



Substantive Change Proposal

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

**Compton College**  
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**Submitted**  
April 2021

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Compton College  
Substantive Change Report

April, 2021

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:

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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 disproportionately 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:

#### 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.

#### COMPTON COLLEGE STRATEGIC INITIATIVES

- 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.

- 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.

Establish partnerships in the community and with the K-12 schools: 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;

- fee payment; and,
- view grades and transcripts.
- 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:
  - educational planning;
  - clarification of college procedures and policies;
  - certificate, degree, and transfer requirements;
  - course prerequisite information;
  - course offerings and majors available;
  - referrals to other programs and services; and,
  - 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:
  - Compton College CARES Act Grant Aid
  - How to Apply for Aid, FAFSA School Code, California DREAM Act Timeline and Important Links
    - Cost of Attendance
    - Verification
    - Dates and Deadlines

- Disbursement Schedule
  - Types of Aid
    - Federal Aid Programs
    - State Aid Programs
  - Policy and Important Information
    - New Regulations & Processes
    - Satisfactory Academic Progress Policy
  - Scholarships
  - Upcoming Financial Aid Workshops
  - Additional Resources & FAQs
    - Staff Contact Information
    - Bank Mobile
    - Foster Youth Services
    - DACA Information and Resources
      - Legal Support
      - Financial Support
    - Gainful Employment Disclosures
  - 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:
  - Online chat function for students to contact the Financial Aid Department regarding veteran’s services;
  - Certifying official Submission of documents via email;
  - Acceptance of electronic signatures;
  - Sending local community resources that are available to veterans in the area; and
  - 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:
  - Financial Resources:
    - Edquity grants (through partnership with Edquity)
    - CARES Act (through partnership with Financial Aid)
    - Grant referrals (subject to availability)
  - Food Resources:
    - Meal delivery service (Through partnership with EveryTable)
    - Premade meal pickup (ay the Compton EveryTable)
    - Food Pantry (currently being revamped)
  - Technological Resources:
    - Laptop rental
    - Wi-Fi-hotpot rental
    - Calculators
  - 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](mailto: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:

- Program orientation
  - Academic counseling
  - Career Counseling
  - Case management and advisement
  - Peer mentorship
  - Assistance with priority registration
  - Completion of county required paperwork
  - Advocacy and support with county-related issues
  - Work activity referrals
  - Book and supply GAIN requests
  - Enrichment and support workshops
  - Work-study opportunities
  - Work-study orientation
  - 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:
    - Priority Registration
    - Academic, Career, and Personal Counseling Services
    - Case Management and Advisement
    - Program Orientation
    - Academic Achievement Grants
    - Textbook Vouchers
    - Transportation Assistance
    - Student Workshops and Events
    - Comprehensive Educational Planning
    - Transfer Assistance
    - Laptop Loan Program
    - Weekly Educational Supplies
    - 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:

- Supplemental instruction in English, math & science
- Academic counseling (A-G requirements)

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

We currently offer the following requested services online:

- Academic and Personal Counseling
  - Educational Plans
  - Test Accommodations
  - American Sign Language Interpreting Service/Real-Time Captioning Services
  - Educational Assistance Classes
  - Auxiliary Aides
  - Assistive Technology
  - Community Referral Services
  - 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.
    - 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

- Students can call and receive the following services via telephone:
  - General Health Care Consultation
  - Lab Results
  - Counseling (Thursdays 8:30am - 5:00pm)
  - 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.
- 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](#)).

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.53](#)).

## **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.54](#)). 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

<a href="#">EV.1</a>	2017 Quality Focus Essay
<a href="#">EV.2</a>	Compton College Emergency Response Plan
<a href="#">EV.3</a>	Letter from Academic Senate to CCCD – March 12, 2020
<a href="#">EV.4</a>	President/CEO Memo – March 13, 2020
<a href="#">EV.5</a>	Laptop and Hotspot Loan Letter to Students – March 25, 2020
<a href="#">EV.6</a>	<i>2024 Enrollment Management Plan</i>
<a href="#">EV.7</a>	Compton College Course Catalog, Pg. 135 (AS60 Course Description)
<a href="#">EV.8</a>	DE Webpage (Screen Capture)
<a href="#">EV.9</a>	Early Alert Training Manual
<a href="#">EV.10</a>	Counseling Appointment Page (Screen Capture)
<a href="#">EV.11</a>	CCCD/CCCFE Tentative Agreement, Pg. 9 – October 29, 2020 (Early Alert MOU)
<a href="#">EV.12</a>	CEO’s Board Letter, Pg. 31 – April 16, 2020 (Laptop Loan Program)
<a href="#">EV.13</a>	President/CEO Memo – March 15, 2021 (Headsets)
<a href="#">EV.14</a>	DE Technical Assistance Webpage (Screen Capture)
<a href="#">EV.15</a>	English Community of Practice Proposal/AB705 Implementation Meeting
<a href="#">EV.16</a>	AB288 Class Schedule 2021 (Lynwood USD)
<a href="#">EV.17</a>	Compton Partnership Meeting Agenda – January 25, 2021
<a href="#">EV.18</a>	CCCCO DataMart Dashboard – 2019 Student Enrollment Counts (Screen Capture)
<a href="#">EV.19</a>	CCCCO DataMart Dashboard – 2019 Part-Time Student Counts (Screen Capture)
<a href="#">EV.20</a>	2017 Quality Focus Essay, Pg. 20 (Distance Education Calendar)
<a href="#">EV.21</a>	Planning Summit – March 1, 2019 (Data Findings)
<a href="#">EV.22</a>	CCCD Board of Trustees Agenda – March 19, 2019
<a href="#">EV.23</a>	IEPI DE Partnership Agreement – September, 2019
<a href="#">EV.24</a>	IEPI DE Status Report – June, 2020
<a href="#">EV.25</a>	“Distance Education Regular and Effective/Substantive Contact” Statement – November 13, 2018
<a href="#">EV.26</a>	Academic Senate Minutes – (February 21, 2019)
<a href="#">EV.27</a>	Administrative Regulation 4105: Distance Education
<a href="#">EV.28</a>	Professional Development Resources (Screen Capture)
<a href="#">EV.29</a>	Faculty Course Review Committee Memo – Fall 2019
<a href="#">EV.30</a>	CCCFE Bargaining Agreement Pg.88-9 – (Compton College Evaluation Form)
<a href="#">EV.31</a>	Academic Affairs Memo – July 7, 2020
<a href="#">EV.32</a>	Academic Affairs Memo – February 10, 2021
<a href="#">EV.33</a>	DE Webpage Resources (Screen Capture)
<a href="#">EV.34</a>	2021 Midterm Report, Pg. 25-6
<a href="#">EV.35</a>	Cranium Café/Canvas (Screen Capture)
<a href="#">EV.36</a>	NetTutor Student Resources (Screen Capture)
<a href="#">EV.37</a>	Proctorio Agreement
<a href="#">EV.38</a>	Labster Agreement
<a href="#">EV.39</a>	Enrollment Management Funding Update (Blackboard Ally)
<a href="#">EV.40</a>	2021 Midterm Report, Pg. 27

<a href="#">EV.41</a>	Distance Education Faculty Coordinator Job Description
<a href="#">EV.42</a>	Instructional Designer/Faculty Distance Education Trainer Job Description
<a href="#">EV.43</a>	Learning Management System Specialist Job Description
<a href="#">EV.44</a>	Distance Education Manager Job Description
<a href="#">EV.45</a>	President/CEO Memo – May 15, 2020
<a href="#">EV.46</a>	Distance Education Annual Plan – Spring 2021
<a href="#">EV.47</a>	<i>Compton College 2024 Technology Master Plan</i>
<a href="#">EV.48</a>	<i>Compton College 2024 Facilities Master Plan, Pg. 20-2</i>
<a href="#">EV.49</a>	<i>Compton College 2024 Comprehensive Master Plan</i>
<a href="#">EV.50</a>	Calbright Partnership Agreement
<a href="#">EV.51</a>	Student Email Announcement Example – April 20, 2020
<a href="#">EV.52</a>	CVC-OEI Agreement
<a href="#">EV.53</a>	CVC-OEI Agreement, Pg. 4-5 (Proctorio Use)
<a href="#">EV.54</a>	eLumen 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