Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Jennifer Hill, Secretary
Date: April 1, 2021   **Time:** 12:30-2:00 p.m.
Location: Zoom Conference https://cccconfer.zoom.us/j/96789908627

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
X Barragan-Echeverria, Theresa
X Crozier, Judith
X Ekimyan, Roza
   Estrada, Harvey
X Gonzalez, Citlali
X Hill, Jennifer
   Kahn, Mahbub
X Mason, Don
X Martinez, Jose Manuel
X Martinez, Victoria
X Maruri, Carlos
X Maruyama, David
X McPatchell, David

X Mills, Jesse
X Moldoveanu, Minodora
X Monterroso, Noemi
X Moore, Sean
X Morales, Janette
X Phillips, Jasmine
   Richardson, Pamela
X Schumacher, Holly
X Schwitkis, Kent
X Sidhu, Rajinder
   Skorka, Evan
X Thomas, Shirley
X Valdry, Andree
X Van Overbeck, Michael

X Villalobos, Jose

Guests
Berger, Sheri
Gillis, Amber
Johnson, Susan
Sosenko, Lauren
Turcotte, David

1. **Call to Order at 12:35**

2. **Approval of Agenda**
   - Carlos made a motion to add discussion items regarding the election of officers. David Mc. Seconded. Kent moved to approve agenda as amended. Carlos seconded. Approved.

3. **Review and Approval of Minutes from March 18th, 2021**
   - Jennifer noted a change to correct the date under item three; it should say March 4th. Kent moved to approve with correction. Carlos seconded. Approved.

4. **Reports**
   a. President's Report

      - Minodora reminded faculty to complete the Return-to-Campus Survey sent out by Lauren Sosenko this week.

      - Dr. Curry pledged $130K to create a Compton College Call Center to ensure that students have reliable access when contacting the campus, as well as for outreach purposes. He has also dedicated $79K for marketing and outreach over the summer. This semester, we have received $410K for emergency student aid, with over $1 million for the past year.

      - Division meetings take place next week, the first Tuesday of the month, and senators will be elected. Minodora noted that Andree's position representing FACH must be filled by another librarian.

b. Vice President's Report

- Carlos noted that a number of senators are up for re-election for the next three-year term, including the HPS, BIS, and FACH divisions.

- Flyers are now available for Brotherhood of Success, a support program designed to help men of color succeed at Compton College, emphasizing social justice, leadership, and goal setting, with the official launch of the program scheduled for Fall 2021. Please spread the word so that as many students as possible can participate. For more information, reach out to Carlos or to Chris Perez.

c. Faculty Board Representative Report

- Jasmine attended a Board of Trustees event where 64th District Assemblymember Mike Gipson was invited to speak on community needs and support efforts.

d. Accreditation Faculty Coordinator Report (See Appendix A, page 5)

- The second read on Substantiative Change Document is pending. (See Appendix A.)

- The committee will be reporting soon on the organizational structure of the 2024 self-evaluation report effort, and is now soliciting feedback. Amber stated that the committee wants to focus on things that went well during the last go-round.

e. Academic Affairs Report

- President Curry will be making his announcement today regarding the return to campus for fall.

- Achieving the Dream coaches visited this week, meeting with various groups and concentrating on three key areas: data and technology; engagement and communication, and a particular emphasis on teaching and learning, especially professional development. By the end of the semester, as part of our Achieving the Dream effort, the college will create a two-year plan.

f. Curriculum Report

- Sean will present new business later in the meeting regarding courses that have been approved by the curriculum committee for the new culture and diversity equity requirement. These have been compiled with significant effort from Kendahl Radcliffe and Valerie Woodward.

- We have a long list of courses that require review this term because they are missing DE data within the COR or because they are transfer courses that require review for articulation purposes. Faculty originators on the list are encouraged to contact Sean directly with any questions, and he will be attending division meeting as we move forward to clarity procedures.

g. Distance Education Report

- Susan reported that our new contract outlines the four steps to become eligible to teach asynchronous or hybrid courses, including equivalency forms and the mandatory competency demonstration. Faculty must take the three required classes and complete the Canvas competency demonstration.

- DECS will review outstanding DE Addendums again on May 10th, and all addendums must be submitted at least 48 hours in advance. The committee reviewed ten courses earlier this month, and Susan reminded faculty to get their addendums in early so that any errors can be corrected in advance.

- Distance Education Open Labs are available for Professional Development from 3:30-4:30 p.m. on the following dates: 4-20, 5-4, 5-18, and 6-1.

h. Faculty Development Report

- Andree and Judy reiterated the request for new members, and asked faculty to please announce at the monthly division meetings next week.

5. Unfinished Business

a. Second Read/Vote: DE Substantive Change (See Appendix A, page 5.)

- Carlos made a motion to approve, Kent seconded. No changes logged. Michael made a motion to approve. Kent seconded. Approved.

b. Second Read/Vote: Respondus 4.0 Software, Test Bank - Formal Recommendation from DEAC (See Appendix B, page 27.)

- Jose moved to open. Carlos seconded. This refers to just the question bank upload option, not the entire test-proctoring app. Jasmine made a motion to approve. Michael seconded. Approved.

c. Second Read/Vote: BP 4055 (See Appendix C, page 30.)

- Carlos made a motion to open discussion. Kent seconded. Cliff and Stephanie report that any mention of "accommodations" should be changed to "adjustments" to adhere to current guidelines. Victoria made a motion to accept the document as amended. Carlos seconded. Approved.

d. Second Read/Vote: BP 4240 (See Appendix D, page 31.)
- Michael made a motion to open discussion. Carlos seconded. Carlos motioned to approve; Michael seconded. Approved.

e. Second Read/Vote: AR 4240 (See Appendix E, page 32.)
- Carlos made a motion to open discussion. Citlali seconded. Ed Policy made some final changes to this document at the meeting yesterday, only minor edits as noted in Appendix D. Carlos made a motion to accept the document as amended. Sean seconded. Approved.

f. Second Read/Vote: UC Ethnic Studies Compton College Summer Teaching Institute Proposal (See Appendix F, page 33.)
- Michael made a motion to open discussion on Kendahl's proposal. Carlos seconded. Michael motioned to approve. Carlos seconded. Approved.

g. Second Read/Vote: API Resolution (See Appendix G, page 36.)
- Carlos made a motion to open discussion, Jasmine seconded. Charles noted one minor correction to the title on "Targeting". Carlos made a motion to approve. Michael seconded. Approved. Minodora mentioned that the entire faculty will have to vote on the document as well before it is official.

- Judy suggested that we vote now on moving the college hour so that the entire grid can be presented to Dr. Curry for his approval. There was general discussion about conflicts, but Minodora noted that many committee meetings are likely to continue virtually even after we return to campus, as it is shown to enhance participation.

- Amber made a motion to change the college hour to 2-3, and David Mc. seconded. Motion carried.

6. Consent Items: Sean made a motion to approve the consent items; Shirley seconded. Approved.

a. *2-Year CTE Course Review – DE Addendum Review and Approval*: NURS 220 - Nursing Fundamentals, NURS 224- Nursing Pharmacology, and NURS 226 - Nursing Skills Practicum I

b. *Course Review; C-ID Review*: NURS 226 - Nursing Skills Practicum I

7. **New Business Items**

a. AR 4025 and BP 4025 – Philosophy and Criteria for Associate Degree and General Education

Sean reports that the above policies were approved by the Curriculum Committee at its last meeting. He made a motion to close the item. Carlos seconded.

8. **Discussion Items**

c. Safe Return to Campus – Planning Session

- Minodora wanted faculty to be able to discuss in an open forum what they need to feel safe upon our return to campus. There was much talk about the survey as well as CDC guidelines and our ability to meet them consistently, in addition to vaccination efforts.

d. 2024 Accreditation – Planning Session

- Minodora stated that we are looking for ideas on what we can do differently, lessons from our previous experience. Jennifer mentioned that faculty should not be responsible for completing administrative sections—that responsibility for writing and compiling evidence for sections on maintenance, facilities, human resources, finances, etc., need to be composed by administrators and their staff, not faculty. Roza also pointed out that she spent hours writing and editing one section only to have it returned with all of her work eliminated. Others reported similar issues. Amber said the committee was looking into ways to be more efficient this go-round, and that the report should be briefer due to changes at the ACCJC.

e. Faculty Onboarding Process – Welcome Faculty, Ease Adjustment to Campus, Increase Retention Session

- Minodora said we are looking at ways to make it easier for new faculty to adjust to life on our campus, getting acclimated, etc. We do not want to lose good faculty because we are not welcoming. Jennifer asked about the mentoring program for first-year faculty that was used in in the old Division Two, but apparently this was not a campus-wide practice. Judy suggested that we need to change the name to something a bit warmer than "onboarding". Shirley suggested a more formal program with stated outcomes, etc.

- Kendahl mentioned that she and Valerie, as division chairs, have tried to institute a faculty orientation packet, as well as a regular meeting or two to assist new faculty personally, particularly with regard to the portfolio process. Holly mentioned that Flex Credit is available for faculty mentorship, so we may want to set this up through the Faculty Development Committee. Liza pointed out that we need to do something similar for adjuncts as well.

9. **Adjournment**

Sean made a motion to adjourn at 1:35. Carlos seconded. Approved.

The next Academic Senate meeting is scheduled for April 22, 2021.

Appendices

Appendix 4

Compton College

Substantive Change Proposal

To Offer at Least 50% of Course Units
for Programs through Distance Education

Compton College
1111 East Artesia Boulevard
Compton, CA 90021
www.compton.edu

Submitted
April 2021

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Compton College
Substantive Change Report

April, 2021
</div>

To: Accrediting Commission for Community and Junior Colleges
               Western Association of Schools and Colleges

From: Compton College
               Office of the President/CEO
               1111 East Artesia Boulevard
               Compton, CA 90021

This Substantive Change Report is submitted to ACCJC/WASC for the purpose of requesting approval of the *Programs Where 50% or More of the Coursework is Available through a Mode of Distance or Electronic Delivery*.

We certify that this Substantive Change Report accurately reflects the status of Distance Education at the College.

Signed:

_____
Sonia Lopez, (President, Board of Trustees, Compton Community College District)

_____
Keith Curry, Ed.D., (President/CEO, Compton College)

_____
Sheri Berger, (Vice President Academic Affairs, Compton College)

_____
Lauren Sosenko, (Accreditation Liaison Officer, Compton College)

_____
Minodora Moldoveanu, Ed.D., (Academic Senate President, Compton College)

_____
Queen Juarez-Ward, (Associated Student Body President, Compton College)

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A: Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A.1 Description of the Planning Process to Determine Rationale and Need

Compton College first identified a new focus on the development of its distance education (DE) offerings and support services in the 2017 Quality Focus Essay (EV.1). The Quality Focus Essay identified three major projects around organizational management, increasing online student success, and promoting student awareness and support around DE offerings at the College. Since 2017, the College has worked diligently to develop a robust distance education program.

Although significant work had been completed in the development of the College's DE program, the 2020 COVID-19 pandemic accelerated the need to move entire programs online in order to continue offering courses to the campus community. By April 2020, the College shifted to offering its courses online; however, since the COVID-19 pandemic has been ongoing for nearly a year, and the College needs to continue offering courses and programs online, this Substantive Change is needed.

Since the Los Angeles County Health Department determined that schools in Los Angeles County must close, the College has had to develop a plan to determine how best to train its faculty and staff to shift to an online learning environment. The College's immediate response to the COVID-19 pandemic's effect on course offerings was to consult with the Academic Senate, the Curriculum Committee, the Distance Education Advisory Committee (DEAC), and Student Services (EV.2, EV.3). Regular meetings between campus faculty constituent groups and campus administrators resulted in agreeing to move programs online and increasing online support services for students in this community that are further disproportionally impacted by campus closures (EV.4).

A.2 Relationship of Change to Mission

Compton College's distance education program reflects the College's mission through the Mission Statement and Strategic Initiatives:

<div align="center">MISSION STATEMENT</div>

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.

<div align="center">COMPTON COLLEGE STRATEGIC INITIATIVES</div>

- Improve recruitment, enrollment, retention, and completion rates for our students.
- Support the success of all students to meet their education and career goals.
- Support the success of students through the use of technology.

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- Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
- Establish partnerships in the community and with the K-12 schools.

The DE program at Compton College reflects the College's Mission Statement by providing solutions to not only the current challenges of the COVID-19 pandemic, but also in providing access for those students that might otherwise not be able to attend traditional face-to-face courses. Furthermore, the College prides itself on providing free or low-cost technological resources to students so that they can complete rigorous coursework in a timely manner, consistent with their academic and career goals (EV.5).

The DE program also embodies the College's Strategic Initiatives.

Improve recruitment, enrollment, retention, and completion rates for our students: Recruitment, enrollment, and retention are all significant parts of the distance education program, as these factor into increased completion rates for students. As mentioned in the Enrollment Management Plan, student outreach coordinators communicate DE course offerings to prospective students, as well as the flexibility that comes with taking courses online (EV.6). Additionally, all students enrolled in online courses are encouraged to take *AS60: Strategies for Success in Distance Education* and are directed to the DE webpage, where there are student resources available (EV.7, EV.8).

Support the success of all students to meet their education and career goals: Student support services through the library, the Student Success Center, and counseling department all work to ensure that students have individualized instruction that meet their educational needs and career goals. Since the implementation of guided pathways, Compton College has adopted a case management approach to counseling services, where teaching faculty and counseling faculty work together to maintain regular and effective contact through Canvas, the College's learning management system (LMS), CRM Advise, the College's early alert system, and Cranium Café (EV.9, EV.10). Through the implementation of Early Alert, students who may be struggling to succeed in their courses will be contacted and supported early on, thereby increasing the opportunity for successful completion of coursework and educational goals (EV.11).

Support the success of students through the use of technology: As previously mentioned, the College provides both hardware and software technological support. Specifically, beginning in spring 2020, the College purchased 1400 laptops and hotspots for students in need (EV.12). The Laptop Loan Program is an on-going service available to all Compton College students. All laptops come equipped with up-to-date software, including Office 365, so that students can easily access their MyCompton portals for email communications with professors and counselors. Moreover, beginning spring 2021, the College will be providing headsets to students so that they can work more effectively (EV.13). Finally, the Distance Education Department offers technical support for students struggling with hardware, software ==including software provided by the State Chancellor's Office==, or LMS issues (EV.14).

Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields: Although a vast majority of course offerings are online, due to the COVID-19 pandemic,

this has not swayed the quality of programs. Faculty are engaged in communities of practice, professional development, and are seeking new support programs and services for Allied Health and CTE students (EV.15). At this time, the College offers both hybrid courses and fully online courses for Allied Health and CTE students. Example of programs that have begun to convert course offerings to a completely online format include Cosmetology and Machine Tool Technology. Although courses in various CTE programs, like Cosmetology, are synchronous and use Zoom in response to the COVID-19 pandemic, faculty are determining strategies to either keep programs online or to reinstate online learning should there be additional waves of the current pandemic or should the College encounter another pandemic or natural disaster in the future.

<u>Establish partnerships in the community and with the K-12 schools:</u> Compton College has partnership agreements in place with all local school districts and continues to offer collegiate-level courses online (EV.16). In addition, regular meetings, such as the monthly Compton Partnership Committee meetings continue to take place; Compton College constituent groups work together with local high school districts to discuss the needs of students in an online environment and determine strategies to support student success (EV.17).

A.3 Expected Impact and Benefits of Change

Because the College has already begun significant work on the development of a Distance Education Department, ongoing faculty and staff professional development, and increased online course offerings, no negative impact is expected on the quality of courses or programmatic outcomes. The benefits to students, however, are significant. As of fall 2019, 64% of students enrolled are 24 and under, up from 62% in fall 2018 (EV.18). By increasing the number of course offerings and available certificates and degrees online, students can remain on track to graduate and transfer on time. Also, as of fall 2019, 74% of students are enrolled part-time (EV.19).

Offering classes and full programs online allows for more flexibility for those students that are working full-time or who have school-age children that might make attending on-campus classes a challenge. For a complete listing of current programs offered at Compton College, please see "Appendix A: Online Program Offering" at the end of this proposal.

Although the COVID-19 pandemic has essentially mandated that schools migrate their campus operations to an online platform, it is the intent of Compton College to maintain this momentum to continually improve its DE program and the support services offered to its students.

A.4 The Integration of DE Programs into the College's Planning Processes

As mentioned in the 2017 Quality Focus Essay, Compton College recognizes the need for creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support (EV.1). As such, the College embarked on the establishment of a fully functional Distance Education Advisory Committee (DEAC) in spring 2017, whose primary function was initially to create and maintain a systematic, centralized

approach to online instruction (EV.1). A preliminary Compton College Distance Education Calendar was established, which detailed specific tasks surrounding the creation of a Distance Education Department (EV.20).

During a planning summit on March 1, 2019 (EV.21), Compton College faculty and staff reviewed the Institutional Set Goals and recommended that the College disaggregate course success rate for DE, which was subsequently integrated into the Institutional Set Goals approved by the Board of Trustees (EV.22) and continues to be evaluated annually by the College.

The 2017 Quality Focus Essay also centered on improving integrated planning at the College. The Core Planning Team was formed, and distance education planning quickly became a part of this team's conversations around the goals and needs relating to distance education and integrating them into the planning process. Furthermore, *Compton College's 2024 Comprehensive Master Plan* also reflects the College's commitment to the complete integration of distance education into its everyday operations. Specifically, distance education integration and support are reflected in the College's Strategic Initiatives and in facets of district plans:

- Enrollment Management
- Educational
- Staffing
- Technology
- Facilities

To further assist the College in effectively incorporating distance education into its integrated planning processes, the College participated in the Institutional Effectiveness Partnership Initiative (IEPI) beginning in 2019 (EV.23). As a result of this IEPI support, the College successfully planned communication strategies, planned future hires, identified professional development needs, increased student support services, bolstered technological needs, and integrated strategic planning ideas around the adoption of and rolling out of Canvas, as well as budgetary needs related to the aforementioned (EV.24). Additionally, Compton College entered into a partnership with Calbright, which provides resource to renovate space for an online hub and support a percentage of the Distance Education Manager's salary during the first two years to staff the online hub. Calbright will share technology resources that will enhance our DE program and benefit students.

B: Standard II: Student Learning Programs and Support Services

B.1 Ensuring "Regular and Effective Interaction" between Students and Instructors

Title 5 of the California Code of Regulations as well as the *Distance Education Guidelines for the California Community Colleges* mandate that "regular and effective contact" must take place. Specifically, Title 5, section 55204 states:

Instructor Contact.
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

a. Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
b. Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Compton College understands that regular and effective contact distinguishes online courses from correspondence courses. The policy document "Distance Education Regular and Effective/Substantive Contact" was recommended by the Distance Education Advisory Committee on November 13, 2018 and approved by the Academic Senate on February 21, 2019 (EV.25, EV.26):

Regular and Effective/Substantive Guidelines

Establishing and maintaining regular, effective, and substantive contact is not only a Title 5 requirement, but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Compton College will implement regular and effective/substantive contact using methods from each of the categories below.

Types of Regular Effective/Substantive Contact

It is a best practice for faculty to have contact with the online/hybrid instructor at least once per week in at least one of the following four ways in order to established regular and effective/substantive contact:

1. Instructor-Student
2. Student-Student
3. Student-Content
4. Student-Interface

Compton College ensures all students are authenticated through single sign-on through the MyCompton portal, as articulated in Administrative Regulation 4105: Distance Education (EV.27). Students enrolled in the College are issued a username and password based on their college identification information. Faculty engage students both synchronously and asynchronously as well as utilize the tools within Canvas.

The Distance Education Addendum, which is part of the course outline of record, indicates how

faculty will meet student learning objectives in the online environment as well as types of student/instructor interactions that will be taking place. ==In order to ensure regular and effective contact is taking place, on-going professional development is offered; routine faculty mentoring and faculty peer review takes place through the Faculty Course Review Committee; and regular faculty evaluations, as negotiated in the collective bargaining agreement, that require an observation of regular and effective contact== (EV.28, EV.29, EV.30). These activities reflect the College's dedication to student retention and success in online courses. Further, memos were sent to all faculty on July 7, 2020 and February 10, 2021 from the Vice President of Academic Affairs indicating the expectations and possible methods to ensure regular effective contact (EV.31, EV.32).

B.2 Description of Support Services for Distance Education Students

Support services for distance education students are at the forefront of the distance education program at Compton College. Accessible from the College's homepage, the DE webpage is a one-stop shop for student needs (EV.33). Specifically, students can access distance education resources, ranging from technical support to quick links that direct them to various departments on campus.

As mentioned in the 2021 Midterm Report, the College installed the student hub Cranium Café into Canvas in spring 2020, allowing for seamless connection to student services and other campus departments, such as the Office of Financial Aid and Admissions and Records (EV.34, EV.35). Moreover, NetTutor was also installed into Canvas, along with a roster of tutors organized by subject (EV.36). Students can also access the library or chat with a librarian through Cranium Café in Canvas. Additionally, programs such as Proctorio were adopted and installed into Canvas for test-taking needs, while Labster and other virtualization software helps faculty facilitate effective online laboratory courses (EV.37, EV.38). Finally, Blackboard Ally addresses the need for managing accessibility across all Canvas courses (EV.39).

Support services for distance education students also includes:

- **Online Orientation:** The Compton College orientation is only offered online via the *MyCompton* portal. Students must have activated their Compton College student email account to access the online orientation. The orientation is available to both new and continuing students 24 hours a day, 7 days a week.

- **Student Success Center:** The College has a dedicated center focused on academic support for students. Some of their services include:
  - Online (Zoom Conference-based) tutoring from local tutors in the following subjects: math, English, science, ESL, and Spanish. All tutoring schedules are available on the SSC webpage. Students can also access SSC tutoring schedules in Canvas ("Tutoring Services" option on main navigation bar or the Virtual SSC Module that instructors embed into their course).

- Online (Zoom Conference-based) workshops on the following topics: digital literacy, success strategies, writing, and math. SSC workshop schedules are available on the SSC webpage.
- EdReady: a supplemental education enterprise offered through the Network, Resources, Open, College & Career (NROC) Project, which offers self-paced, web-based, foundational math and English curriculum. EdReady is available to all registered Compton College Students via their MyCompton portal. EdReady guides are available on the SSC EdReady webpage.
- **Online Tutoring with Net Tutor:** As part of CVC-OEI, Compton College embeds NetTutor and Pisces into every Canvas shell. NetTutor is an online tutoring service designed to actively engage students in the learning process, require students to think critically, and develop the skills necessary for continued persistence. The tutors hired through NetTutor have the following qualifications:
  - a four-year degree from an accredited university;
  - a minimum GPA of 3.0 in any subject (or subjects) for which they will be providing tutoring;
  - teaching or tutoring experience in the American education system;
  - the combination of personality characteristics, such as empathy and patience, that underlie the ability to connect in a meaningful and supportive way with a diverse range of students; and,
  - excellent communication and writing skills.
- **Online Tutoring with Pisces:** Pisces, an online collaboration tool, amplifies local online tutoring by offering convenient scheduling, on demands reports and data, session recordings, an academic-centric whiteboard, and various modes such as 1:1, group, question and answer, and paper drop off.
- **Online General Tutoring:** The majority of their tutors at the College hold advanced degrees in their subject specialties. Regardless of their knowledge and experience, however, tutors must successfully complete a month-long training that focuses on the pedagogical and technical challenges that differentiate online tutoring from in-person tutoring. In addition to rigorous testing and tutor training, an extensive amount of time is dedicated to mastering the platform and technology systems.

- **Library Services:** Compton College uses Cranium Café to interact with students having questions about library resources. Librarians also conduct workshops for students and classes through Canvas using Zoom. Students have access to Primo, the College's online Library catalog. The College provides access to numerous databases of peer reviewed articles, journals, and periodicals. These resources are all listed on the Library's college website or through the Student Hub in Canvas

- **Admissions and Records:** Compton College offers services online that includes the following:
  - application for admissions;
  - course enrollments and withdrawal;
  - view schedule of classes;

- o fee payment; and,
- o view grades and transcripts.
- o online registration: in the online registration system, students are able to access the Student Information System (SIS). Within the SIS, the student can:
    - add or update their email address;
    - view the registration appointment;
    - view placement results;
    - add/drop classes;
    - view and pay fees;
    - check class schedules;
    - check holds;
    - view personal information;
    - change PIN;
    - view grades;
    - view class subjects;
    - view unofficial transcripts;
    - check the status of Financial Aid application; and,
    - request voter information.

- **Counseling:** The Counseling Department serves all current and prospective students. Counselors help students clarify their goals, make an academic plan, and monitor their progress. The counseling center offers online academic advising. Online counseling at the College allows students and prospective students to ask general questions that pertain to reaching their educational goals. Services offered are:
    - o educational planning;
    - o clarification of college procedures and policies;
    - o certificate, degree, and transfer requirements;
    - o course prerequisite information;
    - o course offerings and majors available;
    - o referrals to other programs and services; and,
    - o transferability of Pierce College courses.

  The Counseling program uses Cranium Café to engage with students. The system integrates into the College's websites and is embedded into all of the College's Canvas shells.

- **Financial Aid Web Site:** The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and childcare. The Financial Aid Department uses Cranium Café. By going to the Compton College Financial Aid Web site, a student will also be able to access the following services and information:
    - o Compton College CARES Act Grant Aid
    - o How to Apply for Aid, FAFSA School Code, California DREAM Act Timeline and Important Links
        - o Cost of Attendance
        - o Verification
        - o Dates and Deadlines

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- o Disbursement Schedule
- o Types of Aid
  - o Federal Aid Programs
  - o State Aid Programs
- o Policy and Important Information
  - o New Regulations & Processes
  - o Satisfactory Academic Progress Policy
- o Scholarships
- o Upcoming Financial Aid Workshops
- o Additional Resources & FAQS
  - o Staff Contact Information
  - o Bank Mobile
  - o Foster Youth Services
  - o DACA Information and Resources
    - ▪ Legal Support
    - ▪ Financial Support
  - o Gainful Employment Disclosures
- o Verification Forms

- **Veterans Services:** Compton College offers a full academic program for veterans with counseling who wish to attend Compton College. The Financial Aid Office assists veterans with their paperwork. Online services for students include:
  - o Online chat function for students to contact the Financial Aid Department regarding veteran's services;
  - o Certifying official Submission of documents via email;
  - o Acceptance of electronic signatures;
  - o Sending local community resources that are available to veterans in the area; and
  - o Online counseling appointments (provided by the counseling department).

- **Student Equity/Basic Needs Services:** Compton College provides direct resources and referrals to support enrolled students. We have campus-wide programs offering resources to meet the financial, nutritional, technological, and housing needs of our students. Some of the resources we offer include:
  - o Financial Resources:
    - ▪ Edquity grants (through partnership with Edquity)
    - ▪ CARES Act (through partnership with Financial Aid)
    - ▪ Grant referrals (subject to availability)
  - o Food Resources:
    - ▪ Meal delivery service (Through partnership with EveryTable)
    - ▪ Premade meal pickup (ay the Compton EveryTable)
    - ▪ Food Pantry (currently being revamped)
  - o Technological Resources:
    - ▪ Laptop rental
    - ▪ Wi-Fi-hotpot rental
    - ▪ Calculators
  - o Housing Resources:

- Housing navigator to help start and maintain housing
- Housing grants to maintain housing
- Each resource has different eligibility requirements. Questions can be answered with an Equity Advisor or by emailing tartarsupport@compton.edu All resources are subject to availability. Students may check their @compton.edu emails for updated news.

- **Student Readiness for Online Learning:** Compton College provides students with resources to help them orient themselves to remote instruction on Canvas. The DE Website provides three resources for new students: the Chancellor's Office Student Online Readiness Modules, a Canvas Dashboard overview video, and a link to the Passport to Canvas course within Canvas. The readiness assessment allows a student to determine their readiness in regard to technology and skills including technical know-how and time management abilities. Students are also provided with resources to address issues or areas of growth revealed in the assessment. The video is a general overview of Canvas and provides the basics of what a student will need to know in an accessible ten-minute format. Lastly, the Passport to Canvas course is a guide to Canvas organized in nine, nonlinear modules. Each module focuses on a Canvas tool that will help the student navigate, access content, and interact within Canvas.

- **Transfer and Career Center:** The Transfer and Career Center educates and serves students in their career education, planning, and development processes as well as assisting students online in determining courses needed to transfer, application information for University of California and California State University schools, transfer support, articulation agreements, and other useful tools to help students successfully transfer to a four-year institution. Career services and resources aid students with the exploration of career options, the cultivation of a comprehensive employment and education plan, and the enhancement of job search techniques and strategies.

  The Transfer and Career Center uses Cranium Café to engage with students. The system integrates into the College's website and is embedded into all of the College's Canvas shells. Additionally, Counselors leverage Zoom for virtual academic advising. The Counseling Department offers online, email, instant messaging, telephone, and video services. Furthermore, the Transfer and Career Center has provided workshops via Cranium Café Classrooms platform. The web site includes tools and resources for students to:

  - Help Choose a Major & Plan a Career;
  - Research Labor Market Trends;
  - Learn Job Search Skills and Techniques;
  - Visit California Career Café; and,
  - Find a Job or Internship.

- **CalWORKs:** The CalWORKs Program at Compton College operates in partnership with the County of Los Angeles, local business, and government agencies. Assistance is provided to eligible students, so they can obtain their educational degrees and certificates

while gaining work experience that leads to sustainable employment. Online services offered by this department to eligible participants through Cranium Café and Zoom are:
- o Program orientation
- o Academic counseling
- o Career Counseling
- o Case management and advisement
- o Peer mentorship
- o Assistance with priority registration
- o Completion of county required paperwork
- o Advocacy and support with county-related issues
- o Work activity referrals
- o Book and supply GAIN requests
- o Enrichment and support workshops
- o Work-study opportunities
- o Work-study orientation
- o Connection to community resources and basic needs

- **EOPS/Care:** The EOPS/CARE program at Compton College assists low-income and educationally disadvantaged students with their educational and career goals. On-line services offered include:
  - o Priority Registration
  - o Academic, Career, and Personal Counseling Services
  - o Case Management and Advisement
  - o Program Orientation
  - o Academic Achievement Grants
  - o Textbook Vouchers
  - o Transportation Assistance
  - o Student Workshops and Events
  - o Comprehensive Educational Planning
  - o Transfer Assistance
  - o Laptop Loan Program
  - o Weekly Educational Supplies
  - o Community Resources and Referrals

- **Upward Bound Math & Science Program (UBMS):** The UBMS program helps low income and/or first-generation college bound students achieve success at the post-secondary level by facilitating high school completion and entry, retention, and completion of post-secondary education. Currently, Compton College services both Dominguez High School and Compton High School. The program provided academic instruction during virtual Saturday Academy sessions when the campus closed and a virtual six-week Summer Program to prepare students for college admission, exposure to new technology, and developments in the world of STEM.

Additional virtual services offered are:
- o Supplemental instruction in English, math & science

- o Academic counseling (A-G requirements)
- o Parent workshops
- o Exposure to STEM careers
- o College application assistance
- o Financial aid workshops and assistance
- o Hands-on science exposure (lab experiments)
- o Social/cultural field trips
- o Tutoring services
- o Career exploration
- o Academic and life skills workshops
- o College panel
- o College tour(s)

All services are provided via zoom. The program also uses the Remind app to contact UBMS participants about upcoming events and deadlines. Students also contact UBMS Staff via Cranium Café and Remind.

- **Special Resource Center (SRC):** The Special Resource Center (Disabled Student Program and Services) in accordance with Title 5, is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and to advocate universal design and educational access for all students with disabilities to promote maximum independence and integration. The SRC uses Cranium Café to engage and chat with students online. Potential and current students may access information and services through the following links along with the Canvas Student hub:

  - o https://compton.craniumcafe.com/directory/by-department
  - o http://www.compton.edu/studentservices/supportservices/specialresourcecenter/index.aspx

  We currently offer the following requested services online:
  - o Academic and Personal Counseling
  - o Educational Plans
  - o Test Accommodations
  - o American Sign Language Interpreting Service/Real-Time Captioning Services
  - o Educational Assistance Classes
  - o Auxiliary Aides
  - o Assistive Technology
  - o Community Referral Services
  - o Specialized Tutoring

- **Student Health Center:** Students may call the St. John's Student Health Center and will be routed to one of their providers to be triaged that can answer all their health questions over the phone. If students need an immediate appointment, they have staff available to assist with that as well.
  - o Student can call to make an appointment for the following in-person services:
    - ▪ Annual Physicals/Pap Smears

- Wound Care
- Vaccinations
- Birth Control Counseling and Free Condoms
- Bloodwork
- COVID-19 Testing
  o Students can call and receive the following services via telephone:
    - General Health Care Consultation
    - Lab Results
    - Counseling (Thursdays 8:30 a.m. - 5:00 p.m.)
    - Referrals

- **Welcome Center:** The Welcome Center is a one-stop location to help get students' questions answered and learn about academic programs and support services. The Transfer and Career Center uses Cranium Café to engage with students. The system integrates into the College's website and is embedded into all of the College's Canvas shells. Additionally, the Student Services Advisors leverage Zoom for virtual steps to enrollment. Additionally, the Welcome Center offers online, email, instant messaging, telephone, and video services.

C. Standard III: Resources

C.1 Human Resources: Description of Staffing Plan in Support of Distance Education

The Distance Education Department operates under the supervision of the Vice President of Academic Affairs. As referenced in the 2021 Midterm Report, the College has developed its own support and management structure for distance education (EV.40). The development of this structure included the establishment of several key positions aimed at effectively supporting distance education:

- Distance Education Faculty Coordinator: a full-time faculty member who is provided reassigned time (EV.41).
- Instructional Designer/Faculty Distance Education Trainer: a full-time faculty member who is provided reassigned time (EV.42).
- Learning Management System Specialist: a classified professional (EV.43)
- Distance Education Manager: an administrator (EV.44).

C.2 Financial Resources: Impact on Institutional Finances

Compton College understands the need for continuous, distance education department support. The President/CEO has allocated funds specific to the technological and staffing needs of the DE program. In spring 2020, the President/CEO specifically identified the following budget allocations:

- Distance Education Manager: This management position will be funded with the CARES Act, Institutional Effectiveness Partnership Initiative (IEPI), and district general funds.

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- Distance Education Faculty Coordinator: 40% reassigned time for the 2020-2021 year, and then the position will revert to 20% reassigned time for the 2021-2022 year, as previously planned. This position will be funded with IEPI funds for the 2020-2021 year, and in the 2021-2022 year, the district general fund will assume financial responsibility for this position.
- Instructional Designer/Faculty Distance Education Trainer: 40% reassigned time for the 2020-2021 year, and this position will continue. This position will be funded with CARES Act and IEPI funds for the 2020-2021 year, and in the 2021-2022 year, the district general fund will assume financial responsibility for this position (EV.45).

The newly formed DE Department has been integrated into the College's planning processes. In February 2021, the first annual program plan was submitted consistent with the College's planning cycle (EV.46). In spring 2021, the DE Department will submit its first program review.

C.3 Technology: Infrastructure to Support Distance Education Offerings and Student Authentication

Compton College is dedicated to providing and maintaining up-to-date technological resources to its students and faculty. Long term plans to ensure the on-going support of technological resources are reflected in the College's *Compton College 2024 Technology Master Plan* as well as the College's facilities plans in the *Compton College 2024 Comprehensive Master Plan* (EV.47, EV.48, EV.49).

At present, there are numerous computer labs on campus, located in a variety of places such as the Library/Student Success Center, the Math and Science building, the Vocational Technology building, and the soon to be completed Instructional Buildings 1 and 2. The College recently entered a partnership with Calbright College, which resulted in the remodeling of two rooms in the Vocational Technology building used for the DE program (EV.50).

The College began a Student Laptop Loan Program in spring 2020, and in spring 2021 new laptops were disseminated to faculty and staff. Hotspots, headsets, and software programs are also made available to students on a regular basis (EV.51).

Furthermore, Academic Affairs and the Academic Senate supported the College's inclusion in the CVC-OEI Consortium, and several faculty members have become certified trainers through @One to provide long-term professional development to faculty peers on course design and best practices around regular and effective contact, student support services, and conversations on student authentication (EV.52, EV.53).

Students access Canvas through the MyCompton portal, which requires the use of a unique username and password. Students that use the Canvas Student App must also enter their College username and password in order to view content and complete work. Programs such as Proctorio have been integrated into Canvas to help with student authentication for testing purposes (EV.54).

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D. Standard IV: Leadership and Governance

D.1 Leadership and Governance Oversight for Maintaining Academic Quality and Institutional Effectiveness

Consistent with its Collaborative Governance process, the leadership and governance oversight of a successful DE program is evident in the ongoing conversations between faculty constituent groups, including the Academic Senate, DEAC, Curriculum Committee, and the bargaining unit with College administration. Collaborative governance at Compton College is rooted in transparency and the fair exchange of ideas around College policies and recommendations around student success; therefore, maintaining the academic quality and institutional effectiveness of DE program rests in continuous assessment on the improvement of classroom pedagogical practices, integrated planning and budgeting, technology, and robust support services.

The management of DE technology and supports is housed in Academic Affairs with oversight by the Distance Education Manager and Vice President of Academic Affairs. The DE Manager works closely with the DE Faculty Coordinator and Instructional Designer/Faculty DE Trainer as well as support staff. The Distance Education Advisory Committee is a subcommittee to the Academic Senate and infuses faculty voice into decisions related to DE ensuring academic quality. The Faculty Course Review Committee is a subcommittee of the DE Advisory Committee. The Distance Education Curriculum Subcommittee, a Curriculum Committee subcommittee, makes recommendations regarding distance education addenda. The Distance Education Handbook is currently being revised by the DEAC and includes the committee governance structure related to DE. This document will ultimately need Board of Trustees approval once the on-campus Collaborative Governance process is completed.

Compton College has adopted eLumen to integrate streamlined student learning outcomes data collection into the Canvas platform (EV.55). The eLumen platform will allow the College to disaggregate distance education SLO data from in-person data. Faculty leadership will be responsible for using these data to inform teaching and learning online. Further, the College is conducting an evaluation of distance education in spring 2021. This evaluation will include qualitative and quantitative data analysis to answer questions about DE. The Distance Education Manager, the Director of Institutional Effectiveness, and the Vice President of Academic Affairs will present these data to key faculty and staff audiences to inform distance education decision-making.

E. Evidence Listing

EV.1	2017 Quality Focus Essay
EV.2	Compton College Emergency Response Plan
EV.3	Letter from Academic Senate to CCCD – March 2020
EV.4	President/CEO Memo – March --, 2020
EV.5	Laptop and Hotspot Loan Letter to Students
EV.6	*2024 Enrollment Management Plan*
EV.7	Compton College Course Catalog, Pg – (AS60 Course Description)
EV.8	DE Webpage (Screen Capture)
EV.9	Early Alert (Screen Capture)
EV.10	Cranium Café (Screen Capture)
EV.11	CCCD/CCCFE Tentative Agreement, Pg – December 2020 (Early Alert MOU)
EV.12	CCCD Board of Trustees Agenda, April 2020 (Laptop Purchases)
EV.13	President/CEO Memo – February --, 2021 (Headsets)
EV.14	DE Technical Assistance Webpage (Screen Capture)
EV.15	English Community of Practice Proposal
EV.16	AB288 Class Schedule 2021
EV.17	Compton Partnership Meeting Agenda (DATE NEEDED)
EV.18	CCCCO DataMart Dashboard – 2019 Student Enrollment Counts (Screen Capture)
EV.19	CCCCO DataMart Dashboard – 2019 Part-Time Student Counts (Screen Capture)
EV.20	2017 Quality Focus Essay, Pg – (Distance Education Calendar)
EV.21	Planning Summit Agenda – (DATE NEEDED)
EV.22	CCCD Board of Trustees Agenda – (DATE NEEDED)
EV.23	IEPI DE Partnership Agreement, 2019
EV.24	IEPI DE Status Report
EV.25	"Distance Education Regular and Effective/Substantive Contact" Statement – November 13, 2018
EV.26	Academic Senate Minutes – (February 21, 2019)
EV.27	Administrative Regulation 4105: Distance Education
EV.28	Professional Development Calendar - DEAC
EV.29	POCR Process
EV.30	CCCFE Bargaining Agreement Pg. – (Compton College Evaluation Form)
EV.31	Academic Affairs Memo – July 7, 2020
EV.32	Academic Affairs Memo – February 10, 2020
EV.33	DE Webpage Resources (Screen Capture)
EV.34	2021 Midterm Report, Pg --
EV.35	Cranium Café/Canvas (Screen Capture)
EV.36	NetTutor Agreement
EV.37	Proctorio Agreement
EV.38	Labster Agreement
EV.39	Blackboard Ally Agreement

Appendix A: Online Program Listing

Listed below are the complete programs offered at Compton College effective fall 2020:

Associate of Arts Degrees:
        Child Development
        Ethnic Studies: African American Studies Option
        Ethnic Studies: American Cultures Option
        Ethnic Studies: Chicano Studies Option
        General Studies: Arts and Humanities
        General Studies: Biological and Physical Sciences
        General Studies: Culture and Communication
        General Studies: Fine and Applied Arts
        General Studies: Kinesiology and Wellness
        General Studies: Social and Behavioral Sciences
        Liberal Studies: Elementary Teaching (Teacher Preparation Option)
        Music

Associate of Arts for Transfer Degrees:
        Communication Studies
        English
        Spanish
        Studio Arts
        Kinesiology
        History
        Elementary Teacher Education
        Political Science
        Psychology
        Sociology

Associate of Science Degrees:
        Administration of Justice
        Air Conditioning and Refrigeration
        Automotive Collision Repair/Painting
        Automotive Technology
        Computer Information Systems
        Cosmetology
        Early Childhood Education
        General Science
        Machine Tool Technology: Machinist Option
        Machine Tool Technology: Numerical Control Programmer Option
        Marketing
        Nursing
        Nursing: Upward Mobility Option
        Physical Science
        Welding

Associate of Science for Transfer Degrees:
      Business Management
      Early Childhood Education
      Mathematics
      Physics

Certificates of Achievement:
      Administration of Justice
      Air Conditioning
      Air Conditioning and Refrigeration
      Air Conditioning and Refrigeration Electric Controls
      Automotive Brakes/Suspension, Transmission/Drive Train Technician
      Automotive Collision Repair
      Automotive Engine Rebuilding and Repair Technician
      Automotive Painting and Refinishing
      Automotive Technician I
      Automotive Technician II
      Automotive Tune-Up Technician
      Business Management
      CNC Machine Operator
      Commercial Music
      Computer Systems Applications
      Cosmetology Level II
      CSU General Education - Breadth
      Early Childhood Education
      Early Intervention Assistant
      Elementary Teacher Education
      Engineering Technician
      Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration
      Intersegmental General Education Transfer Curriculum (IGETC)
      Machinist
      Marketing
      Numerical Control Programmer
      Refrigeration
      Retail Management
      Special Education Assistant
      Welding

Formal Recommendation to DEAC

Name of Requester: Airek Mathews
Role of Requester: Distance Education Manager
Guided Pathway Division of Requester:
Requester Email: amathews1@compton.edu
Date submitted to DEAC: February 17, 2021
Reviewed by DEAC on Feb 23
Second Read: DEAC March 23 (approved)
Reviewed by Senate on March 3 / Second read:

Request: Respondus 4.0 is a software download (only for Windows OS) that can assist with exam management by directly publishing or retrieving exams to and from Canvas. You can build exams using the software or from load one from a word document. It does not transmit pictures or videos; these items would need to be added after the exam is loaded into a course.

Rationale: The purpose of this recommendation is to make faculty aware that software exists to assist with management of exams in Canvas. This is tool can build and retrieve exams to and from Canvas. It reduces a lot of the work with building questions one-by-one. This tool would be especially useful for any faculty wanting to use question banks but not build them in Canvas. The tool also has the ability to connect with publisher text banks to load their test bank questions into courses or question banks (this feature only available if you are paying for the publisher's services).

For Distance Education Advisory Committee Use Only

Request approved and forwarded: DEAC approved (pending funding) Feb 23, 2021
Request denied and returned: Senate approved (pending funding) March 3, 2021
Revisions requested and returned:

Cost and Benefit: Registration Fee $200 Annual Cost based on Student FTE (2501-10,000): $2095. This is a convenience tool but has the capacity to save faculty a lot of time when it comes to developing exams in Canvas.

Accessibility check: See the below VPAT for information of Accessibility.

https://web.respondus.com/accessibility-respondus/

Resources:
Overview: https://web.respondus.com/he/respondus/
Pricing: https://web.respondus.com/he/respondus/pricing/
Videos about the tool: https://web.respondus.com/he/respondus/resources/

Requirement to purchase publishers access codes: N/A

*Note regarding publishers website material: Instructors are to understand that although publisher material can be linked from their Canvas course shell, it is prohibited to simply link all information to an outside publisher. Faculty must do their due diligence to ensure that they build out their Canvas course shell with instructor created content, provide testing/assessments primarily in their Canvas course shell and provide regular and effective contact through their Compton College Canvas course shell.

*Please be prepared to present to DEAC when this is placed on the agenda and then answer any questions regarding the information. You may also be asked to present to Senate if necessary.

*Please submit this form and any supporting documents to the LTI Workgroup lead:

Denise Blood dblood@compton.edu

Please be aware:

Any external app integrated into Canvas must meet the following requirements:

- Application vendor must not permit direct sales to students via Canvas or any other means. This is distracting to students and a possible invasion of privacy.
- Application vendor must be a viable company that will provide ongoing technical support. Compton College staff cannot support external applications.
- The application must meet Compton College's accessibility requirements and provide a VPAT before installation.
- Application vendor must be able to secure any student data their app "touches", restricting their use of student data to what is minimally required for the app to operate correctly (sometimes referred to as the *principle of least privilege*).
- Application vendor does not sell student data. Compton College student data is confidential and protected by law.
- If there is a cost attached to acquiring or subscribing to the application, the requester must identify available funding through the Budget Committee. The district does not automatically have the funds to purchase or cover the ongoing costs of these tools.
- The application must not violate any Compton College board policies.
- The application and vendor must meet all FERPA Compliance and Regulations.
- The application must not adversely impact system security or performance.

Appendix C

BP 4055   Academic Accommodations for Students   **Issued: April 17, 2018**
with Disabilities

Reference:
Title 5, Section 5600~~0~~ ~~et. Seq.~~ ~~6~~ (~~D~~isabled ~~S~~tudent ~~P~~rograms & Services~~S~~ Regulations), ~~56027 (Academic Accommodations),~~ ~~55063 (Minimum requirements for the Associate Degree)~~ Rehabilitation Act of 1973, Section 504 and Section 508
Americans with Disabilities Act of 1990 (ADA)
ADA Amendments Act of 2008

Compton Community College District ~~provides reasonable accommodations for students with disabilities in accordance with compliance measures~~ is committed to all provisions established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA). The fundamental principles of nondiscrimination and accommodation in academic programs provides that: 1) No student with a qualified disability shall, on the basis of the disability, be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination under any post-secondary education activity or program; and 2) Reasonable accommodations and academic adjustments, determined on an individual basis, to academic activities or requirements, shall be made in a timely manner and as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on a student with a qualified disability; and 3) The institution shall create an educational environment where students with disabilities have equal access to instruction, including those taking place in a clinical setting, without compromising the essential components and technical requirements of the course, educational program or degree.

The Special Resource Center (SRC) ~~DSP&S~~ shall be the primary provider for academic adjustments, auxiliary services, and/or instruction that facilitate equal educational opportunities for students with disabilities who can ~~profit~~ benefit from instruction as required by federal and state laws. No student with disabilities is required to participate in the SRC program.

~~Compton Community College District shall provide reasonable accommodations to students with documented disabilities without compromising the student's course of study or the integrity of the college's academic standards. Reasonable accommodations are determined on an individual basis.~~

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Appendix 8

| BP 4240   Academic Renewal | **Issued: April 17, 2018** |
| | Revised: April 20, 2021 |

Reference:
   Title 5, Section 55046, 53200

The President/Chief Executive Officer shall, in consultation with the appropriate groups, develop procedures that provide for academic renewal. It is the policy of Compton Community College District to allow previously recorded substandard ~~academic~~ coursework to be disregarded in the computation of a student's grade point average if it is not reflective of a student's more recently demonstrated ability, and if repetition is not appropriate to the current objectives of the student. The student's permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Compton Community College District will honor academic renewal actions by other regionally accredited institutions.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as stated in Board Policy 2510.

Applicable Administrative Regulation:
   AR 4240   Academic Renewal

Appendix E

AR 4240 Academic Renewal   **Issued: April 17, 2018**
                                                   Revised: April 20, 2021

Reference:
    Title 5, Section 55046

~~Beginning July 1, 2019 (enter new date)~~ *Beginning July 1, 2021,* a student may petition to have up to ~~24~~ 30 semester units of substandard work (~~D, or~~ F ~~or WF~~ grade assigned) taken at Compton College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

- The student must have earned a GPA of ~~2.25 or higher in the last 30 units of graded work, or 2.5~~ 2.0 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.

- At least ~~two~~ one ~~years~~ must have passed since the substandard grade(s) was awarded (includ~~es~~ing summer/winter).

- Academic Renewal shall be granted to a Compton College student only one time.

- If another accredited college has removed previous course work through academic renewal, such action shall be honored by Compton College.

- Course work with disregarded grades may not be used to meet degree or certificate requirements.

- If a student has received an associate degree at Compton College, academic renewal may be allowed upon petitioning through the Admissions Office and reviewed by the Special Circumstance Petition Process Committee.

Academic renewal actions are irreversible.

Students initiate the academic renewal process through the Admissions Office by obtaining and submitting the Academic Renewal Petition.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from Compton College.

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8-12 WEEK ONLINE CANVAS CERTIFICATION WORKSHOP

COMPTON COLLEGE UC ETHNIC STUDIES SUMMER TEACHING INSTITUTE

UC Ethnic Studies graduate students will be able to secure CANVAS certification through this program. This will enable grads to design and teach online classes at any one of the 114 Colleges in the California Community College system. These courses will be taught by Compton College Faculty who have completed the Peer Online Course Review Certification (POCR) and are trained and certified in online design and pedagogy. The online CANVAS training will last a total of 12 weeks. Students will be required to complete a self-paced 4-week Introduction to Canvas course- 5 weeks prior to the start of the summer program. During the 8 weeks of the summer program students will then spend 10 hours per week on completing all certification for the courses listed below.

1. Pre-Participatory 4-Week Requirement- *Introduction to Canvas*, Self-Paced- 40 hours, 10 per week
2. First 4 Weeks Online Certification: *Introduction to Course Design*- 40 hours, 10 per week
3. Second 4 Weeks Online Certification: *Creating Accessible Course Content- 40 hours,* 10 per week

"The process for certification requires that appropriate training be acquired, and a demonstration of competency take places in order to teach an online or hybrid course at Compton College. This is to ensure the quality of online education being provided is at the standard set forth by the state and federal government. Additionally, these standards have been adopted by the College through the Academic Senate and have been incorporated into the faculty union contract."

-Compton College Distance Education Department

The following CANVAS certification course descriptions are based on the @ONE training guidelines:

1. **PRE-PARTICPATORY REQUIREMENT MAY 2021:**

INTRODUCTION TO CANVAS – (Self-Paced)

Description

This 4-week course will introduce you to the beauties of using Canvas in online, hybrid, and face-to-face classes. These simple, hands-on lessons give you the chance to master Canvas in your own practice course to build a home page, content page, discussion, and quiz, while also exploring how to use Canvas communication tools.

If you're new to Canvas, or just want a powerful refresher on the basics, this course is a great starting point, and you get to keep your sandbox to play in, experiment, and build your online material!

Fulfills: This is an introductory course designed for users new to Canvas. Though it does not fulfill a requirement for any @ONE certificates, it's an important starting point and may

be required by your campus.

Duration: 4 weeks
Time Commitment: approximately 10 hours per week, for a total of 40 hours
Level of Difficulty: Beginning
Format: Facilitated and a Self-paced course

Outcomes

By the end of this course, you will be able to:

- Customize your Canvas profile and notification preferences to fit your needs
- Create and archive announcements to keep your students engaged and updated
- Develop modules to organize your content most effectively
- Design a welcoming, impactful home page
- Set up a discussion, quiz, and/or assignment exactly the way you want
- Use a variety of communication tools to streamline contact with students
- Use the SpeedGrader tool to make grading fast and easy

2. **FIRST 4 WEEKS**

CANVAS COURSE: INTRODUCTION TO COURSE DESIGN-

The power of an online course comes from careful planning and intentional design. Blending the concepts of backward design with universal design with hands-on practice, you'll gain mastery in the skills needed to purposefully design an engaging, high-quality online course that captures—and keeps—your students' attention. You'll leave with a robust plan and the solid foundation of your newly envisioned course. (@ONE description

Fulfills: This course is the introductory course of the ***Certificate in Online Teaching & Design*** and fulfills Section A: Course Design. Participants who successfully complete this course will earn a course badge.
Duration: 4 weeks
Time Commitment: approximately 10 hours per week, for a total of 40 hours
Level of Difficulty: Intermediate. To get the most from this course, you should have some familiarity with online teaching and with Canvas. This course is a recommended starting point for the Online Teaching & Design Certificate.
Format: Facilitated and a Self-paced course
Outcomes
By the end of this course, participants will be able to:
- **discuss the value of using the OEI Course Design Rubric to design a quality online course,**
- **use backward design principles to start a course plan;**
- **plan online learning units with measurable outcomes;**
- **determine "next steps" for building an online course.**

3. **SECOND 4 WEEKS-**

CANVAS COURSE: CREATING ACCESSIBLE COURSE CONTENT-

Description

Creating Accessible Online Courses provides an overview of accessibility within online courses, focusing on the skills you will need to make your course both technically accessible and usable to a broad range of students. The course covers how to use online tools, including your course management system (CMS), to create accessible resources, to retrofit existing resources, and to curate new resources. The focal point of the course is learning how to use editors (both in your CMS and in common software, such as Microsoft Word) to enhance accessibility. @One description.

Fulfills: This course is part of the *Certificate in Online Teaching & Design* and fulfills Section D: Accessibility. Participants who successfully complete this course will earn a course badge.
Duration: 4 weeks.
Time Commitment: approximately 10 hours per week, for a total of 40 hours
Level of Difficulty: Intermediate. To get the most from this course, you should have some familiarity with online teaching and with Canvas, and already have an existing Canvas course (or the start of a course). For those who have never taught online, it is highly recommended you take *Introduction to Course Design* and *Introduction to Canvas* before beginning this course.
Format: Facilitated and a Self-paced course
Outcomes

By the end of the course, you will be able to:

- Apply Universal Design concepts to the planning and design of your online course;
- Define accessibility and apply pertinent Federal, State, and District requirements to the planning and design of your online course;
- Identify barriers to access that impede student success;
- List campus resources available to assist you and your students with accessibility issues;
- Create accessible content within your CMS;
- Create accessible documents using Word, Google docs, PowerPoint, and/or PDF;
- Caption video;
- Check curated resources for accessibility using online tools.

INSTRUCTOR PAY: Total Cost of Instruction: $12,000 for 12 weeks.

Instructors on average are paid to work 10 hours per week when conducting CANVAS Certification classes. Suggested compensation, ($1000 per week per one instructor) if the instruction duties are shared with a second instructor- $500 per week for each instructor. This pay is separate from the Curriculum Workshop duties and responsibilities. Depending on how teaching duties are divided, there may be one or two different instructors per week.

Appendix G

BEFORE THE BOARD OF TRUSTEES OF THE
COMPTON COMMUNITY COLLEGE DISTRICT

RESOLUTION #_____
CONDEMNING THE RECENT SURGE IN HATE CRIMES
TRAGETING ASIAN AMERICANS AND PACIFIC ISLANDERS (AAPI)

WHEREAS, on June 16, 2020, the Compton Community College District Board of Trustees passed Resolution #06-16-2020F, Affiring Compton Community College District Commitment to Faculty and Staff Diversity; and

WHEREAS, between March 19 and December 31, 2020, Stop AAPI Hate, which tracks hate crimes and hate incidents against Asian Americans, reported 245 incidents of hate in Los Angeles County against Asian Americans between March 19 and Oct. 28, 2020. The group received 2808 reported incidents of racism and discrimination targeting Asian Americans across the U.S., including incidents of verbal harassment, shunning, denial of access to services and public spaces, and physical assault, while experts consider the true number of incidents to be much higher due to underreporting; and

WHEREAS, a United Nations report released last August correlated a documented rise in attacks against Asian Americans to former President Donald Trump's seeming legitimization and normalization of racism and xenophobia against people from China, especially during the current global pandemic, through the use of inflammatory rhetoric including referring to COVID-19 publicy as the "Chinese Virus" and "Kung Flu;" and

WHEREAS, despite a new Presidential Administration in office since January 20, incidents of hate crimes against Asian Americans have continued, including a recent surge in reported attacks across the State of California, some notable for their violence and cruelty; and

WHEREAS, the recent rise of violence against Asian Americans is part of a larger history of violence against communities of color, and we must work together to create community-centered solutions that stop the violence in all communities; and

WHEREAS, Los Angeles County has the largest Asian population of any county in the U.S.

NOW THEREFORE BE IT RESOLVED, that we, the Compton Community College District Board of Trustees, hereby stands with the Asian American and Pacific Islander (AAPI) community and calls on all citizens and leaders to join us in condemning racism against Asian Americans in all forms, defend and protect those targets, and punish those who commit hate crimes against AAPI members of our community; and be it further

RESOLVED that we are united in our commitment to equity and justice for all in affirming and celebrating their diversity.

PASSED AND ADOPTED, the Resolution #_____Condemning the Recent Surge of Hate Crimes Targeting Asian Americans and Pacific Islanders (AAPI) was adopted and confirmed by the Governing Board of the Compton Community College District of Los Angeles County, on June 16, 2020.

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
Sonia Lopez, President
Compton Community College District
Board of Trustees

I hereby certify that the foregoing is a full, true, and correct transcript of a resolution duly adopted by the Governing Board named therein at a duly constituted meeting of said Governing Board held on Tuesday, June 16, 2020, as it appears upon the minutes of the said meeting on June 16, 2020.

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Keith Curry, Ed.D., Secretary to the
Governing Board Compton Community
College District

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