MUSI 231B	2
<b>CSUGE AREA B1or B2</b>	3
<b>CSUGE AREA C2</b>	3
<b>CSUGE AREA D: POLS 101</b>	3
<b>CSUGE AREA D</b>	3
<b>TOTAL</b>	<b>20</b>

<b>TOTAL</b>	<b>72</b>
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Notes

**Additional Degree:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
AAT Communication Studies FT No Interession  
Spring 2020

**FALL 1**

COURSE NAME	UNITS
CSUGE AREA A2	4
CSUGE AREA A1/AAT Core: COMS 100	3
CSUGE AREA C1	3
CSUGE AREA E	3
TRANSFER ELECTIVE: LIBR 101	1
<b>TOTAL</b>	<b>14</b>

**FALL 2**

COURSE NAME	UNITS
AAT LIST A: COMS 130	3
AAT LIST B: COMS 260	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA D: US HIST	3
CSUGE AREA D	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 1**

COURSE NAME	UNITS
CSUGE AREA A3	3
AAT LIST A: COMS 120	3
CSUGE AREA B4	3-4
CSUGE AREA D: POLS 101	3
CSUGE AREA C2	3-5
<b>TOTAL</b>	<b>15-18</b>

**SPRING 2**

COURSE NAME	UNITS
AAT LIST B: COMS 140	3
AAT LIST C: COMS 270, ENGL 102, PSYC 101, or SOCI 101	3
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA C1 or C2	3
TRANSFER ELECTIVE	3
<b>TOTAL</b>	<b>15-16</b>

<b>TOTAL</b>	<b>60</b>
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Notes

**Additional Degrees:** AA General Studies emphasis in "Arts and Humanities" OR "Culture and Communication"



Compton College  
AAT English FT No Interession  
Spring 2020

**FALL 1**

COURSE NAME	UNITS
CSUGE AREA A1	3
CSUGE AREA A2	4
CSUGE AREA C1	3
CSUGE AREA E	3
TRANSFER ELECTIVE: LIBR 101	1
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
AAT CORE: ENGL 103	3
AAT CORE: ENGL 102	3
CSUGE AREA B4	3-4
CSUGE AREA D: US HIST	3
TRANSFER ELECTIVE	3
<b>TOTAL</b>	<b>15-16</b>

**FALL 2**

COURSE NAME	UNITS
AAT LIST A: ENGL 150 or ENGL 240	3
AAT LIST B: ENGL 242 or ENGL 243	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA D: POLS 101	3
TRANSFER ELECTIVE	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 2**

COURSE NAME	UNITS
AAT LIST A: ENGL 151 or ENGL 242	3
AAT LIST C: SPAN 101 or ENGL 227 or ENGL 228	3-5
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA D	3
TRANSFER ELECTIVE	3
<b>TOTAL</b>	<b>15-17</b>

<b>TOTAL</b>	<b>60-62</b>
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Notes

**Additional Degrees:** AA General Studies emphasis in Arts and Humanities



Compton College  
AAT Spanish FT No Interession  
Spring 2020

**FALL 1**

COURSE NAME	UNITS
CSUGE AREA A2	4
AAT CORE: SPAN 101	5
CSUGE AREA E	3
CSUGE AREA C1	3
<b>TOTAL</b>	<b>15</b>

**FALL 2**

COURSE NAME	UNITS
AAT CORE: SPAN 103	5
AAT LIST A: SPAN 121	2
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA D: US HIST	3
CSUGE AREA D: POLS 101	3
<b>TOTAL</b>	<b>16-17</b>

CSUGE AREA A3	3
AAT CORE: SPAN 102	5
CSUGE AREA B4	3-4
CSUGE AREA A1	3
TRANSFER ELECTIVE	1
<b>TOTAL</b>	<b>15</b>

**SPRING 2**

COURSE NAME	UNITS
AAT CORE: SPAN 104	5
AAT LIST A: SPAN 122	2
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA D	3
<b>TOTAL</b>	<b>13-14</b>

<b>TOTAL</b>	<b>60</b>
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Notes

**Additional Degrees:** AA General Studies emphasis in Arts and Humanities

**SPRING 1**

COURSE NAME	UNITS
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Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
AAT Studio Art FT No Intersession  
Spring 2020

**FALL 1**

COURSE NAME	UNITS
CSUGE AREA A2	4
AAT CORE: ART 110	3
AAT CORE: ART 103	3
CSUGE AREA E	3
TRANSFER ELECTIVE: LIBR 101	1
<b>TOTAL</b>	<b>14</b>

**SPRING 1**

COURSE NAME	UNITS
CSUGE AREA A3	3
AAT CORE: ART 130 or ART 160	3
AAT LIST A: ART 102 or ART 104	3
CSUGE AREA B4	3-4
CSUGE AREA C2	3-5
<b>TOTAL</b>	<b>15-18</b>

**FALL 2**

COURSE NAME	UNITS
AAT CORE: ART 130 or ART 160	3
AAT LIST B: ART 129, ART 210, or ART 222	3
CSUGE AREA A1	3
CSUGE AREA B1 or B1+B3	3-4
CSUGE AREA D: US HIST	3
<b>TOTAL</b>	<b>15-16</b>

**SPRING 2**

COURSE NAME	UNITS
AAT LIST B: ART 219, ART 223, or ART 230	3
AAT LIST B: ART 219, ART 223, or ART 230	3
CSUGE AREA B2 or B2+B3	3-4
CSUGE AREA D: POLS 101	3
CSUGE AREA D	3
<b>TOTAL</b>	<b>15-16</b>

<b>TOTAL</b>	<b>60-64</b>
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Notes

**Additional Degrees:** AA General Studies emphasis in Arts and Humanities

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)





Compton College  
Certificate of Achievement: Commercial Music  
Spring 2020

**FALL 1**

COURSE NAME	UNITS
MUSI 101	3
MUSI 180	2
MUSI 181A	2
MUSI 284	3
<b>TOTAL</b>	<b>10</b>

**SPRING 1**

COURSE NAME	UNITS
MUSI 181B	2
MUSI 182	3
MUSI 183	2
MUSI 285	3
<b>TOTAL</b>	<b>10</b>

**FALL 2**

COURSE NAME	UNITS
<b>TOTAL</b>	

**SPRING 2**

COURSE NAME	UNITS
<b>TOTAL</b>	
<b>TOTAL</b>	<b>20</b>

Notes



Compton College  
AS-T Administration of Justice FT  
Spring 2020

**FALL**

COURSE NAME	UNITS
AJ 100	3
ENGL 101	4
CSUGE Area E	3
PSYC 101 or SOCI 101	3
<b>TOTAL</b>	<b>13</b>

**SPRING**

COURSE NAME	UNITS
ENGL 103	3
AJ 103	3
MATH 150	4
CSUGE Area A1	3
<b>TOTAL</b>	<b>13</b>

**FALL**

COURSE NAME	UNITS
CSUGE Area B2 & B3	4
AJ Course from List A	3
CSUGE Area D	3
CSUGE Area C1 or C2	3
<b>TOTAL</b>	<b>13</b>

**SPRING**

COURSE NAME	UNITS
CSUGE Area B1	3
AJ Course from List A	3
AJ Course Elective	3
AJ Course Elective	3
<b>TOTAL</b>	<b>12</b>

**WINTER**

COURSE NAME	UNITS
Arts (Choose from CSUGE Area C1)	3
<b>TOTAL</b>	<b>3</b>

**SUMMER**

COURSE NAME	UNITS
HISTORY	3
<b>TOTAL</b>	<b>3</b>

**WINTER**

COURSE NAME	UNITS
POLI 101	3
<b>TOTAL</b>	<b>3</b>

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College  
AA-T Kinesiology FT  
Spring 2020

**FALL**

COURSE NAME	UNITS
PE 277	3
ENGL 101	4
CSUGE Area E (PE 280 or 275 recommended)	3
CSUGE Area C1	3
<b>TOTAL</b>	<b>13</b>

**SPRING**

COURSE NAME	UNITS
ANAT 132	4
ENGL 103	3
KINES AAT Movement-Based Course (Category 1)	1-3
Math 150	4
<b>TOTAL</b>	<b>12-14</b>

**FALL**

COURSE NAME	UNITS
CHEM 104 (covers KINES AAT List A & 60 unit requirement)	5
CSUGE Area C2 (HISTORY recommended)	3
KINES AAT Movement-Based Course (Category 2)	1-3
CSUGE Area C1 or C2	3
<b>TOTAL</b>	<b>12-14</b>

**WINTER**

COURSE NAME	UNITS
PSYC 101 or SOC 101	3
<b>TOTAL</b>	<b>3</b>

**SUMMER**

COURSE NAME	UNITS
POLI 101	3
CSUGE Area A1 (COMS)	3
<b>TOTAL</b>	<b>6</b>

**WINTER**

COURSE NAME	UNITS
CSUGE Area D course	3
<b>TOTAL</b>	<b>3</b>

Note: Anatomy & Chemistry are Pre-Requisites for Physiology; see counselor with questions.

**SPRING**

<b>COURSE NAME</b>	<b>UNITS</b>
<b>PHYO 131</b>	<b>4</b>
<b>KINES AAT Movement-Based Course (Category 3)</b>	<b>1-3</b>
<b>KINES AAT Elective</b>	<b>3</b>
<b>KINES AAT Elective</b>	<b>3</b>
<b>TOTAL</b>	<b>11-13</b>



Compton College  
AS-T Nursing FT  
Spring 2020

**FALL**

COURSE NAME	UNITS
English 101	4
MEDT 101	3
MATH 150	4
COMPTON GE HUMANITIES COURSE	3
<b>TOTAL</b>	<b>14</b>

**WINTER**

COURSE NAME	UNITS
PSYC 101	3
<b>TOTAL</b>	<b>3</b>

**SPRING**

COURSE NAME	UNITS
CHEM 102 or 104	5
ANAT 132	4
ENGL 102 or 103 or COMS	3
<b>TOTAL</b>	<b>12</b>

**SUMMER**

COURSE NAME	UNITS
PSYC 116	3
<b>TOTAL</b>	<b>3</b>

**FALL**

COURSE NAME	UNITS
PHYO 131	4
NURS 143	2
NUTR 110	3
SOCI 101	3
<b>TOTAL</b>	<b>12</b>

**WINTER**

COURSE NAME	UNITS
Compton GE Area 2A	3
<b>TOTAL</b>	<b>3</b>

**SPRING**

COURSE NAME	UNITS
MICR 133	5
NUTR 110	3
NURS 144	2
POLI 101	3
Apply for Nursing Program-entry to be following Spring term	
<b>TOTAL</b>	<b>13</b>

**SUMMER**

COURSE NAME	UNITS
Any GE's not completed	
<b>TOTAL</b>	

**NOTE: This mapper is intended for entry into the Compton College Nursing Program. See Counselor for information on university transfer or other nursing programs.**

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)

<b>TOTAL</b>	<b>8</b>
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**FALL**

COURSE NAME	UNITS
Gap prior to Spring start of Nursing Program	

**WINTER**

COURSE NAME	UNITS
NURS 146	2
<b>TOTAL</b>	<b>2</b>

**SPRING**

COURSE NAME	UNITS
NURS 222	3.5
NURS 220	3.5
NURS 224	3
NURS 226	.5
<b>TOTAL</b>	<b>10.5</b>

**SUMMER**

COURSE NAME	UNITS
<b>TOTAL</b>	

**FALL**

COURSE NAME	UNITS
NURS 230	3.5
NURS 232	2.5
NURS 234	2.5
NURS 238	.5
<b>TOTAL</b>	<b>9</b>

**WINTER**

COURSE NAME	UNITS
<b>TOTAL</b>	

**SPRING**

COURSE NAME	UNITS
NURS 240	4
NURS 242	4
NURS 244	.5
<b>TOTAL</b>	<b>8.5</b>

**SUMMER**

COURSE NAME	UNITS
<b>TOTAL</b>	

**FALL**

COURSE NAME	UNITS
NURS 247	6
NURS 248	2





# Compton College

## AS General Science Full-Time No Intercession

### FALL

COURSE NAME	UNITS
PHYSICAL SCIENCE (CHEM 104*)	5
IGETC/CSU MATH (150 OR 180 OR 190**)	4 – 5
HDEV 110	3
ELECTIVE (LIBR 101**)	1
IGETC/CSU HUMA: HIST GRAD REQ**	3
<b>TOTAL</b>	<b>16</b>

### FALL

COURSE NAME	UNITS
SEQUENCE*	5
IGETC/CSU ARTS	3
PHYSICAL SCIENCE	4
IGETC/CSU SBS	3
IGETC/CSU CRITICAL THINKING	3
<b>TOTAL</b>	<b>18</b>

### FALL

COURSE NAME	UNITS
<b>TOTAL</b>	

COURSE NAME	UNITS
<b>TOTAL</b>	

### SPRING

COURSE NAME	UNITS
SEQUENCE*	5
ENGL 101	3
IGETC/CSU SBS: POLI 101	3
IGETC/CSU ORAL: COMS 100**	3
<b>TOTAL</b>	<b>14</b>

### SPRING

COURSE NAME	UNITS
SEQUENCE*	5
BIOLOGICAL SCIENCE*	4
IGETC/CSU SBS	3
IGETC/CSU ARTS OR HUMA	3
<b>TOTAL</b>	<b>14</b>

### SPRING

COURSE NAME	UNITS
<b>TOTAL</b>	
<b>TOTAL</b>	<b>62</b>

**Notes**

If student selects IGETC Pattern there is a UC Foreign Language Requirement. Students must meet one of the following options:

- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

\*: We strongly encourage you see the GPD Counselor to determine which Major course is required for your Pathway

\*\* : Optional GE – We strongly encourage you see a GPD Counselor to determine which GE is appropriate for your Major/Pathway

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)





## Compton College

### AS Physical Science Full-Time No Intercession

#### FALL

COURSE NAME	UNITS
CHEM 104*	5
IGETC/CSU MATH: 150 OR 180 OR 190*	4 - 5
HDEV 110	3
ELECTIVE (LIBR 110**)	1
<b>TOTAL</b>	<b>13 - 14</b>

#### FALL

COURSE NAME	UNITS
SEQUENCE*	5
IGETC/CSU CRITICAL THINKING	3
IGETC/CSU HUMA: HIST GRAD REQ**	3
IGETC/CSU SBS	3
UC/CSU ELECTIVE	1
<b>TOTAL</b>	<b>15</b>

#### SPRING

COURSE NAME	UNITS
IGETC/CSU ORAL SEQUENCE*	3
ENGL 101	5
IGETC/CSU SBS: POLI 101**	4
	3
<b>TOTAL</b>	<b>15</b>

#### SPRING

COURSE NAME	UNITS
PHYSICAL SCIENCE*	5
IGETC/CSU ARTS	3
IGETC/CSU SBS	3
IGETC/CSU ARTS OR HUMA	3
UC/CSU ELECTIVE	3
<b>TOTAL</b>	<b>17</b>

<b>TOTAL</b>	<b>60</b>
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#### Notes

If student selects IGETC Pattern there is a UC Foreign Language Requirement. Students must meet one of the following options:

- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

\*: We strongly encourage you see the GPD Counselor to determine which Major course is required for your Pathway

\*\* : Optional GE – We strongly encourage you see a GPD Counselor to determine which GE is appropriate for your Major/Pathway

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



## Compton College AST Math Full-Time No Intersession

### FALL

COURSE NAME	UNITS
IGETC/CSU MATH: MATH 190	5
ENGL 101	4
HDEV 110	3
IGETC/CSU SBS: POLI 101	3
ELECTIVE: LIBR 101**	1
<b>TOTAL</b>	<b>16</b>

### FALL

COURSE NAME	UNITS
MATH 220	5
IGETC/CSU BIOLOGICAL SCIENCE AND LAB: BIOL 100**	4
IGETC/CSU SBS	3
IGETC/CSU PHYSICAL SCIENCE: PHYS 150**	4
<b>TOTAL</b>	<b>16</b>

### FALL

COURSE NAME	UNITS
<b>TOTAL</b>	

### SPRING

COURSE NAME	UNITS
MATH 191	5
LIST B: MATH 210	5
IGETC/CSU CRITICAL THINKING	3
IGETC/CSU ORAL COMMUNICATION: COMS 100	3
<b>TOTAL</b>	<b>16</b>

### SPRING

COURSE NAME	UNITS
LIST A: MATH 270	5
IGETC/CSU HUMA: HIST GRAD REQ	3
IGETC/CSU ARTS OR HUMA	3
IGETC/CSU SBS	3
IGETC ARTS	3
<b>TOTAL</b>	<b>17</b>

### SPRING

COURSE NAME	UNITS
<b>TOTAL</b>	

<b>TOTAL UNITS</b>	<b>65</b>
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#### Notes

If student selects IGETC Pattern there is a UC Foreign Language Requirement. Students must meet one of the following options:

- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

\*: We strongly encourage you see the GPD Counselor to determine which Major course is required for your Pathway

\*\* : Optional GE – We strongly encourage you see a GPD Counselor to determine which GE is appropriate for your Major/Pathway

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



# Compton College

## AST Physics Full-Time No Intersession

### FALL

COURSE NAME	UNITS
IGETC/CSU PHYSICAL SCIENCE: PHYS 120**	4
IGETC/CSU MATH: MATH 190	5
HDEV 110	3
IGETC/CSU ORAL COMMUNICATION: COMS 100	3
<b>TOTAL</b>	<b>15</b>

### FALL

COURSE NAME	UNITS
PHYS 152 (3) OR PHYS 252 (4) *	3 - 4
MATH 220	5
IGETC/CSU SBS: POLI 101	3
IGETC/CSU ARTS	3
IGETC/CSU SBS	3
<b>TOTAL</b>	<b>17 - 18</b>

### FALL

COURSE NAME	UNITS
<b>TOTAL</b>	

### SPRING

COURSE NAME	UNITS
<b>TOTAL</b>	

### SPRING

COURSE NAME	UNITS
ENGL 101	4
PHYS 150	4
MATH 191	5
IGETC/CSU IGETC/CSU BIOLOGICAL SCIENCE: BIOL 100**	4
ELECTIVE: LIBR 110**	1
<b>TOTAL</b>	<b>18</b>

### SPRING

COURSE NAME	UNITS
PHYS 250	4
IGETC/CSU CRITICAL THINKING	3
IGETC/CSU SBS	3
IGETS/CSU HUMA: HIST GRAD REQ**	3
IGETC/CSU ARTS OR HUMA	3
<b>TOTAL</b>	<b>16</b>

### SPRING

COURSE NAME	UNITS
<b>TOTAL</b>	

<b>TOTAL</b>	<b>65 - 67</b>
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#### Notes

If student selects IGETC Pattern there is a UC Foreign Language Requirement. Students must meet one of the following options:

- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

\*: Please see a Counselor to determine which Major course is required for your Pathway

\*\*: Optional GE – Please see a Counselor to determine which GE is appropriate for your Major/Pathway

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



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# COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

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Spring 2020







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# COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

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# Collaborative Governance at Compton College

## Definition of Collaborative Governance

Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions made will drive student success at Compton College.

## Philosophy

The college's Mission, Vision, Values, and Principles of Community guide Collaborative Governance at Compton College. All constituent groups are involved in the recommendation and decision-making process by providing input that makes Compton College an effective institution in supporting student success.

## Mission Statement

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

## Vision and Values

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

Compton College's values are grounded in the following principles:

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

## Principles of Community

Compton College welcomes contributions of the community at large 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.

Diversity

We embrace and uphold the culture, achievements and unique contributions of all stakeholders.

Creativity

Collaborative Governance values creativity, including the perspectives and viewpoints of all constituents at Compton College.

Accountability

Accountability defines roles, responsibilities and timelines, and leads to evidence-based decision making.

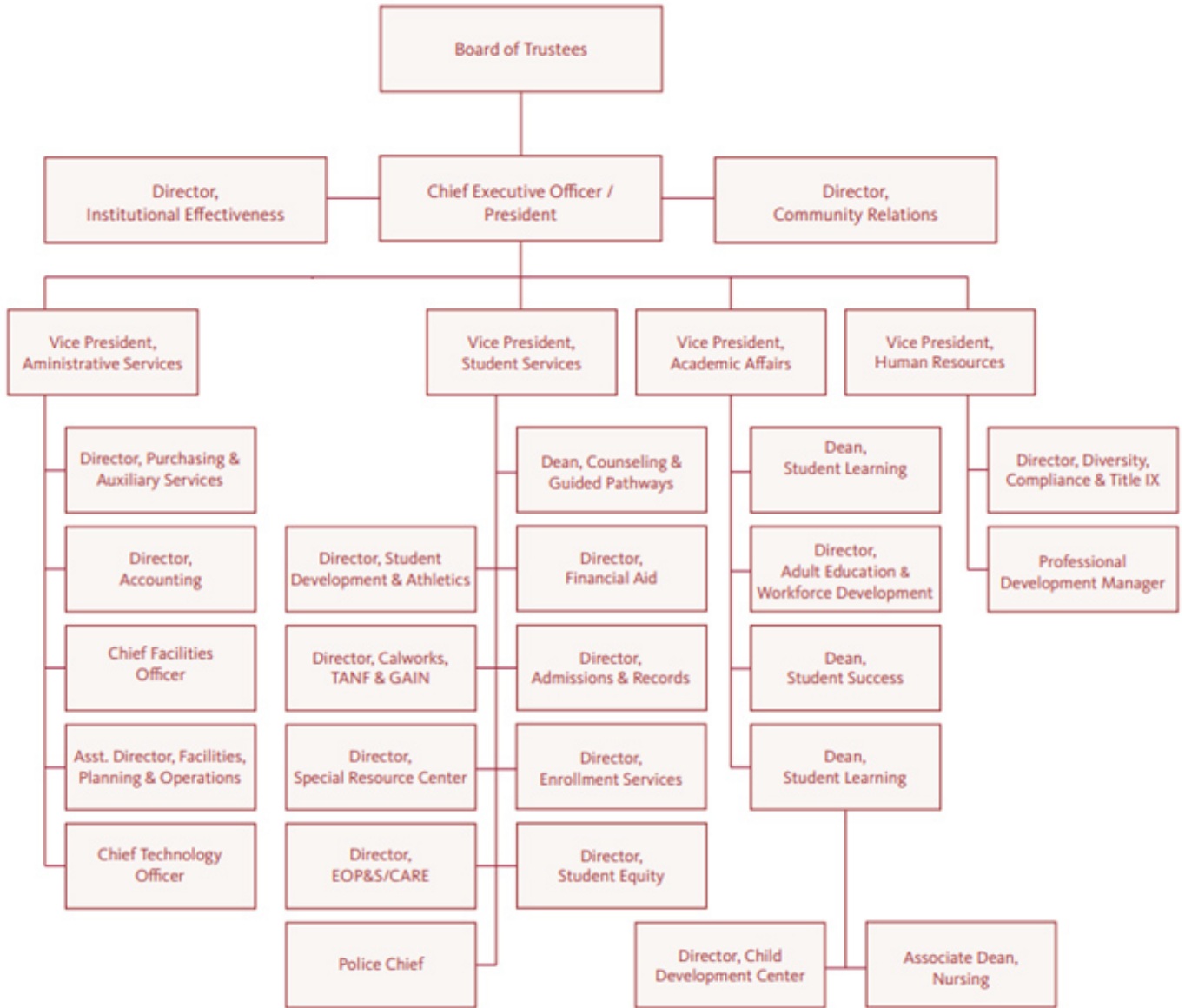
Transparency

Collaborative Governance commits to open communication and collaboration amongst all stakeholders in the recommendation and decision-making process.

The aforementioned Principles of Community are reflected in [Board Policy 2510 - Participation in Local Decision Making](#), [Board Policy 2520 - Academic Senate](#), and [Administrative Regulation 2511 - Council and Committee Structure](#), and provide the foundation for decisions made at Compton College. Adherence to the Principles of Community is the obligation of all employees and students. In practicing these principles, Compton College accomplishes our mission with care, consideration, and respect, by appreciating all individuals and the expertise they bring to the Collaborative Governance process.

# Organizational Chart

Annually, as part of the planning and budget process, Compton Community College District Human Resources Department updates the organizational chart. The current organizational chart is available [here](#).



# Key Stakeholders

## Board of Trustees

The Board of Trustees consists of five (5) members elected by the qualified voters of the District ([Board Policy 2010 – Board Membership](#)). The Board is committed to fulfilling its responsibilities including, advocating for and protecting the District and assisting in establishing a climate where high standards are maintained and institutional goals are accomplished ([Board Policy 2200 – Board Duties and Responsibilities](#)).

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. ([Board Policy 2510 – Participation in Local Decision Making](#))

## President/Chief Executive Officer

The [President/CEO](#) is the official designee of the Board of Trustees and reports directly to the Board. The President/CEO is primarily responsible for the quality of the college and assessing institutional effectiveness, by providing strategies and allocating resources to achieve the mission and goals of the college. The official designee ensures compliance with state, federal and mandated educational initiatives and provides professional development opportunities to faculty, classified staff, and students to ensure the success of new initiatives. The President/CEO reserves the right to reject or modify any collaborative governance recommendation. The President/CEO, or designee, informs the individual or committee of the status and/or outcome of the recommendation(s). All constituent groups retain the right to present their concerns with the President/CEO's decision to the Board of Trustees if a common consensus is not achieved.

## Community at Large

Collaborative Governance includes all parties interested in the welfare [or “affected by the recommendation or decisions”] of Compton College, such as students, residents, businesses, government agencies, policy-makers, professional societies, local educational districts and institutions that supports Compton Community College District.

## Academic Senate

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, and 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 “academic and professional matters” means the policy development and implementation matters listed in this policy. The Board of Trustees or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board of Trustees 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 or policies regarding student preparation and success;
- (6) District and College governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

According to Title 5 § 53203, the governing board has adopted a policy for appropriate delegation of authority and responsibility to its academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on professional matters. The governing board has elected to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

According to [Board Policy 2510 – Participation in Local Decision Making](#), the Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees, and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

#### Administrators/Managers/Supervisors

As outlined in the definition of Collaborative Governance, Administrators, Managers, and Supervisors lead, organize, plan, supervise, consider the needs of faculty, and value collaborative governance based upon the recommendations made with faculty colleagues. Collegiality is a reciprocal obligation that is central to Compton College's recommendations and decision-making process.

#### Classified Professionals

According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. Staff shall be provided with opportunities to participate in the formulation and development of district policies and regulations that have a significant effect on staff. The opinions and recommendations of the Compton Community College Federation of Employees – Classified Employees will be given every reasonable consideration ([Board Policy 2510 – Participation in Local Decision Making](#)).

### Associated Student Body of Compton College

The students of Compton College are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Student Body of Compton College. The Associated Student Body organization is recognized as the official voice for the students in District and College decision-making processes. It may conduct other activities as approved by the President/CEO. The Associated Student Body activities shall not conflict with the authority or responsibility of the Board of Trustees or its officers or employees ([Board Policy 5400 – Associated Student Body](#) and [Board Policy 2510 – Participation in Local Decision Making](#)).

# Organizational Groupings and Committees

## Organizational Groupings Defined

1. **Compton Community College District Board of Trustees:** consists of five (5) members elected by the qualified voters of the District. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered ([Board Policy 2010 – Board Membership](#) and [Board Policy 2200 – Board Duties and Responsibilities](#)).
2. **Consultative Council:** The Compton Community College District recognizes the Consultative Council as the official body for the joint involvement of the named groups. The structure of the involvement is detailed in the [Administrative Regulation - 2511 Council and Committee Structure](#) and [Board Policy 2510 – Participation in Local Decision Making](#).

**President/CEO Cabinet:** The President/CEO’s direct-reporting employees within an organization that advise the President/CEO on a number of important issues affecting the institution at any given time.

## Council and Committees at Compton College

*[refer to [Administrative Regulation 2511 – Council and Committee Structure](#)]*

Committees and committee work are the foundation of all decision-making at Compton College.

Committees are the intersection of nearly, if not every constituent group on campus, and is the arena by which ideas are presented, discussed, and acted upon. Additionally, committee work is informed by both the needs of the institution and the accreditation standards and eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges.

## Committees Defined

There are several committee types at Compton College. Committees vary based on a series of factors such as their objective, whether they are permanent (long-term, ongoing) or temporary (created to address, or in response to, new initiatives or issues; may become permanent), and their roles in the recommendation and decision-making process (advisory, policy-making, administrative). Compton College committees are defined as follows:

**Council Structure:** a permanent part of the institution’s structure, these committees perform specific functions that are critical to the operation of the institution. The purpose of the committee and its functions and duties generally do not change (I.E. Consultative Council).

**Committees:** conduct and monitor much of the work that occurs on campus. They do not act independently of the institution. Instead, they conduct business under the direction and support of an appointed manager or director by the District or an Institutional Standing Committee. All recommendations are made to the committee’s corresponding Institutional Standing Committee.



**Workgroups:** groups established to work on a single defined task, activity, or specific problem. Workgroups are generally short in duration (less than two years) and are specific in focus. Workgroups are ideal for identifying issues, collecting information, reviewing and analyzing the information, and making recommendations to an institutional standing committee.

### Operational Guidelines for Committees

Operational guidelines define any processes and procedures that are followed by an individual committee. While some additional operational guidelines may be added by committee, as needed, all Compton College committees shall abide by the following operational guidelines:

1. Establish and write out a short statement of purpose so that the campus community is aware of its role in the advisory and recommendation-making process, as well as its place in the decision-making process.
2. Establish a set of yearly goals that are measurable and that reflect their purpose.
3. Establish a series of norms that define the tone and direction of committee meetings.
4. Create and disseminate agendas.
6. Establish a process by which the committee will communicate any recommendations to the President/CEO.
7. Establish and maintain its campus webpage; house important items such as agendas and minutes on this webpage.
8. Review, quarterly, the Accreditation Standards and Eligibility Requirements that it meets.
9. Publish an annual report that addresses the yearly goals previously established, reflects on any major decisions made, and considers future tasks and ideas for the upcoming academic year.
10. Follow the *Brown Act*, if required by law. Councils and Committees that follow the *Brown Act* include the Board of Trustees, the Academic Senate, and subcommittees of Academic Senate, such as the Curriculum Committee and the Distance Education Advisory Committee.
11. *Robert's Rules of Order* should be observed to support a collegial working environment that encourages the fair exchange of ideas.

### Committee Membership

Committee memberships are established in several ways, depending on the committee type.

- **Councils and Committees**

Per [Administrative Regulation 2511 – Council and Committee Structure](#), all committee memberships are built by the recommendations of the President/CEO, Academic Senate, the Compton Community College Federation of Employees - Certificated, the Compton Community College Federation of Employees – Classified, and the Compton College Associated Student Body. For a complete listing of council and committees, their membership representation, and their purpose descriptions, please refer to [Administrative Regulation 2511 – Council and Committee Structure](#).

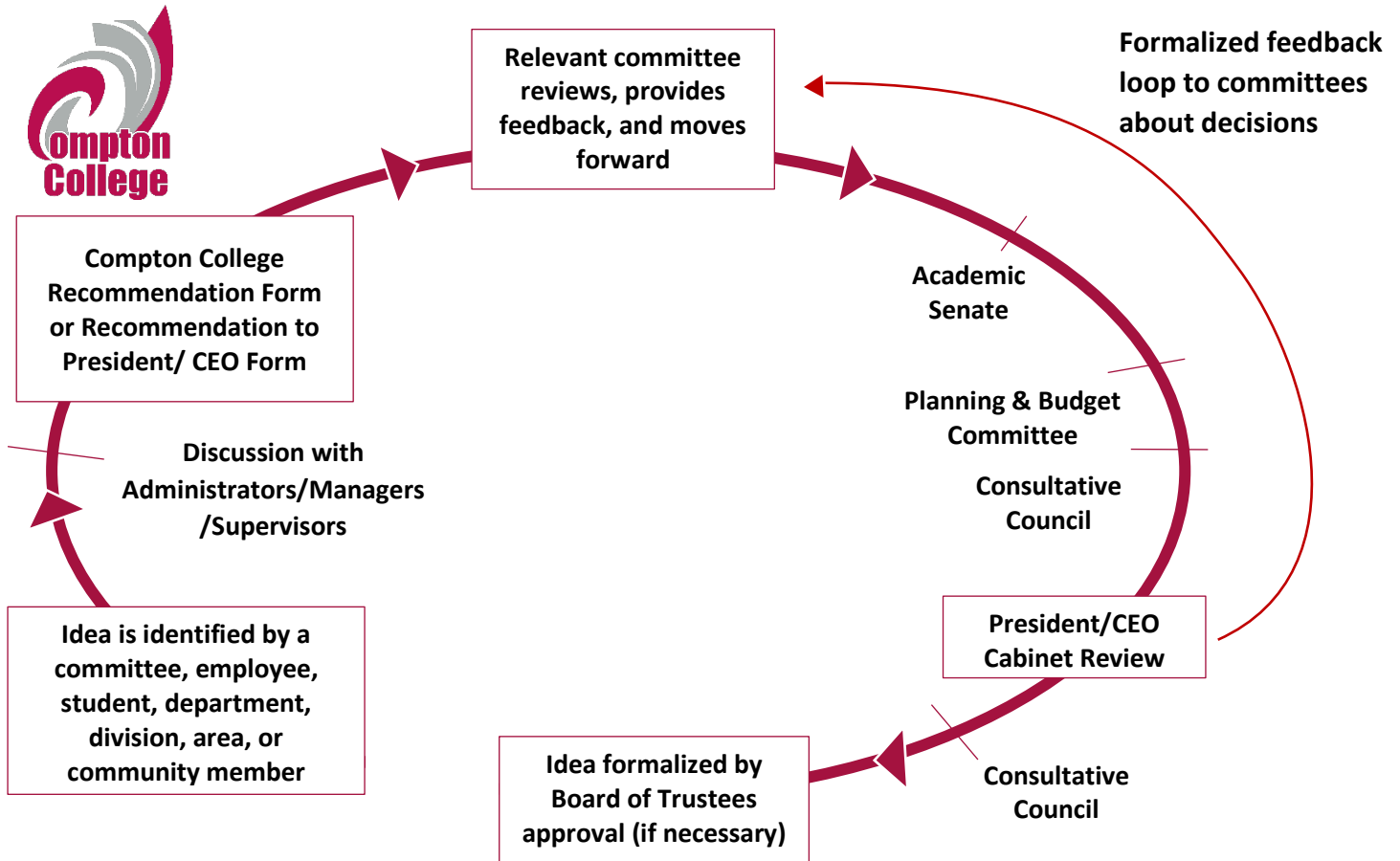
- **Academic Senate Committees**

Academic Senate Committees are those committees that the Academic Senate of Compton College convenes to either complete minor tasks and/or to lead ongoing faculty-driven processes such as curriculum, faculty professional development, and distance education in order to make recommendations to Compton Community College District related to its 10+1 purview.

- **Subcommittees, Workgroups, and Task Forces**

The President/CEO, or designee, can establish a subcommittee, workgroup, task force, or any other type of committee for the purposes of collaboration on any given topic relevant and pertinent to the institution. As a general practice and depending on the topic or matter at hand, the President/CEO shall solicit the feedback and representative assistance of the constituent group(s) that this topic directly affects to ensure collaborative governance and transparency.

## Collaborative Governance Flow Chart



An idea can start at any source within our college. A committee, an individual employee, student, community member, or a department may present an idea for change or investment. Sources have several avenues to initiate these ideas. A department may put their ideas in their annual plan, an individual employee, student, community member, or committee may submit their recommendation through the Compton College Recommendation form; a Manager or Supervisor may submit a Recommendation to the President/CEO form, which the President/CEO then submits to the appropriate committee for consideration.

Next, the relevant committee will review and consider the recommendation and then forward their recommendation response to the appropriate governing bodies. For example, if a recommendation falls under the 10+1 purview, it would go to the Compton College Academic Senate for review and consideration

before they make their recommendation to the District. Ideas related to the planning process or budgeting issues would go to the Planning and Budget Committee for review and consideration.

In the next phase of the review, recommendations would go to President/CEO Cabinet, and then recommendations would then be forwarded to the President/CEO. Recommendations that require the Board of Trustees' review and/or approval would be placed on the Board of Trustees' agenda for discussion/information or for recommended approval.

At any point in this process, a recommendation could be modified and/or changed. Therefore, Compton College will provide feedback about the final decision and will communicate this feedback to the initiating committee or individual. It is the responsibility of the committee involved in this process to record their review and provide feedback to the President/CEO in their meeting minutes that are publicly posted for all stakeholders to access.

When [Board Policies and Administrative Regulations](#) are developed, reviewed, and/or modified, the policy and/or accompanying regulation will be assigned to the appropriate administrator by the President/CEO. The Board Policy and Administrative Regulation, if needed, shall be reviewed ([Change in Administrative Regulation or Board Policy form](#) (PDF) by the appropriate council and committee, and/or the Academic Senate, if it is a 10+1 item, the Compton College Deans and Directors, the President's Cabinet, and Consultative Council.

The President/CEO shall ensure appropriate consultation occurs on Board Policies and Administrative Regulations prior to the Board of Trustees' review and recommended action.

# Council and Committee Structure

## Consultative Council

**Purpose:** To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the President/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

### **Membership: 7**

- (1) Administrator (appointed by the President/CEO)
- (3) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

## **Committees of the Consultative Council**

### **1. Institutional Effectiveness**

**Purpose:** To review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: Compton College Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations.

### **Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

### **2. Planning and Budget**

**Purpose:** The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to Compton College's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Compton College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

### **Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Strategic Planning Committee is a workgroup reporting to the Planning and Budget Committee.

## Operational Campus Committees

### 1. Accreditation Steering Committee

**Purpose:** To coordinate the Compton College accreditation activities. The Steering Committee will be composed of the President/CEO, Accreditation Liaison Officer, standard team leaders, a representative from Institutional Research and Planning, and other interested individuals. The committee is co-chaired by the Accreditation Liaison Officer and the Accreditation Faculty Coordinator.

### 2. Tartar Focused & Directed Pathways to Completion Committee

**Purpose:** Compton College is focused on improving our overall student completion rates by 2022-2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement and monitor the Tartar Focused & Directed Pathways to Completion at Compton College. The committee is tri-chaired by the vice president of Academic Affairs, vice president of Student Services, and a faculty member approved by the Academic Senate.

### 3. Audit Committee

**Purpose:** The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The Audit Committee is chaired by the President/CEO.

**Membership: 3**

- (1) Administrator (appointed by the President/CEO)
- (1) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)

### 4. Calendar Committee

**Purpose:** The Calendar Committee will develop and maintain a two-year academic calendar cycle for Compton College. The Calendar Committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

### 5. Facilities

**Purpose:** To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

### 6. Health, Safety, & Parking

**Purpose:** To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, and to prepare and implement the District's Health and Safety Plan.

**Membership: 10**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the *President/CEO*)
- (1) Student (appointed by the Associated Student Body Representative)

**7. Technology**

**Purpose:** To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

**8. Enrollment Management**

**Purpose:** To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to FTES targets developed utilizing past and present student data and to identify trends and project enrollment data for each academic year.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

**9. Student Success**

**Purpose:** To provide a shared framework for the discussion, development, and implementation of processes and programs that integrate Basic Skills, Student Success & Support Programs, AB 86 - Adult Education and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Student Equity and Achievement Plan, and AB- 86/ 104 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Basic Skills, Student Success & Support Programs, AB 86/104 - Adult Education, Student Equity, and Strong Workforce workgroups will report to the Student Success Committee.

#### 10. Professional Development

**Purpose:** To develop an annual Staff Development Plan supporting the development and professional growth of District administrators, certificated and classified staff and to allocate financial support for approved staff development activities.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

#### 11. Auxiliary Services

**Purpose:** To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost-effective services are provided to meet the needs of students.

**Membership: 9**

- (1) Administrator (appointed by the President/CEO)
- (2) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (5) Student (appointed by the Associated Student Body Representative)

#### 12. Health Benefits

**Purpose:** This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

**Membership: 9**

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

#### NOTES:

- One Management Representative and One Faculty Representative shall serve as the co-chair of the committees.
- All committee meeting calendars, agendas and minutes, are to be posted on the [designated space](#) on the Compton College website.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12-month fiscal year. All other committees will meet during the ten academic months.
- The initial committee meeting for the fall semester shall be called by the co-chairs, no later than September 30 of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college-hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.
- Failure to attend two consecutive committee meetings without reasonable excuse may result in a member removal from their committee assignment.

# Collaborative Governance Evaluation

Compton College is committed to continuous improvement in its collaborative governance processes. To ensure that we are improving our systems, we will implement an evaluation cycle that includes four main components:

- 1) committees will establish goals at the beginning of each academic year and then complete an end-of-year reflection that captures the major accomplishments of the previous year and progress towards its goals. The Office of Institutional Effectiveness will review these reflections and summarize the number of proposals created and evaluated through the Collaborative Governance support structure;
- 2) the Office of Institutional Effectiveness will administer a governance survey to the campus community every two years;
- 3) the Collaborative Governance Committee will review the Collaborative Governance at Compton College document every two years to determine if it needs revision; and,
- 4) each fall the Collaborative Governance Committee will meet to review findings from an analysis of the Committee's end-of-year reflections, governance survey findings, and any additional relevant data. This meeting will produce recommendations to the President/CEO about improving collaborative governance at Compton College.



# Compton Community College District Planning and Budget Calendar

<i>Month</i>	<i>Activities</i>	<i>Responsible Party</i>	<i>Purpose</i>
<i>July</i>	Tentative Budget for the starting fiscal year is rolled into active status (purchasing can begin) on July 1.	VP Administrative Services	
	Planning and Budget Committee (PBC) reviews revenue and expenditure budget adjustments.	President/CEO	
<i>August</i>	Review and discussion of the <u>final</u> budget assumptions and line items with PBC.	VP Administrative Services	
<i>September</i>	Final Budget submitted to Compton Community College District Board.	President/CEO	Communicate back out to departments the results of funding requests.
	Review and discuss the status of Accreditation Recommendations.	Accreditation Steering Committee, VP of Academic Affairs	Identify areas for focus, additional support (IEPI), and evaluation foci
<i>October</i>	PBC conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas), and sets annual goals.	Planning and Budget Committee (PBC)	
	Four trainings for faculty, staff, and administration to complete the planning documentation for the next fiscal year in Nuventive.	Institutional Effectiveness (IE)	Provide guidance about how to complete plans, and link department, division, and VP plans to Tartar Completion by Design, Institutional Set Standards, and strategic initiatives.
<i>November</i>	Review and revise planning priorities. Departments should meet at least once in-person to develop, revise, and finalize the plan for the next academic year. Departments also are encouraged to work with IE staff to finalize measurable goals.	Program faculty, staff, and managers	

	Two open house/support working meetings. Meet with IR staff to complete your plan in one of the college's computer labs.	Institutional Effectiveness	Support with entry in Nuventive.
	Assess the Program Review cycle to make sure program reviews are being completed in a timely manner.	PBC, Institutional Effectiveness Committee (IEC)	
<i>December</i>	Submit prioritized department/ discipline annual plans, budget, and planning for the next fiscal/academic year. <b>Due December 14</b>	Program faculty, staff, and managers	Identifies projects/ strategies for the next fiscal/academic year and resources needed. Updates about previously funded projects/strategies/ resources.
	Determine preliminary revenue estimates for next fiscal/academic year.	VP Administrative Services	
	Begin assessment of key budget issues for the next fiscal/academic year.	PBC	
<i>January</i>	Identify budget development assumptions for the next fiscal year.	President/CEO and Cabinet	
	Submit prioritized <b>Unit Annual Plans</b> for the next fiscal/academic year. <b>Due by January 30</b>	Deans/Directors	Identifies priorities based upon department/ discipline Annual Plans.
	Determine enrollment targets, sections to be taught, and full- and part-time FTEF.	VP of Academic Affairs	
<i>February/ March</i>	President/CEO determines ongoing operational costs including: <i>a.</i> Full-time salaries <i>b.</i> Benefits, utilities, GASB (General Accounting Standards Board) <i>c.</i> Legal and contract obligations	President/CEO and Cabinet	

	Develop Line Item budgets for the next fiscal year.	VP Administrative Services	
	Submit prioritized Area Annual Plan recommendations for the next fiscal year for Cabinet review. <b>Due by March 15</b>	President/CEO and Cabinet	Identifies priorities based upon Unit Annual Plans.
<i>April</i>	Initial planning and budget assumptions for the next fiscal year are finalized and College Annual Plan is defined. <b>Due by April 15</b>	President/CEO and Cabinet	
	Tentative budget information for the next fiscal year completed for PBC. <b>Due by April 30</b>	VP Administrative Services	
<i>May</i>	PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. <b>Due by May 15</b>	PBC	Identifies priorities based upon Area Annual Plans.
	Final evaluation of the current year goals and objectives are entered into Nuventive (TracDat). <b>Due by May 15</b>	Program faculty, staff, and managers	Assess last year's goals.
	Disseminate budget and calendar for the next fiscal year.	Director of Institutional Effectiveness	
<i>June</i>	Finalized College Plan for the next fiscal year is presented to the board. <b>Due by June 30</b>	President/CEO	
	Tentative budget for the next fiscal year is presented to the Board. <b>Due by June 30</b>	VP Administrative Services	

# Compton College Recommendation Form

*Employee Name*  
*Title, Program or Department*  
*Date Submitted*

**Background:** Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

[Enter information here...]

**Recommendation(s):** Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

<b>Recommendation(s) Categorized by the Completion by Design Framework</b>				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

**Timeline:** What is the timeline for the implementation of the recommendation?

[Enter information here...]

**Action Item(s):** Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

**Task:** [Enter information here...]

**Person(s) Responsible:** [Enter information here...]

**Deadline:** [Enter information here...]

**Status:** [Enter information here...]

**Budget Request:** List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

*Submit the completed Recommendation Form to your Administrator, Manager or Supervisor via email*

## Recommendation(s) to the President/CEO

*Employee Name, Title  
Program or Department  
Date Submitted*

**Background:** Provide an overview and pertinent background information regarding the problem and/or the need for this recommendation. It is very important you provide five years of relevant program, department, division, or community data to support the recommendation. If it is a budget request, five years of applicable budget information is required.

[Enter information here...]

**Recommendation(s):** Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

**Timeline:** What is the timeline for the implementation of the recommendation?

[Enter information here...]

**Action Item(s):** Prioritize each of the action items associated with the recommendation and who is responsible for each.

- Task:** [Enter information here...]
- Person(s) Responsible:** [Enter information here...]
- Deadline:** [Enter information here...]
- Status:** [Enter information here...]

**Budget Request:** List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

*Submit the completed President/CEO Recommendation Form to [kcurry@compton.edu](mailto:kcurry@compton.edu).  
Copy your manager/supervisor.*

# Important Collaborative Governance Weblinks

- [Committee/Meeting Agenda Template](#) (Word doc)
- [Committee/Meeting Minutes Template](#) (Word doc)
- [Recommendation to President/CEO](#) (Word doc)
- [President/CEO Responses to Recommendations](#)
- [Compton College Policy Statements](#)
- [Compton College Statement of Civility and Mutual Respect](#)
- [President/CEO Work Groups and Task Forces](#)
- [CCCD Board Policies and Procedures](#)
- [Change in Administrative Regulation or Board Policy Form](#) (PDF)













**Compton Community College District  
Board of Trustees**

Sonia Lopez, President  
Dr. Sharoni Little, Vice President  
Barbara Calhoun, Clerk  
Dr. Deborah LeBlanc, Member  
Andres Ramos, Member  
Willie Lee Jr., Student Member  
Dr. Keith Curry, President/CEO

The Compton Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

COMPTON COLLEGE  
1111 E. Artesia Boulevard, Compton, CA 90221



**CURRICULUM COMMITTEE  
MEETING AGENDA- AMENDED**

**Facilitator: Sean Moore – Curriculum Committee Chair/Recorder: Maya Medina / Time Keeper: Jasmine Phillips**

**Date: May 5, 2020 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom**

**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:** Don Mason \_\_; Hoa Pham \_\_; Corina Diaz \_\_; Sophie Tse \_\_; Gerson Valle \_\_; Hassan Elfarissi \_\_; Brittany Olayele \_\_; Harvey Estrada \_\_; Jasmine Phillips \_\_; Susan Johnson \_\_; Charles Hobbs \_\_; Abdirashid Yahye \_\_; Abiodun Osanyinpeju \_\_; Theresa Barragan-Echeverria \_\_; Sean Moore \_\_; Maya Medina \_\_; Nikki Williams \_\_; Benson Atkins \_\_; Barbara Perez \_\_; Todd Kler \_\_; and Melain McIntosh \_\_

**AGENDA:**

- 1. Approve of Meeting Method:** meeting being held remotely via Zoom.
- 2. Approval of Agenda:** May 5, 2020
- 3. Approval of Minutes:** April 21, 2020.
- 4. Reports:**
  - a) Vice President (vacant)
  - b) Curriculum Analyst
  - c) Articulation Officer
  - d) Distance Education
  - e) SLO Coordinator
  - f) Curriculum Committee Chair: provided in information items.
- 5. Information Items:**
  - a) Future scheduled Flex approved Curriculum, SLO, and DE Addendum Open Lab Workshop dates: May 5, 2020 from 3:30 p.m. – 5:30 p.m. (Location Via Zoom).
  - b) Updates from Curriculum Committee representatives; voting members, non-voting members, and visitors.
  - c) Update on Handbook and Curriquet Training Resources Workgroups from May 4, 2020 Zoom meetings.
  - d) Distance Education Curriculum Subcommittee has reviewed, voted on and approved the DE Addendums for the following courses on April 23, 2020: CIS 140, CIS 141, CIS 190, CIS 191, ESL 5, ESL 6, ESL 103, ESL 104, LIBR 101, PE 275, PE 280, PE 290, PSYCH 101H (ADDED ITEM)**
  - e) Update from Curriculum Committee representatives, including our Student Representative; voting members, non-voting members, and visitors.
- 6. Discussion Items:**
  - a) Summer  
93 Courses Offered  
46 DE Approved

47 Non-DE Approved

Fall

238 Courses Offered

90 DE Approved

148 Courses Non-De Approved (Including 1 Hybrid Chem-102 and Courses identified in yellow)

Total Non-DE Courses Requiring De Approval by December 31, 2020 = **195**

*Please see the attached Excel spread sheet documents.*

- b) Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020 document from the Chancellor's Office to the Chief Executive Officers, Chief Institutional Officers, and Chief Student Services Officers from Marty J. Alvarado, Executive Vice Chancellor, Educational Services & Support. "Given the current recommendations by the State of California, all colleges are required to submit an addendum for Summer 2020 by May 20, 2020, in preparation for the likelihood that most instruction will continue to be conducted via distance education. Additionally, it is strongly recommended that colleges plan to submit an addendum for Fall 2020 by July, 1, 2020, given current indications that the Covid-19 pandemic may last beyond Summer 2020."

*Please see the attached document.*

- c) A Zoom meeting was held on Wednesday April 29, 2020 at 10:00 a.m. with Sean Moore, Dr. Keith Curry, Barbara Perez, and Maya Median to discuss revising Non-DE courses offered in Summer 2020 and Fall 2020. The timeline is sensitive and the approval deadline goal of December 31, 2020 is challenging. As a result, we are currently discussing and creating a plan of action that includes disseminating information to the deans, division chairs, and faculty of all courses requiring DE approvals by December 31, 2020 as soon as possible. Additional updates will be provided.

**7. Other Items:**

- a) None

**8. Reinstate Items:**

- a) None

**9. Consent Agenda Items:**

- a) Course Review: Change in Lab Hours: MUSI 152 Concert Choir
- b) Course Review: Change in Lecture Hours; Change in Lab Hours: ART 110- Drawing Fundamentals I; ART 130- Two Dimensional Design I; ART 222- Fundamentals of Painting I; ART 223- Fundamentals of Painting II; ART 224- Fundamental of Painting III; MUSI 143 Beginning Woodwind Instruments; MUSI 144 Beginning Brass Instruments; MUSI 145 Beginning Percussion Instruments; MUSI 146 Beginning String Instrument; and MUSI 147B Beginning Guitar II
- c) Course Review: Change in Grading Option: LIBR 101 - Introduction to Library Information Science
- d) Distance Education Addendum Review and Approval: LIBR 101 - Introduction to Library Information Science
- e) Explanation/Purpose of the Emergency DE Addendum Statement – Fully Online by Mutual Agreement:

The purpose of this language is to address the need for courses that have extensive lab work and/or are "difficult to teach online" but are being offered in the online modality only in the case of an emergency (i.e. CTE courses such as nursing, cosmetology, air conditioning etc.) Other colleges have added a check box on the DE Addendum stating the following information for the purpose of approving the course for the online modality only in the case of an emergency.

Emergency DE Addendum Statement - Fully Online by Mutual Agreement :

If the President of the college has issued a state of emergency, then this course can be offered Fully Online by "Mutual Agreement." The "Mutual Agreement" indicates the assigned faculty

will be consulted by the Dean & the Faculty Division Chair to discuss the schedule changes of offering these courses online in the present and subsequent semesters/terms.

- f) Revised CCCC Handbook – Academic Senate Review of Courses and Distance Education Addendum Approval Processes statements : (1) Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate’s approval, the courses are sent to the Board of Trustees for final approval; and (2) The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the “originator”) in their division that they are the responsible party for reviewing the course outline of record in Curriqunet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the Distance Education Faculty Coordinator (DEFC) will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriqunet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forward in the Curriqunet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

*Please see attached documents.*

- g) To further expedite curriculum approval processes during the COVID-19 pandemic, Non-DE courses that have been approved by Compton College’s Curriculum Committee will only need the DE component revised and approved, versus being reviewed by each member in CNET.

**10. Future Agenda Items:**

- a) Continue reviewing courses launched in CurriQunet.

**11. Action Items:**

- a) None



**Curriculum Committee Report**  
**May 7, 2020**  
**Sean Moore - Curriculum Committee Chair**

1. 195 courses requiring DE Addendum revisions and require originators to be designated.

Summer

93 Courses Offered  
46 DE Approved  
47 Non-DE Approved

Fall

238 Courses Offered  
90 DE Approved  
148 Courses Non-De Approved (Including 1 Hybrid Chem-102 and Courses identified in yellow)

Total Non-DE Courses Requiring De Approval by December 31, 2020 = 195

2. Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020 document from the Chancellor's Office to the Chief Executive Officers, Chief Institutional Officers, and Chief Student Services Officers from Marty J. Alvarado, Executive Vice Chancellor, Educational Services & Support reads, "Given the current recommendations by the State of California, all colleges are required to submit an addendum for Summer 2020 by May 20, 2020, in preparation for the likelihood that most instruction will continue to be conducted via distance education. Additionally, it is strongly recommended that colleges plan to submit an addendum for Fall 2020 by July, 1, 2020, given current indications that the Covid-19 pandemic may last beyond Summer 2020."
3. On 5-05-20 at 6:54 a.m. Dr. Curry was sent an email by the Curriculum Committee Chair requesting a meeting to discuss course originators for DE addendum approvals: As you are aware, the *Emergency Temporary Distance Education Blanket Addendum* for Summer 2020 or Fall 2020 document from the Chancellor's Office to the Chief Executive Officers, Chief Institutional Officers, and Chief Student Services Officers from Marty J. Alvarado, Executive Vice Chancellor, Educational Services & Support reads, "Given the current recommendations by the State of California, all colleges are required to submit an addendum for Summer 2020 by May 20, 2020, in preparation for the likelihood that most instruction will continue to be conducted via distance education.

Additionally, it is strongly recommended that colleges plan to submit an addendum for Fall 2020 by July 1, 2020, given current indications that the Covid-19 pandemic may last beyond Summer 2020.”

As a result, could we please meet to discuss how to best advance and comprehensively disseminate information to our institution’s deans, division chairs, and potential faculty course originators of Course Outline of Records requiring DE Addendum revisions to support expeditious DE Curriculum Committee, Academic Senate, and Board of Trustees approvals being achieved by the December 31, 2020 deadline, based on the Excel spread sheets attached?

4. A Zoom meeting was held on Wednesday April 29, 2020 at 10:00 a.m. with Sean Moore, Dr. Keith Curry, Barbara Perez, and Maya Median to discuss revising Non-DE courses offered in Summer 2020 and Fall 2020. The timeline is sensitive and the approval deadline goal of December 31, 2020 is challenging. As a result, we are currently discussing and creating a plan of action that includes disseminating information to the deans, division chairs, and faculty of all courses requiring DE approvals by December 31, 2020 as soon as possible. Additional updates will be provided.
5. The following statement will be revised to include a date and be placed for approval on the Curriculum Committee 5-19-20 Agenda (tabled at the Curriculum Committee 5-05-20): To further expedite curriculum approval processes during the COVID-19 pandemic, Non-DE courses that have been approved by Compton College’s Curriculum Committee will only need the DE component revised and approved, versus being reviewed by each member in CNET.
6. These course should not be placed for inactivation because they are part of a program and should not be approved at AS: Inactivation - Standard Course Review No Proposed Changes (category): BIOL 117 - Marine Biology; and BIOL 118 - Marine Biology Laboratory.
  - a) On 5-06-20 at 2:07 p.m. Dr. Curry was sent an email by our Curriculum Analyst to share the message below with the deans and division chair.

Please be sure that a thorough review of a course's utilization in all degree, certificate and GE programs is done prior to a proposal for inactivation.

STEM:

There are currently two courses in Curriquet that are proposed for inactivation which are going to be unlaunched- sent back to proposing faculty: BIOL 117 and BIOL 118.



These courses are part of the following programs: local GE (refer to p. 62 and 64 of the 2019-20 catalog); CSU GE and IGETC; A.S. General Sciences; A.A. General Studies: Biological and Physical Sciences emphasis.

BIS:

ACR 162 was recently submitted for inactivation and was sent back because is a required course in the following programs: A.S. Air Conditioning and Refrigeration; HVAC and Refrigeration Certificate of Achievement.

Program modifications must be submitted at the same time as the course inactivation proposals to reflect the removal of the courses.

7. Curriculum Approvals at Academic Senate 5-07-20 Second Read: *Approved by Curriculum Committee on 4-21-20*

- a) Remove all recommended preparation and/or eligibility of any English level course from the following courses listed by division:

**Social Sciences**

Anthropology (these classes have a recommended prep of eligibility for English 101)  
101, 102, 104, 106, 107, 108,109,111, 112

Child Development (these classes have a recommended prep of eligibility for English 101)

103, 104, 106,107, 108, 110, 112, 114, 115, 116,117, 118, 119, 150, 152, 154, 165

Economics (these classes have a recommended prep of eligibility for English 101)  
101, 101H,105

Education (these classes have a recommended prep of eligibility for English 101)  
101, 201

Education Development (this class has a recommended prep of English 82)  
121

Ethnic Studies (these classes have a recommended prep of eligibility for English 101)  
101, 103,105

History (these classes have a recommended prep of eligibility for English 101)  
101, 101H, 102, 102H, 105, 106, 108, 110, 111, 112, 114, 122H, 128, 129, 140, 141, 145, 152, 154, 175, 176, 183, 184

Political Science (these classes have a recommended prep of eligibility for English 101)  
101, 101H,102, 103, 105,106, 107, 110,110H

Psychology (these classes have a recommended prep of eligibility for English 101)  
101,101H,102, 108,110, 112, 115, 116, 112

Sociology (these classes have a recommended prep of eligibility for English 101)  
101, 101H, 102, 104,107, 108, 112,115

Women's Studies (this class has a recommended prep of eligibility for English 101)  
101

**Business and Industrial Studies**

Automotive Technology (These classes have a recommended prep of English A)  
111, 114, 116, 133, 134, 135, 143

Business (these classes have a recommended prep of English 82, 84, A, B or eligibility for English 101)  
101, 111, 114, 119, 120, 121, 122, 124, 125, 127, 128, 129

Computer Information Systems (This class has a recommended prep of English 82)  
124

Fire and Emergency Technology (These classes have a recommended prep of English A or eligibility for English 101)

101, 102, 103, 105, 106, 109, 110, 111

Law (these classes have a recommended prep of eligibility for English 83 or 101)  
104, 105

Real Estate (this class has a recommended prep of eligibility for English 101)  
111

### **Health and Public Services**

Administration of Justice (these classes have a recommended prep of English A or English 84)

100, 103, 106, 107, 109, 111, 115, 121, 126, 130, 131, 134, 135, 142, 149, 150, 152, 154, 156, 170

Contemporary Health (these classes have a recommended prep of English B and English 84)

101, 105

Human Development (these classes have a recommended prep of English 82, English A or ESL 52B or ESL 53C)

101, 105, 107, 110, 115

Medical Terminology (this class has a recommended prep of English 84)  
101

Nursing (this class has a recommended prep of English 84)  
103

Nutrition and Food (these classes have a recommended prep of English A)  
110, 115

Physical Education (these classes have a recommended prep of English 84, English B, eligibility for English A or English 101)

217, 216, 270, 272, 275, 277, 280, 290

### **Fine Arts, Communications, and Humanities**

Art (these classes have a recommended prep of eligibility for English 101)  
101, 102, 103, 104, 109, 207, 209

Communications (these classes have a recommended prep of eligibility for English 101)  
100, 120, 130, 140, 250, 260, 270

Dance (these classes have a recommended prep of eligibility for English 101 or English A)

103, 130

Film/Video (these classes have a recommended prep of eligibility for English 101)  
110, 113

Humanities (these classes have a recommended prep of eligibility for English 101)  
101

Japanese (this class has a recommended prep of eligibility for English A)  
Journalism (these classes have a recommended prep of eligibility for English 101)  
101, 112  
Library(these classes have a recommended prep of eligibility for English A)  
101, 110  
Music (These classes have a recommended prep of eligibility for English A or English  
101)  
103A, 111, 112, 113, 116, 215A,215B, 284  
Philosophy (these classes have a recommended prep of eligibility for English 101 or  
101H)  
101,101H,103, 105 (this has a pre-requisite of English 101), 106, 111, 112, 115  
Sign Language (These classes have a recommended prep of English 84 or English B)  
130, 131  
Spanish (these classes have a recommended prep of eligibility for English 101)  
101,101H  
Theatre (these classes have a recommended prep of eligibility for English 101)  
103,104,113,114, 184

#### **Science, Technology, Engineering and Math**

Anatomy (these classes have a recommended prep of English 84)  
130, 132  
Astronomy (these classes have a recommended prep of English 84 or eligibility for  
English 101 or 101H)  
120,120H, 125, 125H  
Biology (these classes have a recommended prep English 82, 84 or 101 or 101H)  
100, 100H, 101, 101H, 102, 102H,115, 117  
Chemistry (these classes have a recommended prep of English 84 OR eligibility for  
English 101)  
102, 104, 104H, 150  
Geography (these classes have a recommended prep of English 82, 84 or eligibility for  
English 101)  
101, 102, 105, 107, 109  
Geology(these classes have a recommended prep of English 82, 84 or eligibility for  
English 101)  
101, 102,106, 115  
Physical Science (This class has a recommended prep of English 84)  
125  
Physics (This class has a recommended prep of eligibility for English 84)  
111

8. Curriculum Approvals at Academic Senate 5-07-20 First Read: *Approved by Curriculum Committee on 5-05-20*
  - a) Course Review: Change in Lab Hours: MUSI 152 Concert Choir
  - b) Course Review: Change in Lecture Hours; Change in Lab Hours: ART 110- Drawing Fundamentals I; ART 130- Two Dimensional Design I; ART 222- Fundamentals of

- Painting I; ART 223- Fundamentals of Painting II; ART 224- Fundamental of Painting III; MUSI 143 Beginning Woodwind Instruments; MUSI 144 Beginning Brass Instruments; MUSI 145 Beginning Percussion Instruments; MUSI 146 Beginning String Instrument; and MUSI 147B Beginning Guitar II
- c) Course Review: Change in Grading Option: LIBR 101 - Introduction to Library Information Science
  - d) Distance Education Addendum Review and Approval: LIBR 101 - Introduction to Library Information Science
  - e) Explanation/Purpose of the Emergency DE Addendum Statement – Fully Online by Mutual Agreement:

The purpose of this language is to address the need for courses that have extensive lab work and/or are “difficult to teach online” but are being offered in the online modality only in the case of an emergency (i.e. CTE courses such as nursing, cosmetology, air conditioning etc.) Other colleges have added a check box on the DE Addendum stating the following information for the purpose of approving the course for the online modality only in the case of an emergency.

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If the President of the college has issued a state of emergency, then this course can be offered Fully Online by “Mutual Agreement.” The “Mutual Agreement” indicates the assigned faculty will be consulted by the Dean & the Faculty Division Chair to discuss the schedule changes of offering these courses online in the present and subsequent semesters/terms.

- f) Revised CCCC Handbook – Academic Senate Review of Courses and Distance Education Addendum Approval Processes statements : (1) Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate’s approval, the courses are sent to the Board of Trustees for final approval; and (2) The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the “originator”) in their division that they are the responsible party for reviewing the course outline of record in Curriquet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the Distance Education Faculty Coordinator (DEFC) will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriquet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forward in the Curriquet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

# COMPTON COMMUNITY COLLEGE DISTRICT



## **FACULTY DEVELOPMENT COORDINATOR**

### **POSITION DESCRIPTION**

Under the supervision of the Vice President of Academic Affairs in consultation with the Academic Senate and working closely with the Professional Development Manager, the Faculty Development Coordinator will serve as the program coordinator overseeing activities related to ongoing faculty professional development and the flexible calendar obligations. The Faculty Development Coordinator will work to ensure that faculty participate in professional development that increases faculty knowledge and skills to improve student learning and completion at Compton College. This position will help define a professional development emphasis that will empower Compton College faculty to participate in activities that are specially designed to meet their individual professional development needs. The Faculty Development Coordinator will work with faculty to identify and coordinate professional development opportunities specifically designed to meet the need of faculty annual individualized professional development plans.

### **DUTIES AND RESPONSIBILITIES**

- Under the auspices of the Academic Senate, the faculty professional development coordinator makes recommendations regarding the development, implementation, and evaluation of professional development activities for the faculty in alignment with the College's mission, the Strategic Master Plan goals, the goals of the Professional Development Plan, and the accreditation Standards related to professional development.
- In coordination with the Vice President of Academic Affairs and the Professional Development Committee, investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate.
- Learn the Cornerstone (or any future Professional Development tracking system) platform, maintain, and continue building the system at the college after implementation.
- Chair the Faculty Development Committee.
- Participate on the Professional Development Committee as faculty representative.
- Update the Compton College Faculty Development website and publicize and promote faculty-oriented professional development activities.
- Participate in coordinating, developing, and scheduling the New Faculty Orientation Day with the input of the Professional Development Committee and the vice presidents of Academic Affairs and Student Services.
- Organize with the Faculty Development Committee the annual mandatory Flex Day in consultation with the Academic Senate and the College President.
- Collaborate and coordinate with the Office of Institutional Effectiveness to develop surveys and other relevant assessment tools to measure the effectiveness of the professional development activities for the faculty.
- Utilize needs assessment data to plan and implement the Faculty Professional Development Calendar in consultation with the Faculty Development Committee.
- Recommend to the Faculty Development Committee professional development goals and objectives

for faculty developed in alignment with College goals.

- Collaborate and coordinate with academic departments and establish professional development priorities.
- Collaborate and coordinate with other faculty professional development efforts at the District.
- Attend conferences regarding Professional Development such as 4CSD.
- Assist faculty in creating and modifying as needed their individual professional development plans that encompass a combination of individually designed activities, institutionally our outside planned workshops, conferences, and/or academic courses, etc.
- Maintain in Cornerstone (or any future Professional Development tracking system) an innovative teaching and counseling pedagogy library of resources that can be shared with faculty.
- Create, collect, record, and file mandatory forms to meet state requirements on professional development obligations.
- Ensure that all faculty are appropriately credited their professional development hours in Cornerstone or any future Professional Development tracking system.
- Submit the annual Flexible Calendar Program Certification documents.
- Bring matters from the Faculty Development Committee to the Academic Senate that requires voting approval from the Senate.
- Serve as an Ex-officio voting member of Academic Senate.
- Report to Academic Senate all actions taken by the Faculty Development Committee and responses thereto.

### **REQUIRED QUALIFICATIONS**

Must be a full-time faculty member at Compton College. Degree(s) must be awarded by an accredited college or university. Applicants must have sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college faculty, staff, and students.

**Salary Range:** The Faculty Development Coordinator will be compensated with 60% released time in the first year of Cornerstone implementation at Compton College and 40% reassigned time each year after.

**Conditions of Employment:** Full-time Compton Community College District faculty member.



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 3226 Institutional Review Board (IRB)**

**Issued: June 16, 2020**

**References:**

*Code of Federal Regulations (CFR), Department of Health and Human Services (DHHS), Office of Human Research Protections (OHRP), National Science Foundation (NSF); Title 45 part 46; Title 45 part 690; 45CFR part 690 §.107; 45CRF46.102.*

*The Board of Trustees recognizes that the involvement of human subjects (e.g., students and employees) in research is an integral part of the advancement of educational and scientific research. This policy guides the review and approval of requests to involve human subjects from the Compton Community College District in such research. While the District will make every effort to accommodate investigatory endeavors, ethical conduct and the safety of its students and employees is the District's central priority.*

*All research by external investigators must be reviewed by the District Institutional Review Board (IRB). External investigators are those who conduct research for a report or study requested by an institution or agency other than the Compton Community College District.*

*The IRB for Human Subjects Research at Compton College has responsibility to oversee procedures for carrying out the College's commitment to protect human subjects in research. In addition to serving as an active resource regarding research ethics, the Institutional Review Board (IRB) also guides the College's research ethics, progress, and processes. The role of the IRB is to review proposed research projects that involve the use of human subjects; ensure that the individuals involved in the project are treated ethically; ensure that all subjects are provided with substantial information about the study, consent to be a subject in the study, and are debriefed as necessary; and that all private information will be handled with confidentiality. The IRB is authorized to review, approve, require modifications in, or disapprove research activities conducted by or through the College using human subjects.*

*The IRB does not assume the role of evaluating the soundness of the proposed research study, the merits of the research design, nor the potential contribution of the research to the scholarly literature. Rather, the IRB is charged with evaluating each project's compliance with ethical standards in regard to issues such as informed consent, confidentiality, any risk to the participants, and evaluating the alignment of the study with the College's Mission. To safeguard the well-being of human subjects, meet federal guidelines, and protect the College, the IRB is entrusted with the coordination of training for faculty, staff, management, and external researchers to keep them apprised of the most updated research ethics standards, policies, and procedures.*

*The President/Chief Executive Officer (CEO) provides final approval to conduct external research on the campus based upon the IRB recommendation, as well as alignment with the Compton College mission and values.*

#### **INSTITUTIONAL REVIEW BOARD**

- 1. The IRB will comprise faculty, staff, administrators, and an external member. The IRB will be chaired by the Director of Institutional Effectiveness.*
- 2. The primary responsibility of the IRB is to judge whether there is more than minimal risk of harm to participants in accordance with FERPA, HIPPA and Title 45 Code of Federal Regulations Part 46 (Protection of Human Subjects), or that those risks could be further minimized, and if so the IRB will either negotiate some changes in the research methods or disapprove the research proposal entirely.*
- 3. The objective of the IRB is to act as advocates for the safety of its students and employees in accordance with federal, state and local laws and regulations for research involving human subjects.*
- 4. The IRB will be convened by the Director of Institutional Effectiveness on a regular and scheduled basis to review requests to conduct research by external investigators.*
- 5. All requests to conduct research by external investigators will be reviewed in accordance with the procedures outlined in Administrative Procedure AP 3226 Procedures for Institutional Review Board (IRB).*

*Applicable Administrative Regulation:*

*AR 3226 Procedures for Institutional Review Board*





## CURRICULUM COMMITTEE MEETING AGENDA

**Facilitator: Sean Moore – Curriculum Committee Chair/Recorder: Maya Medina / Time Keeper: Jasmine Phillips**

**Date: May 19, 2020 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom**

### **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:** Don Mason \_\_; Hoa Pham \_\_; Corina Diaz \_\_; Sophie Tse \_\_; Gerson Valle \_\_; Hassan Elfarissi \_\_; Brittany Olayele \_\_; Harvey Estrada \_\_; Jasmine Phillips \_\_; Susan Johnson \_\_; Charles Hobbs \_\_; Abdirashid Yahye \_\_; Abiodun Osanyinpeju \_\_; Theresa Barragan-Echeverria \_\_; Sean Moore \_\_; Maya Medina \_\_; Nikki Williams \_\_; Benson Atkins \_\_; Barbara Perez \_\_; Todd Kler \_\_; and Melain McIntosh \_\_

### **AGENDA:**

- 1. Approve of Meeting Method:** meeting being held remotely via Zoom.
- 2. Approval of Agenda:** May 19, 2020
- 3. Approval of Minutes:** May 5, 2020.
- 4. Reports:**
  - a) President/CEO
  - b) Vice President
  - c) Curriculum Analyst
  - d) Articulation Officer
  - e) Distance Education
  - f) SLO Coordinator
- 5. Information Items:**
  - a) Future scheduled Flex approved Curriculum, SLO, and DE Addendum Open Lab Workshop dates: May 19, 2020 from 3:30 p.m. – 5:30 p.m. (Location Via Zoom).
  - b) Updates from Curriculum Committee representatives; voting members, non-voting members, and visitors.
  - c) Distance Education Curriculum Subcommittee has reviewed, voted on and approved the DE Addendums for the following courses on May 7, 2020: ACR 121, ACR 123, ACR 125, ACR 127, ACR 130, ACR 131, ACR 134, ACR 136, ACR 160, ACR 161, ACR 162 , AJ 106, AJ 107, AJ 109, AJ 130, AJ 135, AJ 142, BIO 115, CIS 192, ENGL 150, ENGL 152, ESL 103, ESL 104, POLI 102, POLI 110, PSYCH 102, and PSYCH 115.
  - d) Update from Curriculum Committee representatives (including our student representative), voting members, non-voting members, and visitors.
- 6. Discussion Items:**
  - a) Documents required by the CCCCCO to complete the online “Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020” due by May 20, 2020 for summer courses offered are in draft mode to be finalized.

- b) A meeting to discuss curriculum processes will be requested of our future VP of Academic Affairs.

**7. Other Items:**

- a) None

**8. Reinstated Item(s) from 5-5-20 for Consent Agenda:**

- a) Revised per Curriculum Committee members request on 5-5-20 to include a date for approval: To further expedite the curriculum approval processes during the COVID-19 pandemic, Non-Distance Education courses formerly approved by Compton College's Board of Trustees on/or after August 20, 2019 will solely require the Distance Education Addendum component reviewed and approved by our Distance Education Curriculum Subcommittee and forwarded to the College Curriculum Committee for consent agenda approval prior to Academic Senate and Board of Trustees approval.

**9. Consent Agenda Items:**

- a) 2 Year Course Review - No Recommended Changes: CDEV 152 - Curriculum and Strategies for Children with Special Needs
- b) New Course Proposal - DE Addendum review and approval: CIS 140 - Introduction to Networks Cisco I – New Course Proposal - DE Addendum review and approval; and CIS 141 - Routing and Switching Essentials Cisco 2
- c) Course Review - Lecture hours decrease from 36 to 18. Lab hours increase from 18 to 54: MUSI 247 - Intermediate Guitar
- d) Course Review - DE Addendum review and approval: PE 275 - Sports Psychology
- e) Course Review - No Recommend Changes: PE 122 - Cardio Fitness and Body Sculpting
- f) 2-Year CTE Course Review; DE Addendum Review and Approval; Course Title Change: AJ 106 - Criminal Justice Career Preparation
- g) 2-Year CTE Course Review; DE Addendum Review and Approval: AJ 107 - Crime and Control and Introduction to Corrections, AJ 109 - Introduction to Police Patrol Procedures, AJ 130 - Criminal Procedures, AJ 133 - Fingerprint Classification and Investigation, AJ 134 - Introduction to Crime Analysis, AJ 135 - Report Writing, and AJ 142 - Introduction to Digital Evidence

**10. Future Agenda Items:**

- a) Continue reviewing courses launched in CurrIQunet.

**11. Action Items:**

- a) None

# COMPTON COLLEGE 2024 ENROLLMENT MANAGEMENT PLAN



MAY 2020



# COMPTON COLLEGE 2024 ENROLLMENT MANAGEMENT PLAN

## **Compton Community College District Board of Trustees**

Sonia Lopez, President  
Dr. Sharoni Little, Vice President  
Barbara Calhoun, Clerk  
Dr. Deborah LeBlanc, Member  
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Willie Lee Jr., Student Trustee

## **Facilities Planning**

Gensler

## **Staffing Planning**

Integrated Academic Solutions

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## CHAPTER 1

# PLAN PURPOSE, BACKGROUND, AND CONTEXT

### Section 1: Purpose

Strategic enrollment management provides a comprehensive approach to enrollment, which fundamentally facilitates an institution's fulfillment of its mission, vision, and values. Accordingly, this Compton College 2024 Enrollment Management Plan (EMP) supports the fulfillment of the District's mission by developing an Enrollment Management Plan through 2024, which integrates and aligns with the goals for student success established in the District's Strategic Initiatives and Tartar Completion by Design and implemented through Guided Pathways Divisions. Furthermore, this EMP supports the fiscal stability of Compton College as it has regained its independence as California's 114th community college. While Compton College has funding protection until 2024, this EMP will position the College to thrive under the new Student-Centered Funding Formula (SCFF) and the California Community College Chancellor's Office Vision for Success initiative.

Moreover, at Compton College, where the success of every student is a shared responsibility, the implementation of this EMP, which compels the commitment of all institutional units, will allow Compton College to build the institutional infrastructure needed to execute the new Guided Pathways structure and refine services for students based upon Tartar Completion by Design. Accordingly, the overarching purpose of this plan is to:

- develop enrollment goals, which align with and support the College's mission and strategic initiatives;
- ensure student success by expanding access, increasing engagement, and fostering persistence and completion;
- offer students clear Guided Pathways to high-quality courses and programs and the critical support services they need to accomplish their educational and career goals;
- implement objectives and strategies that result in equitable access and outcomes, and thereby, eliminate equity gaps;
- assure fiscal stability by integrating strategic enrollment management into the budget and allocation process;
- ensure that data is used effectively to inform enrollment decisions; and,
- encourage collaboration among departments across the campus to support the enrollment program.



## Section 2: Background

Compton College's previous Enrollment Management Plan's (2015-2018) stated purpose was "to create a responsive, flexible, educationally sound, research-based approach to enrollment management" in order to ensure the viability of educational programs regardless of increases or decreases in state or local funding levels. The strategic initiatives for the 2015-2018 Enrollment Management Plan included:

- |          |                              |          |                                   |
|----------|------------------------------|----------|-----------------------------------|
| <b>A</b> | Student Learning;            | <b>D</b> | Community Responsiveness;         |
| <b>B</b> | Student Success and Support; | <b>E</b> | Institutional Effectiveness; and, |
| <b>C</b> | Collaboration;               | <b>F</b> | Modernization                     |

The 2015-2018 Enrollment Management Plan established objectives and outcome goals to increase over time including the:

- number of students from feeder high schools;
- number of first-time students completing assessment, orientation, education plans;
- retention and persistence rates;
- satisfactory academic progress rates;
- course success rates;
- number of degree and certificate petitions received;
- number of degrees and certificates awarded; and,
- number of students transferring to four-year colleges and universities.

Between 2015-2016 and 2017-2018 Compton College made significant strides in several key areas, particularly regarding the number of degrees and certificates awarded and the number of students transferring to four-year colleges and universities. Additionally, the College saw modest but steady improvement retention rates and successful course completions over this same time period. Data management system limitations hampered the College's ability to track some of the objective metrics; however, as the College implements technological improvements to automate records processing, more effective data management systems will position the College to consistently track and report other outcomes (e.g., the number of degree and certificate petitions received) related to Enrollment Management Plan goals and strategies.

## Section 3: Context

In 2017, the California Community College Chancellor's Office adopted the new [Student-Centered Funding Formula](#) and [Vision for Success](#) initiative to encourage colleges to support students in the timely attainment of a degree or certificate, provide additional support to students who face barriers to education, and make community college funding more stable and flexible.

The Vision for Success initiative strives to create a state community college system that:

- increases by at least 20% the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
- increases by 35% the number of students transferring annually to a UC or CSU;
- decreases the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent systemwide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;
- increases the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure;
- reduces equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years; and,
- reduces regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

To ensure the successful implementation of the Vision for Success, Compton College adopted the [Tartar Completion by Design](#) framework and launched five Guided Pathway Divisions:

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

The Guided Pathway Divisions represent collections of academic majors with related courses (commonly known as “meta-majors”), which are clustered groups of degrees and certificates. Guided Pathway Divisions will not only help undecided students explore their interests and goals while gaining exposure to several possible academic majors but will also allow them to take courses that apply to multiple majors. Guided Pathway Divisions will, ultimately, narrow students’ options and help them make informed decisions about academic and career choice. Furthermore, as part of Guided Pathways, Compton College has employed Tartar Success Teams, which will improve the institution’s responsiveness to students who need guidance and support.

In addition to the Vision for Success, the state’s adoption of the Student-Centered Funding Formula (SCFF) marked a significant departure from the way that community colleges receive funding. For decades the state funded community colleges based upon access (i.e., how many students they served). The new SCFF provides colleges with the traditional base allocation based upon Full-Time Equivalent Students (FTES), as well as a new supplemental allocation that counts the number of low-income students served and the student success allocation that funds specific student performance outcomes. Thus, this EMP highlights the objectives and activities, which not only support the Vision for Success goals, but also organizes specific activities around Tartar Completion by Design in ways that focus on the whole student experience (i.e., connection, entry, progress, completion, and transition) while increasing the College’s supplemental and success allocations. Ultimately, the goals, objectives, and key actions delineated in this EMP represent Compton College’s contribution to the system’s Vision for Success goals by supporting students from entry to program completion, and transfer or living-wage employment.

Extended Opportunity Resources for Educational and Services  
DIVERSITY ARE

Register Now



## CHAPTER 2

# COLLEGE MISSION, VISION, VALUES AND IMPLICATIONS FOR ENROLLMENT MANAGEMENT PLAN

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

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

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

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

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

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

Fulfilling Compton College's commitment to the success of all students by providing a welcoming, inclusive, innovative, and student-centered approach to all institutional functions, necessitates the execution of a detailed Enrollment Management Plan, which is organized around student-centered goals that addresses the complete student experience, as well as opportunities for interventions, which impact students' enrollment, persistence, success, and program completion.

This Enrollment Management Plan supports the College's implementation of its mission, vision, and values by integrating Enrollment Management Plan goals with all other College's plans, which allows the College to:

- strategically deploy data and technology;
- invest in the professional development of faculty and staff to improve outcomes for all students;
- design flexible, alternative course schedules to meet students' diverse needs and accelerate students' program completion;
- develop policies and procedures that improves access to enrollment;
- expand community partnerships that provide students with accessible avenues to enrollment, relevant work-based experiences, and transitions to four-year colleges or universities or to living-wage employment; and,
- effectively and efficiently ensure fiscal stability by aligning goals and key actions to the state funding formula.





A vertical banner for Compton College. At the top is the Compton College logo. Below it is a photograph of a young woman with short dark hair, smiling and wearing a light blue denim jacket. Underneath the photo, the text reads "Create your success Story!" in white and yellow font.

A smaller vertical banner for Compton College. It features a photograph of a young man and the text "California's 114th Community College" in white and red font.

**CHAPTER 3**

**ENROLLMENT MANAGEMENT PLAN  
STRUCTURE AND INTEGRATION**

Section 1:

Overview and Summary of Comprehensive Master Plan Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions

In the spring of 2019, the College updated its 2017 Comprehensive Master Plan resulting in the *Compton College 2024* comprehensive master plan, which established a student-centered focus for all college planning via the Tartar Completion by Design framework. The *Compton College 2024* comprehensive master plan identifies the College’s five overarching strategic initiatives, which serve as the basis for all College planning as it implements Tartar Completion by Design. Tartar Completion by Design focuses upon and organizes activities around the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition to employment or transfer to a four-year institution). Additionally, Compton College has implemented Guided Pathways (i.e., curricular roadmaps of coursework resulting in students’ earning a degree or certificate) and has organized the College around Guided Pathway Divisions, which incorporate Tartar Support Teams. Therefore, Compton College designs instructional and support services around the complete student experience.

Section 2:

Compton College 2024 Enrollment Management Plan Goals and Activities Aligned to Tartar Completion by Design

*Compton College 2024* established the College’s approach to enrollment management through the adoption of broad goals that align with and support Tartar Completion by Design and ensure significantly improved outcomes for students. To achieve these broad goals, strategies, and metrics that the Enrollment Management Committee has developed, Compton College will execute an annual implementation plan.



## GOAL

1

Develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

### Tartar Completion by Design Correlation - Connection and Entry Strategies

#### 1. Marketing and Communication Strategies

- Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study.
- Increase the number of inquiries for each targeted audience.
- Enhance College branding opportunities.
- Increase targeted marketing efforts and improve communication with prospective students, including advertising, website features, social media, digital and print publication, email and text notifications, and direct mail.
- Develop marketing that target students who are recently unemployed. Implement accurate academic program maps to support recruitment strategies.
- Expand CRM Recruit services.
- Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive master plan.

#### 2. Outreach and Recruitment Strategies

- Develop a structured marketing plan to inform potential students and referral sources regarding dual enrollment opportunities.
- Increase information about and access to the First-Year Experience (FYE) program.
- Structure communities around Guided Pathways.
- Finalize, assess, and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.
- Expand Welcome Center services by Guided Pathway Division.
- Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
- Fully implement the Compton College Welcome Week activities in the fall and spring semesters.
- Implement childcare services to potential students on campus as identified at the Tartar Success Institute.
- Implement accurate academic program maps to support recruitment strategies.
- Expand CRM Recruit services.
- Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes as called for in the *Compton College 2024* comprehensive master plan.
- Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.

### 3. Faculty and Staff Diversity Strategies

- Implement the Compton College 2024 Human Resources Staffing Plan goals (see Section 3 below).
- Partner with the USC Race and Equity Center to launch The Faculty Preparation Academy program.
- Implement the [Equal Employment Opportunity \(EEO\) Plan](#).

### 4. Implement the recommendations from the [Center for Urban Education](#).

### 5. Student Friendly Environment Strategies

- Research hours of operation to assess impact on students and make recommendations for changes according to findings; and, develop standardized operating hours across campus as supported by research results.
- Implement the recommendations of the [Compton College 2024](#) comprehensive master plan regarding the expansion and integration of technology to enhance student access to information and College services, including, but not limited to, the implementation of BlackBelt options to allow for third-party assistance with answering phone calls 24/7 and additional services that may be available through BlackBelt.

### 5. (Cont.)

- Improve campus signage at Compton College as identified at the Tartar Success Institute.
- Establish student commons across campus as identified at the Tartar Success Institute.
- Increase student engagement activities across campus for all students.

### 6. Expand the First-Year Experience (FYE) Program

- Implement a Financial Aid Application Campaign.
- Initiate a separate First Year Experience New Student Orientation that includes overview of First Year Experience program requirements, large group icebreaker and connection activities, and workshops (e.g., College expectations and etiquette, financial aid, navigating MyCompton and Canvas, plagiarism).
- Deploy CRM Advise to provide intervention services earlier in the semester.
- Develop a comprehensive list of contacts and communications with students.
- Provide team building and cultural social trips.

GOAL

2

Develop clear, consistent, accessible information about Compton College, Guided Pathways, the Oliver W. Conner Compton College Promise and financial aid, transfer and career opportunities, counseling/advising services, and steps to enrollment for the community, K-12 partners, regional employers and workforce partners.

**Tartar Completion by Design Correlation - Connection and Entry**

**Strategies**

1. Update memorandums of agreement and maintain partnerships with Oliver W. Conner Compton College Promise Partnership districts.
2. Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.
3. Develop partnerships community-based organizations, Los Angeles County departments, and K12 partner districts, particularly middle schools to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, college, and career readiness.
4. Increase student awareness of Oliver W. Conner Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.
5. Implement CRM Recruit and obtain additional training and technological equipment to track disproportionately impacted prospective Oliver W. Conner Promise Program students.
6. Translate Oliver W. Conner Compton College Promise Program-related publications, media, and materials to reach diverse populations.
7. Collaborate with campus partners (Integrating Outreach into First Year Experience, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education, Financial Aid, and Guided Pathway Activities) on Oliver W. Conner Compton College Promise Program outreach efforts to improve student success.
8. Develop and sustain the capacity of feeder middle and high schools to prepare all students for higher education through participation in the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP).
9. Fully implement student laptop loan program.

## GOAL

## 3

Work collaboratively with faculty, staff, and external stakeholders to develop dual enrollment opportunities for high school students.

### Tartar Completion by Design Correlation - Connection and Entry Strategies

1. Offer dual enrollment program, including afternoon college (i.e., College courses offered at the High School site after the regular school day), AB 288 pathways (i.e., series of College courses that lead to an identified guided pathway, during the regular high school day), and early college (i.e., College courses and curriculum built throughout the school day at Early College grades 9-12 with the intent of achieving IGETC completion and/or AA/AS/AAT/AST, and 11th and 12th grade students who may take courses at the college site during the regular school day).
2. Establish partnerships with K-12 districts to financially support Dual Enrollment Specialists.
3. Assign Dual Enrollment Specialists to serve as liaisons between the College and Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District.
4. Develop dual enrollment policies and procedures, which are published in a manual that serves as a practical guide to key components, characteristics, practices, and processes associated with the dual enrollment.
5. Develop a Guided Pathways onboarding process for dual enrolled students and their parents/guardians that includes outreach, application, special programs, career and pathway planning, orientation, registration, summer bridge, and continuous technological support for all processes.
6. Implement the CCCMyPath portal to provide structured guidance to help keep students on the path to completion, provide them with information and resources, and bridge the gap between application, enrollment, and registration. CCCMyPath will provide students and the College with the following critical functions (*next column*):
  6. (Cont.)
    - Career exploration, setting goals and finding programs.
    - Individually customized pathways.
    - Prescriptive task-based advising.
    - Intelligent resource recommendations, visual progress dashboard, and nudges and reminders; and
    - Analytics and data warehouse.
  7. Develop a program for regular cross-functional team meetings for High School faculty, College instructors, and industry partners to develop and align curriculum and build strategies to prepare students' readiness for specific college courses and degree pathways at Compton College.
  8. Offer professional learning opportunities to enhance faculty abilities to teach "learners" in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines.
  9. Collaborate with the Career Ladders Project to provide expertise and technical assistance with Compton College's dual enrollment component for career and technical education programs.
  10. Research, identify, explore, and evaluate a cloud-based platform to manage dual enrollment student registration, instructor onboarding, communication between students and instructors, integrate with the College's Student Information System, improve coordination with high school partners, and assist with reporting.

## GOAL

# 4

Partner with College leaders and regional workforce partners to develop schedule patterns, alternative mobalities, and access to services that meet the needs of working adults and non-traditional students.

### Tartar Completion by Design Correlation - Entry, Progress, Completion

#### Strategies

1. Continue to expand flexible schedule options including:
  - Accelerated terms (e.g., seven and eight weeks) of condensed courses to allow students to complete two “mini” terms (or “mini-mesters”) within the same timeframe.
  - Intensive three-week January term and moving back the regular start of the after-the-holiday classes to late January, and intensive three-week summer term prior to the start of regular summer term.
  - Maximize block scheduling - courses that are scheduled two times per week – which are most consistently linked with positive student outcomes.
  - Develop Weekend College consisting of courses offered only on Friday evenings, Saturdays, and/or Sundays, or a combination of weekend + online hybrid courses which are offered in a compressed term, and in which, students can earn most or all of the credits needed for a degree or certificate by attending class on weekends only.
2. Expand late-start (e.g., 14 week and 12-week terms) course offerings, particularly for gateway courses, which begin several weeks into the term as an option for students to find the right fit without starting at a disadvantage or for students who are waiting for financial aid.
3. Expand access to distance education courses, programs, and services through a Consortium Partnership Agreement with the California Community Colleges Chancellor’s Office California Virtual College (CVC) Online Education Initiative (OEI).
4. Establish a partnership with Calbright for Compton Community College District residents with pathways to Compton College and four-year universities.
5. Conduct a data-based assessment of student demographics, including predominant working hours and the local K-6 school schedules, design schedules that address the needs of commuters, part-time students, and parents with young school-age children.
6. Conduct a data-based assessment of student demographics to develop course schedules that match students’ needs within particular disciplines (e.g., if parents of young children are enrolled in Child Development and Family Studies Courses, consider scheduling most of that program’s requirements between 9am and 3pm when their children are in school).

## GOAL

5

Partner with College leaders to develop and deploy innovative technologies to provide all students with easily accessible, timely information regarding enhanced counseling and guidance opportunities, online tutoring, educational planning, and campus resources.

### Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

#### Strategies

1. Increase virtual access to all student support services (e.g., Cranium Café chat box), such as advising, program technician assistance, and financial aid information.
2. Offer New Student Orientations online.
3. Finalize all Academic Program Maps to be input into the Program Mapper database and establish a schedule for an annual review and revision of the maps.
4. Offer early alert and intervention services via CRM Advise.
5. Expand CRM Recruit features and services to include:
  - Streamline digital processes to reduce manual data entry
  - Wireless access for off-campus outreach activities via a secure network
  - Provide access to technology for data management and adhere to Family Educational Rights and Privacy Act regulations
6. Maximize the utilization of Degree Works to further student completion and transition through student-driven videos explaining Degree Works and how to use it, and student utilization of “what if” scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.
7. Identify, explore, and evaluate a platform that will help with room optimization, uncover space bottlenecks, improve college scheduling, and strengthen faculty potential within the College’s scheduling needs.



## GOAL

6

Enhance and fully implement early alert outreach and in-reach intervention strategies to help students persist and succeed.

### Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

#### Strategies

1. Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.
2. Implement an opt-out (i.e., default) course schedule policy and procedure for students under each intended major; develop opt-out schedules that include mornings, afternoons, evenings, and/or a combination thereof with scheduled blocks of 12-15 units offerings; align opt-out curriculum and create learning community cohort experiences for students with opt-out/default schedules.
3. Create student milestones and checkpoints for students in their Guided Pathway Divisions.
4. Develop protocols for early alert tools that can be embedded throughout an academic term and provide faculty and staff within each Guided Pathway Division with professional development opportunities and training on early alert tools (i.e., CRM Advise).
5. Offer online counseling and online tutoring for distance education courses.
6. Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.
7. Expand the reach and functions of transfer and employment transition services (e.g., University of California and California State University application workshops, collaborations between discipline faculty and the Transfer and Career Center, visiting tours to four-year institutions and prospective employers, internship program, Transfer Center coordinator and support staff).
8. Implement a career services education plan for Compton College students by Guided Pathway Division.
9. Develop and implement a career assessment training program for counseling faculty and Guided Pathway Division advisors.

10. Expand mental health services and training for both students and staff.
11. Expand resources and services for students in need of housing, food, clothes, childcare, transportation, technology and other essentials.
12. Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.
13. Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.
14. Expand and evaluate Assembly Bill 705, the Seymour-Campbell Student Act of 2012 interventions, to increase the number of students who pass transfer-level English and math in their first year at the college.



## CHAPTER 4

# INTEGRATION OF THE ENROLLMENT MANAGEMENT PLAN, HUMAN RESOURCES STAFFING PLAN, AND TECHNOLOGY PLAN

### Section 1:

#### Integration of Compton 2024 Human Resources Staffing Plan

Focused attention on recruiting, developing, and retaining passionate, motivated, culturally competent faculty, staff, and administrators is imperative for the creation of a student-centered environment that achieves equitable outcomes for all students. Accordingly, the goals and strategies established in the [Compton 2024 Human Resources Staffing Plan](#) serve to support the full and effective implementation of the College's strategic initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Equal Employment Opportunity Plan actions.

Overall, these goals position the College to deploy a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflect the demographic diversity of the district. The goals and objectives include the following:

## GOAL

# 1

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop a “recruitment team,” which will disseminate candidate recruitment information and position details via traditional online portals (i.e., cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/administrators, and participatory community bodies.
- Objective 2: Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules).
- Objective 3: Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants.
- Objective 4: Employ culturally relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.
- Objective 5: Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.

## GOAL

# 2

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high-traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn).
- Objective 2: Advertise job openings in publications targeting primarily minority populations.

## GOAL

## 3

Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities.

- Objective 1: Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions.
- Objective 2: Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises.
- Objective 3: Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position.
- Objective 4: Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences.
- Objective 5: Host job preparation workshops for potential applicants to provide information about applying for jobs at Compton College, the application and selection process, supporting documents (e.g., resumes/curriculum vitae, cover letters, transcripts or certifications), and interviewing tips.

## Section 2: Integration of Compton 2024 Technology Plan

Compton College is deploying technology to not only reach out to students, but also to support them from connection through completion, and track outcomes in order to understand how the College is achieving its mission and ways it can improve. Accordingly, the goals and objectives of the [Compton College 2024 Technology Plan](#), which align with and support the College's strategic initiatives, Tartar Completion by Design, and Guided Pathway Divisions, include the following:

### GOAL

# 1

Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.
- Objective 2: Conduct a full assessment of the existing campus ITS environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.
- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.
- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and early alert).

### GOAL

# 2

Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit and Program Mapper modules.
- Objective 2: Implement program maps of all Compton College degrees and certificates, and link to California State University, Dominguez Hills bachelor's degrees.

### GOAL

# 3

Provide students and employers with digital resources that connect students with opportunities and information related to students' academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

## GOAL

## 4

Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design.
- Objective 2: Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.
- Objective 3: Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.
- Objective 4: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.
- Objective 5: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.
- Objective 6: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement distance education professional development and student supports, including online tutoring and counseling for all Compton College students.
- Objective 7: Ensure the implementation of regular technological training related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.
- Objective 8: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.





**CHAPTER 5****HUMAN RESOURCES PROGRAM REVIEW AND PRIORITIES– SPRING 2019**

Section 1:  
Compton College FTES Targets by Enrollment Group

Compton College's enrollment targets focus on the groups of students who are at the center of the College's enrollment management goals and strategies. Ultimately, the College will assess the enrollment outcomes, persistence, and success for these targeted groups, including an assessment by equity groups to determine gaps in access and success.

TABLE 1: Compton College Five-Year FTES Projections and Targets

YEAR	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Funded FTES</b>	<b>5,980</b>	<b>5,980</b>	<b>5,980</b>	<b>5,980</b>	<b>5,980</b>
<b>Potential FTES @ 100% Fill Rate</b>	5,874	6,027	6,261	6,469	6,639
<b>Target FTES (Fill Rate)</b>	4,201 (70%)	4,727 (75%)	5,008 (80%)	5,494 (85%)	6,000 (90%)
Summer	590	536	568	603	641
Fall	1,775	1,892	2,111	2,314	2,536
Winter	277	341	374	412	453
Spring	1,556	1,755	1,955	2,166	2,369

SECTION OFFERED	1,381	1,418	1,473	1,522	1,562
Summer	194	168	167	167	167
Fall	584	593	621	641	660
Winter	91	107	110	114	118
Spring	512	550	575	600	617

EARLY COLLEGE HIGH SCHOOL PROGRAM FTES	54	57	61	65	65
Number of Sections	18	18	18	18	18

COSMETOLOGY FTES	183	202	211	220	220
Number of Sections	40	44	44	44	44

DUAL ENROLLMENT (AB-288) FTES	76	86	98	112	112
Number of Sections	25	27	29	31	31

AFTERNOON COLLEGE PROGRAM FTES	97	108	122	137	137
Number of Sections	32	34	36	38	38

CAMS FTES	92	96	102	108	108
Number of Sections	30	30	30	30	30

ADULT EDUCATION - CTE FTES	20	40	50	60	60
Number of Sections	4	8	10	12	12

ADULT EDUCATION - IGETC FTES	--	38	40	43	43
Number of Sections	--	12	12	12	12

## Section 2: FTES Targets for Guided Pathways

In addition to setting enrollment targets by student groups, Compton College has also set FTES targets for Guided Pathways, which are captured in Table 4.

TABLE 2: Compton College Five-Year FTES Projections and Targets for Guided Pathway Divisions

	2019-20	2020-21	2021-22	2022-23	2023-24
Business and Industrial Studies	155	163	170	176	181
Fine Arts, Communications, and Humanities	373	388	404	418	429
Health and Public Services	240	252	262	271	278
Science, Technology, Engineering, and Math (STEM)	316	329	343	354	363
Social Sciences	271	283	294	304	312
Total	1,355	1,414	1,473	1,522	1,562
Vs. Prior Year (%)		4.4%	4.2%	3.3%	2.6%



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**114th**  
Community  
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Emergence

**CHAPTER 6****ACCJC ACCREDITATION STANDARDS AND  
CORRELATION TO ENROLLMENT MANAGEMENT  
PLAN GOALS, OBJECTIVES, AND STRATEGIES**

Section 1:

ACCJC Accreditation Standard I.A.B.C., Standard II.A., C.,  
Standard II I.A., C., D., and Standard IV.A.

The *Compton College 2024 Enrollment Management Plan* correlates to the following Accrediting  
Commission for Community and Junior College (ACCJC) Accreditation Standards:

## Standard I:

Mission, Academic Quality and Institutional Effectiveness and Integrity - The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### A. Mission

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

### B. Assuring Academic Quality and Institutional Effectiveness

7. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

### C. Institutional Integrity

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Standard II:**

Student Learning Programs and Support Services - The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

**A. Instructional Programs**

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. (Eligibility Requirement 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**C. Student Support Services**

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (Eligibility Requirement 15)
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (Eligibility Requirement 16)



### Standard III:

Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

#### A. Human Resources

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

#### C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

#### D. Financial Resources

#### Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (Eligibility Requirement 18)
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

#### Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Standard IV:**

## Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

## A. Decision-Making Roles and Processes

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

## Section 2: Correlation of ACCJC Standard to the Compton College 2024 Enrollment Management Plan

The *Compton College 2024 Enrollment Management Plan* and the established goals and objectives relate to and support these standards by:

- developing an Enrollment Management Plan that stems from the College's mission, and which positions the College to achieve its mission;
- analyzing and applying quantitative and qualitative data to plan and implement an Enrollment Management Plan, which will improve the delivery of educational programs and services;
- basing the Enrollment Management Plan on an evaluation of the College's current practices across all areas of the institution, including instructional programs, student and learning support services, and resource management, including staffing and technology;
- addressing both short-term and long-range needs for educational programs and services as well as the human, physical, technological, and financial resources required to address those needs;
- incorporating goals and strategies which will provide current and prospective students with information regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials, as well as with information about financial aid and other supports available to them;
- creating goals and objectives for the development of flexible course schedules that will allow students to complete certificate and degree programs more quickly and efficiently;

- integrating goals and objectives that foster innovative instructional delivery modes, teaching methodologies and learning support services to effectively address the diverse needs of the students Compton College serves, and thereby, supporting equitable outcomes for all students;
- planning for the expansion of counseling and/or academic advising programs to support student development and success from entry into a program of study and through to program completion;
- including goals and objectives for the professional development of counselors, faculty, and other personnel responsible for the advising function to successfully deliver timely, accurate, and useful information that ensures students' completion of program requirements, graduation, transfer, and transition to employment;
- creating programs, practices, and services that support the College's diverse personnel and student body;
- integrating into the Enrollment Management Plan the technology services, professional support, facilities, hardware, and software required to support the College's operational functions as it implements the goals and objectives of this plan; and,
- positioning the College to align the elements of the Enrollment Management Plan with the Student-Centered Funding Formula, which will thus provide a reasonable expectation of both short- term and long-term financial solvency.



## CHAPTER 7

# ENROLLMENT MANAGEMENT COMMITTEE

The Enrollment Management Committee, a consulting body for the President / Chief Executive Officer (CEO), is responsible for the development and implementation of the key elements of the District's Enrollment Management Plan, particularly, marketing, recruitment, and retention goals, objectives, and key activities. Additionally, this committee is charged with developing Full-Time Equivalent Student (FTES) targets utilizing past and present student data, identifying trends and project enrollment data for each academic year, and regularly assessing the Enrollment Management Plan.

The Enrollment Management Committee's membership includes representatives from administration, faculty, and classified units: Vice President of Student Services, Vice President of Academic Affairs, who serve as co-chairs, two faculty representatives, two classified representatives, a student representative, and a staff assistant.

This committee meets the first Wednesday of every month. Meeting agendas and minutes can be found at the Enrollment Management Committee [website](#).



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## CHAPTER 8

# IMPLEMENTATION AND ASSESSMENT OF ENROLLMENT MANAGEMENT PLAN

The Enrollment Management Committee will create an action plan identifying the key actions required to achieve the goals and objectives of this 2024 Compton College Enrollment Management Plan. The action plan will detail the lead responsible party, a timeline, and a status field. This action plan will be shared with the campus community and the identified leads will be responsible for reporting status updates monthly.

The Enrollment Management Committee also will assess progress toward the Enrollment Management Plan goals annually. This assessment will include three components:

1. Evaluation of the Institutional Set Goals;
2. Evaluation of outcomes related to the Student-Centered Funding Formula; and,
3. Analysis of FTES and Fill Rates by Guided Pathway Division and courses.

This evaluation will be conducted in the fall for the previous academic year to have time to capture completion and transfer data. The first evaluation of this new plan will occur in November 2020. In addition to this outcome assessment, individual departments will continue to assess their Service Area Outcomes and the processes of their activities that are related to the Enrollment Management Plan.





Mathematics Science

Mathematics Science



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

**BP 3310 Records Retention and Destruction**

**Issued: June 16, 2020**

***References:***

*Title 5, Sections 59020, et seq.*

*Federal Rules of Civil Procedures, Rules 16, 26, 33, 34, 37, 45*

*The President/Chief Executive Officer shall establish administrative procedures to assure the retention and destruction of all District records--including electronically stored information as defined by the Federal Rules of Civil Procedure--in compliance with Title 5. Such records shall include, but not be limited to student records, employment records and financial records.*

***Applicable Administrative Regulation:***

*AR 3310 – Records Retention and Destruction*



COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS

**AR 3310 Records Retention and Destruction**

**Issued: June 16, 2020**

**References:**

*Title 5, Sections 59020 et seq.;*

*Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45*

*Board Policy 3310 – Records Retention and Destruction*

*The College shall adhere to the following procedures for records retention and destruction, including electronically stored information (ESI):*

- 1. "Records" means all records, maps, books, papers, data processing output, and documents of the District required by Title 5 to be retained, including but not limited to records created originally by computer and "electronically stored information" ("ESI"), as that term is defined by the Federal Rules of Civil Procedure.*
- 2. The Vice President of Administrative Services shall supervise the classification and destruction of records.*
- 3. Preservation of records including those relevant to actual or potential litigation pursuant to the Federal Rules of Civil Procedure.*
- 4. Compliance with the Federal Rules of Civil Procedure and shall produce relevant ESI in the form in which it is ordinarily maintained or readily usable.*
- 5. Destruction of records are submitted to the Board of Trustees on a periodic basis.*
- 6. Records shall be classified as required by Title 5 and other applicable statutes, state, and federal regulations.*
- 7. Records shall be periodically reviewed to determine whether they should be classified as Class 1 – Permanent, Class 2 – Optional, or Class 3 – Disposable (as defined in Title 5).*
- 8. Class 3 – disposable records shall be maintained for the period required by applicable law or regulation, but in any event shall be retained for at least three college years after the year in which they were originally created.*
- 9. Destruction shall be carried out by any method that assures the record is permanently destroyed, e.g. shredding, burning, and/or pulping.*



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 3550 Drug Free Environment and  
Drug Free Prevention Program**

**Issued: June 11, 2014**  
**Reviewed: May 17, 2016**  
**Revised: June 16, 2020**

**References:**

Drug Free Schools and Communities Act, 20 U.S. Code Section 1145g;  
34 Code of Federal Regulations Sections 86.1 et seq.;;  
Drug Free Workplace Act of 1988, 41 U.S. Code Section 702

The District shall be free from all drugs and from the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all facilities under the control and use of the District.

Any student or employee who violates this policy will be subject to disciplinary action (consistent with local, state, or federal law), which may include referral to an appropriate rehabilitation program, suspension, demotion, expulsion or dismissal.

~~(Describe the health risks associated with the use of illicit drugs and the abuse of alcohol.)~~

*The health risks associated with the use of illicit drugs and the abuse of alcohol include: Death including by alcohol poisoning or drug overdose; Risk of addiction and withdrawal symptoms including pain, convulsions and depression; Liver, heart, kidney, pancreas, and brain damage and/or loss of brain cells; Impaired judgment and resulting safety and health risks including accidents, unwanted pregnancies or sexually transmitted diseases, and aggressive or violent behavior; Impaired performance including drowsiness, impaired memory, and impaired concentration; Sexual dysfunctions; Harm to a fetus, including spontaneous abortions, premature labor, and detached placentas; Psychological problems including depression, anxiety, paranoia, panic reactions, psychosis and hallucinations; Seizures; Strokes, cardiac arrest or cardiovascular problems; Lung damage or illnesses, bronchitis, or respiratory arrest, and Needle-related illnesses and complications such as hepatitis, HIV, muscle and nervous tissue death necessitating limb amputation, and infections.*

The *President/Chief Executive Officer CEO* shall assure that the District distributes annually to each student and employee the information required by the Drug-Free Schools and Communities Act Amendments of 1989 and complies with other requirements of the Act.

Applicable Administrative Procedure:

AR 3551 Drug Free Environment and Drug Prevention Program