



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: October 19th, 2023

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

Location: **In Person – Board Room**

Vision:

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

Mission Statement:

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

26 Voting Members

- Blake, Eckko
- Elfarissi, Hassan
- Ekimyan, Roza
- Hobbs, Charles
- Johnson, Susan
- Lopez, Karina
- Lopez, Nathan
- Martinez, Jose
- Martinez, Victoria
- Maruri, Carlos
- Mills, Jesse

- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Schwitkis, Kent
- Tavaréz, Juan
- Thomas, Shirley
- Valdry, Andree
- Van Overbeck, Michael
- Villalobos, Jose
- West, Pamela
- Woodward, Valerie

Joanna Wyatt

Ex-Officio Voting Members

- Conn, Brad-DEFC
- Moore, Sean-Curric. Chair
- Morales, Janette-Un. Pres.
- Diaz, Corina-FDC Chair

Guests

- Berger, Sheri-VP Ac. Aff.

Senators

- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- Martin

Agenda

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

1. Call to Order

2. Approval of Agenda

3. Review and Approval of Minutes from October 5th, 2023

4. Reports

- a. President's Report
- b. Associated Student Government (ASG) Report
- c. Vice President's Report
- d. Accreditation Faculty Coordinator Report
- e. Academic Affairs Report
- f. Curriculum Report
- g. Distance Education Faculty Coordinator (DEFC) Report
- h. Faculty Development Committee Report
- i. Enrollment Committee Report
- j. Open Educational Resources (OER) Committee Report
- k. LGBTQ+ Committee Report
- l. First Year Experience (FYE) Committee Report
- m. Student Learning Outcomes (SLO) Coordinator Report

5. Consent Items

- a. 2-Year CTE Course Review—Update Course Description—SLO Update: CDEV 108 - Principles and Practice of Teaching Young Children.
- b. 2-Year CTE Course Review—No Proposed Changes—Distance Education—EFOMA: ACRP 106 - Automotive Collision Repair for Non-Majors.
- c. 2-Year CTE Course Review—No Proposed Changes—Distance Education: CIS 174 - ASP.NET with C# Business Web Programming.
- d. Course Review—Articulation—Transfer Review: Film 130 - LGBTQ Film.
- e. New Programs: High School Spanish - Certificate of Completion; and High School Social Sciences - Certificate of Completion.

6. Unfinished Business

- a. Academic Senate Constitution Revision
 - i. Original Statement “Academic Senate develop together, and approve, a new step-by-step, transparent, and inclusive AS Bylaw revision process for the AS to follow. Once the AS Bylaws are approved faculty wide, solely with this revision, additional revisions may be made that follow the newly adopted step-by-step AS Bylaw revision process.”
 - ii. Recommended revisions: The Academic Senate develops and approves a new transparent and inclusive Academic Senate Bylaw revision process. Once approved, additional revisions to the Bylaws may be made using the new process.
- b. Statement of Opposition to the All African Diaspora Education Summit (AADES)
- c. Program Review Student Survey

7. New Business

- a. Early Alert Optional Syllabus Statement
- b. Recommendation Statement in Support of Changing the Foreign Language Department Name to Department of Modern Languages.

- c. Remove the Curriculum Chair Position from the Distance Education Advisory Committee (DEAC)
- d. BP/AR 4020 – Program Curriculum and Course Development
- e. BP/AR 4100 – Graduation Requirements for Degrees and Certificates
- f. Adoption of Simple Syllabus as the eSyllabus at Compton College

8. Discussion Items

- a. Develop a Recommendation on How to Improve SLO Completion Rates
- b. Developing a Student-Centered Student Grievance Process
- c. Co-Teaching Off-Site Courses
- d. Brainstorm Ideas of Teaching and Learning Plans: Dual Enrollment Community of Practice, Emphasis on Skills vs. Degrees – How do we ensure our programs remain relevant in the job market?
- e. California’s Chancellor’s Office Vision 2030 <https://www.cccco.edu/About-Us/Vision-2030>
- f. Brainstorm Enrollment Strategies
- g. Ideas of Issues to Tackle as a Senate

9. Informational Items

- a. Educational Policies Review Flowchart
- b. Committee Vacancies
 - Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
 - Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
 - Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
 - FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
 - Equitable Approaches to Community Safety and Health Taskforce – need several faculty
 - DEAC - Student Rep, HEPS, Adjunct Faculty Rep
 - Calendar Committee - need several faculty
 - Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
 - PLEC - 1 faculty - meets 2nd Friday at 11:00 a.m. via Zoom
- c. Cal Works has kiddie table
- d. Tenure Dinner Reception – October 24, 6-8 pm, in-person in the Multipurpose Room.

10. Future Agenda Items

- a. Reaching out to Students Who Drop
- b. Students on Probation

11. Public Comment

12. Adjournment

Next Scheduled Meeting: November 2nd, 2023

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	Board Room
September 21	Board Room	March 7	Board Room
October 5	Board Room	March 21	Board Room
October 19	Board Room	April 4	Board Room
November 2	Board Room	April 18	Board Room
November 16	Board Room	May 2	Board Room
December 7	Board Room	May 16	Board Room

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 2023-2024 (26 Voting Members)

Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Pres. Elect	Sean Moore (23-24)
Secretary/Secretary	Noemi Monterroso (22-24)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Juan Tavarez (23-26)
 Susan Johnson (23-26)
 Andree Valdry (23-26)
 Valerie Woodward (20-24)

Counseling (5)

Eckko Blake (23-26)
 Vacant (23-26)
 Carlos Maruri (21-24)
 Noemi Monterroso (21-24)
 Karina Lopez (23-26)

Social Sciences (3)

Nathan Lopez (23-26)
 Jesse Mills (21-24)
 Pam West (23-26)

Business and Industrial Studies (3)

Vacancy (21-24)
 Sean Moore (23-26)
 Michael Van Overbeck (23-26)

Science, Technology, Engineering and Mathematics (5)

Hassan Elfarissi (23-26)
 Jose Martinez (23-26)
 Kent Schwitkis (23-26)
 Jose Villalobos (23-26)
 Vacancy (22-25)

Health and Public Services (3)

Vacancy (23-26)
 Shirley Thomas (21-24)
 Roza Ekimyan (23-26)

Adjunct Faculty (2)

Joanna Wyatt (22-25)
 Victoria Martinez (23-26)

Ex Officio Voting Members

Janette Morales – Union President (23-25)
 Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

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- Kendahl Radcliffe

Senators

- Barrag
- Ekimy
- Ellis, S
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- Kahn,
- Madric
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- Martin
- Martin

Agenda

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1. Call to Order at 2:08pm

2. Approval of Agenda

- **Carlos M. motioned to remove AR4105 from New Business. Kent S. seconded. Approved**
- Roster included with agenda needs to be updated still reflects 21-22
- **Carlos M. motioned to approve agenda as amended. Sean M. seconded. Approved**

3. Review and Approval of Minutes from September 7, 2023

- Amendments:
 - Include additional comments: “as long as you don’t show who you are, you should be fine” and “Only because a small percentage of the population can’t go doesn’t mean that the rest of “us” have to be deprived from going”
 - Moved statement “There was a commitment from Compton College to guarantee the safety...” down to be placed after additional comments above
- **Carlos M. motioned to approve minutes as amended. Valerie W. seconded. Approved**

4. Reports

- a. President’s Report – Minodora Moldoveanu
 - Reviewed Civility Statement in the AS Constitution Bylaws and sections of AR 3435: Discrimination and Harassment
 - Get free Covid-19 tests from police station, St. Johns, and order free from USPS (began September 25) due to Covid-19 rise
 - In the catalog, courses will list if courses are only offered specific terms (i.e., only fall, only spring, etc.), especially useful for our specialty or major prep courses
 - Can we get a guarantee that these courses will not to be cancelled even if there is low enrollment? Some strategies can be converting them to short term course, changing modality of course, etc.
 - Attended CAGP conference last week in Oakland. Attendees came back with 10 issues group would like to tackle:
 - Improve process for evaluation of transcripts
 - Increase % of education plans completed
 - Increase use of Faculty Hub in Canvas
 - Caring Campus training – focus on providing intensive customer service trainings for all services that students first interact with
 - Stipends for students attending committees
 - Develop peer mentor program (Compton College alumni mentor current students)
 - Reaching out to students that drop and figuring out why they are dropping
 - Implement interventions/resources for students on probation
 - Improve use of technology to leverage Early Alerts – automatically alleviate advisors workload by distributing alerts to support programs (if applicable)
 - Use of dashboard to identify student need: probation, financial need, etc.
- b. Associated Student Government (ASG) Report
 - Not Present
- c. Vice President’s Report – Sean Moore

- *BP and AR 4100 Graduation Requirements for Degrees and Certificates* was approved at the 9-28-23 Curriculum Committee meeting and will be moving forward to the deans and district managers
 - *AR 4105 Distance Education* was approved by DEAC and scheduled to be reviewed by the deans and directors on 10-5-23. Thank you Brad and the DEAC team for working on the AR
 - *BP and AR 4021 Program Discontinuance* is scheduled for review/approval at the 10-10-23 Curriculum Committee meeting
 - A special thank you to Susan Johnson for all her contributions and support at our Curriculum Committee meetings with revising our ARs and BPs.
 - On Tuesday October 2, 2023 a report from a review of Enrollment Reporting related to Federal Financial Aid was received and includes a summary of their findings. The recommendation on page 3, #5 is about BP 4231, and consequently AR 4231. They are recommending a change from 18 months to 6 months for grade changes to be filed. Therefore, the BP and AR should be revised. Due to these circumstances, Sean would like us to consider expediting the BP and AR 4231 process and bring the AR and BP directly to our next Academic Senate meeting to discuss.
 - **Pamella W. motioned to add BP4231 as a discussion item on agenda. Nathan L. seconded. Approved**
 - BP4231 has been added to agenda as item 9f.
- d. Accreditation Faculty Coordinator Report
- Not Present
- e. Academic Affairs Report – Dr. Peju on behalf of VP Berger
- We had a consultant helping us address a finding related to an audit. As part of that process, they found problems with backdating of withdrawals. They made the following 5 recommendations:
 - **Flex Day Engagement with Faculty:** It can be assumed that faculty are unaware of the consequences of late reporting for the college for failure to monitor drops during census times or of the many census dates involved with different programs each term. Strong suggestion is to have both Registrar and Financial Aid present to Faculty during each Flex Day so they are aware of the timelines involved to ensure that Audit findings against Compton can be at a minimum reduced and ideally, eliminated.
 - VP Berger has already asked all of the deans to have Richette Bell and Keith Cobb come to division meetings to discuss rather than waiting for Flex Day
 - **Policies on Reporting Deadlines:** Compton has set policies for a reason, and all should follow those policies. Policies on notifications for dropped students or students that never attended must be adhered to by Faculty. Exceptions should be discouraged as these exceptions open the school up to Audit Findings. Repeat findings are very concerning to both the Department and to your Accreditor
 - **End Back-dating of Drops:** When Faculty wait to report that a student never started their class, this affects enrollment reporting requirements and financial aid in many cases. If the student was packaged as a full-time student, received federal financial aid and state funds, if the school (Registrar and Financial Aid) are not notified as required in a timely manner, those funds have to be returned to the appropriate agency (Federal or State). Faculty must be held accountable to reporting that students dropped or stopped attending, at all times but at a minimum at census dates per policy. Back-dating of drops makes the school open to findings of late reporting and a lack of administrative capability
 - **Timely reporting of Grades:** As grades affect Satisfactory Academic Progress, it is critical that grades are reported as required. If a student receives Title IV or other aid

and they weren't eligible, those funds have to be returned. It is also considered a Finding by the Auditor.

- Adjustment of BP 4231 Grade Change policy: We understand that this policy put in place by the Academic Senate for purposes of giving a student eighteen months to contest a grade is necessary, however, we suspect that eighteen months given is more for the faculty than for the students. Students faced with mistakes in their grades, fraud, bad faith or incompetence are more likely to contest these issues immediately after they occur as opposed to more than a year later. We strongly suggest that because this policy has a strong effect on possible audit findings due to with adjustments occurring up to eighteen months later, be reduced to the possibility to appeal the grade in question within six months of the last day of the term in which the grade (in question) was posted
- f. Curriculum Report – Sean Moore
- The new course ART 145 - Graphic Design was approved by the Curriculum Committee. Thank you Professor Mayela Rodriguez for all your hard work and bringing the course forward
 - AB 1111 Common Course Numbering: (CCN) Sean attended the live ASCCC webinar on 9-22-23. A new implementation date of 2027 has been requested by the CCN Task Force and likely to be accepted, yet pending. A detailed implementation plan is expected on December 7, 2023. The ASCCC work group reached consensus to recommend to the CCN Task Force the parameters for common course elements be limited to the following: Identical course subject prefix, number, title, description, and requisites, minimum required units, and equivalent minimum required content and objectives. When the plan is received Sean will keep our campus updated so we can work together to streamline and remove barriers for our faculty review courses to meet the CCN's implementation recommendations. The ASCCC AB 1111 CCN PPT was attached for all faculty to review in the 10-10-23 Curriculum Committee meeting agenda email
 - The *Annual Curriculum Approval Certificate 2023/2024* had been signed by all parties and is completed. Thank you to the Curriculum Committee team for attending the training
- g. Distance Education Faculty Coordinator (DEFC) Report – Brad Conn
- AR4105 was approved by DEAC and was forwarded to deans and directors for review
- h. Faculty Development Committee Report – Corina Diaz
- Committee made changes to the Faculty Teaching and Learning Plans. 6 workshops have been planned for next semester: 1) Basic/Intro to AI teaching, 2) Intro to visual thinking and innovating strategies for teaching, 3) Basic library navigating resources, 4) Building OER, 5) Cartoneras for argumentative writing, 6) LGBTQ+ allyship training to increase safe spaces on campus
- i. Enrollment Committee Report
- Compton College is up 30% student enrollment
- j. Open Educational Resources (OER) Committee Report – Nathan Lopez
- Introduction to OER - Professional Development on October 20, 2023
- k. LGBTQ+ Committee Report
- Not present
- l. First Year Experience (FYE) Committee Report
- Not Present
- m. Student Learning Outcomes (SLO) Coordinator Report
- Position vacant

5. Consent Items

- **Sean M. motioned to approve Consent Items. Jose V. seconded. Approved**
- **Sean M. motioned to remove Consent Item 5b. Susan J. seconded. Approved**
- **Sean M motioned to approve Consent Items as amended. Brad C. seconded. Approved**
 - a. 2-Year CTE Course Review—Update Course Description—SLO Update: CDEV 110- Child Health, Safety and Nutrition; CDEV 114 - Observing and Assessing Young Children.
 - b. New Course: ART 145 - Graphic Design I.

6. Presentation

- Equal Employment Opportunity Plan
 - Jennifer Burchett presented the Compton Community College District - Equal Employment Opportunity Plan 2023-2026
 - E-mail Jennifer with any questions or recommendations on EEO Plan
- **Carlos M. motioned to move up and review New Business Item 8e: Program Review Student Survey next. Charles H. seconded. Approved**

8e. Program Review Student Survey

- Hawk presented the survey developed. Survey questions has been updated to align better with Program Review questions that authors have to answer
- E-mail Hawk, Jesse, or Amari with any questions or feedback
- **Brad C. motioned to close discussion on item 8e. Carlos M. seconded**

- **Nathan L. motioned to move up and open discussion on item 9f: BP 4231 Grade Change Policy. Carlos M. seconded. Approved**

9f. BP 4231: Grade Change Policy

- Next step: Create taskforce that will review policy, discuss audit findings, and provide recommendation to Academic Senate
 - Volunteers: Carlos M., Nathan L., Sean Moore
 - E-mail will be sent to all faculty if they want to join taskforce
- **Kent S. motioned to close discussion. Sean M. seconded**

Meeting adjourned at 3:32pm

7. Unfinished Business

- a. Academic Senate Constitution Revisions
 - i. The Academic Senate develops and approves a new step-by-step, transparent, and inclusive Academic Senate Bylaw revision process.
- b. Statement of Opposition to the All African Diaspora Education Summit (AADES)

8. New Business

- a. Early Alert Optional Syllabus Statement
- ~~b. AR4105—Distance Education~~
 - Item removed from agenda
- c. Recommendation Statement *in Support of Changing the Foreign Language Department Name to Department of Modern Languages.*
- d. Remove the Curriculum Chair Position from Distance Education Advisory Committee (DEAC)

9. Discussion Items

- a. Student Centered Student Grievance Policy
- b. Students on Probation: Students on Probation - 153 on Probation level 1, 53 on probation level 2, 5 on level 3 - dismissal. Some colleges changed the name from probation to notification.
- c. Students on probation: motivational Mondays, mentorships, cohort model, critical friends id
- d. Brainstorm ideas of Teaching and Learning Plans: Emphasis on Skills vs. Degrees – How do we ensure our programs remain relevant in the job market?
- e. Ideas of Issues to Tackle as a Senate
- f. BP 4231: Grade Change policy

10. Informational Items

a. Committee Vacancies

Curriculum Committee: 1 BIST Faculty, 1 HEPS, 1 -STEM, 1 Counselor, 1 Student Rep – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
 Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

Faculty Development Committee Members: All Divisions – Meeting TBA

FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom

Equitable approaches to community safety and health.

DEAC - Student Rep, HEPS, Adjunct Faculty Rep

PLEC – 1 faculty

Chair for the AI Impact on College Taskforce

Calendar Committee - need new staff

Student Success Committee - 1 faculty; Every 3rd Thursday 1:00 p.m. -2:00 p.m.

PLEC - 1 faculty - Every 2nd Friday at 11:00 a.m. via Zoom

Auto Degree Awarding Taskforce – 1 faculty tri-chair needed

b. Cal Works has kiddie table

11. Future Agenda Items

- a. Reaching out to Student Who Drop
- b. Students on Probation

12. Public Comment

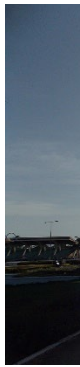
13. Adjournment at 3:32pm

Next Scheduled Meeting: October 19th, 2023

Statement of Opposition to the All African Diaspora Education Summit (AADES):

Due to the recent passing of Ghana's extreme anti-LGBTQIA+ legislation, 2021 Promotion of Appropriate Sexual Rights and Family Values Bill, the District sponsored All African Diaspora Education Summit (AADES) event no longer provides a safe destination for LGBTQIA+ faculty or LGBTQIA+ advocates; nor does the event provide an inclusive professional development opportunity for all faculty; nor does the event align with the District's Resolution No. 6-20-2023C Recognizing June as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and more (LGBTQIA+) Pride Month; nor does the event align with Assembly Bill 1887—Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws; nor does the event align with the symbolic message of the Pride Flag being flown on campus; As a result, the Academic Senate votes not to endorse the ADES event and recommends researching other event opportunities.

<https://www.jurist.org/news/2023/07/ghana-parliament-unanimously-passes-extreme-anti-gay-bill/>



[Ghana Parliament unanimously passes extreme anti-gay bill](https://www.jurist.org/news/2023/07/ghana-parliament-unanimously-passes-extreme-anti-gay-bill/)

The Parliament of Ghana passed an extreme anti-gay bill on Wednesday, which is set to tighten laws against members of the LGBTQ+ community. Ghana's 275 members of Parliament unanimously passed the bil...

www.jurist.org

[https://go.boarddocs.com/ca/compton/Board.nsf/files/CSV3S4083569/\\$file/Compton%20CCD%20Resolution%20No%206.20.2023C%20PrideMonth.pdf](https://go.boarddocs.com/ca/compton/Board.nsf/files/CSV3S4083569/$file/Compton%20CCD%20Resolution%20No%206.20.2023C%20PrideMonth.pdf)

<https://www.oag.ca.gov/sites/all/files/agweb/pdfs/ab1887/ab-1887-text.pdf>

<https://asccc.org/resolutions/support-identifying-and-addressing-need-lgbtqia-student-centers-all-california>



ELumen Program Review Survey - Prototype

ExpertReview score **Fair**

▾ Default Question Block

Q1



Program Review Survey - 2023-2024

Thank you for taking the time to fill out this survey. Your feedback is appreciated; we will use the information to improve this academic program.

Q36

▾ Display this question

If PROGRAM Is Not Empty

▾ Skip to

End of Block if No Is Selected

▾ Skip to

Academic Support and Development if Yes Is Selected

Have you ever been enrolled in \${e://Field/CRSE_TITLE} this semester?

Yes

No

Q38

▾ Display this question

If PROGRAM Is Empty

Skip destination

Go to skip origin

Academic Support and Development

ACRP- Auto Collision Repair/Painting ▾

Q27



Please rate how much you agree or disagree with the following statements about the \${e://Field/PROGRAM} \${q://QID38/ChoiceGroup/SelectedChoices} program's academic support and development

If PROGRAM Is Empty

Skip destination

Go to skip origin

Academic Support and Development

ACRP- Auto Collision Repair/Painting

Q27



Please rate how much you agree or disagree with the following statements about the $\{e://Field/PROGRAM\} \{q://QID38/ChoiceGroup/SelectedChoices\}$ program's academic support and development.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
The courses in this program have helped me meet my academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors in this program have helped me achieve my academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors in this program provide opportunities to actively participate in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt a sense of community within this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12



What is your major reason for taking the $\{e://Field/PROGRAM\} \{q://QID38/ChoiceGroup/SelectedChoices\}$ program's classes?

General Education requirement

Q13



Using the assignments/examinations that were administered in the $\{e://Field/PROGRAM\} \{q://QID38/ChoiceGroup/SelectedChoices\}$ program's courses, what skills are essential to succeed in these classes? Check all that apply.

Reading for learning and comprehension

Note taking techniques

Test anxiety management

Study groups

Critical thinking techniques

Other

Q13



Using the assignments/examinations that were administered in the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program's courses, what skills are essential to succeed in these classes? Check all that apply.

- Reading for learning and comprehension
- Note taking techniques
- Test anxiety management
- Study groups
- Critical thinking techniques
- Other

Q20



What skills do you need more help with in the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program's courses? Check all that apply.

- Reading for learning and comprehension
- Note taking techniques
- Test anxiety management
- Study groups
- Critical thinking techniques
- Other

- None

Q15



Do you know which courses you have to take to complete your goal?

- Yes, I know exactly which courses to take to complete my goal
- Yes, I know some of the classes I need to take to complete my goal

Q16



What Guided Pathway Division is the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program in?

- Business and Industrial Studies
- Fine Arts, Communications, and Humanities
- Social Sciences
- Science, Technology, Engineering, and Math (STEM)
- Health & Public Safety
- I don't know

Q16



What Guided Pathway Division is the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program in?

- Business and Industrial Studies
- Fine Arts, Communications, and Humanities
- Social Sciences
- Science, Technology, Engineering, and Math (STEM)
- Health & Public Safety
- I don't know

Q17



Have you thought about what you want to do for your career?

- Yes, I know exactly what I want to do
- I have some ideas, but I haven't decided
- I have no idea what I want to do
- Other

Q18



Did you complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application for next year?

- Yes
- No
- I don't know
- I didn't need the application (e.g., I am not attending college next year)

Q19



.....When thinking about your studies at Compton College, what challenges do you.....
face in successfully completing your ^{Page Break}STUDIES?

Q26

Curriculum

- Child care

Q4



What time of the day do you prefer to take courses at Compton College?

- Morning (8-11:00 am)

.....When thinking about your studies at Compton College, what challenges do you.....
face in successfully completing your studies?

Page Break

Q26

Curriculum

Child care

Q4



What time of the day do you prefer to take courses at Compton College?

- Morning (8-11:00 am)
- Mid-day (11:01 am-2:00 pm)
- Afternoon (2:01 pm-5:00 pm)
- Evening (After 5 pm)

Q5



Which teaching method do you prefer?

- On campus (100% in-person)
- Online
- Hybrid (some in-person, some online)
- No preference

Q21



Please rate how much you agree or disagree with the following statements about the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program curriculum:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I've been able to register for the classes I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6

Have you enrolled in an online course in the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program before?

- Yes
- No

Q7

▼ [Display this question](#)

Q6

Have you enrolled in an online course in the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program before?

- Yes
- No

Q7

▼ [Display this question](#)

If Have you enrolled in an online course in the $\{e://Field/PROGRAM\}$... Yes Is Selected

Why did you enroll in an online course?

- Thought it would be easier than the campus course.
- Did not want to come to the campus.
- My schedule does not allow me to attend on-campus classes.
- Wanted a new experience.
- Other

Q34



▼ [Display this question](#)

If Have you enrolled in an online course in the $\{e://Field/PROGRAM\}$... Yes Is Selected

Please rate how much you agree or disagree with the following statements about the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program's online courses:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I have taken a lot of online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online courses are easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11



What percentage of your courses are online versus in-person?

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 80 - 100%

Page Break

Q29

Q11



What percentage of your courses are online versus in-person?

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 80 - 100%

Page Break

Q29

Program Objectives

Q30



Indicate the degree to which you agree with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking this program's course, I am much more knowledgeable about this subject than before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q31

Q32



Please rate the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program's facilities, equipment, and technology:

	Excellent	Satisfactory	Poor	Not Applicable
Classroom facilities (building, furniture, hallways, classroom features, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment (lab/studio/gym equipment, tools,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32



Please rate the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program's facilities, equipment, and technology:

	Excellent	Satisfactory	Poor	Not Applicable
Classroom facilities (building, furniture, hallways, classroom features, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (Canvas, Microsoft applications, other software, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33

Elaborate on any or all of the facilities, equipment, or technology you experienced in the $\{e://Field/PROGRAM\}\{q://QID38/ChoiceGroup/SelectedChoices\}$ program.

Page Break

Q24



What is your ethnicity/race?

- Asian
- Black/African American
- Latino/a/x
- Native American/Alaskan Native
- Pacific Islander

Q25



What is your gender identity?

- Man
- Woman
- Non-binary
- Identity not listed:
- Prefer not to say

Q35

Q25



What is your gender identity?

- Man
- Woman
- Non-binary
- Identity not listed:
- Prefer not to say

Q35

What is your age group?

- Under 18
- 18-24
- 25-30
- 31-40
- 41-50
- 51+

Q39



▼ [Display this question](#)

If **Contact List** **Email** **Is Empty**

If you need proof of completing this survey for a class, please enter your Compton College email address here.



 [Import from library](#)

[Add new question](#)

[Add Block](#)

End of Survey

Thanks to you for taking the time to complete this survey!
Your responses will improve your program and all of Compton
College.

Early Alert Optional Syllabus Statement

In the event that you are not actively participating in class or that I perceive you are struggling, I will reach out to you via email or Canvas message and the Compton College Counseling Department might contact you via email, text message, or phone call. The role of this communication is to provide you with the appropriate resources to help you succeed in this class, and thrive as a person. Please use the form found at the link below to update your contact information, and email it to admissions@compton.edu. <http://www.compton.edu/admissions-aid/admissions-records/forms/ChangeofAddress.pdf>

Recommendation Statement in Support of Changing the Foreign Language Department Name to Department of Modern Languages.

To reflect and align with the College's mission of equity and inclusivity; to increase the public facing brand equity of the Foreign Languages Department; to foster long term-sustainable enrollment being achieved in all foreign language courses; the Academic Senate recommends the District support and assist in renaming the Foreign Languages Department name to *Department of Modern Languages* by first changing the *Foreign Languages Program Review* document title to *Department of Modern Languages* and initiate designing a public facing *Department of Modern Languages* webpage with faculty input.

References:

https://www.compton.edu/academics/docs/Foreign_Languages_Program_Review_2018_Revised.pdf

<https://sac.edu/AcademicProgs/HSS/ModernLanguages/Pages/default.aspx>



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**BP 4020 Program, Curriculum,
and Course Development**

Issued: November 21, 2016
Revised: November 17, 2020
Revised: xxxx, 2023

References:

[Administrative Regulation 4020 – Program, Curriculum, and Course Development](#)
[Chancellor’s Office Program and Course Approval Handbook](#)
[Title 5 Sections 51021, 55000 et seq., and 55100 et seq.](#)
[34 Code of Federal Regulations Part 600.2;](#)
[ACCJC Accreditation Standard II.A;](#)
[U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.](#)
Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, [55002.5](#), 55100, 55130 and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
[34](#) Code of Federal Regulations ~~– Title 34~~–Parts 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

Commented [SLB1]: This remains at the end of the BP as was originally there

Commented [SLB2]: We kept the original references, which aligned with the CCLC template and added in whatever was missing there and formatted..

The programs and curricula of the District shall be of high quality, relevant to our mission, community, and student needs, and evaluated regularly to ensure quality and currency. To that end, the President/Chief Executive Officer (CEO) shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The President/CEO delegates to the Vice President of Academic Affairs/Chief Instructional Officer (CIO) the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the CIO or designee. The procedures are located in the College Curriculum Handbook.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by ~~Academic Senate, the Curriculum Committee, the Academic Senate, and~~ the Board.

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All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The President/CEO will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The President/CEO shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The President/CEO shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The President/CEO delegates to CIO the development of procedures regarding the “credit hour” and “clock hour”, to be developed jointly with the Academic Senate. The procedures are located in the College Curriculum Handbook.

Applicable Administrative Regulation:
AR 4020 Program, Curriculum, and Course Development



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4020 Program, Curriculum and
Course Development

Issued: November 17, 2020
Revised: xxx, 2023

References:

~~Board Policy 4020 — Program, Curriculum, and Course Development~~
~~Title 5 Sections 55002.5, 55100, 55130, and 55256.5~~

~~Chancellor's Office Program and Course Approval Handbook~~

~~Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;~~

~~34 Code of Federal Regulations Part 600.2;~~

~~ACCJC Accreditation Standard II.A.;~~

~~U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.~~

~~Code of Federal Regulations Title 34 Parts 600.2, 602.24, 603.24, and 668.8~~

Commented [SLB1]: It is not necessary to list this here.

Commented [SLB2]: Accepted this insertion since was this way in original and there is no change

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College Curriculum Committee web page. Additional guidelines for Program, Curriculum and Course Development are provided in the Chancellor's Office Program and Course Approval Handbook, available on the Curriculum Committee web page.

To monitor for compliance with state and local regulations related to credit hour calculations, the President, Vice President of Academic Affairs, Academic Senate President, and the Curriculum Chair shall annually certify to the Chancellor's office compliance with the following for credit courses:

- The Curriculum Committee and the District governing Board have approved each credit course pursuant to Title 5 §55002.5 and the Chancellor's Office Program and Course Approval Handbook.
 - Initiation of courses and programs is the primary purview of full-time faculty.
 - Course and program review, approval, and evaluation processes are defined in the Curriculum Committee Handbook.
 - Program and course review timelines adhere to the Program and Course Approval Handbook, as provided by the California Community College Chancellor's Office.
 - Each course outline of record is maintained within the electronic curriculum management system, with local approval dates.
 - Modes of instruction are provided within each course outline of record.
- The college promptly reports all credit courses approved by the district governing board to the Chancellor's Office Curriculum Inventory and Management Information Systems.
- College personnel involved in the credit course approval process, including members of the curriculum committee, are provided with training regarding the rules, regulations and local policies applicable to the approval of credit courses per Title 5 §55100 and §55130.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

- The District shall develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons from historically marginalized communities, with low socioeconomic status in the topic.

Credit Hour

The College Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor's Office policy. Title 5, section 55002.5(a) defines one credit hour of community college work (one unit of credit) as a minimum of 48 hours of total student work, which may include inside and/or outside-of-class hours. The Chancellor's Office further defines this by using each college's fiscally approved calendar as the divisor for the calculations of units using the following equation. At Compton College the primary terms are 18 weeks in length but are currently offered in a 16-week compressed format. This makes the hours-per-unit divisor 54 hours. Title 5, section 55002.5(e) allows credit hours for all courses to be awarded in increments of one unit or less. The Chancellor's office requires colleges to award units of credit in a minimum of 0.5 units.

1. Standard Formula (relationship) for Hours and Units of Credit

Courses not classified as cooperative work experience use the following formula for calculating units of credit: Divide the hours of total student work (lecture, laboratory, activity, and/or outside-of-class hours) by 54, then round down to the nearest 0.5 units. Expressed as an equation:

$$\frac{(\text{Total Contact Hours} + \text{Total Outside of Class Hours})}{54} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest 0.5 increment.

Definitions for the terms used above:

- Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in Title 5, §§58050 - 58051. This number is the sum of all contact hours for the course in all calculation categories, including lecture, recitation, discussion, seminar, laboratory, activity, clinical, studio, practica, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.
- Outside-of-class Hours: Hours students are expected to engage in course work outside the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, clinical, studio, practica, to-be-arranged, etc. must provide an equivalent total number of student learning hours as typically

Commented [SLB3]: Deans and Directors: This statement from the CCLC template is no longer optional. The template language is "with low socioeconomic status in the topic" so that language must be there. If you want, the sentence can read as follows which keeps the required language and also include what you are suggesting:

The District shall develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic and of persons from historically marginalized communities.

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**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.



**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

The ratios of in-class to outside-of-class hours for each type of instructional category offered at Compton College shall be determined as follows based on one (1) unit of credit:

Instructional Category	In-Class Hours*	Outside-of-Class Hours*
Lecture (Lecture, Discussion, Seminar and Related Work)	1 hr/week 18 total hours	2 hrs/week 36 total hours
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2 hrs/week 36 total hours	1 hr/week 18 total hours
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3 hrs/week 54 total hours	0 hrs

*Standard weekly hours based on an 18-week semester.

2. Cooperative Work Experience Formula

Credit hour calculations for work experience are governed by the regulations set forth in title 5, section 55256.5. In title 5, section 55256.5(c)(1-2) the following requirements are specified:

- Each 75 hours of paid work equals one semester credit.
- Each 60 hours of non-paid work equals one semester credit.

3. Clock Hour Courses/Programs

Credit for clock-hour designated programs shall be awarded consistent with the Code of Federal Regulations Title 24 Part 600.2. In this regulation, a program is considered to be a clock-hour program if it is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining appropriate units of credit. This formula is outlined in the Code of Federal Regulation Title 34 Part 668.8:

- One unit of credit is 37.5 clock hours of instruction.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**BP 4100 Graduation Requirement for Degrees
and Certificates**

Issued: June 19, 2018
Revised: June 15, 2021
Revised: xxxx, 2023

References:

~~Administrative Regulation 4100 Graduation Requirement for Degree and Certificates~~

Education Code Section 70902(b)(3)-

Title 5, Sections 55060 et seq. and 55270 et seq.

Commented [SLB1]: Deans and Directors: This goes at the bottom of the AR. See below.

The District grants the degrees of Associate of Arts, Associate of Science, Associate in Arts for Transfer (AA-T), and Associate in Science for Transfer (AS-T) to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations. Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.

Students may be awarded Certificates of Achievement upon successful completion of a minimum of 16 or more semester units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be related to career or general education. Students may also be awarded a Certificate of Achievement upon successful completion of 8 or more semester units of degree-applicable coursework if such certificate is approved by the state Chancellor.

Students may be awarded a Certificate of Accomplishment upon successful completion fewer than 16 units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that will be related to career. Note: Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.

Students may be awarded a Certificate of Completion/Competency upon successful completion of a sequence of noncredit coursework designed to prepare students for employment or to be successful in college-level coursework. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.

Commented [nn2]: Should the noncredit HSED High School diploma be discussed?

The President/CEO shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the Academic Senate. The President/CEO shall establish procedures to assure compliance with Title 5 regulations. Procedures for implementing this policy will be developed in mutual agreement/collegial

Commented [SLB3R2]: No. It is included in the Certificate of Completion or Certificate of Competency

~~consultation~~~~collegial consultation~~ with the Academic Senate. All degree/certificates will be awarded upon successful completion of the graduation application process. The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

Commented [nn4]: Add back collegial consultation –

Applicable Administrative Regulation:

AR 4100 Graduation Requirements for Degrees and Certificates



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4100 Graduation Requirement for Degrees
and Certificates

Issued: June 15, 2021
Revised: xxxx, 2023

References:

Board Policy 4100 – Graduation Requirement for Degrees and Certificates
[Education Code Section 70902\(b\)\(3\)](#)
Title 5 Sections 55060 et seq. *and 55270 et seq.*

1. Graduation requirements for Associate of Arts (AA) and Associate of Science (AS) degrees:
 - a. [For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics, and satisfactory completion of a course in ethnic studies. ~~The District must offer ethnic studies.~~](#)
Satisfactory completion of at least 60 semester units of college work. “College work” is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.
 - i. Courses taken at a California Community College may be used to satisfy general education and/or major requirements.
 - ii. If a course is offered at Compton College, but the originating California Community College uses it in a different area than Compton College, the course will be used in the area that benefits the student.
 - iii. If a course is not offered at Compton College, the college will honor the course in the same general education area in which the originating California Community College places the course.
 - iv. Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.
 - v. If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty or designee in which the course(s) in question would normally be placed.
 - b. Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the [Community Colleges’ “Taxonomy of Programs.”](#) The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
 - c. Completion of at least 12 semester units of study in residence within requirements for either the general education and/or major; [the Board may excuse the residence requirement to alleviate injustice or undue hardships.](#) ~~Students who meet the~~

Commented [SLB1]: Per Deans and Directors: This statement is not needed because it is the only way to meet the completion requirement. It is implied.

~~continuous enrollment requirement from El Camino College as specified in AB 1299 are not held to the 12-unit residence requirement but are required to complete one course at Compton College. This exemption is only through the 2021-2022 academic year.~~

Commented [SLB2]: From Deans and Directors - This language does not expire. The 2021-2022 date applies to the 50% law and should be stricken out. This language should remain. See bill language: https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1299

~~d. Demonstrated competence in reading, written expression, and mathematics.~~

2. Graduation requirements for Associate Degrees for Transfer (ADT): Pursuant to the Student Transfer Achievement Reform Act, to obtain the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degree, students must meet the following requirements:
 - a. Complete a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU), including both of the following:
 - i. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE-B) Requirements.
 - b. A minimum of 18-semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
 - c. Obtainment of a minimum of a cumulative CSU transferable grade point average of 2.0.
 - d. Complete a minimum of 12 semester units in residence at the college granting the degree.
3. Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Board Policy 4235 Credit for Prior Learning.
4. District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the California Community Colleges Chancellor's Office.
5. Requirements for Certificates of Achievement:
 - a. Successful completion of a course of study or curriculum that consists of 16 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
 - i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
 - b. Successful completion of a course of study or curriculum that consists of 8 or more semester units of degree-applicable credit course coursework if such certificate is approved by the state Chancellor.

- c. Content and assessment standards that ensure the certificate programs are consistent with the mission of the Compton Community College District.
6. Requirements for Certificates of Accomplishment:
- a. Successful completion of a course of study or curriculum that consists of fewer than 16 units of degree-applicable credit coursework. The certificate of accomplishment shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career.
 - i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
 - b. Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.
7. Requirements for Certificates of Competency/Completion:
- a. Successful completion of a sequence noncredit coursework designed prepare students for employment or to be successful in college-level coursework.
 - b. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.
8. 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.
9. Students qualifying for more than one Certificate of Achievement and who successfully complete the graduation application process will receive each certificate and have them posted on their transcripts.
10. Students qualifying for more than one Certificate of Completion/Competence and who successfully complete the graduation application process will receive each certificate and have them posted on their transcripts.
11. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.



TO: DR. KEITH CURRY, PRESIDENT/CEO

FROM: ELIZABETH MARTINEZ, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR
 JUAN TAVARES, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR

CC: ENROLLMENT MANAGEMENT COMMITTEE

DATE: JULY 22, 2021

SUBJECT: ENROLLMENT MANAGEMENT COMMITTEE 2021-2022 FUNDING
 RECOMMENDATIONS

The Enrollment Management Committee (EMC) met on Wednesday, July 21, 2021 to review, discuss and vote on the prioritization of Enrollment Management Plan funding requests. Funding requests were submitted on July 14, 2021 and accompanied Action Items in the Compton College 2024 Enrollment Management Plan. Participants in the meeting included: **Sheri Berger, LaVetta Johnson, Elizabeth Martinez**, Dr. Nelly Alvarado, Heather Parnock, and Dr. Cesar Jimenez (names bolded are voting EMC members).

Based on available funding, the following Enrollment Management Plan Action Items are recommended for funding for the 2021-2022 academic year:

Enrollment Management Committee 2021-2022 Funding Recommendations

EMC Priority	Tartar Completion by Design Phase	Action Plan Objective Number	Description	Original Request	Funding Amount Recommended
			2021-2022 Allocation	\$100,000.00	\$100,000.00
			Total	\$100,000.00	\$100,000.00
1.	Connection	1	Multimedia Advertising for bus shelter ads and the Department of Motor Vehicles (DMV).	\$40,000	\$36,000
2.	Connection	4	Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn).	\$16,000	\$16,000

3.	Entry	6	Translate the Dual Enrollment Student & Parent Orientation materials to Spanish as requested by unified school district partners	\$3,500	\$3,500
4.	Connection	21	Pay salaries and benefits of two Dual Enrollment Specialists salary after December 31, 2021. Currently, one of the DE Specialists is paid from the College Futures Foundation and the other is paid via Pritzker Foundation. Both funds will expire after December 31, 2021. These two positions are critical to support our Dual Enrollment efforts.	\$66,000	\$33,000
5.	Entry	4	To hire a provisional Student Services Advisor. Having a provisional Student Services Advisor will help with case management, TST programming, early alert follow up, and virtual steps to enrollment.	\$50,000	\$0
6.	Connection	6	Printing, postage, multimedia advertising for outreach campaigns. Graduate communications has already developed a flyer and brochure. The funding request will address the printing of the materials.	\$1,500	\$1,500
7.	Entry	17	Fall 2021 and spring 2022 welcome week prizes/incentives for students. Past prizes have consisted of technology items from the bookstore to gift cards to a virtual escape room	\$12,000	\$5,000
8.	Entry	8	For additional units for emails and text messages, via Sparkpost and Twilio	\$5,000	\$5,000

9.	Professional Development	24	To offer professional learning opportunities to enhance faculty abilities to teach “learners” in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines. Career Ladders Project.	\$10,000	
			Recommendations Total	\$100,000	\$100,000
			<i>Remaining Balance for 2021-2022</i>	<i>\$0</i>	<i>\$0</i>

Notes:

- For item 4, in efforts to address this need, the EMC has suggested to fund one position instead of two. The committee recommended funding of \$33,000.
- For item 9, although it was a priority for the EMC there is not sufficient funds to support this request. It is recommended that other funding options be explored, including SEA funds.
- For item 7, funds for this were previously funded by Guided Pathway. In efforts to provide more funding to other proposals, the committee has recommended funding for \$5,000.
- The EMC was unsure as to whether this request was already funded through ITS. If so, the committee suggested that the \$5,000 for this item be moved to partially fund item 9.

Fall 2023 and Spring 2024 Board Policy and Administrative Regulation Flow Chart

1. Meet with faculty member(s) who have expertise in the area to make track changes.
2. Send to appropriate committee, if necessary, with track changes for review/approval.
3. Send to Vice President of Academic Affairs so Deans and Directors can review and add potential track changes.
4. Send to AS for with track changes for review and approval.

BP and AR	Title	Anticipated Board Date and Steps in the Process	Reason for Review
<p>BP 4021</p> <p>AR 4021</p>	<p>Program Discontinuance</p>	<p>BOT: May 2024</p> <p><i>1. Sean Moore and Susan Johnson Revised on 7-31-23</i></p> <p><i>2. Scheduled to be reviewed/approved by the Curriculum Committee on October 10, 2023.</i></p>	<p>Regular Update</p>
<p>BP 4020</p> <p>AR 4020</p>	<p>Program and Curriculum Development</p>	<p>BOT: December 12, 2023</p> <p><i>1. Sean Moore and Susan Johnson Revised on 7-31-23</i></p> <p><i>2. Curriculum Committee Review/Approved on 9-12-23</i></p> <p><i>3. Sent to VP Berger on 9-13-23 to have Deans and Directors Review.</i></p>	<p>Title 5 changes</p>
<p>BP 4100</p> <p>AR 4100</p>	<p>Graduation Requirements for Degrees and Certificates</p>	<p>BOT: December 12, 2023</p> <p><i>1. Sean Moore and Susan Johnson Revised on 7-31-23</i></p> <p><i>2. Curriculum Committee Reviewed/Approved on 9-26-23.</i></p> <p><i>3. On 9-29-23 Sean Moore requested Susan Johnson send me the documents with</i></p>	<p>Title 5 changes</p>

		<i>comments from the 9-26-23 Curriculum Committee meeting.</i>	
N/A AR 4103	Cooperative Work Experience	BOT: January 2024 <ol style="list-style-type: none"> 1. <i>Sean Moore and Michael Vanoverbeck will be meeting in October. Michael Vanoverbeck received essential documents in September.</i> 2. <i>Michael and Sean Moore are scheduled to meet via Zoom on October 8, 2023.</i> 	Title 5 changes
AR 4105	Distance and Correspondence Education	BOT: Title 5 Changes <u><i>Note: Carlos Maruri Began this Review Process.</i></u> <ol style="list-style-type: none"> 1. <i>Dr. Berger wrote, "A draft came forward in spring, and then there were Title 5 changes. I shared with Carlos the CCLC template as it seemed the AR was more than what was needed based on the template. He reached to DEAC, I believe, but you might check with him."</i> 2. <i>Sean Moore emailed Distance Education Coordinator, Brad Conn, on 7-25-23 requesting the DEAC team review/approve the document.</i> 3. <i>Brad met with Jasmine Phillips and Susan Johnson to revise the document.</i> 4. <i>The document was approved on by DEAC on 9-26-23</i> 5. <i>Document sent to Dr. Berger for Deans and District managers to review on 9-26-23.</i> 6. <i>Deans and District managers will meet on Thursday, October 5, 2023</i> 	Title 5 Changes

AR 4222 (New/Use CCLC)	Remedial Coursework	BOT: April 2024	This is new and based on Title 5 changes.
AR 4225	Course Repetition	BOT: April 2024	Title 5 changes prompting the update.

Note: If any faculty member would like to be part of the revision process please contact Academic Senate President, Sean Moore. For example, we have not begun AR 4222 or AR 4225. .