



## Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President

**Recorder:** Noemi Monterroso, Secretary

**Date:** March 16th, 2023

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

**Location:** **Campus – Board Room**

### **Vision:**

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

### **Mission Statement:**

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

### **Senators**

\_\_\_ Barragan-Echeverria, Theresa  
 \_\_\_ Ellis, Stephen  
 \_\_\_ Estrada, Harvey  
 \_\_\_ Corona-Ramirez, Desiree  
 \_\_\_ Hobbs, Charles  
 \_\_\_ Kahn, Mahbub  
 \_\_\_ Madrid, Vanessa  
 \_\_\_ Mason, Don  
 \_\_\_ Martinez, Jose Manuel  
 \_\_\_ Martinez, Victoria  
 \_\_\_ Maruri, Carlos

\_\_\_ McPatchell, David  
 \_\_\_ Mills, Jesse  
 \_\_\_ Moldoveanu, Minodora  
 \_\_\_ Monterroso, Noemi  
 \_\_\_ Moore, Sean  
 \_\_\_ Morales, Janette  
 \_\_\_ Ornelas, Miguel  
 \_\_\_ Schwitkis, Kent  
 \_\_\_ Tavaréz, Juan  
 \_\_\_ Thomas, Shirley  
 \_\_\_ Van Overbeck, Michael  
 \_\_\_ Villalobos, Jose

\_\_\_ West, Pamela

\_\_\_ Woodward, Valerie

### **Ex-Officio Voting Members**

\_\_\_ Conn, Brad-DEFC

\_\_\_ Moore, Sean-Curric. Chair

\_\_\_ Morales, Janette-Un. Pres.

\_\_\_ Diaz, Corina-FDC Chair

### **Guests**

\_\_\_ Berger, Sheri-VP Acc. Aff.

\_\_\_ DeLilly, Carol-Dean of Nurs.

## Agenda

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

### 1. Call to Order

### 2. Approval of Agenda

### 3. Review and Approval of Minutes from December 1st, 2022

### 4. Reports (15 min)

- a. President's Report
- b. ASG Report
- c. Vice President's Report
- d. Accreditation Faculty Coordinator Report
- e. Academic Affairs Report
- f. Curriculum Report
- g. Distance Education Faculty Coordinator Report
- h. Faculty Development Report
- i. Enrollment Committee Report
- j. OER Committee Report
- k. LGBTQ+ Committee Report
- l. FYE Committee Report
- m. SLO Coordinator Report

### 5. Consent Items (3 min)

- a. Course Review- Articulation/Transfer Review; Change TOP Code: PE 188 - Intercollegiate Esports.
- b. 2-Year CTE Course Review; No Proposed Changes: CIS 131 - Help Desk Operations; CIS 170 - Mashup JavaScript, jQuery and AJAX; WELD 105 - Basic Welding for Allied Fields; WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW); WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW); WELD 123 - Advanced Arc Welding Specialty Lab; WELD 125 - Advanced Certification and Career Preparation Lab; WELD 129 - Blueprint Reading; WELD 140 - Introduction to Gas Tungsten Arc Welding (GTAW); WELD 142 - Intermediate Gas Tungsten Arc Welding (GTAW); WELD 144 - Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab; and WELD 150 - Structural Fabrication.
- c. 2-Year CTE Course Review; no proposed changes- Distance Education- EFOMA: WELD 108 - Introduction to Multi-Process Welding; WELD 109 - Advanced Welding for Manufacturing; WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW); WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW); WELD 123 - Advanced Arc Welding Specialty Lab; WELD 125 - Advanced Certification and Career Preparation Lab; and WELD 129 - Blueprint Reading.
- d. Course Inactivation: FTEC 103 - Fundamentals of Personal Fire Safety and Survival; and FTEC 106 - Building Construction for Fire Protection.
- e. New Courses: HSED 1 - High School English 1; HSED 11 - High School Earth Science; HSED 13 - High School Physical Science; HSED 14 - High School Spanish 1; HSED 15 - High School Spanish 2; HSED 2 - High School English 2; HSED 3 - High School English 3; HSED 4 - High School English 4; HSED 5 - High School Integrated Math 1; HSED 6 - High School Integrated Math 2; HSED 7 - High School Integrated Math 3; HSED 8 - High School Biology; and HSED 9 - High School Chemistry.

### 6. Unfinished Business (10 min)

- a. New Programs at Compton College – Rank Order Programs in Order of Importance

### 7. New Business (5 min)

#### a. Equivalencies

- i. Judith Crozier: Film - Granted, Theatre - Denied, Journalism - Denied

- ii. Dr. Valerie Woodward: Japanese - Granted
- iii. Sarah George: Philosophy - Denied

## 8. Discussion Items (60 min)

- a. Student Success Center (SSC) Services Update
- b. Maintaining a Zoom Component for Senate Meetings – [Legal Options](#)
- c. Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs and Program Reviews – Division Contest
- d. High Priority Committee Members – Potential Incentives
- e. Strategies to Increase Percentage of Students Who Complete Their Educational Plan
- f. Increase Visibility of Art on Campus
- g. Campus Aesthetics Committee
- h. Establish a Succession Process for Senate Sub-Committee Chairs
- i. Academic Freedom – Review Policy and Issue a Senate Statement
- j. TMC – Social Justice – Additional Degrees
- k. How to Increase Participation of Constituent Groups in Collaborative Decision Making
- l. Chat GPT Optional Syllabus Statement Design

## 9. Informational Items

- a. Committee Vacancies
  - i. Curriculum Committee: 1 BIST, 1 FACH, 1 HEPS, 1 SSCI – **High Priority**
  - ii. Institutional Effectiveness Committee: 1 Faculty
  - iii. Senators: 1 HEPS, 1 STEM, 2 Adjuncts.
  - iv. Faculty Development Committee Members: All Divisions

## 10. Future Agenda Items

- a. April 20 – Institutional Self Evaluation Report (ISER) – First Read
- b. May 18 – ISER – 2<sup>nd</sup> Read

## 11. Public Comment

## 12. Adjournment

**Next Scheduled Meeting: April 6<sup>th</sup>**

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

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
<del>September 1</del>	<del>Zoom</del>	March 2	Zoom
<del>September 15</del>	<del>Zoom</del>	March 16	Zoom
<del>October 6</del>	<del>Zoom</del>	April 6	Zoom
<del>October 20</del>	<del>Zoom</del>	April 20	Zoom
<del>November 3</del>	<del>Zoom</del>	May 4	Zoom
<del>November 17</del>	<del>Zoom</del>	May 18	Zoom
<del>December 1</del>	<del>Zoom</del>	June 1	Zoom

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

## CCC Academic Senate Roster 2021-2022 (26 Senators)

### Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (22-24)

### Members:

#### **Fine Arts, Communication and Humanities (5)**

Charles Hobbs (21-24)  
 Vanessa Madrid (21-23)  
 Harvey Estrada (20-23)  
 Marjeritta Phillips (20-23)  
 Valerie Woodward (20-24)

#### **Counseling (5)**

Noemi Monterroso (21-24)  
 Carlos Maruri (21-24)  
 Theresa Barragan-Echeverria (20-23)  
 Desiree Corona-Ramirez (20-23)  
 Janette Morales (20-23)

#### **Social Sciences (3)**

Jesse Mills (21-24)  
 Pamela West (20-23)  
 David McPatchell (20-23)

#### **Business and Industrial Studies (3)**

Steven Ellis (21-24)  
 Sean Moore (20-23)  
 Michael Van Overbeck (20-23)

#### **Science, Technology, Engineering and Mathematics (5)**

Kent Schwitkis (20-23)  
 Jose Villalobos (20-23)  
 Jose Manuel Martinez (20-23)  
 Miguel Ornelas (22-25)  
 Vacant (20-23)

#### **Health and Public Services (3)**

Don Mason (20-23)  
 Shirley Thomas (21-24)  
 Vacant (20-23)

#### **Adjunct Faculty (2)**

Vacant (22-25)  
 Victoria Martinez (20-23)

**Ex Officio Voting Members**

Janette Morales – Union President (22-24)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Brad Conn – Distance Education Faculty Coordinator (22-24)



## Academic Senate Minutes

**Facilitator:** Dr. Minodora Moldoveanu, President

**Recorder:** Noemi Monterroso, Secretary

**Date:** March 2nd, 2023

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

**Location:** Zoom Conference

<https://compton-edu.zoom.us/j/87428442242>

### Vision:

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### Mission Statement:

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### Senators

Barragan-Echeverria, Theresa  
 Ellis, Stephen  
 Estrada, Harvey  
 Corona-Ramirez, Desiree  
 Hobbs, Charles  
 Kahn, Mahbub  
 Madrid, Vanessa  
 Mason, Don  
 Martinez, Jose Manuel  
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 Maruri, Carlos

McPatchell, David  
 Mills, Jesse  
 Moldoveanu, Minodora  
 Monterroso, Noemi  
 Moore, Sean  
 Morales, Janette  
 Ornelas, Miguel  
 Schwitkis, Kent  
 Skorka, Evan  
 Tavarez, Juan  
 Thomas, Shirley  
 Van Overbeck, Michael

Villalobos, Jose

West, Pamela

Woodward, Valerie

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Moore, Sean-Curric. Chair

Morales, Janette-Un. Pres.

Corina Diaz-FDC Chair

### Guests

Berger, Sheri-VP Acc. Aff.

DeLilly, Carol-Dean of Nurs.

### Agenda

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

1. **Call to Order at 2:03pm**
2. **Approval of Agenda**
  - **Valerie W. motioned to approve agenda. Carlos M. seconded. Approved**
3. **Review and Approval of Minutes from December 1st, 2022**
  - **Sean M. motioned to approve minutes. Carlos M. seconded. Approved**
4. **Reports (15 min)**

- a. President's Report – Minodora Moldoveanu
  - Senate approved a resolution at end of semester to urge city to work on Artesia Blvd bridge construction area that has been closed down. Update provided; there will be security enhancement in the area, construction will commence in summer, and area scheduled to reopen Spring 2024
  - Welcome new full-time faculty hires: Ricardo Flores, Abreesha Jones, Ricardo Rico, Karis Wong
  - ISER draft is now open for public comment. Please provide any feedback to team
  - Welcome to Spring 2023
- b. ASG Report – Paul Medina
  - ASG held their winter retreat in January and have been participating in activities during winter like the MLK event on campus. Currently planning participation in Community Day. ASG commenced biweekly ASG meetings; topics of discussion included ASG vacancies, visit from state chancellor's office, OER/zero cost textbook, and partnership to provide free CPR training for students
- c. Vice President's Report – Carlos Maruri
  - Introduced Rose, Counseling Intern
- d. Accreditation Faculty Coordinator Report – Amber Gillis
  - ISER is out for public review. Final draft of ISER is due August 1<sup>st</sup>. Feedback is due Friday, March 24<sup>th</sup>. As faculty, recommended to start with standard 2a (educational programs) and 2b (library and support services)
  - Senators communicate with constituencies that ISER is out and request feedback
  - ISER will eventually come back to Senate for a 1<sup>st</sup> and 2<sup>nd</sup> read
- e. Academic Affairs Report – Sheri Berger
  - Began preparation for next year's catalog revision. Will not send out revisions for course description or program changes; those changes will be automatically made by Maya Medina based on actions taken through Curriculum Committee, Academic Senate, and Board of Trustees
  - Review ISER and provide feedback
- f. Curriculum Report – Sean Moore
  - First meeting was Tuesday of this week. Approved Consent Agenda Items will be listed in next Senate meeting
  - 5 winter curriculum open labs were available for faculty
  - CNET training pilot videos will become available in MyCompton. Will meet with Josh Flores to create a tile and discuss how to manage videos to provide this resource for faculty
  - Corresponding with ASCCC executive assistant about finalizing a date/time that they can provide a training on DEIA and IDEAA
  - Program narrative templates were revised and finalized; will be made available on the CCC webpage
  - AR4105 Distance Education was provided as informational item
  - Due to Spring Break, CCC will not meet on April 11<sup>th</sup>
  - Full-time COSM faculty would like to develop a 600-hour Cosmetology teacher training program and labor market data has been requested to research its viability
- g. Distance Education Faculty Coordinator Report – Brad Conn
  - Dr. Mathews and Brad have been updating DE Handbook. Will review with DEAC to make/approve final changes to ensure highest quality distance education at the college
- h. Faculty Development Report – Not Present



- i. Enrollment Committee Report – Juan Tavaréz
  - No Report
- j. OER Committee Report – Not Present
- k. LGBTQ+ Committee Report – Not Present
- l. FYE Committee Report – Not Present

## 5. Consent Items (0 min)

## 6. Unfinished Business (10 min)

- a) Second Read/Vote: Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
  - New changes spell out specific services that should be available to students. This semester EveryTable will be open 7am – 7pm
  - **Kent S. motioned to approve resolution. Carlos M. seconded. Approved**
- b) Second Read/Vote: AR 4226 – Multiple and Overlapping Enrollments
  - **Valerie W. motioned to open discussion on item 6b. Pamela W. seconded**
  - Discussion on 5 vs 10 minutes of overlap and how to make up missing time. 10 minutes will be kept. Language will be added to AR regarding which faculty will keep track of missing time; faculty for the course that the student is petitioning to add would need to keep track of missing time
  - Sean M: Do we need to add that students need to choose specific course they want to make up? It would be helpful to students to have those specific instructions
    - There would be no need since the student will submit the petition for the class they want to add and need to make up the time for; however, language will be added to make it clearer
  - **Sean M. motioned to approve AR4226 with amendments. Marjeritta P. seconded. Approved**
- c) Second Read/Vote: BP/AR 5900 – Study Load Limitations
  - **Carlos M. motioned to open discussion on item 6c. Shirley T. seconded**
  - Sheri B: BP 5900 - instead of just “term” include “semester/term”, rationale: there are multiple terms per primary semester (i.e., 1<sup>st</sup> and 2<sup>nd</sup> 8-week terms)
  - AR 5900: Discussion around 19 vs 20 units max per semester. Rationale for increasing to 20 units: it provides more wiggle room for CTE students to add general education courses without having to petition but would still require most students to petition for overload if they want to take over 19 units since adding an additional class would usually push them to 21+ units. Kept 20 units for Fall and Spring, 9 units for Summer, and 7 for winter. Removed last sentence of AR5900
  - **Sean M. motioned to approve BP/AR 5900 as amended. Roza E. (standing in for Jasmine Phillips) seconded. Approved**

## 7. New Business (20 min)

- a) New Programs at Compton College – Final Four Programs Prioritization
  - Goal is to create programs that provide the best upward mobility with least investment on student part. Prioritize creating programs that provide students with greatest chance of landing a high paying job after completing program

- Minodora provided summary of stats (projected growth/salary per year). Game Design (8%/48K-100K), Computer Software (13%/121K), Artificial Intelligence (14%/115K), Paralegal Studies (14%/60K-120K)
- Marjeritta P.: Read report that AI is growing fast and salary projections are very high. It would be a good program to start, along with Game Design
- Sean M.: Are there any infrastructural costs to implement programs and are we looking into ongoing costs to hire new faculty for programs. Are these programs offered at local colleges and/or do we need permission from them?
  - A lot of information is provided in New Program Information templates completed for programs (available in Senate packet). For most part, there would be a need to hire at least 1 full time faculty to start the program
- The data for the programs was requested from Center of Excellence: in report they provided an analysis on supply and demand data and if they supported program development (notates if there is an adequate need for the program). Reports are also endorsed by the Regional Consortium so we wouldn't have to worry too much about other colleges arguing against the program due to 'competitive distraction'
- AI was top choice. Would not need new facilities as long as current computers and software are up to date
- Sean M.: Would it be possible to have a visual of the classes that would be required in each program to check for common courses or if the programs can be combined?
  - Some of the templates have links to colleges that offer program; we can reference those to give us an idea of the coursework that each program will entail.
- Initial Ranking: 1) AI, 2) Game Design, 3) Paralegal Studies, 4) Computer Software
- Will bring back rankings for a vote during next Senate meeting. In meantime, senators should review documents and have a discussion during next division meetings
- **Desiree C.R. motioned to close discussion on item 7a. Sean M. seconded**

- b) OER Committee Recommends the Low Cost Textbook Definition at Compton College to be \$30 (Statewide [Student Senate Urges \\$30 Definition as well](#)).
- **Shirley T. motioned to open discussion on item 7b. Marjeritta P. seconded.**
  - **Kent S. motioned to approve to define "Low Cost Textbook" as \$30. Shirley T. seconded. Approved**

## 8. Discussion Items (40 min)

- a) Student Success Center (SSC) Services Update
- **Sean M. motioned to open discussion. Desiree C.R. seconded**
  - There is a new Director for SSC: Shalisa Hodges.
  - **Marjeritta P. motioned to table item to next Senate meeting. Pamella W. seconded**
- b) Study Abroad Program Design Taskforce
- **Carlos M. motioned to open discussion on item 8b. Charles H. seconded**
  - Need volunteers to participate in taskforce. Volunteers: Andree V., Carlos M., Sacramento R., Vanessa M.
  - **Shirley T. motioned to close discussion on item 8b. Carlos M. seconded.**
- c) Create Taskforce to Review Collaborative Government Document and Provide Recommendations for Potential Changes
- **Sean M. motioned to open discussion on item 8c. Shirley T. seconded**

- Compton College is working with two consultants to work on the Collaborative Governance document. They will start interviewing members on campus to figure out campus needs. We will receive recommendations from consultants on areas they see as a need. Do we want to work concurrently or wait until we receive recommendations from consultants?
  - If we create taskforce, they will review Collaborative Governance document and highlight areas that need to change (create our own recommendations of areas of need)
- Based on feedback, Academic Senate will create a Taskforce to review Collaborative Governance document
- **Sean M. motioned to close discussion on item 8c. Shirley T. seconded**

d) Artificial Intelligence Written Papers

- **Sean M. motioned to open discussion on item 8d. Carlos M. seconded**
- ChatGPT. There was a PD offered by Chancellor's office last week that focused on how to detect if a paper or assignment was written by AI and how to write prompts where it makes it less likely for AI to pass as student work. Do we need to bring PD to Compton College or should we just use statewide resources? Will try to provide recording from PD for everyone to view
- Marjeritta P.: falsification of documents using AI is very hard to detect. We should have someone address this issue on a Flex day.
  - Sean M.: Agrees we need to have something for Compton College faculty/staff during Flex
  - Kent S.: Recording is more feasible for some people that might not have time to attend an actual PD event.
- **Sean M. motioned to close discussion on item 8d. Carlos M. seconded**

- **Sean M. motioned to table rest of discussion items. Charles H. seconded**
- **Kent S. motioned to adjourn meeting. Marjeritta P. seconded. Approved**

- e) Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs – Division Contest
- f) Increase Visibility of Art on Campus
- g) Campus Aesthetics Committee
- h) Establish a Succession Process for Senate Sub-Committee Chairs
- i) Academic Freedom – Review Policy and Issue a Senate Statement
- j) TMC – Social Justice – Additional Degrees
- k) How to Increase Participation of Constituent Groups in Collaborative Decision Making
- l) Strategies to Increase Percentage of Students Who Complete Their Educational Plan

## 9. Informational Items

- a) The Compton College Academic Senate took a vote by email in December 2022 to implement at Culinary Arts Program which will be located at Lynwood High. Lynwood High will provide the facility and Compton College will run the program. We had 22 Aye votes and 5 abstentions: Stephen Ellis, Mahbub Khan, Desiree Corona-Ramirez, Vanessa Madrid, and Michael Van Overbeck. Therefore, the motion was approved.
- b) The Compton College Academic Senate took a vote to implement an ADT of Social Work and Human Services at Compton College. Senators voted by email. We had 22 Aye votes and 5

abstentions: Desiree Corona-Ramirez, Mahbub Khan, Carlos Maruri, Jose Villalobos, Brad Conn. Therefore the motion was approved.

- c) Dr. Curry's Response to Senate Recommendations from the December 1st Senate Meeting
- d) Dr. Currie's Response to the Senate Hiring Prioritization Committee Recommendation
- e) The ISER draft is public and ready for feedback. The draft, feedback form, and 3<sup>rd</sup> party feedback process for the ACCJC may be found on the Accreditation website: [Compton College Accreditation](#)
- f) We are participating in two student surveys in spring 2023, and seeking responses from all students:
  - the Community College Survey of Student Engagement (CCSSE) and
  - the 2023 #RealCollege Basic Needs Survey. Both survey administrations will begin in March 2023.

Institutional Effectiveness will host office hours in a computer lab and we are asking faculty to support the CCSSE by asking students to respond to the survey class. Instructions are forthcoming and will be shared as soon as possible.
- g) Institutional Effectiveness is hosting a Data Date on March 8 from 12-1pm about student learning outcome (SLO) assessment data analysis and report writing. We hope faculty can attend! Register here: <https://compton-edu.zoom.us/meeting/register/tZEldu-vrjsqH9WNrcP-6EofDEQUoOATKzfy>
- h) Change of Major Form and Process Taskforce: The committee met in the fall of 2022. The team completed an exercise on what the student journey/experience is when submitting a Change of Major Form and Process. Based on feedback from various stakeholders including students, the taskforce created a new "Adding and/or Changing Major Form" in Microsoft Office Forms. The team created short-term and long-term recommendations. Additionally, the Dean of Counseling and Guided Pathways presented the [Adding and/or Changing of Major Microsoft Form](#) to the Director of Admissions & Records. Constructive feedback was provided and included. Next, the Dean of Counseling and Guided Pathways will present recommendations at the Student Success Committee on February 23, 2023.
- i) Graduation Application Workgroup: The committee has met three times. The deadline for recommendations is March 1, 2023. The workgroup will be finalizing the group's recommendations regarding spring 2023 graduation participation. The next meeting is on February 28, 2023.
- j) Petitions Committee: The committee is working on finalizing committee members. Once members have been selected, the committee will establish guidelines and convene. A soft rollout will take place spring 2023 with a full rollout in summer 2023.
- k) Incoming Chancellor: Sonya Christian
- l) New Vice President of Human Resources - Dr. Hiacynth Martinez
- m) Shalisa Hodges – New Student Success Center Coordinator

## n) New Full-Time faculty

- Ricardo Flores, full-time History/Ethnic Studies Instructor, Social Sciences
- Abreesha Jones, full-time Guided Pathways CalWORKs Counselor, Student Services
- Ricardo Rico, full-time Guided Pathways Counselor, Student Services
- Karis Wong, full-time Anatomy/Biology Instructor, Science Technology Engineering and Math

## o) Compton Financial Audit Report -

[https://go.boarddocs.com/ca/compton/Board.nsf/files/CMWNX5611E64/\\$file/ComptonCommunityCollegeDistrict\\_FinalAuditReport\\_2022\\_Revised\\_010323.pdf](https://go.boarddocs.com/ca/compton/Board.nsf/files/CMWNX5611E64/$file/ComptonCommunityCollegeDistrict_FinalAuditReport_2022_Revised_010323.pdf)

## p) AB-928 CCLC Resolution

## q) ATD Coaches Reflection Letter for Compton College

## r) Compton College December 2022 Enrollment Trend Data

## s) Projected Section Count by Division at Compton College

## t) Results to the Evaluation of the Institutional Set Goals – Fall 2022

**10. Future Agenda Items****11. Public Comment****12. Adjournment at 3:33pm**

**Next Scheduled Meeting: March 16<sup>th</sup>**

**Zoom Link: <https://compton-edu.zoom.us/j/87428442242>**

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

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
<del>September 1</del>	<del>Zoom</del>	<del>March 2</del>	<del>Zoom</del>
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# Course Inactivation: FTEC 103 - Fundamentals of Personal Fire Safety and S...

Status: In Review

[View Proposal History](#)

**Include a rationale for the course inactivation**

Basic Course Information	8/8
Course Standards	4/6
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Inactivation - Division Does Not Plan to Offer the Course

### Justification

This course has not been offered in years.

- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course
- Course Inactivation - Other

### Justification for course inactivation \*

This course has not been offered in years.



9/3/2022

Division Approval Date \*

# Course Inactivation: FTEC 106 - Building Construction for Fire Protection

View the course being deactivated

Status: In Review

[View Proposal History](#)

**Include a rationale for the course inactivation**

Basic Course Information	8/8
Course Standards	4/6
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Inactivation - Division Does Not Plan to Offer the Course

### Justification

This course has not been offered in years.

- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course
- Course Inactivation - Other

### Justification for course inactivation \*

This course has not been offered in years.

Division Approval Date \* 9/3/2022

Fields marked with \* are required



## New Programs Comparison Table

New Program	Forecasted Growth	Income Potential
Game Design	8%	\$48-\$100K/Yr
Software/App Design	13%	Up to \$121K/Yr
Paralegal	14%	\$60-\$120K/Yr
Artificial Intelligence	24% Nationally 14% Locally	\$115K/Yr

## Game Design Courses

### Requirements for the Certificate of Achievement

#### Semester I

DMA 004 HISTORY OF DIGITAL GAMES

DMA 012 DIGITAL ART: PAINTING & DRAWING

DMA 090 GAME DESIGN I

#### Semester II

DMA 070 MOTION GRAPHICS

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Semester I

---

or DMA 072                      2D ANIMATION

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DMA 080A                      3D MODELING & SCULPTING

---

or DMA 080B                      3D ANIMATION & SIMULATIONS

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DMA 092                      GAME DESIGN II: GAME ENGINES

---

Semester III

---

DMA 032                      INTERACTION DESIGN

---

or DMA 034                      USER EXPERIENCE DESIGN (UX)

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DMA 098                      DESIGN/MEDIA ARTS INCUBATOR

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Total Units 24

## Software/App Design Courses

### Requirements for the Certificate of Achievement

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CIS 012                      INTRODUCTION TO PROGRAMMING USING PYTHON

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CIS 014                      C++ PROGRAMMING

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CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON
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CIS 016	JAVA PROGRAMMING
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CIS 031	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS
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CIS 112	ADVANCED PROGRAMMING USING PYTHON
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CIS 112D	DATA STRUCTURES AND ALGORITHMS
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Total Units	18
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## New Program Information Template

Date: 10/21/2022

Name of Program: Artificial Intelligence

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

AI and machine learning is a new(er/ish) frontier in the tech world. Advancements are being produced that will shape the future of our global society. If Compton College wants to be a leading institution of higher education a successful version of this program would only help solidify that. If our mission is to “utilize[...] the latest techniques for preparing the workforce [...] and securing living-wage employment” I believe there are few programs that embody this statement better than AI.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

Emsi Q1 Data Set report for Computer and Mathematical Occupations in LA-LB-Anaheim, CA shows that jobs in the area are about average. The national average for an area this size is 73,788 employees, while there are 68,683 here. Earnings are high in Los Angeles-Long Beach-Anaheim, CA. The national median salary for related occupations is \$107,318, compared to \$115,318 here. Job posting activity is about average in Los Angeles-Long Beach-Anaheim, CA. The national average for an area this size is 4,168 job postings/mo, while there are 4,026 here. Between 2021 and 2031, California is estimated to increase jobs in this area by 24.4% seven percentage points higher than the national average. Jobs in the LA-LB-Anaheim region are projected to grow by 13.9%.

Data from Onetonline.org shows in 2020 there were 18,400 Business Intelligence Analysts in California and that number is expected to grow to 26,700 by 2030. The projected annual job openings is 2,410. That is a 45% growth in California alone. The rest of the U.S. is at a 36% projected growth.

California source: Projections Central [2020-2030 long-term projections external site](#).  
United States source: Bureau of Labor Statistics [2021-2031 employment projections external site](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

3. Explain how the program fits within the existing GPD structure.

An Artificial Intelligence program might feel like a natural fit in the STEM GPD but it may also fit in BIS. Some four-year programs house their AI under Business Administration. AI has a plethora of “business” applications so it would not be wrong to house it in our BIS if that is how we decide to market it.

4. How many full-time equivalent faculty are needed for the program?

After reaching out to different programs, it seems to be that one full-time faculty will be necessary. I reached out to three different programs, two responded both saying they have one full-time faculty and one adjunct faculty.

5. How many full-time faculty will need to be hired to launch the program?

Although a small sample size, after reaching out to other programs it would appear that only one full-time faculty member would be needed to launch the program.

6. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

One program shared their computer lab specs, it’s possible that our current computer lab in VT already meets requirements but must verify:

**Processor:** Intel® Core™ i7-10700K (8 Core, 16M cache, base 3.8GHz, up to 5.1GHz)  
DDR4 2933

**Graphics Card:** Nvidia GeForce RTX 3080, 10GB, 3DP, HDMI (Precision 3640T)

**Memory:** 32GB, 4x8GB, DDR4 UDIMM non-ECC memory

**Hard Drive:** 1TB M.2 PCIe NVMe SSD

7. Describe how the program articulates to 4-year colleges and universities, if applicable.

Currently, there are no public 4-year institutions in California that offer a bachelors in AI. The Computer Science and Business Analytics programs are the most closely related but direct articulation is most likely not feasible at the moment.

8. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the [Data Mart](#).

Cuesta College currently runs an AI Machine Learning Bootcamp through their Community Education program. Similarly, LACC offers an Introduction to AI course through their Extension program. It is a single 6 week course.

Mt. SAC offers an AI in Business Certificate (10.5 units) and has had 8 certificate completers. Mt. SAC has only offered the complete cycle of classes once, they are just now beginning the 2<sup>nd</sup> cycle but plan to move it completely online in hopes of increasing

enrollment. They also have an AS in AI for Business (24 major units) but no completers as of yet.

9. Describe the projected impact on overall educational program at Compton College.

Include the advantages and disadvantages of bringing in the program to the college.

AI and machine learning applications can be very broad, it really depends on the direction Compton College decides to take. Depending on how the program is set up, there is potential to have our AI students work on practical applications that may help the college in almost all facets of the work that we do. If this program is supported and marketed in the correct manner, I cannot see any disadvantages to the college. With our student population we have an opportunity to produce graduates that will diversify the AI workforce and represent Compton College throughout their career.

## Game Design – New Program Information Template

Date: 12/22/2022

Name of Program: Game Design

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

Game design is currently experiencing a growth surge, which is expected to continue well into 2027. A significant part of the College concerns the future success of our students, who deserve to be a part of this revolution. In addition, a Game Design program would fit in with our Strategic Initiatives relating to recruitment, student success, and technology.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

EMSI data shows that the number of jobs related to this occupation is projected to grow by 8% through 2026.

Not only is the number of jobs expected to grow, but pay associated with these jobs is also above the self-sufficiency standard of \$18/hour. EMSI data shows that entry level positions begin at \$23-\$24/hr (\$48K/yr), while experienced works can earn \$48-\$55/hour (\$100K/yr), and as high as \$65/hour (\$135K/yr).

[Payscale Video Design Salary Report](#) as well as [Computerscience.org Career Path and Salary Outlook for Game Designers](#) show game designers yearly salary to be \$67K/year.

[SHRM Tech Salaries Report](#) shows the tech industry is thriving, and investing resources to produce graduates who can enter the tech field will be beneficial.

Due to the design elements of this program, the most appropriate fit would be FACH (Fine Arts, Communication & Humanities).

3. How many full-time equivalent faculty are needed for the program?

We would need at least one full-time equivalent faculty member for this program.

4. How many full-time faculty will need to be hired to launch the program?

We are hiring one full-time equivalent faculty member in FACH who could be recruited to launch the program.

5. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

No new facilities would be needed to run this program. However, a game design program would require appropriate software that would need to be updated to keep up with trends in the field. [Click or tap here to enter text.](#)

6. Describe how the program articulates to 4-year colleges and universities, if applicable.

An AS degree can easily be applied to a four-year college or university within our current framework.

7. Provide similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the [Data Mart](#).

[Moorpark College](#) offers a Certificate of Achievement and an Associate of Science degree in Game Design. Both programs have consistently increased the number of awards over the past five years, which can be found in the report obtained from Data Mart.

[Pasadena City College](#) offers a similar program. Data has only existed for the past three years, but awards have begun to increase at the same rate as Moorpark, although the number of awards given is lower.



**Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021**

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
		<b>Supply Subtotal/Average</b>	<b>42</b>	<b>32</b>	<b>41</b>	<b>38</b>
0614.20	Electronic Game Design	Pasadena	-	1	1	1
		<b>LA Subtotal</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>
		Golden West	3	2	-	2
		<b>OC Subtotal</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>2</b>

8. Describe the projected impact on overall educational program at Compton College.

Include the advantages and disadvantages of bringing in the program to the college.

There is an urgent need for game designers at all levels in the industry. Increased enrollment and completion rates are two of the advantages for the College. Having to find and allocate funding for a new program may be an issue due to the economic climate in the state; however, funding may be available through grants and corporate partnerships.

## New Program Information Template

Date: 10/26/2022

Name of Program: Paralegal Studies Program

1. Describe the relationship of the program to the College Mission and Compton 2024 Masterplan. (How would the new program support the College Mission and help achieve/advance the Compton College 2024 Masterplan).

The Paralegal Studies Program supports the pursuit and attainment of student success by offering an education to gain access to a fast-growing industry. Solutions are identified to the challenges of employment. They will also gain empowerment in self-advocacy while navigating the legal environment. The Program curriculum will utilize the latest techniques and approach student education with a complete commitment to on-the-job preparedness. The Paralegal Studies Program is a clear path for transition to law school, completion of programs of study, and secured living-wage employment.

Moreover, the Paralegal Studies Program aids in achieving Compton College's five major goals purposeful in effectively serving the community. Compton College will improve enrollment, retention, and completion rates for our students with the addition of the Program in that our students will benefit from support and guidance from admission to completion through mentorships with professors/instructors and legal professionals provided by our Program. I have already made connections to develop an internship program for students at a nonprofit immigration law firm. Such mentorships and a more hands-on approach to student education will pique student interest and ensure their success once in the program. Accordingly, the Program will aid Compton College in supporting the success of all students in meeting their education and career goals.

The Program will uniquely offer a mock law firm or legal organization learning environment to further student success in meeting education and career goals. Hence, students have tremendous success starting on the job. Also, the curriculum consists of current paralegal job postings to ensure students can handle the listed job duties. The Program is an opportunity to offer students an education and "on the job" experience, the level of which I do not believe is offered currently at the surrounding paralegal programs.

Additionally, the Program will enhance student success through instruction on and using legal research programs and other technology to achieve student enhancement. Lastly, offering students a paralegal studies program contributes to workforce development by supplying the needed employees for the prevailing paralegal job industry. Paralegals are increasingly sought after as legal firms and organizations seek the benefit of cost-efficient paralegal services. On the other hand, paralegal students avoid law school costs and are proficient with mock experience to meet the workforce's needs.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

According to the [Bureau of Labor Statistics](#), jobs in this industry are expected to grow by 14% from 2021-2031, much faster than jobs in other industries.

**According to [salary.com](#):** The average salary for a Paralegal in Los Angeles, CA is between \$60,666 and \$119,454 as of September 26, 2022.

**According to [glassdoor.com](#):** The average salary for a Paralegal is \$55,798 per year in Los Angeles, CA Area.

**According to [indeed.com](#):** The average salary for a Paralegal is \$62,986 per year in Los Angeles, CA Area.

According to [simplyhired.com](https://www.simplyhired.com): The average salary for a Paralegal is \$57,370 per year in Los Angeles, CA Area.

### **Direct Data for Paralegal Position Salaries**

Requested information from 6 individuals with direct experience to current paralegal starting salaries without experience.

Nonprofit law firm starting salary: \$22-24

Private law firm starting salary: \$25-28

3. Explain how the program fits within the existing GPD structure.

The Paralegal Studies Program has a dual focus on education through coursework, legal procedures and filings instruction, and hands-on skills gained in mock experiences of the job and legal environment. Students can either grow in the paralegal field, as it is an expansive position, enter law school as a related industry, or utilize education as a benefit of having legal knowledge.

4. How many full-time equivalent faculty are needed for the program?

One full-time; 2 adjunct faculty

5. How many full-time faculty will need to be hired to launch the program?

One

6. Describe the facilities needs of the program. Include whether existing facilities would need to be modified, thoroughly describe how.

Classrooms only needed.

7. Describe how the program articulates to 4-year colleges and universities, if applicable.

The question is not applicable. The Paralegal Studies Program may be certified by the American Bar Association, or students can otherwise work upon completion of the program. The Program would greatly assist a student in completing law school and

practicing as an attorney. Working as a paralegal while attending a 4-year college or university, the Program education does not articulate attending a 4-year college or university.

8. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the [Data Mart](#).

<https://www.elcamino.edu/academics/areas-of-study/paralegal-studies.aspx>

El Camino offers an ABA-approved Certificate Program, consisting of 11 courses, a 33-35 academic unit program that provides the students' skills to become successful Paralegals in about four semesters.

Seven required courses focus on the fundamentals of law. In addition, students choose four elective courses focused on areas of legal interest—\$ 3,386 approximate cost for an El Camino College AA degree in paralegal studies.

9. Describe the projected impact on overall educational program at Compton College. Include the advantages and disadvantages of bringing in the program to the college.

The advantages of bringing the Paralegal Studies Program to the college include the opportunity to change students' lives by offering a program that can increase their earning potential. The paralegal industry is growing, and so is the saturation of the legal system. The Program will enable students to get a Paralegal certification from a program that innovatively offers hands-on experience in a mock legal environment. It will also benefit students by providing the education to participate in legal issues they may encounter in life meaningfully. Although there are nearby paralegal programs, Compton College can lead the way in providing a curriculum that includes on-the-job preparedness for paralegals outside of procedures and filings. Another advantage of the Program is providing Compton College with revenue from a new certificate program.

Some disadvantages to bringing the Paralegal Studies Program to the college include generating several classes as there are only two law courses currently offered at Compton College. In addition, while paralegals do not need a certificate to work, it is preferred in hiring. If the Program follows the recommendation of certification, then it requires applying for American Bar Association certification, which includes a fee of approximately \$2500.00.

## New Program Information Template

### Computer Software/Application Design

Date: 10/7/2022

Name of Program: Computer Software/Application Design

Provide a response to each question:

1. Describe the relationship of the program to the College Mission and Compton 2024.

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

Our world has consistently moved towards an increased reliance on technology in past decades, a trend only heightened by the recent pandemic. Therefore, adopting the new program of Computer Software & Application Design would prepare students for careers in fields where there is forecasted increased demand, and living wages above the self-sufficiency standard. Even with an Associate Degree, or completion of a certificate, students would be able to earn meaningful wages.

As Compton College has a student-centered focus and is dedicated to providing students the opportunities to succeed (Compton 2024 Master Plan, p. 13), offering students the chance to enter careers in technology-related fields, would be very beneficial.

2. Provide the measures of demand in the service area (may include, but is not limited to, data from Advisory Committee, regional labor market data).

The U.S. Bureau of Labor Statistics projects career opportunities are expected to grow 13.8% from 2019 to 2029. Centers of Excellence for Labor Market Research data shows a more conservative growth trend, projecting only a 3% growth in the next 4 years. Furthermore, careers associated with this program have a range from \$44,000 to over \$208,000 with an average salary of \$121,000 (U.S. Bureau of Labor Statistics). If our students earn degrees or certificates in Computer Software or Applications Design, they would most likely be able to find employment with high wages.

3. Explain how the program fits within the existing GPD structure.

The program would be housed in the Business Industrial Studies Guided Pathways Division.

4. How many full-time equivalent faculty are needed for the program?

One to two full-time faculty would be needed for the program.

5. How many full-time faculty will need to be hired to launch the program?

One full-time faculty would be needed to launch the program.

6. Describe how the program articulates to 4-year colleges and universities, if applicable.

Universities provide Computer Science Bachelor's Degrees. Therefore the program should articulate well to four-year universities.

7. Provide the similar programs at other California community colleges. Include program titles, college, and historical award data, which may be found at the [Data Mart](#).

Over a period of 3 years, 28 community colleges in the LA/OC regions conferred an average of 921 awards per year. The average of 11 local colleges was 40 awards per a 3 year period.



**Exhibit 7: Regional community college awards (certificates and degrees), 2018-2021**

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0614.30	Website Design and Development	LA Pierce	3	2	4	3
		Mt San Antonio	9	7	6	7
		Pasadena	-	1	1	1
		Santa Monica	-	2	3	2
		<b>LA Subtotal</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>13</b>
		Coastline	1	1	1	1
		Fullerton	3	-	1	1
		Irvine Valley	3	-	5	3
		Orange Coast	-	9	7	5
		Saddleback	7	2	7	5
		Santa Ana	-	2	1	1
		Santiago Canyon	24	3	6	11
		<b>OC Subtotal</b>	<b>38</b>	<b>17</b>	<b>28</b>	<b>28</b>
		<b>Supply Subtotal/Average</b>			<b>50</b>	<b>29</b>

California Community Colleges Chancellor's Office  
 Program Awards Summary Report

	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022
State of California Total	1,246	1,532	1,461	1,829	1,955
Associate of Science (A.S.) degree	405	528	565	568	623
Associate of Arts (A.A.) degree	25	27	32	44	29
Certificate requiring 30 to < 60 semester units	120	118	99	79	76
Certificate requiring 18 to < 30 semester units	218	116			
Certificate requiring 16 to fewer than 30 semester units	8	115	282	413	448
Certificate requiring 12 to < 18 units	199	63			
Certificate requiring 8 to fewer than 16 semester units	41	206	282	260	327
Certificate requiring 6 to < 18 semester units	230	358	201	159	83
Other Credit Award, < 6 semester units		1		8	7
Noncredit award requiring from 480 to < 960 hours				8	2
Noncredit award requiring from 192 to < 288 hours				27	38
Noncredit award requiring from 96 to < 144 hours				263	318
Noncredit award requiring from 48 to < 96 hours					4

Report Run Date As Of : 10/21/2022 10:06:04 AM

8. Describe the projected impact on overall educational program at Compton College.

Include the advantages and disadvantages of bringing in the program to the college.

Bringing the Software/Application Design Program at Compton College would connect young adults in the community Compton College serves with well paying jobs, helping them as individuals, and the community thrive. Furthermore, the program would likely attract more students to Compton College and increase FTES for the College. If the program is well established and marketed properly, it will have a positive overall impact.

Pasadena City College

<https://pasadena.edu/academics/degrees-and-certificates/certificates-of-achievement/programming.php>

## Requirements for the Certificate of Achievement

CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON	3 units
CIS 014	C++ PROGRAMMING	3 units
CIS 016	JAVA PROGRAMMING	3 units
CIS 031	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	3 units
CIS 112	ADVANCED PROGRAMMING USING PYTHON	3 units
CIS 112D	DATA STRUCTURES AND ALGORITHMS	3 units

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CIS 012	INTRODUCTION TO PROGRAMMING USING PYTHON	3 units
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Total Units 18



Equivalency Committee: Dr. Valerie Woodward, Dr. Rebekah Blonshine, Stefani Baez, Liza Rios, Jared Gordon

**Film**

Equivalency Granted  Equivalency Denied

Rationale: Bachelor's degree with specialty in screenwriting & fiction and M.A. in Screenwriting plus professional experience.

**Journalism**

Equivalency Granted  Equivalency Denied

Rationale: Not quite enough units in Journalism and no professional experience. The committee recommends either 2 more classes in Journalism and/or professional experience and re-applying for equivalency.

**Theatre**

Equivalency Granted  Equivalency Denied

Rationale: The areas of specialization are screenwriting, playwriting, and production but not enough acting, theater history, or stagecraft classes or professional experience.

Dr. Valerie Woodward \_\_\_\_\_  
Signature: Division Chair, Chair

  
Signature: Dean

2/28/23 \_\_\_\_\_  
Effective Date

Academic Senate:  Approve  Deny

\_\_\_\_\_  
Signature: Academic Senate President Date \_\_\_\_\_

President/CEO:  Approve  Deny

\_\_\_\_\_  
Signature: President/CEO Date \_\_\_\_\_

Board of Trustees:  Approve  Deny

\_\_\_\_\_  
Board of Trustee Approval Date

**Application for Equivalency for Current Faculty**

DEC 14 2022

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the employee's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: Valerie Woodward

What discipline are you currently providing service? English

I am applying for equivalence in which discipline: Japanese

The discipline is in:    BIST   X   FACH    HEPS    STEM    SSCI Division

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

- Official Transcripts (Highlight pertinent coursework and/or degrees.)
- Work experience/Employment (Provide documentation.)
- Specialized Training (specify)
- Licenses or Certificates (specify)
- Awards and/or Commendations (specify)
- Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Valerie Woodward  
Print Name

Woodward  
Signature

11/22/22  
Date





**WELLESLEY COLLEGE**

**WELLESLEY, MASSACHUSETTS 02481-8203**





**WELLESLEY COLLEGE**

**WELLESLEY, MASSACHUSETTS 02481-8203**

SAN FRANCISCO STATE UNIVERSITY

SAN FRANCISCO STATE UNIVERSITY

SAN FRANCISCO STATE UNIVERSITY

## Application for Equivalency for Current Faculty

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the employee's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: Sarah George

What discipline are you currently providing service? English

I am applying for equivalence in which discipline: Philosophy

The discipline is in:  BIST  FACH  HEPS  STEM  SSCI Division

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

- Official Transcripts (Highlight pertinent coursework and/or degrees.)
- Work experience/Employment (Provide documentation.)
- Specialized Training (specify)
- Licenses or Certificates (specify)
- Awards and/or Commendations (specify)
- Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Sarah George  
Print Name

  
Signature

11/8/2022  
Date

Equivalency Committee:

Equivalency Granted \_\_\_\_\_

Equivalency Denied  X

**Rationale:**

The committee has reviewed the documentation (transcripts) supplied by Professor Sarah George using the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" supplied by the California Community Colleges Chancellor's Office. Based on the listed requirements in the "Minimum Qualifications" – A Master’s in philosophy OR bachelor's degree AND Master’s in humanities or religious studies OR equivalent.

The candidate appears to have taken exactly 24 units of philosophy, but only 9 units are graduate level, and none are 600 level.

At this time, Professor George does not meet the minimum qualifications to teach philosophy at the community college level. Should professor George pursue additional philosophy coursework, sufficient to meet a BA in philosophy, she could meet the minimum requirements (with her doctorate work in cultural studies).

*Susan M. Johnson*

(Associate Professor, English in lieu of a chair)



Signature: Dean

Signature: Division Chair

10 March 2023

Effective Date

Academic Senate: \_\_\_\_\_

Approve \_\_\_\_\_

Deny \_\_\_\_\_

Signature: Academic Senate President

Date \_\_\_\_\_

President/CEO: \_\_\_\_\_

Approve \_\_\_\_\_

Deny \_\_\_\_\_

Signature: President/CEO

Date \_\_\_\_\_

Board of Trustees: \_\_\_\_\_

Approve \_\_\_\_\_

Deny \_\_\_\_\_

Board of Trustee Approval Date

# SLO Course Assessment Report

## Spring 2023 Timeline

SLO Assessment- Spring 2023					
	BIST	FACH	HEPS	SSCI	STEM
1	ARC121	AS80	AJ100	ANTH101	ANAT130
2	ARC123	ART101	AJ103	CDEV103	ASTR120
3	ACRP101	COMS100	CH101	CDEV104	BIOL100
4	ACRP102	COMS120	FTEG104	ECON101	BIOL101
5	ATEC101	DANC101	FAID101	EDUC101	BTEG104
6	ATEC111	DANC103	HDEV104	EDEV20	CHEM102
7	BUS101	ENGLRWA	HDEV110	ESTU101	CSCI101
8	BUS102	ENGL101	MEDT101	HIST101	ETEC110
9	CIS102	ENGL101S	NURS143	POLI101	ENGR104
10	CIS113	ESL15	NURS144	PSYC101	GEOG101
11	COSM101	ESL18	NFOO110	SOCH101	GEOG101
12	LAW104	HUMA101	PE402	WSTU101	GEOG101
13	MTT101	JAPA104	PE403		MATH73
14	MTEG170	JOUR104			MATH110
15	RE111	LIBR101			MATH150
16	RE113	MUSI101			MICR133
17	WELD101	PHIL101			PSYC105
					PHYS111

Due **March 30, 2023**. Due **June 30, 2023**

[eLumen Data Reports](#)