



## Academic Senate Agenda

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

**Recorder:** Noemi Monterroso, Secretary

**Date:** September 30th, 2021

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

**Location:** Zoom Conference

<https://compton-edu.zoom.us/j/92993996456>

### 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  
 \_\_\_ Estrada, Harvey  
 \_\_\_ Gonzalez, Citlali  
 \_\_\_ 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  
 \_\_\_ Phillips, Jasmine  
 \_\_\_ Phillips, Marjeritta  
 \_\_\_ Schwitkis, Kent  
 \_\_\_ Sidhu, Rajinder  
 \_\_\_ Skorka, Evan

\_\_\_ Thomas, Shirley  
 \_\_\_ Van Overbeck, Michael  
 \_\_\_ Villalobos, Jose  
 \_\_\_ Woodward, Valerie

### Guests

\_\_\_ Berger, Sheri (VP Acc. Aff.)  
 \_\_\_ Schumacher, Holly (Ex Officio  
 Voting Member, Union Pres.)  
 \_\_\_ Delilly, Carol (Dean of Nurs.)

# Agenda

(Public comment will be allowed on each agenda item).

## 1. Call to Order

## 2. Approval of Agenda

## 3. Review and Approval of Minutes from September 2nd, 2021

## 4. Reports

- a. President's Report
- b. ASB President's Report
- c. Vice President's Report
- d. Accreditation Faculty Coordinator Report
- e. Academic Affairs Report
- f. Curriculum Report
- g. Faculty Development Report

## 5. Unfinished Business

## 6. Consent Agenda

- a) Course Inactivations: BIOL 111 - Fundamentals of Zoology; BIOL 117 - Marine Biology; BIOL 118 - Marine Biology Laboratory; GEOL 102 - History of Planet Earth; GEOL 115 - Natural Disasters; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 12 - Basic Arithmetic Skills; MATH 17A - Math Academy: Arithmetic; MATH 23 - Pre-Algebra; MATH 27A - Math Academy: Pre-Algebra; MATH 37 - Basic Accelerated Mathematics; and MATH 47A - Math Academy - Elementary Algebra.
- b) Course Review – Revised Codes: MUSI 181A - Introduction to Electronic Music Studio
- c) Course Review – Revised Conditions of Enrollment: CDEV 169 - Special Education Practicum
- d) 2-Year CTE Course Review No Proposed Changes: ACRP 150 - Beginning Automotive Painting I; ACRP 152 - Beginning Automotive Painting II; JOUR 101 - News Writing and Reporting; RE 111 - Real Estate Principles; RE 113 - Real Estate Practice; and RE 114 - Real Estate Finance I.
- e) 6-Year Standard Course Review-No Proposed Changes: ANAT 130 - Essentials of Anatomy and Physiology; ART 101 - Art and Visual Culture: A Global Perspective; ART 110 - Drawing Fundamentals I; ART 130 - Two-Dimensional Design I; ART 209 - History of African Art; ART 210 - Drawing Fundamentals II; ENGL 123 - Creative Writing: Introduction to Poetry; ENGL 128 - Creative Writing: A Workshop in Fiction and Nonfiction; ENGL 238 - Survey of Film: 1950 to the Present; ENGL 239 - Literature and Film; HIST 105 - Women and American History from the Colonial Era to 1877; HIST 106 - Women and American History from 1877 to the Present; HIST 111 - The African American in the United States from 1877 to the Present; HIST 183 - Introduction to African History, Prehistory to 1885; HIST 184 - Introduction to African History, 1885 to the Present; PHIL 103 - Ethics and Society; POLI 103 - Introduction to Principles and Methods of Political Science; POLI 105 - Ethnicity in the American Political Process; POLI 106 - Civil Rights and Liberties in the United States; POLI 107 - Political Philosophy; POLI 110H - Honors Introduction to International Relations; and SPAN 106 - Advanced Spanish II.
- f) CSU/IGETC Articulation Review: ECON 101H - Honors Principles of Economics: Macroeconomics; HIST 110 - The African American in the United States to 1877; and HIST 111 - The African American in the United States from 1877 to the Present.
- g) Distance Education: ACRP 150 - Beginning Automotive Painting I; ACRP 152 - Beginning Automotive Painting II; ANAT 130 - Essentials of Anatomy and Physiology; ART 101 - Art and Visual Culture: A Global Perspective; ART 110 - Drawing Fundamentals I; ART 130 - Two-Dimensional Design I; ART 209 - History of African Art; ART 210 - Drawing Fundamentals II; CDEV 169 - Special Education Practicum; COSM 126 - Cosmetology

Applications and Theory; CSCI 108 - Foundation of Data Science; CSCI 114 - Computer Programming in Python; CSCI 117 - Computer Programming in MATLAB; ENGL 123 - Creative Writing: Introduction to Poetry; ENGL 128 - Creative Writing: A Workshop in Fiction and Nonfiction; ENGL 238 - Survey of Film: 1950 to the Present; ENGL 239 - Literature and Film; HIST 105 - Women and American History from the Colonial Era to 1877; HIST 106 - Women and American History from 1877 to the Present; HIST 108 - United States History: The American Indian Experience; HIST 110 - The African American in the United States to 1877; HIST 111 - The African American in the United States from 1877 to the Present; HIST 183 - Introduction to African History, Prehistory to 1885; HIST 184 - Introduction to African History, 1885 to the Present; JOUR 101 - News Writing and Reporting; MUSI 181A - Introduction to Electronic Music Studio; PHIL 103 - Ethics and Society; POLI 103 - Introduction to Principles and Methods of Political Science; POLI 105 - Ethnicity in the American Political Process; POLI 106 - Civil Rights and Liberties in the United States; POLI 107 - Political Philosophy; POLI 110H - Honors Introduction to International Relations; and SPAN 106 - Advanced Spanish II.

- h) New Courses: CSCI 108 - Foundation of Data Science; COSM 126 - Cosmetology Applications and Theory; CSCI 114 - Computer Programming in Python; and CSCI 117 - Computer Programming in MATLAB (please see attached documents).

## 7. New Business

- a. Vote of No Confidence Resolution for President/CEO Dr. Keith Curry and VP of Academic Affairs Sherry Berger

## 8. Discussion Items

- a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – Update
- b. Senate Meetings After October 1<sup>st</sup> - Update
- c. New Title 5 – EW – Changes Proposed
- d. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
- e. Academic Senate Goals – 2021-2022
- f. Reimagining the Compton College Mascot – What should the process of selecting a new mascot be?
- g. Propose New Programs to Be Added at Compton College

## 9. Informational Items

- a. Enrollment Fraud Risk Prevention – Best Practices
- b. Summer Enrichment Activities Proposals – Due 11/19

## 10. Future Agenda Items

- a. October 7<sup>th</sup> - Dr. Curry & Chris Ferguson (Dept. of Finance) - Compton College Future Budget and Enrollment
- b. Develop Compton College Definition of Equity

## 11. Public Comment

## 12. Adjournment

**Next Scheduled Meeting: October 7th, 2021, at 12:30 pm**

**Zoom Link:**

<https://compton-edu.zoom.us/j/99348460077>



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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
<del>September 2</del>	zoom	March 3	In-Person
September 16	Zoom	March 17	In-Person
September 30	Zoom	April 7	In-Person
October 7	In-Person	April 21	In-Person
October 21	In-Person	May 5th	In-Person
November 4	In-Person	May 19	In-Person
November 18	In-Person	June 2nd	In-Person
December 2	In-Person		

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 2020-2021 (26 Senators)

#### Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

#### 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 (20-23)

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

Noemi Monterroso (21-24)  
 Carlos Maruri (21-24)  
 Theresa Barragan-Echeverria (20-23)  
 Citlali Gonzales (20-23)  
 Janette Morales (20-23)

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

Jesse Mills (20-21)  
 Vacant (20-23)  
 David McPatchell (20-23)

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

Vacant (20-21)  
 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)  
 Rajinder Sidhu (20-23)  
 Evan Skorka (20-23)

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

Don Mason (20-23)  
 Shirley Thomas (21-24)  
 Jasmine Phillips (20-23)

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

Mahbub Kahn (20-21)  
 Victoria Martinez (20-23)

**Ex Officio Voting Members**

Holly Schumacher – Union President



## Academic Senate Agenda

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

**Recorder:** Noemi Monterroso, Secretary

**Date:** September 16th, 2021

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

**Location:** Zoom Conference

<https://compton-edu.zoom.us/j/92552825701>

### Vision:

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

### Mission Statement:

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### Senators

Barragan-Echeverria, Theresa  
 Estrada, Harvey  
 Gonzalez, Citlali  
 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  
 Phillips, Jasmine  
 Phillips, Marjerrita  
 Schwitkis, Kent  
 Sidhu, Rajinder  
 Skorka, Evan

Thomas, Shirley  
 Van Overbeck, Michael  
 Villalobos, Jose  
 Woodward, Valerie

### Guests

Berger, Sheri (VP Acc. Aff.)  
 Schumacher, Holly (Ex Officio  
 Voting Member, Union Pres.)  
 Delilly, Carol (Dean of Nurs.)



# Agenda

(Public comment will be allowed on each agenda item).

## 1. Call to Order at 12:33pm

## 2. Approval of Agenda

- [ Carlos Maruri ] Made a motion to approve the agenda. [ Jasmine Phillips ] seconded. Approved

## 3. Review and Approval of Minutes from September 2nd, 2021

- [ Harvey Estrada ] Made a motion to approve the minutes. [ Marjeritta Phillips ] seconded. Approved

## 4. Reports

- a. President's Report – Minodora Moldoveanu
  - School mascot might need to be revisited. Academic Senate has been asked provide recommendations on the process to have this discussion. Discussion item will be included for next agenda
  - Cafeteria/Every Table has begun contract with Compton College. Ready to open but are having trouble recruiting staff to work in cafeteria. They are also recruiting students. Cafeteria will open when they have staff
  - Consultative Council has asked Academic Senate to provide recommendations for other programs that should be added to Compton College. This will also be a discussion item in a future Academic Senate agenda
  - Instructional Designed position has been posted/advertised. Encourage faculty that are eligible to apply
  - Try to attend Tenure Reception next week to show support to our newly tenured faculty
- b. ASG President's Report –
  - No representative present
- c. Vice President's Report – Carlos Maruri
  - STEM Make it Happen is starting. Applications are closed for students to participate. If faculty/staff are interested in viewing, email Carlos Maruri or Lorena Fonseca for link.
  - STEM Club is available for students.
  - Ed Policy committee is looking for more volunteers. Reach out to Carlos Maruri directly
- d. Accreditation Faculty Coordinator Report – Amber Gillis
  - Accreditation cycle - ISER work has to start this semester
  - Accreditation Steering Committee met yesterday – established 3 goals for 21-22that will be published soon
  - Accreditation Interest survey is still available and are looking for volunteers to start creating teams by end of month
  - Training from ACCJC on October 20, 2021– Presentation about the ISER, the process, and changes. Process this time will be different from the past as some of the criteria from the commission has changed
- e. Academic Affairs Report
  - VP Berger (not present)
- f. Curriculum Report – Sean Moore
  - Sean has emailed an excel sheet to faculty (cc'd Deans and Division Chairs) that identifies courses that still need proposals or if their courses are still in review. It's a follow-over from SP21. There are courses that should've been launched and proposals should have been created in SP but some were not. There are also courses that did get launched last semester but didn't get approved and are still in review.

- Sean will be meeting with division chairs and deans on SEPT 22 to help answer questions regarding proposals for courses that need to be created or need review. Happy to go to any Division meeting as well to provide more information/clarification
  1. Vanessa: if courses are in review, what should we be doing to move it along?
    - a. Sean Moore: Faculty should log in to CNET to check if there are any changes that need to be made (based on recommendations from Curriculum Committee) and commit to move it along in the review process.
- g. Faculty Development Report
  - Andree Valdry not present

## 5. Presentation

- Legislative Update – Wendy Brill-Wynkoop, President of FACCC
  - Legislative update: Bills passed during this season, will explain 2 of concern. Sponsor for the bills was College Opportunity – while they are trying to pass bills that they think will help our students, they are not practitioners and don't understand the real student concerns or their experience.
    1. AB928 – Transfer Process and Reform Bill has made it to the Governor's office. Very unlikely to be vetoed even though it was opposed by the ASCCC, FACCC, Student Senate, the League, and the Chancellor's Office (All of the systems practitioners were against AB928)
      - a. Bill asked for 3 things:
        - i. Create intersegmental higher education oversight committee – Charged with improving transfer
        - ii. Collapse GE pathway between CSUGE Breadth and IGETC
        - iii. Auto placement of all students into the ADT pathway
      - b. Bill does not acknowledge real concerns like student transfer, cost of college, student basic needs, capacity, impaction at the CSU's, ADTs not being a transfer guarantee, TMC are out of date and CSU's have not been reviewing or honoring them in some cases
    2. AB1111 – Common Course Numbering Bill. Requires all CCC have the same course numbering system in the courses that are degree based
  - We need more faculty advocacy in the state level so that this doesn't happen again. FACCC doesn't have a purview; if it has to do with faculty or students, FACCC will try to advocate to make sure that the legislature is the best that it can possibly be.
  - FACCC with partner with ASCCC to create webinars to train faculty. Topics will include advocacy, state level structures, FACCC/ASCCC/Unions, who and how to connect with legislators, etc.

## 6. Unfinished Business

- Third Read /Vote - BP 4106 – Nursing Program
  - [ Kent Schwitkis ] Made a motion to open discussion on BP 4106. [ Michael VanOverbeck ] seconded. Approved
  - Grammar correction: Remove “a” before “regionally accredited colleges and universities...”
  - In the First/Second read there were discussions regarding the removal of a screening criteria. Nursing department asked to remove “Proficiency or advanced level coursework in languages other than English”.
    - i. Carlos Maruri provided list of local ADN programs that provide points for second language and reviewed the current Selection Criteria rubric that Compton College uses.
    - ii. Dr. DeLilly said the Nursing Department is okay with leaving the Second Language criteria to be equitable for all students. Nursing Department will continue to brainstorm on how to better measure potential success in program and create a better process on how students can demonstrate proficiency in another language.
  - Grammar correction: move the “and” at end of 4<sup>th</sup> bullet point to the end of 5<sup>th</sup> bullet point

- [ Carlos Maruri ] Made a motion to approve BP 4106. [ Theresa Barragan-Echeverria ] seconded. Approved

## 7. Consent Agenda

## 8. New Business

- First Read/Vote: Legislative Expert – New Senate Role – Recommendation
  - [ Charles Hobbs ] Made a motion to open discussion. [ Marjeritta Phillips ] seconded. Approved
  - Valerie Woodward: Will this position be for a new senator?
    - a. Minodora: This will most likely be an additional role for a current senator
  - Sean Moore: Will role be considered for release time? Would we be able to add to e-board?
    - a. Minodora: Ideally yes. Practicality-wise, it will be hard to provide release time. Including to e-board is open to discussion but we don't have to make their work harder
  - Sean Moore: What would be their primary duties?
    - a. Minodora: Would most likely add them to the Reports section so they can provide updates on any new legislature
  - Sean Moore: It's a great idea, but it would be good to have something in writing regarding the duties and how it will be implemented. Then we can provide recommendations
  - Kent Schwitkis: It's a good thing to do, but we don't know what we are looking at without a draft of a job description.
  - Holly Schumacher: We could take a vote that this is something we want to see and our next step is to sit down and create the job description together.
  - [ Jasmine Phillips ] Made a motion to approve recommendation to add role in Academic Senate. [ Holly Schumacher ] seconded. Approved
  - Next step will be to add discussion item in a future meeting to write the job description
- Adjunct Senator Vacancy – Candidates Present 1-2 Minute Speeches of Candidacy
  - [ Harvey Estrada ] Made a motion to open new business. [ Kent Schwitkis ] seconded. Approved
  - No candidates presented Speeches of Candidacy
  - [ Michael VanOverbeck ] Made a motion to close discussion. [ Marjeritta Phillips ] seconded. Approved
- First Read: BP/AR 4225 – Course Repetition
  - [ Carlos Maruri ] Made a motion to open new business. [ Michael VanOverbeck ] seconded. Approved
  - BP 4225
    - No comments/recommendations by Academic Senate
  - AR 4225
    - Grammar correction: Page 1, second paragraph – change “NP” to “P”
    - Changes made in section I – removed all references to “retakes” and only kept “attempts” to make it more student friendly and readable. Removed all “first retake” and “second retake”. Changed language to only include “Original Attempt”, “Second Attempt”, “Third Attempt”
    - Change made in section II: Added “and noted in the course description” to first sentence
    - Change made in Section II, #2: Added “(within the discipline)” to indicate that each discipline has its own range of maximum number of times a student can take a repeatable course
  - [ Carlos Maruri ] Made a motion to close discussion. [ Charles Hobbs ] seconded. Approved

**[ Kent Schwitkis] motioned to table the rest of items on agenda for next meeting on September 30, 2021. [ Carlos Maruri ] seconded. Approved**

**9. Discussion Items – Tabled for next meeting**

- a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – update
- b. Senate Meetings After October 1<sup>st</sup>
- c. New Title 5 – EW – Changes Proposed
- d. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
- e. Academic Senate Goals – 2021-2022

**10. Informational Items**

- Additional Academic Senate Meeting – September 30<sup>th</sup>, 12:30-2 pm

**11. Future Agenda Items**

- October 7<sup>th</sup> - Dr. Curry & Chris Ferguson (Dept. of Finance) - Compton College Future Budget and Enrollment

**12. Public Comment**

**13. Adjournment at 2:02pm**

**Next Scheduled Meeting: September 30th, 2021, at 12:30 pm**

**Zoom Link:**

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 Victoria Martinez (20-23)

**Ex Officio Voting Members**

Holly Schumacher – Union President

## VOTE OF NO CONFIDENCE

A Joint Resolution by the Compton College Academic Senate;  
The Compton Community College Federation of Employees, Certificated Unit, Local 3486,  
and The Compton Community College Federation of Employees, Classified Unit, Local 3486A

### Dr. Keith Curry, President/CEO

- Whereas, Dr. Curry has failed to perform satisfactorily the normal and reasonable duties of his position, resulting in a decade of consistent enrollment declines that imperil the financial security and future of Compton College ([1](#), [4](#)).
- Whereas, Dr. Curry's decade-long record of substandard performance has resulted in a 50-percent loss of full-time equivalent students since 2011, a far greater deficit than any other local district, and the third-highest loss of FTES in the entire California Community College system ([2](#), [3](#)).
- Whereas, Dr. Curry has failed to meet self-authored enrollment goals, falling short of his own targets in actual-earned FTES every semester of his employ. In 2016-2017, this continued failure to meet modest projections resulted in an approximate \$4-million loss of revenue ([5](#), [6](#)).
- Whereas, Dr. Curry has failed for the past decade to ensure competent outreach, marketing, and recruitment efforts at Compton College, resulting in plummeting enrollments and an inability to compete with neighboring community college districts ([1](#)).
- Whereas, Dr. Curry has failed to identify and allocate capable personnel and appropriate resources to maintain enrollment, persistence, and retention rates comparable to other local community college districts since his initial appointment by El Camino College in 2011.
- Whereas, Dr. Curry has failed consistently in the development and execution of vital District operations, including the disastrous Banner implementation, resulting in significant barriers to student registration and enrollment, and an inability to compete with neighboring community college districts.
- Whereas, Dr. Curry has failed to sustain fundamental academic and student-support programs to meet instructional needs, promote equity, and guarantee access to courses required for graduation, resulting in an inability to compete with neighboring community college districts and a loss of fundamental opportunities for Compton College students ([2](#), [4](#)).
- Whereas, Dr. Curry has failed to ensure compliance with federal law, significantly jeopardizing funding due to the grave mismanagement of multiple federal aid programs, which harms our most vulnerable students and puts the accreditation of the college at serious risk. According to multiple findings of a third-party auditor and a succession of several CFOs, standard internal control mechanisms are lacking or absent in the Compton College Business and Financial Aid offices. ([7](#))
- Whereas, Dr. Curry has failed to support maintenance personnel and to dedicate sufficient resources for the reasonable upkeep and safe operation of campus facilities and preservation of basic infrastructure, endangering students and staff, and resulting in an inability to compete with neighboring community college districts



- Whereas, Dr. Curry has failed to prepare and implement a coordinated, competent administrative response to the pandemic as mandated by county, state, and federal law, putting the lives of students and staff at risk. There was no plan for the orderly, formal distribution of PPE; in addition, rampant HVAC violations are present in Instructional Building I, Math/Science, Vocational Technology, and other areas on campus ([11](#)).
- Whereas, Dr. Curry has created, encouraged, and perpetuated an abusive campus culture that destroys morale, prevents equity, and discourages innovation. Widespread harassment, bullying, intimidation, and threats are well documented, resulting in disproportionate legal and financial consequences for the college in addition to excessive employee turnover and loss of crucial resources ([8](#)).
- Whereas, Dr. Curry has failed to adhere to Educational Code and Title 5 regulations by overriding the legally mandated 10+1 recommendations of the Academic Senate absent the “compelling reasons” and “exceptional circumstances” clearly required by state law ([9](#), [10](#)).
- Whereas, Dr. Curry has failed to honor the prescribed community college structure mandated by the California legislature by manipulating and usurping the rightful independent judgment of the Board of Trustees. When confronted by Academic Senate representatives about his changes to Senate recommendations to the Board without the “compelling reasons” and “exceptional circumstances” required by law, he stated, “I am the Board” ([9](#), [10](#)).

**Sheri Berger, Vice President of Academic Affairs**

- Whereas, Sheri Berger has perpetuated a hostile work environment, resulting in multiple Title IX complaints within her brief period of service. Disrespect, abuse, and malice are commonplace, destroying morale and causing an inability to recruit and retain competent staff in crucial special assignments. This has led to a significant loss of opportunity for students and a further erosion of the fundamental infrastructure required for success and retention ([8](#)).
- Whereas, Sheri Berger has violated Educational Code and Title 5 by nullifying Academic Senate-ratified policies and submitting unauthorized modifications to the Board of Trustees without the explicit senatorial consent required by law ([10](#)).
- Whereas, Sheri Berger has failed to support and foster satisfactorily a coordinated, competent, orderly administrative response to the pandemic as mandated by county, state, and federal guidelines, resulting in an unsafe work environment that jeopardizes the safety of students and staff. ([11](#)).

Therefore, be it resolved that due to catastrophic losses caused by a prolonged failure of leadership, the Compton Community College Federations of Employees and the Compton College Academic Senate have lost confidence in the leadership of Keith Curry, President/CEO, and Sheri Berger, Vice President of Academic Affairs; and

Be it resolved, the Compton Community College Federations of Employees and the Compton College Academic Senate affirm a vote of no confidence in Keith Curry, Compton College President/CEO. Allowing him to continue as President threatens the reputation of the college and guarantees the institution's fiscal insolvency and lack of viability; and

Be it resolved, the Compton Community College Federations of Employees and the Compton College Academic Senate affirm a vote of no confidence in Sheri Berger, Compton College Vice President of Academic Affairs. Allowing her to continue as Vice President of Academic Affairs jeopardizes the integrity of the institution, squanders human capital, and exposes the District to legal peril; and

Therefore, be it resolved that Keith Curry, President/CEO and Sheri Berger, Vice President of Academic Affairs, should be terminated by the Special Trustee and/or the Board of Trustees effective immediately in accordance with Education Code 87732(c) to rescue Compton College.

\_\_\_\_\_ on September 10, 2021  
Holly Schumacher, President, Compton Community College Federation of Employees, Certificated Unit,  
Local 3486

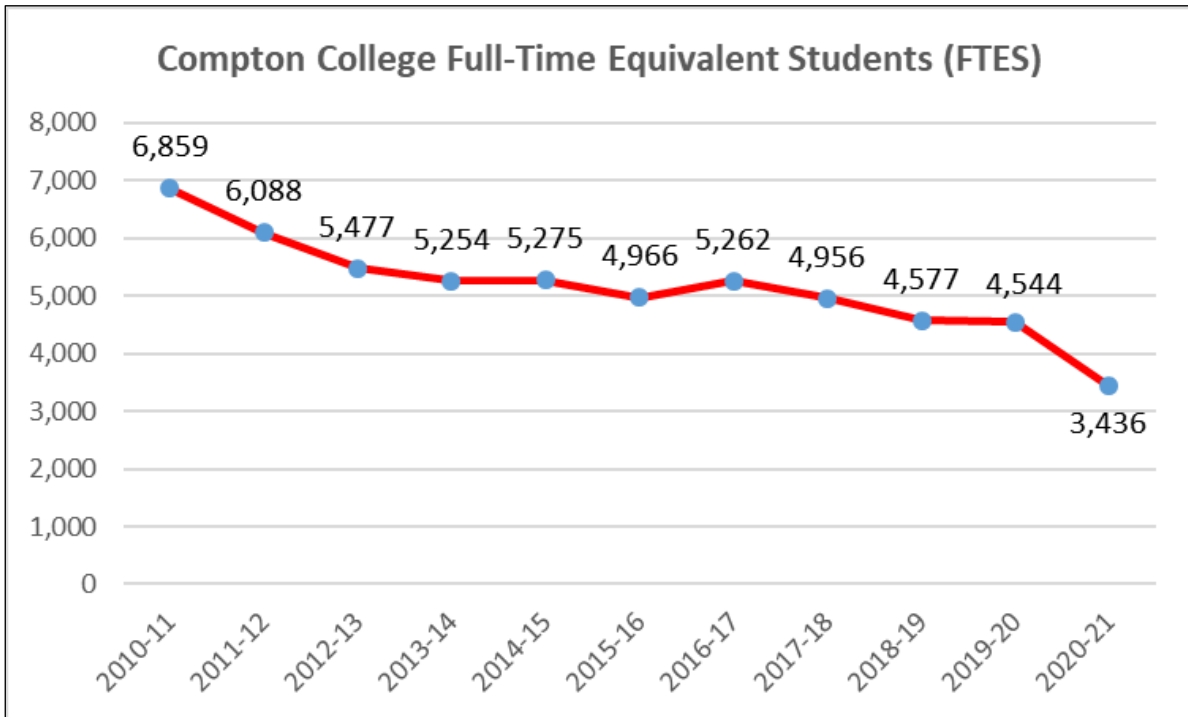
\_\_\_\_\_ on September 23, 2021  
Amankwa McKinzie, President, Compton Community College Federation of Employees, Classified Unit,  
Local 3486A

\_\_\_\_\_ on September 30, 2021  
Minodora Moldoveanu, President, Compton College Academic Senate

## Appendices

1. [FTES decline since Dr. Curry assumed leadership of Compton College according to Chancellor's Office Datamart](#)
2. [FTES Loss under Dr. Curry's stewardship compared to nearby community college districts over the past decade according to Datamart](#)
3. [FTES Comparison for CCCs Statewide in 2010-11 vs. 2020-21 per Datamart](#)
4. [FTES Projections through the End of "Hold Harmless" Status in 2025 based on Dr. Curry's Prior Performance](#)
5. [Dr. Curry's Projected FTES Goals vs. Actual FTES Results](#)
6. [Revenue Loss of \\$4 Million in 2016-2017 due to failure to meet modest enrollment targets](#)
7. [Third-Party Audit Report Findings: Non-Compliance with Fundamental Accreditation Requirements and Federal Law](#)
8. [Compton College Civility Statement and Board Policies on Harassment](#)
9. [First-person notes from Educational Policy Committee meeting on November 17, 2020](#)
10. [Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations](#)
11. [State, County, and Federal Covid Protocols for Higher Education and other Organizations](#)

**Appendix 1: FTES decline since Dr. Curry assumed leadership of Compton College**



Data retrieved from the California Community College Chancellor's Office Datamart, 8/2021. *Current projections forecast actual FTES at Compton College below 2,800 for the 2021-22 school year.*

**Appendix 2: FTES loss under Dr. Curry’s stewardship compared to nearby community college districts over the past decade**

	<b>2010-2011</b>	<b>2020-2021</b>	<b>% loss since 2011</b>
<i><b>District Name</b></i>	<i><b>Total FTES</b></i>	<i><b>Total FTES</b></i>	
Cerritos	18881	16859	-11 percent loss
El Camino	19153	16060	-16 percent loss
LACCD	99851	83065	-17 percent loss
Long Beach	21167	20226	-4 percent loss
NOCCD	40538	33960	-16 percent loss
Compton	6859	3436	<b>-50 percent loss</b>

Per the California Community College Chancellor’s Office Datamart, 8/2021

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### Appendix 3: FTES Comparisons for CCCs Statewide 2010-11 vs. 2020-21

Compton College has more than double the losses of 48 out of 70 CCC districts since 2011.

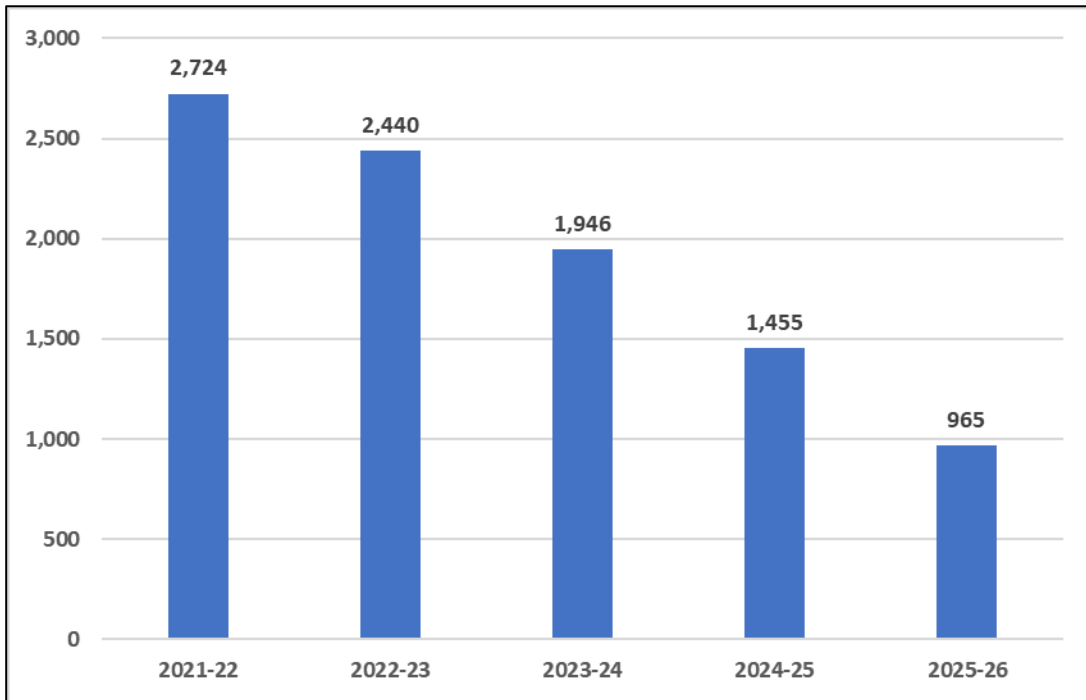
Per Datamart, 8/21	Annual 2010-2011	Annual 2020-2021	% Loss/Gain
	Total FTES	Total FTES	Since 2011
San Francisco CCD	35794	12107	-66%
West Valley CCD	17789	6749	-62%
<b>Compton CCD</b>	<b>6859</b>	<b>3436</b>	<b>-50%</b>
Lassen CCD	2431	1396	-43%
Redwoods CCD	5432	3137	-42%
South OCCC	40200	23984	-40%
Shasta Tehama CCD	9994	6164	-38%
Marin CCD	5082	3212	-37%
Grossmont CCD	19366	12413	-36%
Siskiyou CCD	2362	1549	-34%
Palomar CCD	20843	13857	-34%
Butte CCD	12607	8469	-33%
Napa CCD	6468	4351	-33%
Glendale CCD	18177	12309	-32%
Gavilan CCD	5595	3868	-31%
Santa Barbara CCD	17355	12038	-31%
Cabrillo CCD	11302	7918	-30%
West Hills CCD	6721	4714	-30%
Yuba CCD	9027	6440	-29%
Solano CCD	9610	6883	-28%
Sonoma CCD	20506	14765	-28%
Peralta CCD	22365	16382	-27%
San Jose CCD	15759	11608	-26%
Copper Mountain	1743	1322	-24%
Southwestern CCD	17407	13263	-24%
Foothill CCD	35514	27369	-23%
Los Rios CCD	59275	45757	-23%
Allan Hancock CCD	10540	8302	-21%
Coast CCD	37434	29509	-21%
Victor Valley CCD	10010	7910	-21%
Mendocino CCD	3455	2740	-21%
San Luis Obispo CCD	9262	7358	-21%
Santa Monica CCD	27303	22135	-19%
Contra Costa CCD	33584	27234	-19%
Monterey CCD	6836	5655	-17%
Los Angeles CCD	99851	83066	-17%

**Appendix 3: FTES Comparisons for CCCs Statewide 2010-11 vs. 2020-21, *continued***

Compton College has more than double the losses of 48 out of 70 CCC districts since 2011.

Per Datamart, 8/21	Annual 2010-2011	Annual 2020-2021	% Loss/Gain
	Total FTES	Total FTES	Since 2011
North Orange CCD	40538	33960	-16%
El Camino CCD	19153	16060	-16%
Sierra CCD	15915	13350	-16%
Yosemite CCD	17591	14818	-16%
San Mateo CCD	22255	18800	-16%
Palo Verde CCD	1823	1551	-15%
Ventura CCD	30384	26232	-14%
Chabot-Las Positas CCD	17859	15420	-14%
Sequoias CCD	10965	9538	-13%
Merced CCD	11033	9615	-13%
Antelope CCD	10570	9278	-12%
Feather River CCD	1775	1584	-11%
Cerritos CCD	18881	16859	-11%
Citrus CCD	11859	10709	-10%
San Bernardino CCD	14920	13614	-9%
Rio Hondo CCD	13285	12202	-8%
Ohlone CCD	9401	8711	-7%
Mt. San Jacinto CCD	11695	10914	-7%
Imperial CCD	7811	7419	-5%
State Center CCD	31197	29741	-5%
MiraCosta CCD	11069	10553	-5%
Long Beach CCD	21167	20226	-4%
Pasadena CCD	24374	23568	-3%
Chaffey CCD	15061	14653	-3%
West Kern CCD	2508	2445	-3%
Riverside CCD	30243	29941	-1%
Hartnell CCD	6888	7002	+2%
Mt. San Antonio CCD	32540	33823	+4%
San Diego CCD	44482	46258	+4%
Santa Clarita CCD	14156	14914	+5%
Rancho Santiago CCD	35437	38021	+7%
Desert CCD	8715	9464	+9%
San Joaquin Delta CCD	16183	17612	+9%
Kern CCD	20831	24804	+19%
Lake Tahoe CCD	1884	2377	+26%
Barstow CCD	1273	2169	+70%

**Appendix 4: Five-year projections of total FTES for 2021-2026 based on Dr. Curry's past decade of enrollment performance**



**Anticipated FTES decrease from 2016-17 to 2025-2026 and projected loss of revenue when "hold harmless" status expires**

<b>Projected FTES decrease from 2016-2017 to 2022-2023</b>			
		<b>36%</b>	
<b>Projected FTES decrease from 2016-2017 to 2023-2024</b>			
		<b>47%</b>	
<b>Projected FTES decrease from 2016-2017 to 2024-2025</b>			
		<b>55%</b>	
<b>Projected FTES decrease from 2016-2017 to 2025 -2026</b>			
		<b>84%</b>	
<b>Projected loss in revenue for 2025-2026 when hold harmless expires.</b>			
		<b>\$ 31,850,460.00</b>	



## Appendix 5: Dr. Curry's Projected FTES Goals vs. Recorded FTES Results

Recorded FTES retrieved from Datamart, Chancellor's Office, 8/21  
 FTES Goals retrieved from Compton College Five-Year Planning Documents

School Year	2011-12	2012-13	2013-14	2014-15	2015-16
FTES Goal	6000	6000	6060	6060	6060
Recorded FTES	6088*	5477	5254	5275	4967

School Year	2016-17	2017-18	2018-19	2019-20	2020-21
FTES Goal	6060	6060	5980	5980	5980
Recorded FTES	5262	4956	4577	4544	3436

*\*The District borrowed 174 FTES from 2012-2013 onward to "meet" the 6000-FTES target for funding purposes, but this figure does not reflect actual enrollment numbers, which were below the stated goal. Note that all recorded FTES numbers through 2016-2017 include "borrowing" from future fiscal years, after which a change in the funding formula disallowed this practice starting in 2018-2019."*

**Appendix 6: Revenue Loss of Approximately \$4 Million in 2016-2017  
Due to Failure to Meet Modest Enrollment Targets**

**Provost/CEO Recommendations to Address concerns declining Compton  
Center FTES for the 2016-2017 year**

**Background:** Over the past couple of years' enrollment at the ECC Compton Center has been declining. For the 2016-2017 fiscal year, the Compton Center is projecting funding for 6,060 Full-time Equivalent Students (FTES), which includes borrowing 787 FTES from summer 2017. Due to declining enrollment, the Compton Center entered stabilization funding in the 2014-2015 year. Stabilization is covered in Senate Bill (SB) 361, the legislation that provided for equalization of funding among community colleges. Under SB 361, the application of stability allows for a "hold harmless" in the initial year of decline in FTES.

Existing law provided a year of stabilization funding during which the Compton Center receives at least the same funding for enrollment from the previous year. In 2014-2015, the Compton Center received stability funding at the 2013-2014 FTES level of 6060 FTES. There was no drop in apportionment revenues associated with FTES reduction for that year.

In the subsequent three years following stabilization (2015-2016, 2016-2017, 2017-2018 years), the Compton Center is eligible for FTES restoration. Restoration allows the Compton Center to restore FTES and potentially earn any reductions in apportionments during the three years following the initial year of decline (Education Code Section 84750.5). Restoration of revenue between the year of decline and the year of restoration will be made at the Compton Center marginal growth-funding rate. The marginal funding rates per FTES are revised annually based on Cost-of-Living Adjustments (COLA). The

Compton Center is in year two of FTES restoration and our last year of eligibility for FTES restoration is the 2017-2018 year.

**Provost/CEO Recommendations:** I am recommending the Compton Center/District implement the following to address concerns with declining enrollment at the El Camino College Compton Center:

1. Continue to implement and evaluate the activities outlined in the 2015-2018 Compton Center Enrollment Management Plan. Lead: Elizabeth Martinez and Barbara Perez. Timeline: Ongoing.
2. If the Compton Center is unable to achieve the 6,060 FTES during the 2016-2017 year which includes borrowing 787 FTES from summer 2017, the Compton Center will not borrow the summer 2017 FTES and would transfer the summer 2017 FTES into the 2017-2018 year. This would result in a projected loss of revenue of approximately \$4 million dollars for the 2016-2017 fiscal year. Lead: Keith Curry, Barbara Perez, and Steve Haigler. Timeline: June 30, 2017.
3. The Compton District will revise Board Policy 6250 - Budget Management and Administrative Regulations – 6251 Budget Management to include direction regarding FTES planning (i.e., transferring and borrowing of FTES).

*Supported by the Enrollment Management Committee on January 31, 2017*

**Appendix 7: Third-Party Audit Report Findings:  
Significant Non-Compliance with Fundamental Accreditation Requirements and Federal Law**

[http://www.compton.edu/district/administration/businessadmin/docs/2020\\_Annual\\_Financial\\_Report.pdf](http://www.compton.edu/district/administration/businessadmin/docs/2020_Annual_Financial_Report.pdf)

- Page 102: Material weakness in all Federal Aid programs
- Page 105: Significant deficiency and non-compliance for CARES Act funding
- Page 106: Non-compliance with cash flow management for HEERF monies
- Page 108: Non-compliance in fundamental reporting; the District did not report financial aid disbursements to NSDLS for the entire 2019-2020 academic year, representing 3,765 students who received approximately \$500k in unreported loans.
- Pages 113-114: Non-compliance for Disabled Student Programs and Services (DSPS) due to a lack of student contract reports for those who received services, seriously jeopardizing the special funding provided for this purpose.

**Appendix 8: Compton College Statement of Civility and Mutual Respect  
and District Policy on Harassment**

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**COMPTON COLLEGE STATEMENT  
OF CIVILITY & MUTUAL RESPECT**

The manner in which we interact with one another is critical to cultivating and maintaining a meaningful and effective intellectual environment.

- Compton College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility.
- Compton College encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse.
- Compton College uses contributions of the community to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Our community can only continue to thrive when we approach each interaction and conversation with an open mind and when each member can contribute fully. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

*Approved by the Compton Community College District Board of Trustees on December 10, 2019 and the Compton College Academic Senate on December 5, 2019.*

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- **[Compton College Board Policy 3430, Prohibition of Harassment](#)**
- **[Compton College Administrative Regulation 3430, Prohibition of Harassment](#)**

**Appendix 9: Meeting Notes prepared by Holly Schumacher,  
member of the Educational Policies Committee**

*Note: This meeting was recorded in Zoom. [See text of the law here.](#)*

On November 17, 2020, Dr. Curry invited himself to the Educational Policies Committee meeting where he was asked to be put on the agenda after receiving pushback for overriding Senate purview with regard to 10+1 matters.

When it was his turn to address the committee, Dr. Curry stated that he would take into consideration what the committee “recommended,” but that he was, “*not obligated to agree with it or allow it to be taken to the Board of Trustees.*”

When Schumacher explained that, by law, this is not the case, that it is Dr. Curry’s legal obligation to “come to mutual agreement” with the Academic Senate on BPs and ARs as required by Title 5 and Ed Code, Curry stated that he, “*relies primarily on the Senate for its recommendations, but does not have to follow said recommendations.*” He said he would put into writing what he did not agree with.

He also stated that he would be ignoring the recommendation of the Senate to have counselors assist students in filling out forms for Credit for Prior Learning - AR 4235, a policy in the 10+1 purview that was due to be presented to the Board of Trustees at its next meeting.

Curry said he “struck that language” and was going to move AR 4235 forward with his recommendations, thus, completely overriding the Senate’s purview for 10+1 without meeting the legally required “compelling reasons” and “exceptional circumstances” for such rejections established by state law and reaffirmed in multiple court cases since the passage of AB-1725 in 1988.

**Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Page 1/5)**



**Serving the Communities of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate**

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Member

**ANDRES RAMOS**  
Member

**BENSON ATKINS**  
Student Trustee

**KEITH CURRY, Ed.D.**  
President/CEO

June 15, 2021

Dr. Minodora Moldoveanu  
President, Academic Senate  
Compton College

Dear Dr. Moldoveanu:

As previously mentioned, I have been working on this new format to respond to the Academic Senate - Summary of Decisions. Below are my responses to the Academic Senate – Summary of Decisions made at the June 3, 2021, meeting.

**Response to Approved Board Policies:**

- 1. Board Policy 4100 - Graduation Requirements for Degrees and Certificates. *Accepted with Modification.*** The Academic Senate recommended changing some of the “may” statements in the policy to “will” statements. For example, the newly added statement “Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree” was suggested as “Students will be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.” On the surface this seems reasonable. However, a student may expect that their degree or certificate will be automatically awarded once they have completed all requirements. That is not the case. Students must petition for graduation for each degree or certificate. I accepted the recommendation from the Vice President of Academic Affairs, Sheri Berger, and utilized the terms “may” for Board Policy 4100 - Graduation Requirements for Degrees and Certificates.
- 2. Administrative Regulation 4100 - Graduation Requirements for Degrees and Certificates. *Accepted as Presented.*** The Administrative Regulation includes the following sentence that operationalizes the word “may” from the Board Policy to an appropriate “will” statement: Students qualifying for more than one AA, AS, or ADT degree and who successfully complete the graduation application process will receive each diploma and have them posted on their transcripts.
- 3. Board Policy 4106 - Nursing Program. *Accepted with Modification.*** The associate dean of nursing/nursing director and the Deans and Directors Council recommended changes to Board Policy 4106 – Nursing Program, which were forwarded to you and the vice president of the Academic Senate on May 19, 2021. These changes were recommended by the nursing faculty, through their Admission Committee. The first paragraph was reworded to comply with existing Board of Registered Nursing (BRN) requirements. The fifth bullet is being recommended for deletion as nursing faculty have found this criterion serves as a disadvantage to applicants

**Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the "compelling reasons and exceptional circumstances" required by law. (Continued, page 2/5)**

who do not meet this criterion. This negatively impacts our Black student population, which comprises a quarter of the student body. I support the version recommended by the nursing program's department faculty through their Admission Committee. However, per our conversation today, June 14, 2021, you stated that Board Policy 4106 –Nursing Program was not approved by the Academic Senate as stated in your June 7, 2021 memo. Since Board Policy 4106 –Nursing Program was not reviewed by the Academic Senate at your June 3, 2021, meeting, I will remove this item from the June 15, 2021, Board of Trustees meeting agenda. Hopefully, in fall 2021, the Educational Policy Committee and the Academic Senate consider the recommendation from the Nursing Admissions Committee, the Associate Dean of Nursing/ Nursing Director, and the Deans and Directors Council for Board Policy 4106 - Nursing Program.

- 4. Board Policy 4250 - Probation, Dismissal, and Readmission. *Accepted with Modification.*** The revisions proposed by the Deans and Directors Council, which were forwarded to you and the vice president of the Academic Senate on May 13, 2021, were not considered. The wording changes involved those statements where the phrase "enrolled" or "enrolled in" were changed to "attempted" throughout the policy. I accepted the recommendations from the Deans and Directors Council.
- 5. Administrative Regulation 4250 - Probation, Dismissal, and Readmission. *Accepted with Modification.*** The revisions proposed by the Deans and Directors Council, which were forwarded to the president and vice president of the Academic Senate on May 13, 2021, were not considered. The wording changes involved those statements where the phrase "enrolled" or "enrolled in" were changed to "attempted" to align with changes in Board Policy 4250. Minor corrections and language cleanup were made. For example, the definition of "NP" was corrected from "No Progress" to "No Pass." The Academic Senate suggested removing the composition of the Reinstatement Committee, stating that the committee does not exist. However, the committee does exist, and therefore the language will remain. Lastly, the Academic Senate proposed the sentence, "Students on probation participating in programs on campus (such as SRC, CalWORKs, EOPS/CARE, Financial Aid) may have to submit additional appeals for each program." The Deans and Directors Council, which includes the directors from these programs, did not accept the language since this regulation is specifically about college dismissal and each special program has its own guidelines. I accepted the recommended changes from the Deans and Directors Council.
- 6. Board Policy 4245 - Academic Rank- *Accepted as Presented.***
- 7. Board Policy 5050 - Student Success and Support Program.** This was included in your May 24, 2021 memo. Please confirm if this was also approved at the June 3, 2021, Academic Senate meeting. I believe your memo referred to Board Policy 5052 - Open Enrollment, which is *Accepted with Modification*. The Academic Senate had proposed changing "Schedule of Classes" to "Schedule of Courses." This was not accepted as the title of the College's publication is "Schedule of Classes."

**Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 3/5)**

**Response to Approved Academic Senate Documents:**

1. **The Chancellor's Accessibility Standard. *Accepted as Presented.*** It would be helpful if the Academic Senate provided additional information related to the next step regarding your approval of these standards.
2. **504/508 Committee – Accessibility Committee Recommendation. *Not Accepted at This Time.*** The District will review this recommendation in fall 2021 along with the roles and responsibilities of the 504/508 Workgroup and the Technology Committee.
3. **CNET course review proposal and new course proposal revised templates. *Accepted as Presented.*** The Vice President of Academic Affairs, Sheri Berger, has been working with the Curriculum Committee on revising these templates.
4. **OER Goals. *Accepted as Presented.***

**Response to Academic Senate Recommendations:**

1. **That Administration considers making the new Student Success – Black Men and Men of Color Success position be a faculty release position, which could offset the fact that many of our full-time faculty are struggling to make load due to low student enrollment. *Not Accepted.*** The position title is Director of Black and Males of Color Success. As it relates to the Academic Senate recommendation, the California State Education Code, section 87003 states, “ ‘Faculty’ or ‘faculty member’ means those employees of a community college district who are employed in academic positions that are not designated as supervisory or management...” Therefore, faculty may not supervise staff or faculty (except for “serving as a faculty member on hiring, selection, promotion, evaluation”). Supervisory or management positions are those defined under educational or classified administrator (Ed Code 87002). The proposed position would supervise and direct faculty and staff. Furthermore, this position would evaluate assigned staff. Faculty assignments are 10-month assignments, and this position is proposed for a 12-month assignment.

In fall 2021, we should discuss how faculty in the Guided Pathways Divisions could support Black and Males of Color Success.

2. **The adoption of Badgr as a system to keep track of the knowledge and skills our students, faculty, and staff earn through formal coursework, or professional development engagements, that could lead to the creation of a personal portfolio. Such a portfolio would be transferable as students further their education at four-year institutions, or to their place of employment, and faculty and staff can accrue badges to show mastery of certain knowledge and skills. Earning badges and building such portfolios is highly motivating for students, faculty, and staff and can lead to increased performance. *Not Accepted at This Time.*** More information is needed to understand the recommendation. If the recommendation is to implement a badging system for faculty and training, this can be done through the California Community Colleges Vision Resource Center once it is fully implemented. It would be best if this were discussed by the Professional Learning and Engagement Committee. They can



**Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 4/5)**

make a recommendation on how it should be used for badging and the process to determine what the badges are and how requests for badges will be handled. If the recommendation is to implement a badging system for students, there are many more considerations that need to be addressed by the District and the Academic Senate.

3. **The adoption of Play Posit, which would help increased interactivity in the online environment and would help our campus successfully meet Title 5 language regarding regular and effective contact. *Not Accepted.*** While it is currently free, at some point there will be a cost associated with it. Compton College and Compton Community College District will then be committed to something that wasn't thoroughly vetted through program review or our annual planning process. Additionally, much of the functionality is covered in Canvas Studio which is already fully integrated. Below is the Canvas Studio usage for this year.

Canvas Studio Usage Data			
Month	Uploaded Media	Storage Used [GB]	Media Length [Hours]
2020-09	74	5.5	20.4
2020-10	92	2.4	6.1
2020-11	114	11.7	13.4
2020-12	65	3.5	6
2021-01	78	19.3	24.2
2021-02	94	15.1	10.7
2021-03	168	17	18.8
2021-04	106	9.3	19.7
SUM	791	83.9	119.4
	Total Space Available (GB)	4500	
	<b>Remaining (GB)</b>	<b>4416.1</b>	

Based on this, there is no reason to add the Play Posit software.

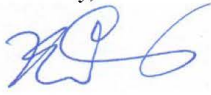
4. **The adoption of Pope Tech as the next accessibility checker to ensure faculty meet accessibility standards in Canvas. *Accepted as Presented.*** This software would assist faculty in ensuring their modules meet accessibility standards in Canvas. This is free through the California Community Colleges Accessibility Center.
5. **That our campus receives professional development in using LibreTexts, a great online, free database of Open Educational Resources containing materials for a great variety of courses. This would be a big step forward to our campus reaching our newly adopted OER goals. *Not Accepted at This Time.*** More research should be conducted this summer and in fall 2021, and if not already done so, the OER Committee should review this recommendation.
6. **The formation of the Innovative Experience Subcommittee, which would be a sub-committee of the Technology Committee. *Not Accepted at This Time.*** This fall, the Consultative Council will need to review the Technology Committee and 504/508

**Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 5/5)**

Workgroup to review their roles and responsibilities and if there is a need for another subcommittee/workgroup.

Hopefully, this new format is helpful to you and the Academic Senate. Moving forward, this will be the format I will utilize to respond to the Academic Senate - Summary of Decisions. If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000 or via email at [kcurry@compton.edu](mailto:kcurry@compton.edu).

Sincerely,



Keith Curry  
President/CEO

c. Vice Presidents

## Appendix 11: State of California Covid Protocols

- [“Interim guidance for Ventilation, Filtration, and Air Quality in Indoor Environments”](#), published February 2021, by the California Department of Public Health for use by non-healthcare organizations, including schools.
- [CDC Cleaning and Disinfecting Protocols](#), published June 2021, by the United States Centers for Disease Control for use at public facilities
- [CDC Ventilation in Buildings](#), published June 2021, detailing ventilation system improvements to increase the delivery of clean air and dilute potential contaminants.
- [Guidance for Institutions of Higher Education Requirements and Best Practices](#), published August 2021, by the Los Angeles County Department of Public Health. See pages 3-5.

## Canvas Course Shells

### Canvas Course Shells

- Canvas course shells are released 4 weeks prior to the start of each semester. (The transfer is initiated manually. Banner then sends course information to Canvas.)
- Once course shells are released faculty can access and edit them immediately.
  - o The courses will appear on the faculty's Dashboard under the heading "Unpublished Courses" and/or on the "All Courses" page.
    - Accessing the "All Courses Page"
      - Global Navigation Bar: Select "Courses"
      - Courses Screen: Select "All Courses"
      - Search for course here.
- To provide view-only student access to the shell, a faculty member ONLY needs to publish the course on the day they wish for students to have view-only access. The faculty member decides the publishing date.
- If a publishing issue is encountered, contact the DE Department ([distance\\_ed@Compton.edu](mailto:distance_ed@Compton.edu)) as soon as the issue occurs (including after hours).

### **Notes:**

- Course dates do not need to be adjusted to provide view-only access.

### Course Copying

Faculty have the ability to copy (import) content from their previous courses any time.

- [Instructions to Import Course Content](#)
  - o The instructions are lengthy and have provided a link to them here.
  - o This will copy previous course content to a new or different course.

### Viewing Previous Courses

For faculty and students to view previous courses:

- Global Navigation Bar: Select "Courses"
- Courses Screen Opens: Select "All Courses"
- Scroll down until you see "Past Enrollments" heading.
- Search for course here.

## End of Semester

The end of each semester will be extended six (6) days to ensure students can still submit late work.

### **Notes:**

- Course dates DO NOT need to be adjusted.
- All work to be accepted after the 6-day extension will require the student receive an “Incomplete”
- Faculty need to ensure that assignment due dates are adjusted accordingly for late submissions.

## Incompletes

Course work that needs to be submitted beyond the end of the semester is for a student who receives a grade of “Incomplete” in the class.

- Faculty members will need to fill out the [DE Incomplete Course Shell Request Form](#)

The **DE Department will** complete the following:

- Create an Incomplete course shell for the student(s) who will receive a grade of "Incomplete"
- Copy **ALL** course content to the new shell.
  - o The gradebook will be copied; however, scores will not be transferred.
  - o Scores must be manually transferred.
  - o Individual discussion post do not transfer over. The original Discussion prompt will copy over.
- The course will remain open until the date provided by the instructor.
- The new course name will be "I - CourseName" [i.e. "I-Fall 2020 Elementary Statistics and Probability (MATH-150-0)]

A new course shell is created to limit access to open courses only to those students receiving a grade of “Incomplete” in a course.



**NOTICE OF PROPOSED RULEMAKING  
TO CALIFORNIA CODE OF REGULATIONS, TITLE 5 REGARDING  
EXCUSED WITHDRAWAL AND PASS-NO PASS GRADING OPTION**

**45-Day Notice published September 9, 2021**

NOTICE IS HEREBY GIVEN, pursuant to Chapter 2 of the Board of Governors Procedures and Standing Orders, that the Board proposes to adopt the regulatory action described below after a public hearing and considering all comments, objections, or recommendations received regarding the proposed action.

**PUBLIC HEARING**

A public hearing will be held via Zoom videoconferencing during the next regularly scheduled Board of Governors meeting on September 20, 2021. The hearing will commence at or about 12:30 p.m.

To prevent the spread of novel coronavirus (COVID-19), the Board of Governors is temporarily offering an additional method for public comment. The public is encouraged to watch the board meeting online and either submit a written public comment or provide public comment to the Board of Governors, details are below.

**Public Comment:** Members of the public wishing to comment on specific board items or during the Public Forum may do so in advance or during the live board of governors meeting. All comments will be limited to three minutes and the following policies:

a) You may submit your comment in advance via email to [boardcomments@cccco.edu](mailto:boardcomments@cccco.edu). In the email subject line, specify the item number you wish to comment on or indicate "Public Forum". You may identify yourself or specify that you wish to remain anonymous at the top of your email. All written public comments for the Board of Governors meeting must be received by the end of business on September 15, 2021. Comments meeting the deadline will be provided to the Board of Governors and posted for public viewing.

b) During the live board of governors meeting, you may use the Raise Hand feature on the Zoom platform to make a verbal comment to the Board. A Chancellor's Office employee will announce your name and grant you the ability to speak to the Board. You are requested to identify yourself and present your comment at that time.

### **ZOOM VIDEOCONFERENCING**

Please use the link below to join the webinar:

<https://cccconfer.zoom.us/j/381430034>

Dial US: +1 669 900 6833 | Webinar ID: 381 430 034

Password: **234632**

International numbers available: <https://cccconfer.zoom.us/u/acIPAzrcGq>

### **WRITTEN COMMENT PERIOD**

Any interested person may submit written comments relevant to the proposed regulatory action. To help ensure comments are understood as they are intended, we suggest that they clearly identify the proposed regulatory action that each comment addresses, with reference to specific section and subparagraph numbers where appropriate. Please arrange comments in the same order as in the proposed regulatory action. Comments should be addressed to:

Regulations Coordinator  
California Community Colleges  
Chancellor's Office  
1102 Q Street, Suite 4550  
Sacramento, CA 95811-6549  
[regcomments@cccoco.edu](mailto:regcomments@cccoco.edu)

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on October 24, 2021. All written comments received by CCCCO staff during the public comment period are subject to disclosure under the Public Records Act.

### **CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS**

Following the public hearing and considering all timely and relevant comments received, the Board of Governors may adopt the proposed regulatory action substantially as described in this Notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposed regulatory action will be

available for 15 days prior to its adoption, and will be provided to those persons who have requested or are required to receive notification of regulatory actions, or who have provided written or oral comments relevant to the proposed regulatory action.

## **INFORMATIVE DIGEST**

The Board of Governors of the California Community Colleges proposes regulatory amendments to certain provisions of title 5 of the California Code of Regulations related to excused withdrawals (EW) and Pass-No Pass grading options.

### **Pass-No Pass Regulation Changes**

The proposed changes to title 5, section 55022, stem from Executive Order 2020-02, which temporarily suspended various grade-related regulations in response to the COVID-19 pandemic. Upon review of the Spring 2020 enrollment, persistence, and completion data, and the strategies utilized to support student retention, system stakeholders questioned the purpose, function, and benefit of the time constraints for selecting a Pass-No Pass grading option. Stakeholders also continued to acknowledge that community college students, who balance multiple competing priorities and demands, may find themselves in crisis outside of the COVID-19 context and choose to drop a course rather than attempt to persist due to these same concerns.

In consultation with system stakeholders, the proposed regulation changes extend the allowable time period for students to select the Pass-No Pass grading option up to the last day of instruction. These changes would provide students with greater grading flexibility and support student persistence during periods of time when external constraints present barriers. These changes will also assist students with preserving or maintaining their GPA.

As part of this regulation change, title 5 sections 55022, 55000, 55023, 55031, 55032, 55033, of the California Code of Regulations are also included with minor, non-substantive changes to bring them into alignment with the proposed substantive changes.

### **Excused Withdrawals Regulation Changes**

Executive Order 2020-01, temporarily suspended student withdrawal regulations during the COVID-19 pandemic related to the use of the “EW” grading symbol.



The flexibility to provide excused withdrawals surfaced regulatory discrepancies between regulations detailing two distinct types of emergency scenarios, “extraordinary conditions” and “extenuating circumstances”. A withdrawal related to an extraordinary condition is primarily connected to external factors that can impact both the college and the student. A classic example would be a fire that closes a campus. With respect to the student, this type of withdrawal involves a fee refund and allows for repeatability, and for the college, there is no limit on claiming apportionment, and an emergency condition allowance may apply. **A withdrawal due to extenuating circumstances is more student focused and limits repeatability and apportionment.** An added complication is that the general withdrawal regulation allows for both a “withdrawal” and an “excused withdrawal,” but they have different outcomes even though they are both tied to an extenuating circumstances. The intent of the proposed regulation change is to align these two regulatory schemes to reduce confusion and administrative burdens by providing that:

1. State aid and repeatability rules are the same for withdrawals under both types of emergency situations; and
2. withdrawals for extenuating circumstances are all treated as excused withdrawals.

Proposed regulation changes related to withdrawals for extraordinary conditions include the following:

- Change section 58509 to more accurately reflect the purpose of the regulation.
- Remove language in section 58509, subdivision (a)(2) that purports to exclude apportionment for colleges when students withdraw due to an extraordinary condition as this language conflicts with section 58161.
- Delete section 58509, subdivision (b) because it is duplicative.
- Delete section 58509, subdivision (c) related to waiver, and create a new section, 58509.1.
- **Add pandemics to list of** extraordinary conditions in section 58146.
- Modify the definition of extraordinary conditions.
- **Add a provision allowing the college to record an “EW” grading symbol when a student withdraws from a course due to an extraordinary condition.**

Proposed regulation changes related to withdrawals for extenuating circumstances include the following:

- Eliminate W,” or withdrawal, for extenuating circumstances and follow the EW subdivision.
- Modify the verification requirements to focus on college efforts to mitigate withdrawal.
- Delete limits on apportionment and repeatability in section 58161, similar to section 58509 and extraordinary conditions.

## **ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS**

The estimated cost or savings of the proposed amendments are anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None*.

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4 title 2 of the Government Code: *None*.

Other non-discretionary cost or savings imposed on community college districts: *None*.

Cost or savings in federal funding to state agencies: *None*.

The proposed amendments to title 5 would result in no fiscal impact to local or state governments, nor will it have any fiscal impact on any federal funding.

## **CONTACT PERSON**

Inquiries concerning the content of these regulations may be directed to the Regulations Coordinator, at [regcomments@cccco.edu](mailto:regcomments@cccco.edu).

## **TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS**

Copies of the language of the proposed regulatory action, and all of the information upon which the proposal is based, may be obtained online at:

[Office of General Counsel - Pending Regulatory Actions](#)

Those who receive the Board of Governors Agenda package for the September 20, 2021, meeting can find a further description of the proposal and the full text of the regulatory action. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

## Proposed Revisions to Title 5, Excused Withdrawal and Pass-No Pass Grading Option Regulation (45-day)

This document contains underline and strikethrough text, which may require adjustments to screen reader settings.

### SECTIONS 55000, 55022, 55023, 55024, 55031, 55032, 55033, 58146, 58161, AND 58509 OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS ARE AMENDED TO READ:

#### § 55000. DEFINITIONS.

For the purpose of this chapter, the following definitions shall apply:

- (a) “Active participatory courses” are those courses where individual study or group assignments are the basic means by which learning objectives are met.~~obtained.~~
- (b) “Advisory on recommended preparation” means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- (c) “All units attempted” means all units of credit for which the student has enrolled in the current community college district of attendance.
- (d) “CR” means “credit” and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a “credit-no credit basis” prior to the Fall 2009 term- or at a different institution which uses the “credit-no credit” symbol. This symbol is the equivalent of “pass” in a “pass-no pass” grading system.
- (e) “Community Services Offering” means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.
- (f) “Content review” means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.
- (g) “Contract Course” means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.

- (h) “Corequisite” means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.
- (i) “Course” means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.
- (j) “Course repetition” occurs when a student who has previously received an evaluative symbol in a credit course, as set forth in section 55023, re-enrolls in that course and receives an evaluative symbol.
- (k) “Courses that are determined to be legally mandated” are courses that are required by statute or regulation as a condition of the student's paid or volunteer employment.
- (l) “Courses that are related in content” are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.
- (m) “Educational program” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.
- (n) “Enrollment” occurs when a student successfully registers for a specific course at a college~~receives an evaluative or nonevaluative symbol pursuant to section 55023 in a credit course.~~
- (o) “Extraordinary conditions” are those conditions meeting the requirements of section 58509(a) allowing a community college to provide a full refund of enrollment fees to a student.
- (p) “Intercollegiate academic or vocational competition course” is a course that is designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. The participation in the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section 55002.
- (q) “Intercollegiate athletic course” is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.
- (r) “NC” means “no credit” and is a symbol used to denote that a student did not receive credit for a course taken on a “credit-no credit basis” prior to the Fall 2009 term~~, or at a~~ different institution which uses the “credit-no credit” symbol. This symbol is the equivalent of “no pass” in a “pass-no pass” grading system.

(s) “Necessary and appropriate” means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

(t) “Noncredit basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

(u) “Nondegree-applicable basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

(v) “Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

(w) “Satisfactory grade” means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

(x) “Special classes” means those instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations as set forth in section 56028.

(y) “Substandard academic work” means course work for which the grading symbols “D,” “F,” “FW,” or “NP” ~~or “NC”~~ (as defined in section 55023) have been recorded.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

## **§ 55022. PASS-NO PASS GRADING OPTION.**

(a) The policy adopted pursuant to section 55021 may permit courses to be offered in either or both of the following categories and, if so, shall require that each college catalog specify the category into which each course falls:

(1) Courses in which ~~wherein~~ all students are evaluated on a “pass-no pass” basis.

(2) Courses in which ~~wherein~~ each student may elect until the last day of instruction ~~on registration, or no later than the end of the first 30 percent of the term,~~ whether the basis of evaluation is to be “pass-no pass” or a letter grade.

(b) All units of credit earned on a “pass-no pass” or “credit-no credit” basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

(c) Units earned on a “pass-no pass” basis shall not be used to calculate grade point averages. However, units attempted for which a student receives a the symbol “NP” designation (as defined in section 55023) ~~is recorded~~ shall be considered in probation and dismissal procedures.

~~(d) Notwithstanding any provision of this chapter, a district may continue to designate courses as being offered on a “credit no credit basis” instead of a “pass-no pass” basis and may continue to use the “CR” and “NC” symbols, as defined in section 55030, instead of the “P” and “NP” symbols until the Fall 2009 term. Until the Fall 2009 term, any reference in this chapter to the “P” symbol shall be deemed to include the “CR” symbol and any reference to the “NP” symbol shall be deemed to include the “NC” symbol.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**§ 55023. ACADEMIC RECORD SYMBOLS AND GRADE POINT AVERAGE.**

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

<i>Symbol</i>	<i>Definition</i>	<i>Grade Point</i>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
P	Passing (At least satisfactory - units awarded not counted in GPA. <del>Has the same meaning as “CR” as that symbol was defined prior to June 30, 2007.</del> )	
NP	No Pass (Less than satisfactory, or failing -	

	units not counted in GPA. <del>NP has the same meaning as “NC” 2007.)</del>	
SP	Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)	

(b) The governing board of a community college district may use “plus” and “minus” designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

(c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the “FW” grade symbol to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The “FW” symbol may not be used if a student has qualified for and been granted military withdrawal. If “FW” is used, its grade point value shall be zero (0).

(d) The governing board of each community college district shall publish the point equivalencies for the grades used in subdivision (a), or, subdivisions (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of each college in the district as a part of its grading policies. In the event the governing board chooses to use the “FW” described in subdivision (c), it shall be included in the grading system and point equivalencies published in the catalog.

(e) The governing board of each community college district may authorize the use, under controls and conditions specified below, of only the following nonevaluative symbols:

<i>Symbol</i>	<i>Definition</i>
I	Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term

	<p>may result in an “I” symbol being entered in the student's record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.</p>
	<p>The “I” may be made up no later than one year following the end of the term in which it was assigned.</p>
	<p>The “I” symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.</p>
IP	<p>In progress: The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The</p>



	<p>“IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (a) and (b) if plus and minus grading is used) to be recorded on the student's permanent record for the course.</p>
RD	<p>Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.</p>
W	<p>Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of section 55024.</p>
MW	<p>Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with section 55024.</p>
EW	<p>Excused Withdrawal: The “EW” symbol may be used as described in, and in accordance with, section 55024.</p>

(f) In calculating students' degree-applicable grade point averages, grades earned in nondegree-applicable credit courses shall not be included.

(g) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or “pass-no pass” or from which the student withdrew in accordance with rules adopted by the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 55024. WITHDRAWALS FROM CREDIT COURSES.**

~~(a) The District governing boards of a district which decides to provide a withdrawal procedure shall adopt a policyies which governing provides for withdrawals from credit courses consistent with the following that implement the requirements of this section.:~~

Student withdrawal procedures shall be published in the course catalog. These procedures shall provide that students withdraw from a course by notifying the college registrar and that the registrar shall inform appropriate college district personnel, including faculty.

~~(1) Withdrawal from a course or courses shall be authorized through the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The governing board, however, may establish a final withdrawal date which prohibits withdrawal after a designated point in time between the end of the fourth week of instruction (or 30 percent of a term, whichever is less) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The academic record of a student who remains in a course beyond the time allowed by district policy must reflect a symbol as authorized in section 55023 other than a “W.”~~

(b)(1) A student who withdraws prior to the end of the fourth week of a course, or the expiry of 30 percent of a term, whichever occurs earlier, shall not receive the withdrawal symbol “W” on their transcript. A student who withdraws after this period, but before the end of the fourteenth week of a course, or the expiry of 75 percent of a term, whichever occurs earlier, shall receive the withdrawal symbol “W” on their transcript, unless the district selects an earlier final withdrawal date. A student who remains in a course beyond the district withdrawal date may not withdraw, and shall receive the appropriate a symbol on their transcript, as authorized in section 55023.

~~(7) The “W” shall not be used in calculating grade point averages, but shall be used in determining probation and dismissal of a student, pursuant to article 3 of this subchapter.~~

(2)(A) Military withdrawal occurs when a student on active or reserve status in the United States military or National Guard receives orders compelling a withdrawal from courses. Upon verification of such orders, the military withdrawal symbol “MW” shall be assigned to all courses affected by the military withdrawal.

(B) Military withdrawals shall not be counted in progress probation and dismissal calculations, and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

(2) The governing board may by regulation authorize withdrawal from a course or courses in extenuating circumstances after the last day of the fourteenth week (or 75 percent of the term, whichever is less) upon petition of the student or his or her representative and after consultation with the appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

(3) No notation (“W” or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term, whichever is less. The governing board may establish a period of time shorter than the first four weeks or 30 percent of a term, during which no notation shall be made.

(4) Withdrawal between the end of the fourth week (or such time as established by the district) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less) shall be authorized, provided the appropriate faculty is informed.

(5) Withdrawal after the end of the fourteenth week (or 75 percent of a term, whichever is less) when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a “W.”

(6) For purposes of withdrawal policies, the term “appropriate faculty” means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator.

~~(8) A “W” shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made pursuant to sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.~~

(9) The district policy shall establish the number of times (not to exceed three times) that a student may withdraw and receive a “W” symbol on his or her record for enrollment in the same course. The district policy may permit a student to enroll again in a course after having previously received the authorized number of “W” symbols in the same course in colleges within the district, if the chief instructional officer, chief student services officer or other district official designated in the district policy approves such enrollment after review of a petition filed by the student.

(10) The district policy may provide that a “W” symbol will not be assigned to any student who withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.

(11) The district policy shall include provisions for intervention in cases of multiple withdrawals.

~~(b) Within the parameters set forth in subdivision (a), criteria for withdrawal and the procedures to accomplish it shall be established by the district governing board and published in college catalogs.~~

~~(c) A district's responsibilities with respect to enrollment or attendance accounting shall not be modified or superseded in any way by adoption of a withdrawal policy.~~

~~(d) The governing board of a district which decides to provide a withdrawal policy shall also adopt military withdrawal procedures consistent with the following:~~

~~(1) "Military Withdrawal" (MW) occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."~~

~~(2) Military withdrawals shall not be counted in progress probation and dismissal calculations.~~

~~(3) Military withdrawals shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.~~

~~(4) In no case may a military withdrawal result in a student being assigned an "FW" grade.~~

(c)(1) Excused withdrawals shall be allowed to students in extenuating circumstances at any time, upon petition of the student or their representative.

(2) "Extenuating circumstances" means verified cases of accidents, illnesses, or other circumstances beyond the control of the student. Colleges shall proactively engage with the student or their representative to identify available college support services to mitigate the extenuating circumstances and avoid withdrawal. Upon verification of the student's circumstances, and if mitigation efforts are unsuccessful, the student shall receive the excused withdrawal symbol ("EW") on their transcript. Students shall not be denied an excused withdrawal due to a college's inability to respond to the petition or to provide sufficient assistance to mitigate the student's circumstances.

(3) An excused withdrawal shall not be counted in progress probation and dismissal calculations, or toward the permitted number of withdrawals or enrollment attempts. In no case may an excused withdrawal result in a student being assigned an "FW" grade.

(4) An excused withdrawal shall be assigned if a determination is made that the student withdrew from a course due to unlawful discrimination or retaliation.

(5) An excused withdrawal shall be assigned if a student withdraws from from a course due an extraordinary condition under section 58509.

~~(e) The governing board of a district that decides to provide a withdrawal policy shall also adopt an excused withdrawal procedure based upon verifiable documentation supporting the request.~~

~~(1) “Excused Withdrawal” (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.”~~

~~(2) Excused withdrawal shall not be counted in progress probation and dismissal calculations.~~

~~(3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.~~

~~(4) In no case may an excused withdrawal result in a student being assigned an “FW” grade.~~

~~(fd) Neither this section, nor a district’s withdrawal policy, may be construed to conflict with district enrollment and attendance accounting responsibilities. Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.~~

Note: Authority cited: Sections 66700, 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

## **§ 55031. STANDARDS FOR PROBATION.**

(a) Academic probation. A student who has attempted at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on academic probation if

the student has earned a grade point average below 2.0 in all units which were graded on the basis of the grading system described in section 55023.

(b) Progress probation. A student who has enrolled in a total of at least 12 semester or 18 quarter units as shown by the official academic record shall be placed on progress probation when the student receives symbols of “W,” “I,” or “NP” (as defined in sections 55023 and 55030) in fifty percent (50 percent) or more of all units in which a student has enrolled. ~~percentage of all units in which a student has enrolled and for which entries of “W,” “I,” and “NP” and “NC” (as defined in sections 55023 and 55030) are recorded reaches or exceeds fifty percent (50 percent).~~

(c) The governing board of a community college district may adopt standards for probation, provided any such standard is at least as favorable to student progress as the standards established in subdivisions (a) and (b). ~~not lower than those standards specified in subdivisions (a) and (b) of this section. Specifically:~~

~~(1) A district may establish, as the minimum number of units before academic or progress probation is assessed, a number of units fewer than 12 semester or 18 quarter units; or~~

~~(2) A district may establish, as the minimum grade point average for academic probation purposes, a grade point average greater than 2.0; or~~

~~(3) A district may establish, as the minimum percentage of units of “W,” “I,” and “NP,” and “NC,” a percentage less than fifty percent (50%).~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

### **§ 55032. REMOVAL FROM PROBATION.**

(a) A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.

(b) A student on progress probation because of an excess of units for which entries of “W,” “I,” and “NP” and “NC” (as defined in section 55023 and 55030) are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

(c) The governing board of a district shall adopt and publish procedures and conditions for probation, ~~and appeal of probation, and requests~~ for removal from probation. ~~Such procedures and conditions may establish standards not lower than those standards specified in subdivisions (a) and (b) of this section. Specifically:~~ Any such standard must be at least as favorable to student progress as the standards established in subdivisions (a) and (b).

~~(1) A district may establish, as a minimum grade point average for removal from academic probation, a grade point average greater than 2.0; or~~

~~(2) A district may establish, as the minimum percentage of units of “W,” “I,” “NP,” and “NC,” a percentage less than fifty percent (50%) for removal from probation.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

### **§ 55033. STANDARDS FOR DISMISSAL.**

For purposes of this section, semesters or quarters shall be considered consecutive on the basis of the student's enrollment, so long as the break in the student's enrollment does not exceed one full primary term.

(a) A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of 3 consecutive semesters (5 consecutive quarters) which were graded on the basis of the grading system described in section 55023.

(b) A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of “W,” “I,” and “NP” and “NC” (as defined in section 55023 and 55030) are recorded in at least 3 consecutive semesters (5 consecutive quarters) reaches or exceeds fifty percent (50%) in accordance with section 55031.

(c) The governing board of a district shall adopt and publish procedures and conditions for dismissal and appeal of dismissal and request for reinstatement. ~~Such procedures and conditions may establish standards not lower than the standards specified in subdivisions (a) and (b) of this section. Specifically: Any such standard must be at least as favorable to student progress as the standards established in subdivisions (a) and (b).~~

~~(1) A district may establish, as the minimum cumulative grade point average for dismissal purposes, a grade point average greater than 1.75; or~~

~~(2) A district may establish, as the minimum percentage of units of “W,” “I,” “NP,” and “NC,” a percentage less than fifty percent (50%), or~~

~~(3) A district may establish, as a minimum number of consecutive semesters or quarters, a number fewer than 3 consecutive semesters or 5 consecutive quarters.~~

~~(d) The district board shall adopt rules setting forth the circumstances that shall warrant exceptions to the standards for dismissal herein set forth.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

**§ 58146. EMERGENCY CONDITIONS ALLOWANCE FOR DISTRICTS UNABLE TO MAINTAIN COLLEGE FOR PRESCRIBED TIME; GENERAL PURPOSE APPORTIONMENTS MATERIALLY DECREASED.**

(a) An emergency conditions allowance is an allocation of funds calculated to approximate the same general purpose apportionments the district would have received from the State School Fund had an emergency or extraordinary condition not occurred. ~~The Chancellor may authorize an emergency conditions allowance may be provided, subject to approval by the Chancellor, to~~ for a district affected by an emergency or extraordinary condition. ~~as defined pursuant to subdivision (b).~~ The allowance shall be calculated to ~~approximate the same general purpose apportionments from the State School Fund as the district would have received had the emergency not occurred.~~

(b) An “emergency or extraordinary condition” ~~is defined as one is an event of the following that specifically causes the district to be prevented~~ a district from maintaining instruction ~~its schools during that fiscal year for at least 175 days during a fiscal year, or materially decreases a district’s the general purpose apportionments, of a district calculated pursuant to Education Code sections 84750.4 or 84750.5, to be materially decreased in that year or subsequent years:~~ An “emergency or extraordinary condition” may be caused by the following events:

- (1) fire;<sub>;</sub>
- (2) flood;<sub>;</sub>
- (3) earthquake;<sub>;</sub>
- (4) impassable roads;<sub>;</sub>
- (5) an epidemic or a pandemic;<sub>;</sub>
- (6) the imminence of a major safety hazard as determined by a ~~the~~ local law enforcement agency;<sub>;</sub>
- (7) a strike involving public transportation services used by students ~~to students provided by a nondistrict entity~~;<sub>;</sub>
- (8) the unavailability of classroom facilities leased by the district where the unavailability is caused by extraordinary factors ~~wholly external to and beyond the control of the~~ district;<sub>;</sub>



(9) any order of any military officer of the United States or of the state to meet an emergency created by war, or of any civil officer of the United States, of the state, or of any county, city and county, or city authorized to issue such order to meet an emergency created by war;

(10) a public health crisis recognized by an order of a city or county board of health, or of the State Department Board of Public Health; or

(11) another emergency declared by the state government or the federal government.

~~(c) The facts demonstrating the applicability of one of the circumstances described in subdivision (b) shall be established to the satisfaction of the Chancellor may require by affidavits from the members of the appropriate district official the governing board to establish the impacts an event has caused to of the district, and.~~

~~(d) As a condition to receiving an emergency conditions allowance, the district must to demonstrate to the satisfaction of the Chancellor that it made good faith its efforts to mitigate the effects of the event and avoid a material decrease in to its the general purpose apportionments of a district calculated pursuant to Education Code section 84750.4 or 84750.5.~~

Note: Authority cited: Sections 66700, 70901, 84750.4 and 84750.5, Education Code.

Reference: Section 70901, Education Code.

### **58161. APPORTIONMENT FOR CREDIT COURSE ENROLLMENT.**

(a) A community college district may claim state apportionment the attendance of for students enrolled ~~students for enrollments in credit courses on the district's census data, except as otherwise indicated in this section.~~ for state apportionment only if so authorized by this section and if all other requirements of this division are satisfied. For purposes of this section, the definition of enrollment found in section 55000 shall apply.

(b) A district may not receive claim state apportionment for a student who has previously received a satisfactory grade, as defined in section 55000, subdivision (w), in the same credit course ~~an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an one-time exception applies.~~

(c) A district may claim state apportionment for the attendance of students for enrollments enrolled in a credit course no more than totaling a maximum of three times, per credit course and if all other requirements of this division are satisfied.

(d)(1) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for students enrolled in credit courses ~~the attendance of students for~~

enrollments ~~(1)~~ in credit courses designated as repeatable ~~under~~, as provided in section 55041, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course.

(2) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for students enrolled ~~for the enrollment attendance of students~~ in active participatory credit courses that are related in content in physical education, visual arts, or performing arts, ~~as provided in section 55040(c)~~, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course.

(e) Notwithstanding subdivisions (b), (c), and (d) ~~and (e)~~ of this section, a district may claim state apportionment for one additional enrollment ~~if all other requirements of this division are met and only in the following circumstances~~

~~(1) The attendance of a student for an enrollment in a credit course resulting in that student's repetition of that credit course~~ when ~~because the~~ the district determines pursuant to ~~section 55043~~ that there has been a significant lapse of time as defined in section 55043.

~~(2) The attendance of a student for an enrollment in a credit course which is a repetition of the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041.~~

(f) Notwithstanding subdivisions (b), (c) ~~and (d)~~ and (e) of this section, a district may claim state apportionment for students enrolled ~~the attendance of students~~ in credit courses ~~for enrollments in the credit courses~~ without limitation ~~if all other requirements of this division are met and~~ in the following circumstances:

(1) The student is enrolled ~~attendance of a student in a~~ legally mandated training class ~~as provided in section 55040(b)(8)~~.

(2) The student is enrolled ~~attendance of a student with a disability may be claimed for state apportionment for each enrollment by that student in a credit special class as a~~ due to a disability-related accommodation which is justified by one of the circumstances ~~describe~~ section 56029.

(3) The student is enrolled ~~Except for active participatory courses in physical education, visual arts, or performing arts, the attendance of a student for each enrollment in a~~ portion of in a variable unit open entry/open exit credit course, but only to the extent that repetition of such courses is permitted under ~~pursuant to~~ section 55044.

~~(4) The attendance of a student is enrolled for each enrollment in work-experience education; a cooperative work experience course pursuant to section 55253.~~

~~(5) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).~~

~~(6) The attendance of a student receiving a military withdrawal (“MW”) pursuant to section 55024(d)(1).~~

~~(7) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).~~

~~(8) (5) The attendance of a student is enrolled in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure, as set forth in section 55040(b)(9).~~

(g) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**§ 58509. REFUND OF ENROLLMENT FEES AND WITHDRAWAL DUE TO AN EXTRAORDINARY CONDITION. Authority of Chancellor to Waive Provisions to Accommodate Students Impacted by Extraordinary Conditions.**

(a) Notwithstanding section 58508, a community college district may provide a full refund of enrollment fees to any student who withdrew from one or more ~~classes~~, courses, where the district finds that such withdrawal was necessary for one of the following reasons:

(1) the college attended by the student was closed or the college was unable to provide all or substantially all of the instruction in the course or courses in which the student was enrolled due to fire, flood or other conditions ~~qualifying for adjustment of apportionment pursuant to~~ as defined in section 58146; or

(2) ~~although the district does not qualify for an apportionment adjustment pursuant to section 58146,~~ the student was personally impacted by an event enumerated in section 58146, one of the conditions enumerated in that section made it difficult or impossible preventing the student from ~~to attending~~ one or more courses. because the student was actively engaged in responding to the fire, flood or other condition or because such condition required the student to evacuate his or her home.

(b) Consistent with section 55024, subdivision (a)(4), a community college district shall record an “EW” ~~need not record a “W”~~ on the academic record of a student who withdraws from one or more ~~classes~~ courses due to any of the circumstances described in subdivision (a).

~~(c) The Chancellor is authorized, upon receipt of a written request from a community college district, to waive any provision of this title in order to accommodate students affected by any of the circumstances described in subdivision (a).~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

## 2020-2021 Approved Academic Senate Goals

1. Establish a diverse representation on all campus committees.
2. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.
3. Establish an orientation for Academic Senate senators.
4. Encourage division chairs to add Senate Updates on their division meeting agendas, in order to increase communication between Senators and their constituents.
5. Increase faculty attendance and involvement at Academic Senate meetings.
6. Support the growth of faculty professional development activities on campus.
7. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.
8. Increase transparency and communication between faculty and administration.
9. Establish an Equity Certificate Program
  - a. The Equity Centered Syllabus
  - b. Equity Centered Pedagogy
  - c. Culturally relevant pedagogy
10. Add more Ethnic Studies courses.
11. Increase reliance on OER across all subjects.
12. Alter CORs to demonstrate focus on diversity, equity, and inclusion.
13. Focus on increasing accessibility to all course material to achieve 504/508 compliance.
14. Continue to work on making our campus more inclusive and more equitable.
15. Implement data driven decision-making.
  - a. Increase awareness of available student success and student retention data.
  - b. Create dialogue based on the data.
  - c. Change practices to improve student success and retention.
16. Implement evidence-based practices in the classroom.
17. Improve cultural education and cultural intelligence (CQ) on our campus.

# Using Labor Market Data for Program Planning

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Centers of Excellence (COE) for Labor Market Research



# About the Centers of Excellence (COE)

California Community Colleges need to ensure that CTE curriculum produces workers with the skills relevant to the regional and statewide economies.

The COE provide **quality labor market data and information** to help colleges respond to workforce needs.

Colleges use the data for:



Investing in new and relevant programs



Assessing labor market needs



Reviewing existing programs



Pursuing grants

# Today's Conversation

- The what and why of labor market information
- Compton area job market
- Overview of LaunchBoard
- Q&A



# Where Colleges Use LMI

- Creating or substantially revising career education (CE) programs
- Retiring CE programs
- Required 2-year internal review of CE programs
- Applying for grant funding
- Developing college- or district-wide strategic plans
- Planning for a new off-campus center
- Providing career planning counseling services

# Most Useful Data in Analysis

## Occupational Demand

- Identifying SOC codes with most relevance to curriculum
- Typical educational requirements (BLS)/CPS attainment by occupation
- Current employment, projections, potential salary range

## Industry Concentration

- Staffing patterns (industries that typically employ these types of workers)
- # of firms in study area

## Educational Supply

- List of TOP code(s) relevant to the occupation(s) selected
- Supply estimates in CCC system and non-CCC institutions in region by certificate or degree

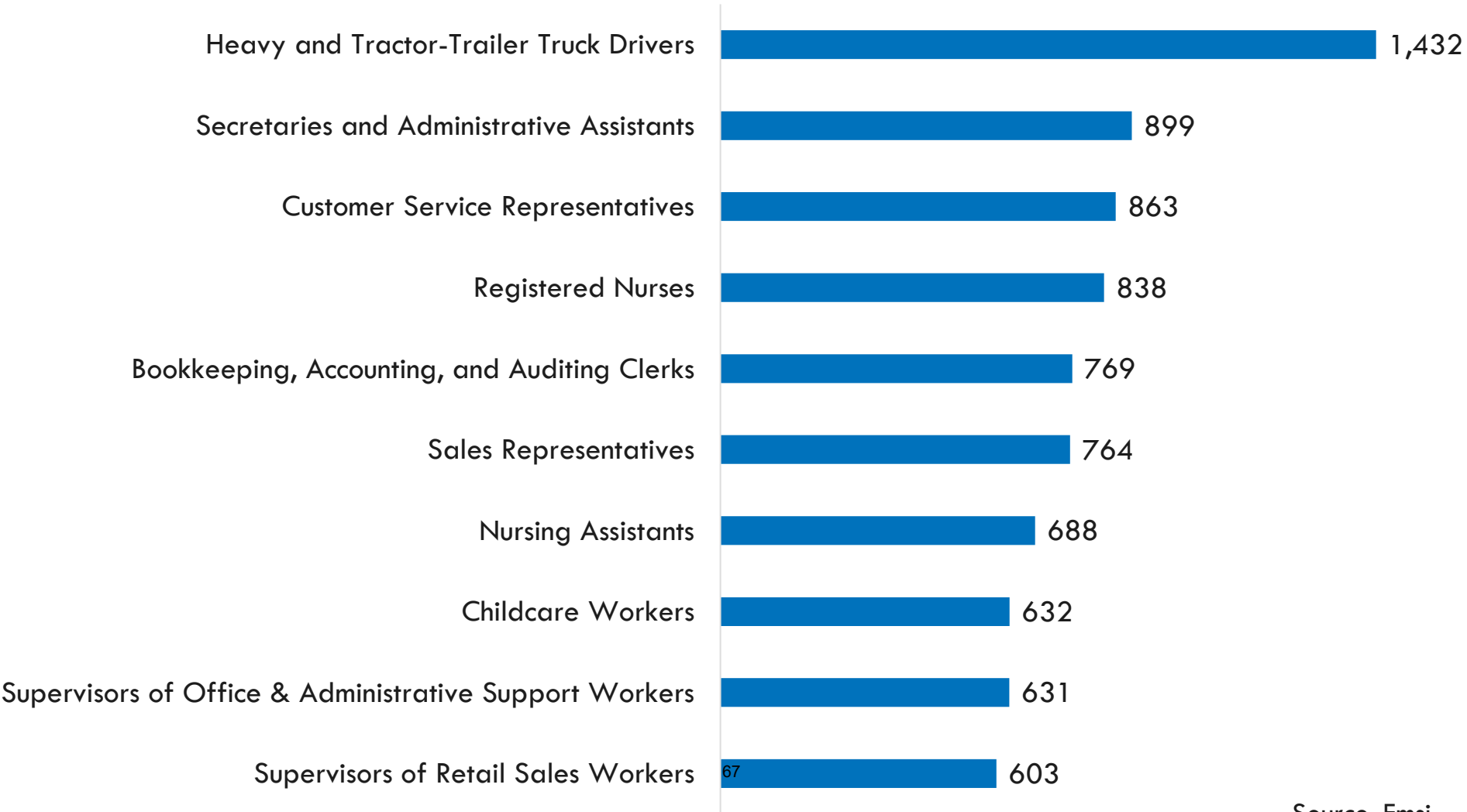
## Student Outcomes

- Related state or region-level data on student outcomes (from UI wage matching data and CTE Outcome Survey)

## Summary Analysis

- Indicate under/over supply, not enough data, further research needed, etc.

# Middle-Skill Occupations by Annual Openings in Compton



# Industry in Compton

<b>Industry</b> <i>Local Area Employers</i>	<b>2017 Jobs</b>	<b>2022 Jobs</b>
<b>Local Government</b> <i>Public hospitals, schools and colleges</i>	69,621	71,356
<b>Food Services and Drinking Places</b> <i>Aramark, Sodexo, Restaurant Depot</i>	44,667	49,074
<b>Administrative and Support Services</b> <i>Allied Universal, Securitas, G4S</i>	42,198	42,454
<b>Social Assistance</b> <i>The Mentor Network, ChildNet Youth Family Services, Children's Institute</i>	30,401	37,017
<b>Ambulatory Health Care Services</b> <i>Kaiser Permanente, Davita Inc., Telecare Corp.</i>	27,672	31,711

# Industry in Compton

Industry	Location Quotient	Local Area Employers
Apparel Manufacturing	8.66	Advantage Products, Nygard International, Nature USA
Petroleum and Coal Products Manufacturing	6.98	SC Fuels, Phillips 66, Marathon Petroleum
Support Activities for Transportation	4.07	Yusen Logistics, AAA, DB Schenker
Furniture and Related Product Manufacturing	3.52	Diamond Mattress, Armstrong World Industries, The Beautiful Bed Company
Air Transportation	3.32	Forward Air Inc., JetBlue, Delta Air Lines

# Industry in Compton

Industry	Location Quotient	Local Area Employers
Textile Mills	3.13	Texollini, Inc., Eagle Fabrics
Pipeline Transportation	2.78	Crimson Midstream, Kinder Morgan, MPLX
Fabricated Metal Product Manufacturing	2.19	Valmont Industries, Techni-Cast Corporation, McStarline Company
Truck Transportation	2.10	Reddaway, CEVA Logistics, NEXT Trucking
Social Assistance	2.00	California Mentor, ChildNet Youth and Family Services, Children's Institute

# **LMI by Guided Pathway**

- **Public Health and Social Services**
- **Business and Industrial Studies**
- **Social Sciences**
- **Fine Arts, Humanities & Communication**

# Public Health and Social Services

## Nursing

**Occupations** registered nurses; nursing assistants; LVNs; home health aides

**20,596** jobs in 2017

**2,040** annual openings

## Administration of Justice

**Occupations** police and sheriff's patrol officers; detectives and criminal investigators; supervisors of police and detectives; supervisors of correctional officers

**5,465** jobs in 2017

**398** annual openings



# Business and Industrial Studies

## Business and Marketing

**Occupations** administrative services managers; buyers and purchasing agents; sales representatives, wholesale and manufacturing, except technical and scientific products

**11,118** jobs in 2017

**1,084** annual openings

## Computer Info. Systems

**Occupations** computer user support specialists; computer systems analysts; network and computer systems administrators; computer network architects; information security analysts

**4,324** jobs in 2017

**307** annual openings

# Business and Industrial Studies

## Automotive Technology/ Collision Repair

**Occupations** automotive service technicians and mechanics; automotive body and related repairers

**4,554** jobs in 2017

**439** annual openings

## Cosmetology

**Occupations** hairdressers, hairstylists, and cosmetologists; first-line supervisors of personal service workers; manicurists and pedicurists; skincare specialists; barbers

**4,154** jobs in 2017

**557** annual openings

# Business and Industrial Studies

## Machine Tools/Welding

**Occupations** machinists; welders, cutters, solderers, and brazers; computer-controlled machine tool operators, metal and plastic; welding, soldering, and brazing machine setters, operators and tenders

**5,096** jobs in 2017

**529** annual openings

## HVAC

**Occupations** heating, air conditioning, and refrigeration mechanics and installers; sheet metal workers

**1,743** jobs in 2017

**196** annual openings

# Social Sciences

## Early Childhood

### Education/Development

**Occupations** childcare workers; preschool teachers, except special education

**6,011** jobs in 2017

**812** annual openings

# Fine Arts, Humanities & Communication

## Music

**Occupations** sound engineering technicians; audio and video equipment technicians

**319** jobs in 2017

**32** annual openings

# Employer Job Postings in Compton Area

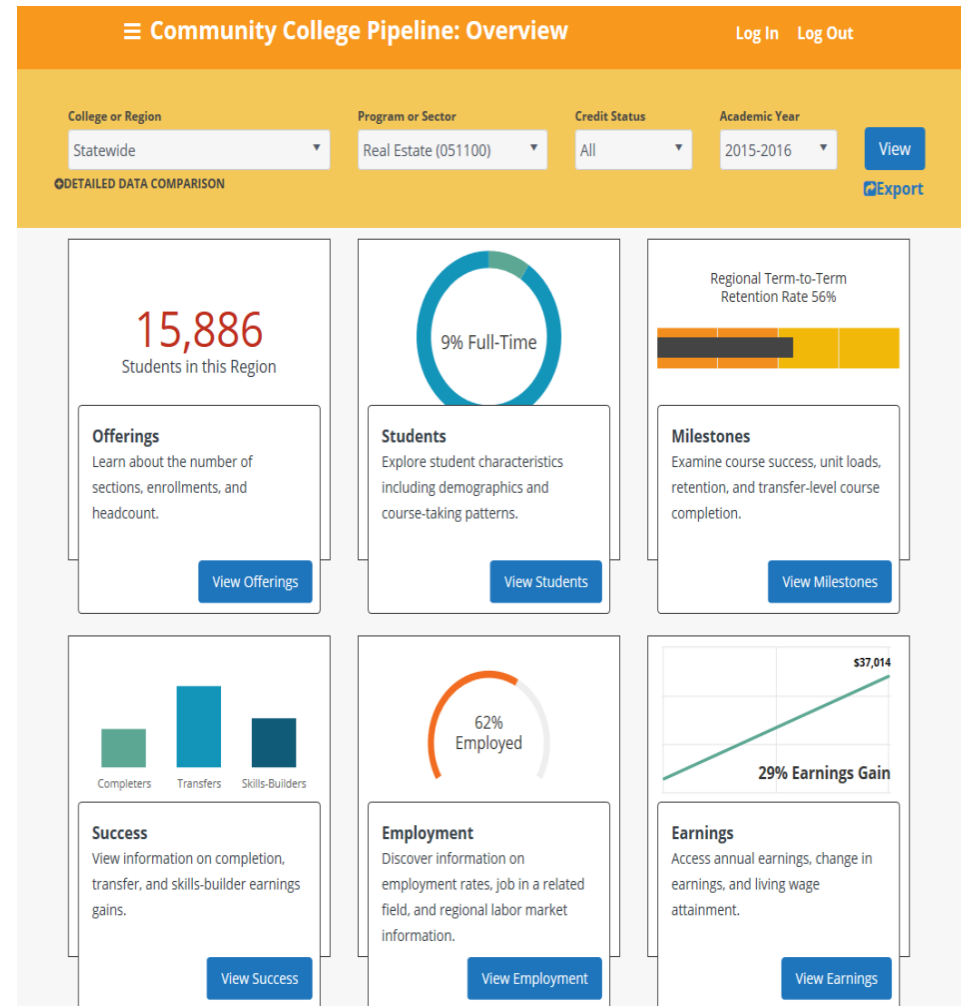
Top CE occupations by job postings in the  
last 12 months

- Registered Nurses
- Sales Representatives
- Nursing Assistants
- Maintenance and Repair Workers
- Computer User Support Specialists

# Cal-PASS Plus LaunchBoard

[www.calpassplus.org/LaunchBoard](http://www.calpassplus.org/LaunchBoard)

- Data system supported by the CCCCCO
- Data sets include:
  - Community College Pipeline
  - Adult Ed Pipeline
  - Guided Pathways
  - Strong Workforce
  - K-14 CTE Transitions



# COE Website

[www.coecc.net](http://www.coecc.net)

- Search for LMI reports by occupation, industry and/or region
- Resources include TOP-SOC Crosswalk and Supply/Demand tables



## Decision-Making Data

Our products and services offer a competitive advantage in: creating new and relevant programs and curriculum, pursuing grants, and accessing data.

SEARCH

### TOOLS FOR YOU



**Supply and Demand Tables**

The COE have developed a suite of data tools to support the community college's decision-making with labor market data. Utilize these data tools to evaluate projected occupational demand and the supply of graduates from a program(s) of study.



**TOP-SOC Crosswalk**

Match California Community College TOP code programs to Standard Occupational Classification (SOC) codes and titles.



**LMI Guides**

A brief overview of LMI sources, tailored to the questions that colleges commonly ask related to developing programs, curriculum, writing grants, program review, and regional planning.

### QUICK RESOURCE PANEL

**New Additions**

- Accounting - North Report ☆
- Cybersecurity Summary & Key Findings ☆
- Welding - North Report ☆
- Office Technology - North Report ☆

**Top Resources**

- Far North Regional Labor Market Assessme... Report ☆
- Top 100 Occupations in Los Angeles Count... Key Findings ☆
- Computer Information Systems Occupations... Report ☆
- Cyber Security Occupations Report ☆

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Start your search today to populate your recent history!

STUDIES BY REGION ▶

## For more information, contact:

### Lori Sanchez

Director, Center of Excellence (COE) for Labor Market Research

Los Angeles/Orange County Region

lsanchez144@mtsac.edu

[www.coecc.net](http://www.coecc.net)



## Labor Market Data by Guided Pathway (Compton Service Area)

### Public Health and Social Services – Nursing

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Registered Nurses	11,664	12,827	1,163	10%	838
Nursing Assistants	5,056	5,580	524	10%	688
Licensed Vocational Nurses	2,944	3,197	253	9%	264
Home Health Aides	932	1,530	598	64%	250
<b>Total</b>	<b>20,596</b>	<b>23,134</b>	<b>2,538</b>	<b>12%</b>	<b>2,040</b>

### Public Health and Social Services – Administration of Justice

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Police and Sheriff's Patrol Officers	4,693	4,898	205	4%	342
Detectives and Criminal Investigators	622	644	22	4%	44
First-Line Supervisors of Police and Detectives	121	133	12	10%	10
First-Line Supervisors of Correctional Officers	29	32	3	10%	2
<b>Total</b>	<b>5,465</b>	<b>5,707</b>	<b>242</b>	<b>4%</b>	<b>398</b>

For more information, contact: Lori Sanchez, Director | [lsanchez144@mtsac.edu](mailto:lsanchez144@mtsac.edu) | 909.274.6106

### Business and Industrial Studies – Business/Marketing

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Administrative Services Managers	1,209	1,242	33	3%	104
Buyers and Purchasing Agents	2,371	2,209	(162)	(7%)	216
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	7,538	7,356	(182)	(2%)	764
<b>Total</b>	<b>11,118</b>	<b>10,807</b>	<b>(311)</b>	<b>(3%)</b>	<b>1,084</b>

### Business and Industrial Studies – Computer Information Systems

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Computer User Support Specialists	1,530	1,572	42	3%	122
Computer Systems Analysts	1,321	1,323	2	0%	88
Network and Computer Systems Administrators	995	992	(3)	(0%)	63
Computer Network Architects	287	284	(3)	(1%)	19
Information Security Analysts	191	202	11	6%	15
<b>Total</b>	<b>4,324</b>	<b>4,373</b>	<b>49</b>	<b>1%</b>	<b>307</b>

### Business and Industrial Studies – Automotive Technology/Collision Repair

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Automotive Service Technicians and Mechanics	3,694	3,715	21	1%	351
Automotive Body and Related Repairers	860	885	25	3%	88
<b>Total</b>	<b>4,554</b>	<b>4,600</b>	<b>46</b>	<b>1%</b>	<b>439</b>

For more information, contact: Lori Sanchez, Director | [lsanchez144@mtsac.edu](mailto:lsanchez144@mtsac.edu) | 909.274.6106

### Business and Industrial Studies – HVAC/Machine Tools/Welding

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Machinists	2,465	2,376	(89)	(4%)	248
Welders, Cutters, Solderers, and Brazers	1,583	1,592	9	1%	175
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,329	1,416	87	7%	147
Computer-Controlled Machine Tool Operators, Metal and Plastic	784	759	(25)	(3%)	79
Sheet Metal Workers	414	440	26	6%	49
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	264	235	(29)	(11%)	27
<b>Total</b>	<b>6,839</b>	<b>6,818</b>	<b>(21)</b>	<b>(0.3%)</b>	<b>725</b>

### Business and Industrial Studies – Cosmetology

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Hairdressers, Hairstylists, and Cosmetologists	1,918	2,123	205	11%	276
First-Line Supervisors of Personal Service Workers	1,355	1,487	132	10%	159
Manicurists and Pedicurists	593	666	73	12%	84
Skincare Specialists	212	234	22	10%	29
Barbers	76	85	9	12%	9
<b>Total</b>	<b>4,154</b>	<b>4,595</b>	<b>441</b>	<b>11%</b>	<b>557</b>

For more information, contact: Lori Sanchez, Director | [lsanchez144@mtsac.edu](mailto:lsanchez144@mtsac.edu) | 909.274.6106

**Social Sciences – Early Childhood Education/Development**

<b>Occupation</b>	<b>2017 Jobs</b>	<b>2022 Jobs</b>	<b>5-Year Change</b>	<b>5-Year % Change</b>	<b>Annual Openings</b>
Childcare Workers	4,374	4,245	(129)	(3%)	632
Preschool Teachers, Except Special Education	1,637	1,726	89	5%	180
<b>Total</b>	<b>6,011</b>	<b>5,971</b>	<b>(40)</b>	<b>(1%)</b>	<b>812</b>

For more information, contact: Lori Sanchez, Director | [lsanchez144@mtsac.edu](mailto:lsanchez144@mtsac.edu) | 909.274.6106

## Fine Arts, Humanities, and Communication

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Audio and Video Equipment Technicians	278	289	11	4%	29
Sound Engineering Technicians	41	40	(1)	(2%)	4
<b>Total</b>	<b>319</b>	<b>329</b>	<b>10</b>	<b>3%</b>	<b>33</b>

For more information, contact: Lori Sanchez, Director | [lsanchez144@mtsac.edu](mailto:lsanchez144@mtsac.edu) | 909.274.6106



**TO:** Academic Senate for California Community Colleges  
Academic Senate Presidents  
Chief Instructional Officers  
Chief Student Services Officers  
Curriculum Chairs

**FROM:** Marty J. Alvarado, CCCCO Executive Vice Chancellor  
Dolores Davison, ASCCC President  
Don Miller, CCCCIO President

**RE:** Mitigating Enrollment Fraud – Instructional Practices & Reporting Obligations

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The past year has presented numerous challenges for students and colleges as they have supported the continuation of instruction throughout the pandemic. Unfortunately, the shift in course delivery format and remote work has contributed to an increase in external efforts to undermine cyber integrity and has caused an increase in fraudulent activity. The Academic Senate for California Academic Senate for California Community Colleges (ASCCC), the California Community College Chief Instructional Officers (CCCCIO), and the Chancellor's Office remain committed to the prevention of fraud while minimizing the potential impact to students. This memo details the types of fraud currently affecting the system, the role that faculty play in fraud detection and mitigation, and the partnership required to ensure fraud prevention protocols are not inadvertently harming students.

### Background

The Chancellor's Office has been made aware of the perceived increases in application fraud over the past few months and has been working to increase the security measures in place for fraud mitigation and prevention. Details related to admission application fraud and financial aid-related fraud can be found in the June 2021 guidance memo [DII 21-200-02](#), issued by the Vice Chancellor of Digital Innovation & Infrastructure. However, as part of the continued effort to characterize points for fraud mitigation, three related but different types of fraudulent activity have been identified:

1. Admission application fraud, which occurs during the creation of a CCCApply account;
2. Enrollment fraud, which occurs after a college has accepted an admission application and enabled access and registration into one or more courses; and
3. Financial aid-related fraud, which occurs after a college has accepted an admission application, confirmed student identity, and begun the process for disbursing local, state, and/or federal financial aid.

While there is a certainly a human interface to admissions and financial aid activities, the fraud prevention strategies largely include technology solutions and automated processes designed to note suspicious patterns and flag for college personnel.

Placed between these two types of fraudulent activities, enrollment fraud detection relies on faculty identification, confirmation, and reporting of student non-participation in the enrolled course or suspicious classroom behavior.

### Enrollment Fraud Mitigation

Faculty play a critical role in enrollment fraud mitigation in that faculty have the responsibility to verify active student engagement within their respective courses. Verification should take place through regular and effective contact between the instructor and students, such as class attendance, class participation, direct engagement with the instructor for asynchronous courses, completion of assignments, or general communication through any medium.

For online distance education courses, title 5 CCR § 55204 requires regular and effective contact between the instructor and students, and among students. Again, this can occur in a variety of formats including virtual or in-person activities. Faculty are required to proactively engage with each student enrolled in an online course to both verify and support the student's active engagement in the course. While this engagement is required throughout the duration of the course, faculty should prioritize confirmation of student engagement early in the course and multiple times prior to the census date.

Per title 5 CCR § 58004(c), districts and colleges are required to eliminate inactive enrollments by the Census date. Inactive enrollments have been defined as students that have been 1) identified as a no show, 2) officially withdrawn from the course, or 3) been dropped from the courses due to no longer participating in the course or excessive unexcused absences. College leaders should ensure that they are actively providing updates on the process and timelines for addressing inactive enrollments at the beginning of each term, including posting this information in an easily accessible and high-traffic location. Faculty should be aware of their college processes, procedures, and deadlines for reporting inactive enrollments by Census. Meeting these deadlines significantly reduce the likelihood that financial aid is disbursed fraudulently or that colleges receive state funding fraudulently. Working to meaningfully engage with students well prior to these deadlines is encouraged as it both improves the likelihood of retaining and supporting real students and clears non-students early enough to allow real students to enroll. Faculty should be aware that failing to report inactive enrollments prior to Census carries implications for apportionment or college funding allocations. Deliberately or knowingly failing to report inactive or fraudulent enrollments by the Census deadline is considered engaging in or contributing to a fraudulent activity.

### Student-Centered Approach

As we work to improve our fraud prevention and mitigation strategies, it is important to make explicit that ***students are not committing fraud***. Bad actors looking to take advantage of the current health crisis, and obtain financial resources meant for students, are the individuals committing fraud. It is therefore critical that any fraud prevention or mitigation approach aim to prevent harm to real students. With this in mind, we recommend engaging with students in

authentic, meaningful, and diverse ways. A multilayered and varied approach to student engagement is an important strategy that facilitates support for real students while establishing multiple data points for identifying inactive or suspicious student participation. A short list of recommended strategies include the following:

- Proactively reach out to students that have not engaged prior to dropping them from the course
- Hold and encourage early attendance in virtual office hours
- Review, at least briefly, any work submitted prior to Census to ensure it matches the subject matter being taught, or relates in other ways to the assignment the student was to complete.
- Be aware of oddities in enrollment, such as multiple students with the same phone number.
- Review student engagement and login frequency data in Canvas for online courses.
- Include real-time or near real-time interaction with students either during or outside of class
- For larger online classes, consider activities that are harder to automate responses to, including those that are separate from the course delivery platform, e.g., incorporating polling questions in Poll Everywhere or iClicker or using options within your local Learning Management System, such as a Canvas quiz.

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