Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Noemi Monterroso, Secretary
Date: March 21, 2024   **Time:** 2:00-3:30 p.m.   **Location: In Person – IB1-106 & Zoom**
Voting members must attend in person.
https://compton-edu.zoom.us/j/85760829993

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.

23 Voting Members
__ Blake, Eckko
__ Elfarissi, Hassan
__ Ekimyan, Roza
__ Hobbs, Charles
__ Lopez, Karina
__ Lopez, Nathan
__ Martinez, Jose
__ Martinez, Victoria
__ Maruri, Carlos
__ Moldoveanu, Minodora
__ Monterroso, Noemi

__ Moore, Sean
__ Morales, Janette
__ Schwitkis, Kent
__ Tavarez, Juan
__ Thomas, Shirley
__ Uch, Mandeda
__ Valdry, Andree
__ Van Overbeck, Michael
__ West, Pamela
__ Woodward, Valerie
__ Joanna Wyatt

Ex-Officio Voting Members
__ Conn, Brad-DEFC
__ Moore, Sean-Curric. Chair
__ Morales, Janette-Un. Pres.

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 March 7th, 2024**
4. **Reports**
   a. President's Report
   b. Associated Student Government (ASG) Report
   c. Vice President's Report
   d. Curriculum Report
   e. Accreditation Faculty Coordinator Report
   f. Academic Affairs 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. Student Learning Outcomes (SLO) Coordinator Report

5. **Consent Items**
   a. <u>2-Year CTE Course Review—No proposed changes—DE Addendum</u>: BUS 112 – Advertising; BUS 114 – Marketing; BUS 115 - Business Mathematics; BUS 117 - Personal Finance; BUS 119 - Principles of Retailing Management; BUS 122 - Human Relations in Organizations; BUS 124 - Small Business Entrepreneurship; and BUS 125 - Introduction to Business.
   b. <u>Course Review—Conditions of Enrollment—Remove Prerequisite</u>: ENGL 150 - Survey of British Literature I.

6. **Unfinished Business**

   a. 2nd Read/Vote: NACCC 2023 Staff Survey Summary Report
   b. 2nd Read/Vote: BP/AR 4021 – Program Discontinuance
   c. 2nd Read/Vote: AR 4103 – Cooperative Work Experience
   d. 2nd Read/Vote: AR 5011 – Admission and Concurrent Enrollment

7. **New Business**
   a. 1st Read: AR 4051- High School Agreements
   b. 1st Read: AR 4250 - Probation
   c. 1st Read: AR 4255 – Dismissal and Readmission

8. **Discussion Items**

   a. AADES - Ghana Trip – Who Should Be Able to Attend?: Full-Time and Part-Time Faculty?
   b. Should We Continue Having Standing Reports for the Senate Committees, Or Move to Reporting On An As Needed Basis?
   c. The Need for a Dual Enrollment Taskforce
   d. Increasing Focus on Career Preparation in Our Courses and as a College
   e. Ideas of Issues to Tackle as a Senate

9. **Informational Items**

    a. [AB 607](#) – on OER/ZTC
    b. Committee Vacancies
            1. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
      2. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
      3. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
      4. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
      5. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
      6. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
      8. Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
      9. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
      10. Health Benefits Committee – 1 faculty (as co-chair)
      11. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

10. **Future Agenda Items**

11. **Public Comment**

12. **Adjournment**

> **Next Scheduled Meeting: April 6th, 2024**
> **Location: IB1-106**

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	IB1-106
September 21	Board Room	March 7	IB1-106
October 5	Board Room	March 21	IB1-106
October 19	Board Room	April 4	IB1-106
November 2	Board Room	April 18	IB1-106
November 16	Board Room	May 2	IB1-106
December 7	Board Room	May 16	IB1-106
		June 6	IB1-106

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)
Su (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
Date: March 7, 2024   **Time:** 2:00-3:30 p.m.   **Location: In Person – IB1-106**

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23 Voting Members
_X_ Blake, Eckko
_X_ Elfarissi, Hassan
_X_ Ekimyan, Roza
_X_ Hobbs, Charles
_X_ Lopez, Karina
_X_ Lopez, Nathan
__ Martinez, Jose
_X_ Martinez, Victoria
__ Maruri, Carlos
_X_ Moldoveanu, Minodora
_X_ Monterroso, Noemi

_X_ Moore, Sean
_X_ Morales, Janette
_X_ Schwitkis, Kent
_X_ Tavarez, Juan
__ Thomas, Shirley
_X_ Uch, Mandeda
_X_ Valdry, Andree
_X_ Van Overbeck, Michael
_X_ West, Pamela
_X_ Woodward, Valerie
_X_ Joanna Wyatt

Ex-Officio Voting Members
__ Conn, Brad-DEFC
_X_ Moore, Sean-Curric. Chair
_X_ Morales, Janette-Un. Pres.

Guests
_X_ Berger, Sheri-VP Ac. Aff.
Corina Diaz, Mayela Rodriguez,
Keith Curry, Liliana Huerta,
Jennifer Burchett, Rebekah
Blonshine, Lorena Villarreal

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 at 2:04pm**

2. **Approval of Agenda**
   - **Kent S. motioned to approve agenda. Roza E. seconded. Approved**

3. **Review and Approval of Minutes from December 7th, 2023**
   - **Sean M. motioned to approve minutes. Pam W. seconded. Approved**

4. **Reports**
   a. President's Report – Minodora Moldoveanu
      o AI detection option in Turnitin is now active in Canvas. Contract goes through July 31st. Will be evaluating other vendors to provide AI detection service and are cost effective
      o Senate meetings will be held in IB1 building rest of semester
      o Conferences coming up include… Guided Pathways Conference, ASCCC, NCORE
   b. Associated Student Government (ASG) Report
   c. Vice President's Report – Sean Moore
      o Life Skills courses were approved to be launched in SSCI GPD meeting
      o AR4105 High School Agreement was reviewed in the last BIST GPD meeting
      o AR4222 Remedial Coursework was reviewed at the last STEM and FACH GPD meeting
      o Curriculum Committee will be discussing forming a team to address the implementation of revisions to associate degree regulations, Title 5 55060-66062 will create a team to revisit title 5 changes to AA regulations
      o Today we will be reviewing AR/BP4021 Program Discontinuance as a regular update, AR4103 Work Experience Education due to Title 5 changes
      o STEM and Counselor vacancy in the Curriculum Committee
   d. Curriculum Report
   e. Accreditation Faculty Coordinator Report – Sheri Berger
      o The college received 2 commendations and no recommendations
      o Exit report is being reviewed for errors of fact and will report to visiting team
      o We are now on a 7-year Accreditation cycle. Next Accreditation site visit expected to be in 2031
      o Work to be done: DE substantive change due to change in regulation. Each commission must have new criteria for what qualifies as Distance Education. Group will look at what will be required, not too many changes are expected to need to be done, much of the work was done in 2021
   f. Academic Affairs Report – Sheri Berger
      o AB1705 – set up a meeting with math faculty since there is a new implementation date to look at Calculus sequence and whether we can have transfer level prerequisites. A letter the college received states that students will need to be placed in Calculus 1 if HS GPA 2.6 or above by Fall 2025
      o AB928: CalGETC – students need to be placed in ADT Program of Study if their goal is to transfer and we have the ADT for the major they are interested. Implementation is Fall 2025
      o Title 5 change requires changes to local GE patters that will have a minimum 21 units (currently 18 units) and removes Health/Physical Education area
   g. Distance Education Faculty Coordinator (DEFC) Report – Nathan Lopez
      o No report

h. Faculty Development Committee Report – Corina Diaz
   o Dates for Teaching and Learning Trainings: 3/29 11am – 12pm, 4/26 12-1pm, 4/26 1-2pm, 5/10 10am-12pm, 5/17 1-2:30pm. Ask Corina for more details
   o Reports for training attended: Community of Learning Symposium 5/17 1-230pm.
i. Enrollment Committee Report
j. Open Educational Resources (OER) Committee Report – Nathan Lopez
   o No Report
k. LGBTQ+ Committee Report
l. First Year Experience (FYE) Committee Report
m. Student Learning Outcomes (SLO) Coordinator Report

5. **Presentation**
   a. Dr. Keith Curry
      o Dr. Curry provided presentation with updates on the 23-24 President/CEO Priorities, Facilities Update, and items the administration and the Academic Senate will be working on together during SP'24
      o Student Housing Complex groundbreaking will be held 6/3 @ 4pm
      o IB2 – hopefully opens SP24. Waiting for doors. Furniture and technology are in there
      o AB359 – Dual Enrollment regulations update
      o Concern with ESTU courses offered at High Schools. HS are requesting all ESTU to be taught at HS but it's not a good fit at this time for the college.
      o Minodora: Chancellor is trying to increase DE offerings?
        ▪ Fear the number of audits will increase (for example having students sitting in class and not being enrolled then trying to late add and back date it can lead to an audit finding)
        ▪ Currently trying to improve DE processes instead of increasing offerings. For example, the college will be using Dualenroll.com for dual enrollment applications
      o Is there a way for all DE courses to be offered on campus?
        ▪ K-12 districts want courses at their schools
      o Contact division chair and dean if faculty encounter any issues teaching DE courses

6. **Consent Items**
   • **Sean M. motioned to approve Consent Agenda Items. Roza E. seconded. Approved**
   a. Course Inactivation: BUS - 103 Intermediate Accounting; BUS - 104 Intermediate Accounting; and BUS - 109 Quick Books.

Kent S. motioned to address Item 8a next. Sean M. seconded

7. **Unfinished Business**
   a. Compton College CCCCO Feedback to EEO Plan 2023-2026
      o **Kent S. motioned to open discussion on item 7a. Michael V. seconded**
      o Question: Does Plan discuss how to increase the pool of applicants?
        ▪ Component 13 addresses this: Analyzing job descriptions with DEIA lens, create methodology around updating job description and job announcements
      o Question: Does Plan address diverse opportunities to do job posting in different platforms?
        ▪ Addressed in Appendix A. Also, advertising is expensive but reach out if hard to fill position can be advertised in a different location not already advertised in
      o **Michael V. motioned to approve document. Hassan E. seconded. Janette M. and Roza E. Abstain. Approved**

8. **New Business**
    a. Equivalency for Biology for Prof. Arneisha Bryant-Horn
        o   **Roza E. motioned to open discussion on item 8a. Nathan L. seconded**
        o   **Nathan L. motioned to approve decision. Valerie W. seconded. Approved**
    b. NACCC Staff Survey
        o   **Roza E. motioned to open discussion on item 8b. Charles H. seconded**
        o   **Roza E. motioned to close discussion on item 8b. Michael V. seconded**
    c. BP/AR 4021
        o   **Michael V. motioned to open discussion on item 8c. Charles H. seconded**
        o   **Kent S. motioned to close discussion on item 8c. Roza E. seconded**
    d. AR 4103
        o   **Michael V. motioned to open discussion on item 8d. Roza E. seconded**
        o   Used to be primarily CTE, is it the same? It is, the AR is outlining the process. Just the name changed and changes to meet Title 5 regulations. It expands and does not just include CTE.
        o   Actual programs were deleted, should they be included? Will follow up with Dr. Berger
        o   **Sean M. motioned to close discussion on item 8d. Michael V. seconded**
    e. AR 5011
        o   **Michael V. motioned to open discussion on item 8e. Charles H. seconded**
        o   **Sean M. motioned to close discussion on item 8e. Michael V. seconded**

Meeting adjourned at 3:31pm

9. **Discussion Items**
    a. Dual Enrollment and the Need for a Dual Enrollment Taskforce
    b. Increasing Focus on Career Preparation in Our Courses and as a College
    c. Ideas of Issues to Tackle as a Senate

10. **Informational Items**
    a. Dr. Curry's Response to Senate Decisions Jan. 3, 2024
    b. Library/Student Success Center Renaming Request
    c. Compton College's Economic Impact on the Surrounding Community
        i.   Impact Analysis Comparison
        ii. Compton Fact Sheet
        iii. Compton Executive Summary
        iv. Compton College Economic Impact (Ligthcast)
    d. Committee Vacancies
        1. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
        2. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
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        5. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
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        8. Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
        9. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom

10. Health Benefits Committee – 1 faculty (as co-chair)
11. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

    d. SLO Completion:

Organization	Course Code	Total Distributed Scorecards	Total Completed Scorecards
Administration of Justice		45	29
Air Conditioning & Refrigeration		16	14
Art		54	50
Astronomy/Physics		69	69
Auto Collision Repair/Painting		22	22
Automotive Technology		16	16
Biological Sciences		140	112
Business		51	51
Chemistry		51	41
Child Development		102	97
Communication Studies		69	57
Computer Information Systems		64	53
Cosmetology		82	80
Dance and Theatre		49	47
Engineering Technology		38	38
English as a Second Language		24	19
English Lit/Rhetoric & Composition; Academic Strategies; and, Humanities		209	184
Ethnic Studies		27	22
Fire & Emergency Technology		1	1
General Sciences/ General Studies/ Biological and Physical Sciences		44	32
General Studies		22	20
General Studies (includes Anthropology, Women's Studies, Economics)		126	91

History		82	62
Human Development		52	43
Kinesiology and PE		118	89
Languages		94	85
Liberal Studies		10	10
Library and Library Science		4	3
Machine Tool Technology & Manufacturing Technology		17	17
Mathematics		195	170
Music		50	28
Nursing		287	172
Political Science		55	52
Psychology		96	89
Social Media & Film/Video		23	23
Sociology		2	1
Welding		16	15
Grand Total		**2422**	**2004**

11. Future Agenda Items

12. Public Comment

13. Adjournment at 3:31pm

Next Scheduled Meeting: March 21st, 2024
Location: IB1-106

NACCC Staff Survey

NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATES

NACCC Staff Survey Summary Report
COMPTON COLLEGE

SPRING 2023 Administration

> CONTENT

NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives in higher education institutions on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all members of their community. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a trio of quantitative national surveys of higher education institutions and is informed by more than a decade of our center's climate work. The NACCC offers web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The surveys have been designed specifically for and tested by higher education students, faculty, and staff at community colleges and four-year postsecondary institutions across the country.

NACCC CONTENT AREAS	Workplace Mattering	Racial Learning and Literacy	Encounters with Racial Stress
	Workplace Equity	Appraisals of Institutional Commitment	Impact of External Environments

NACCC TOOLS

The NACCC team is committed to creating a culture of data transparency and utilizing data to inform existing and potential issues related to DEI. We have developed tools such as the NACCC Data Walk Poster to help campuses to engage in meaningful and educational conversations using their NACCC data. To learn different NACCC tools and ad hoc services offered by NACCC, visit https://sites.google.com/usc.edu/naccctools

NACCC DEVELOPMENT & METHODOLOGY

Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with staff of higher education institutions employed at community colleges and four-year institutions across the United States. In these interviews, staff completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

Advisory Panel and Peer Review

College and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

USC Equity Institutes

As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit https://race.usc.edu/college/

COMPTON COLLEGE

RESPONDENT DEMOGRAPHICS

All COMPTON COLLEGE staff (*N*=217) were invited to participate in the NACCC survey in Spring 2023. In total, 123 staff responded to the survey for a response rate of 56.7%.

*Respondents who completed at least the Workplace Mattering section of the survey (the first content area section) were included in the report.

Racial/Ethnic Identity

2 Asian	7	(05.7%)
3 Black	46	(37.4%)
4 White	11	(08.9%)
5 Hispanic/Latinx	46	(37.4%)
8 Native Hawaiian/Pacific Islander	1	(00.8%)
9 Another group not listed	4	(03.3%)
10 Two or more races	8	(06.5%)

*Findings are not reported for race/ethnic group sizes under five.

Gender Identity

Cisgender Woman	68	(55.3%)
Cisgender Man	40	(32.5%)
Other Gender (transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed)	15	(12.2%)

Sexual Orientation

Heterosexual	111	(90.2%)
LGBQA+ (lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed)	12	(09.8%)

Age

18–34	21	(17.1%)
35–44	23	(18.7%)
45–54	39	(31.7%)
55–64	21	(17.1%)
65 and older	8	(06.5%)
Missing	11	(08.9%)

Years of Service

2 years or less	33	(26.8%)
3–5 years	30	(24.4%)
6–10 years	15	(12.2%)
11–20 years	13	(10.6%)
21–30 years	19	(15.4%)
More than 30 years	2	(01.6%)
Missing	11	(08.9%)

WORKPLACE MATTERING

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the extent to which they feel they matter at their institutions and also to campus community groups. They indicate how much support they receive from their supervisor/unit leader, how often they experience disrespectful behavior in the workplace, and the degree to which their perspective is valued in workplace decision-making processes.

Key topics include:
>> Perceptions of mattering at institution
>> Level of comfort in engaging in the workplace
>> Personal sense of well-being
>> Feelings of support and respect in the workplace

90% of White staff indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

48% of staff of color indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.
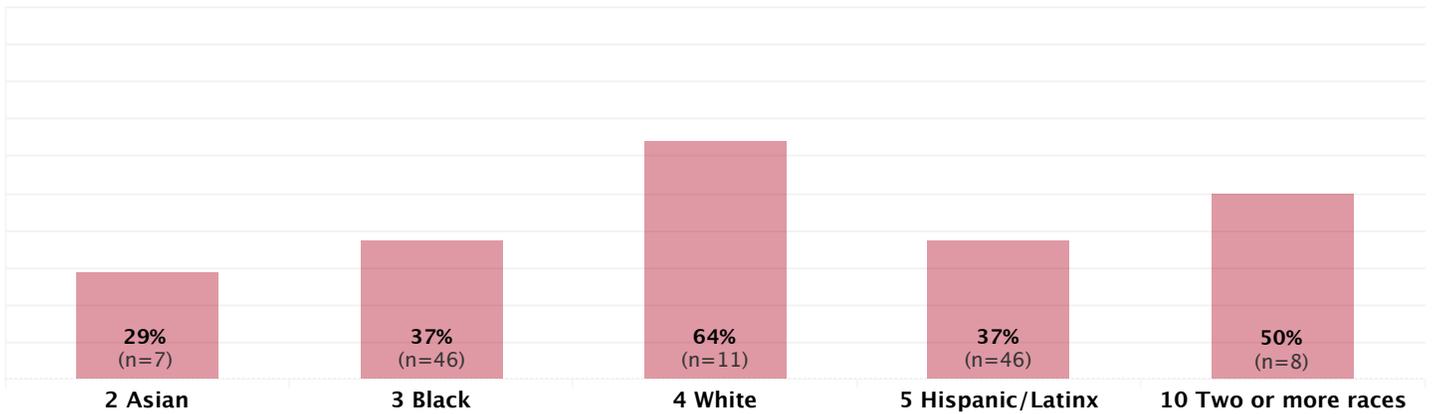
KEY GOALS IN THIS CONTENT AREA

>> Encourage a culture of support and respect where all staff, regardless of their racial and ethnic background can feel safe and comfortable to engage in their workplace.

>> Prepare college and university leaders to create a respectful and culturally sustaining environment in which staff, including racially minoritized staff, believe they matter.

In the NACCC survey, mattering is defined as others noticing and caring about what you think, want, and have to say.

WORKPLACE MATTERING

% of staff who reported they <u>mostly or strongly matter</u> at COMPTON COLLEGE

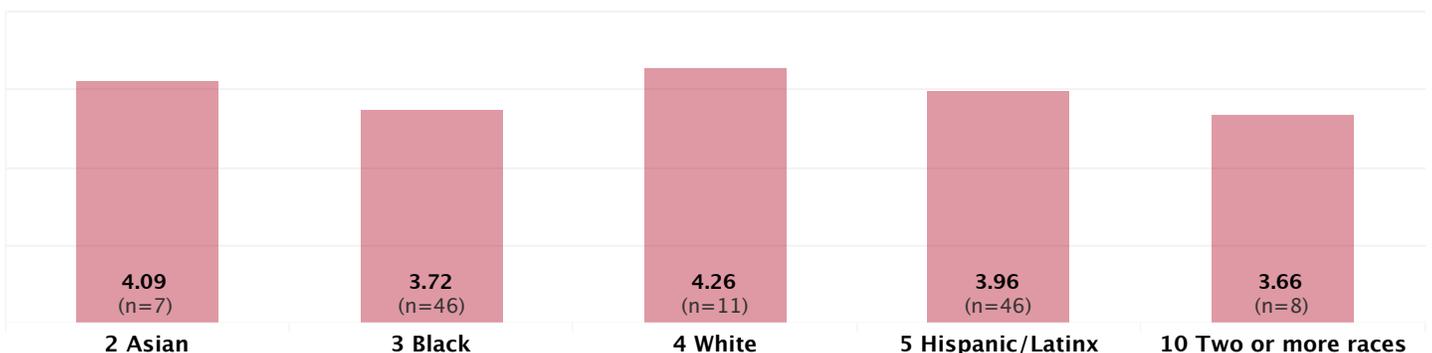| 2 Asian	3 Black	4 White	5 Hispanic/Latinx	10 Two or more races
29% (n=7)	**37%** (n=46)	**64%** (n=11)	**37%** (n=46)	**50%** (n=8)

Why This Matters: National data indicates that Whites represented the majority of all non-instructional staff positions on campus (National Center for Education Statistics, 2020). We must provide all employees with a safe space to voice their concerns and ensure that racially minoritized employees' perspectives and experiences are represented and heard. The goal is to ensure all employees feel seen, heard, and cared for in the workplace.

Care and Support from Supervisor or Unit Leader

Mean Factor Score on a Scale of 1 (strongly disagree) to 5 (strongly agree)

Staff rated their supervisor/unit leader on the following statements:
(1) cares about my professional growth; (2) cares about my work-life balance; (3) values and appreciates my work;
(4) acknowledges the challenges of my work; (5) listens to my needs; (6) gives me time-off or resources for my self-care;
(7) cares about my physical health; (8) cares about my mental health.

2 Asian	3 Black	4 White	5 Hispanic/Latinx	10 Two or more races
4.09 (n=7)	**3.72** (n=46)	**4.26** (n=11)	**3.96** (n=46)	**3.66** (n=8)

> RECOMMENDED ACTION ITEMS IN
WORKPLACE MATTERING

ENGAGE RACE-CONSCIOUS PRACTICES

>>Collaborate with Institutional Research and/or Information Technology departments to track staff retention data by demographics, including, but not limited to: race, (dis)ability status, gender, and citizenship status. Work with Human Resources; Diversity, Equity, and Inclusion (DEI); and Wellness departments to create new initiatives to retain staff–particularly certain groups that have the lowest retention.

SUPPORT RACE AFFINITY STAFF GROUPS

>> Assess the racial composition on campus and the need for new or additional racial affinity staff group(s) on campus. Connect qualified people to initiate and be in charge of the new groups. Support the staff groups with logistical and strategic guidance, as well as financial support.

>> Incorporate racial affinity groups into the campus-wide DEI strategic planning process and actively seek recommendations from them. Make sure their voices are heard in the DEI conversations, especially regarding staff hiring, retention, and well-being.

CREATE OPPORTUNITIES TO APPRECIATE STAFF OF COLOR

>>Create events where campus leaders can appreciate the presence of staff of color and international staff on campus on a regular basis. Show respect and attention to staff by carefully listening to their concerns and receiving their feedback.

MAKE DATA-INFORMED DECISIONS

>>Identify racial disparities in staffs' sense of mattering using the NACCC data and prioritize support for groups with the highest needs.

CREATE RACIAL DIALOGUE OPPORTUNITIES

>>Create on-going opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Mattering content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 710: Assessing Racial Equity Through Disaggregating Data
REC 718 Recruiting and Selection of Professionals of Color
REC 719 Retention and Advancement of Professionals of Color

o8 |

RACIAL LEARNING AND LITERACY

NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider the ways in which they learn about race in the workplace. They also indicate their knowledge related to workplace racism policies and report their knowledge of workplace diversity, equity, and inclusion (DEI) practices. Additionally, they report on the frequency of their conversations regarding racial inequity and injustice with campus community groups. They also indicate their satisfaction with DEI-related training received from their institution.

Key topics include:
>> The sources of racial learning
>> Frequency of talking about racial inequity and injustice
>> Knowledge of creating an environment that supports racially minoritized groups

75% of White staff were satisfied with the overall quality of the racial equity, diversity, and inclusion training from COMPTON COLLEGE

58% of staff of color were satisfied with the overall quality of the racial equity, diversity, and inclusion training from COMPTON COLLEGE

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.
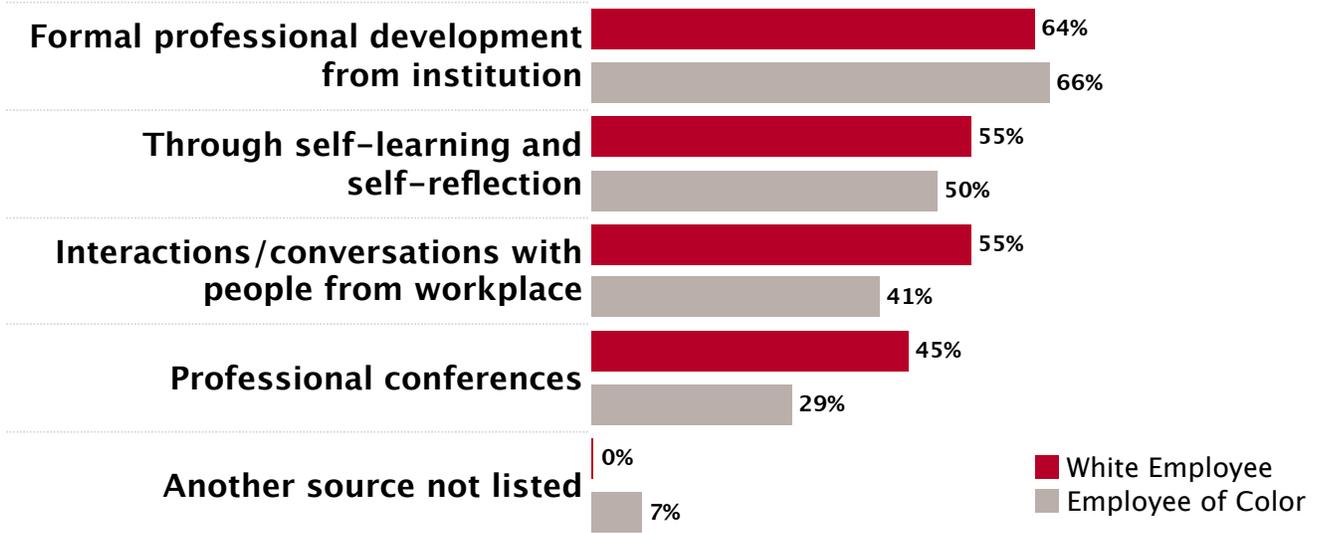
KEY GOALS IN THIS CONTENT AREA

>> Improve staff's understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.

>> Develop and nurture staff's abilities to create an environment where people of all races and ethinicities can thrive.

>> Lessen the cultural labor experienced by racially minoritized staff by improving racial literacy and racial competency among all employees.

In the NACCC survey, racial diversity is defined as the extent to which a variety of different racial groups are represented.

RACIAL LEARNING AND LITERACY

Sources of Racial Learning

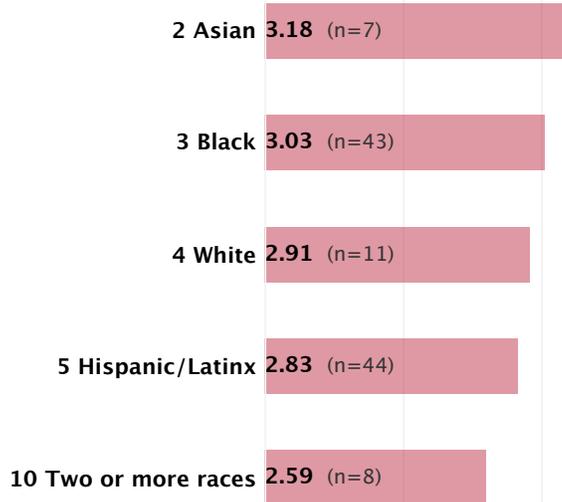% of staff who reported they have learned about race from the following sources

_____

Formal professional development from institution
- White Employee: 64%
- Employee of Color: 66%

Through self-learning and self-reflection
- White Employee: 55%
- Employee of Color: 50%

Interactions/conversations with people from workplace
- White Employee: 55%
- Employee of Color: 41%

Professional conferences
- White Employee: 45%
- Employee of Color: 29%

Another source not listed
- White Employee: 0%
- Employee of Color: 7%

■ White Employee
■ Employee of Color

Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, it is important to prepare employees for campuses reflecting this shift and equip them with knowledge and skills to promote racial equity.

Knowledge of Responding to Racism: Policies and Resources

Mean Factor Score

Staff rated on a scale of 1-5, how knowledgeable they are about the following policies or resources at COMPTON COLLEGE:
1=not at all; 2=slightly; 3=somewhat; 4=very; 5=extremely knowledgeable.

(1) How racism is defined at COMPTON COLLEGE;
(2) How to respond to or act against a racist incident at work;
(3) Where to find resources if you or a colleague experienced a racist incident at work;
(4) Where to make a report of a racist incident at work.

- 2 Asian: **3.18** (n=7)
- 3 Black: **3.03** (n=43)
- 4 White: **2.91** (n=11)
- 5 Hispanic/Latinx: **2.83** (n=44)
- 10 Two or more races: **2.59** (n=8)

> RECOMMENDED ACTION ITEMS IN
RACIAL LEARNING AND LITERACY

PROVIDING TRAINING FOR INCLUSIVE ENVIRONMENTS

>>Provide an annual diversity, equity, and inclusion (DEI) training session which explains and discusses implicit biases and microaggressions for staff. Each division and department should be encouraged to have their own training session for their staff. (Center for Urban Education. (2020). Laying the groundwork: Concepts and activities for racial equity work. Rossier School of Education, University of Southern California, 11-16.)

>>Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills. (Equity Now by USC Race and Equity Center. https://www.equitynowseries.com/)

LEARN FROM SUCCESSFUL EXAMPLES

>>Determine which divisions or departments on campus have been successful at recruiting and retaining diverse and minoritized staff, and share their practices across campus.

BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

>>Engage and incentivize departmental and cross-departmental conversations about racial equity. Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

>>Host a DEI book club facilitated by a DEI expert on campus with a community agreement or guideline.

BUILD A CULTURE OF EQUITY-MINDED LEADERSHIP

>>Institute professional development for leadership to prioritize understanding not only of the effects of racial violence on staff, but also microaggressions and their impact on staff productivity and well-being. This professional development should include the skills to confront and intervene as a bystander when these incidents occur in the workplace.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:
REC 711: Making Racial Equity Data Transparent
REC 727: Communicating Institutional Progress on Racial Equity Goals
REC 728: "But I'm Not a Racist!": Navigating the Defensive Emotions of Campus Racial Conflict
REC 730: Identifying, Understanding, and Confronting Implicit Bias

ENCOUNTERS WITH RACIAL STRESS

NACCC CONTENT AREA DESCRIPTION

NACCC respondents identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. They also indicate the impact of these encounters on their personal well-being. Additionally, they report the degree to which racism is a problem at their institutions as well as in the immediate work environment.

Key topics include:
>> Experiences with various racist incidents
>> Frequency of experiencing racism and impact on personal well-being
>> Frequency of experiencing racism from campus community groups and non-institutional affiliated work correspondents

30% of White staff reported ever experienced racism at COMPTON COLLEGE

36% of staff of color reported ever experienced racism at COMPTON COLLEGE

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Significantly reduce, if not entirely eliminate, the frequency with which employees experience racial stress by disrupting oppressive practices and providing support for those on the margins.
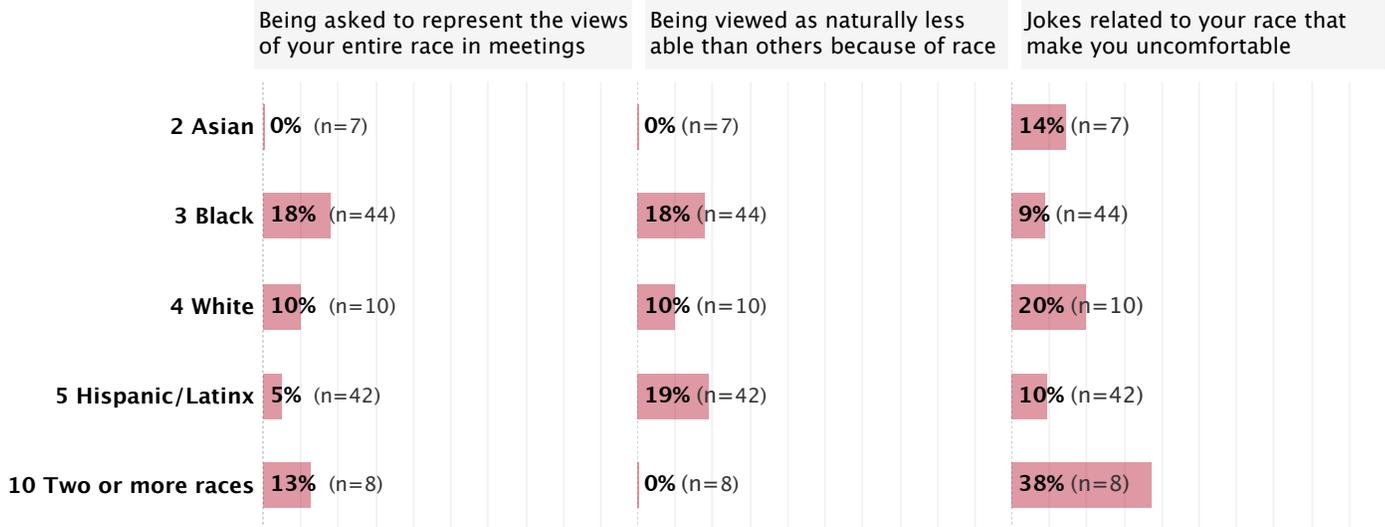
>> Provide sustainable resources for employees to address mental and emotional health concerns related to encounters with racial stress.

In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at people based on their race.

ENCOUNTERS WITH RACIAL STRESS
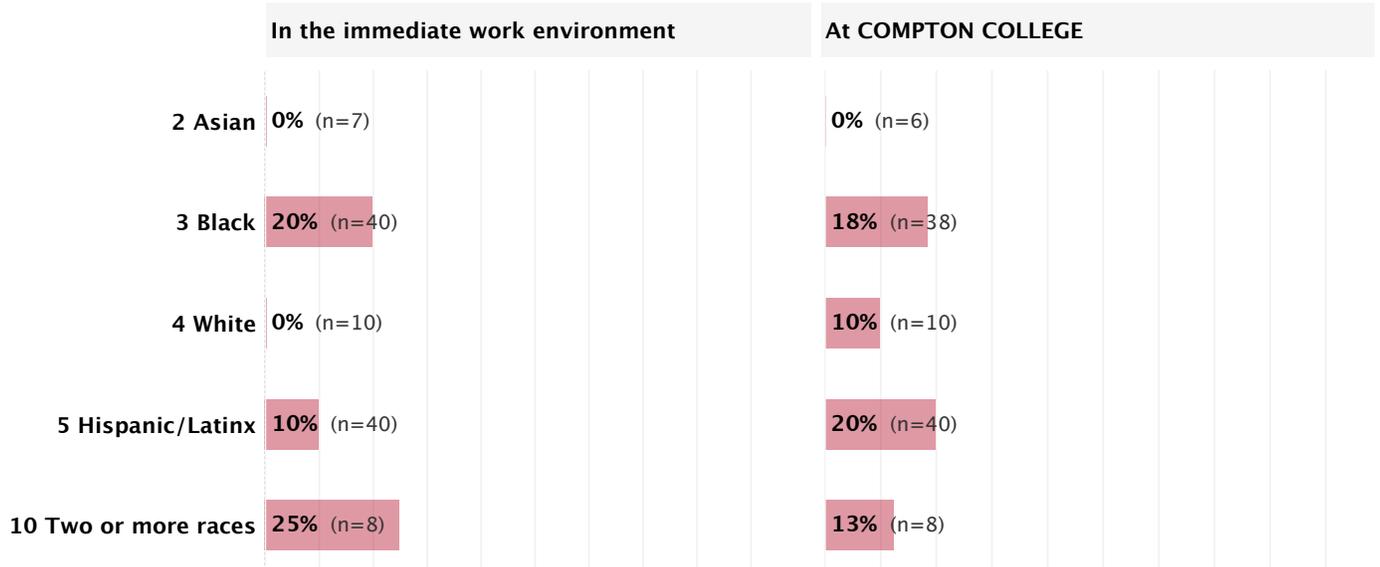
Prevalence of Racial Microaggressions
% of staff who reported they have ever experienced the following on campus

	Being asked to represent the views of your entire race in meetings	Being viewed as naturally less able than others because of race	Jokes related to your race that make you uncomfortable
2 Asian	0% (n=7)	0% (n=7)	14% (n=7)
3 Black	18% (n=44)	18% (n=44)	9% (n=44)
4 White	10% (n=10)	10% (n=10)	20% (n=10)
5 Hispanic/Latinx	5% (n=42)	19% (n=42)	10% (n=42)
10 Two or more races	13% (n=8)	0% (n=8)	38% (n=8)

Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among employees of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

Problem Awareness
% of staff who reported racism is **mostly or completely** a problem in the following locations

	In the immediate work environment	At COMPTON COLLEGE
2 Asian	0% (n=7)	0% (n=6)
3 Black	20% (n=40)	18% (n=38)
4 White	0% (n=10)	10% (n=10)
5 Hispanic/Latinx	10% (n=40)	20% (n=40)
10 Two or more races	25% (n=8)	13% (n=8)

> RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

CREATE RACIAL STRESS SUBCOMMITTEE

>>Form a subcommittee to implement initiatives alleviating racial stress, composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

IDENTIFY RACE-RELATED STRESSORS

>>Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and move towards action.

>>Understand the additional responsibilities for staff of color who are frequently required or asked to serve as DEI-related committee members especially at a predominantly White institution. Emphasize and remind your campus community that promoting DEI on campus can be successful when every racial group participates, including White staff and faculty.

PROVIDE CULTURALLY RESPONSIVE MENTAL HEALTH CARE

>>Be aware of the unique stressors which staff of color are facing and understand the racial trauma they experience both on-campus and off-campus.

>>Hire professional counselors or coaches who are trained in cultural humility and racial stress to provide racial sensitive care to staff.

OFFER RACIAL HEALING CIRCLES

>>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building. (For additional information on racial healing circles: https://healourcommunities.org/wp-content/uploads/2021/12/Conversation-Guide_2022.pdf)

>>Equip campus leadership with the tools to address race-related controversies of the moment, and to initiate discussions about race.

PREPARE RESPONSE FOR RACIAL CRISIS

>>Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus. This response preparation should use different communication channels, including email communication, university media and newspaper delivery, public speech, and interview. Additionally, this response preparation should specifically address those impacted/harmed by the racial crisis incident(s).

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:
REC 706: Leading in Moments of Racial Crisis
REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

14

WORKPLACE EQUITY

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate their personal experience with discrimination based on their demographic characteristics (e.g., race, gender, age, sexual orientation). They report their experience receiving support for career success and advancement. Additionally, they report how accessible and transparent their institution's policies are related to promotion and tenure.

Key topics include:
>> Frequency of experiencing discrimination based on demographic characteristics
>> Level of support for career success and advancement
>> Accessibility and transparency of institutional policies related to promotion and tenure

33% of White staff somewhat or strongly agreed that promotions or tenure are given based on employee performance

29% of staff of color somewhat or strongly agreed that promotions or tenure are given based on employee performance

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

>> Create a more equitable workplace by eliminating discrimination stemming from age, disability status, gender, national origin, race, religion, sexual orientation, or other individual characteristics.

>> Account for identity-based power dynamics within the institutional context in which workplace equity is hindered.
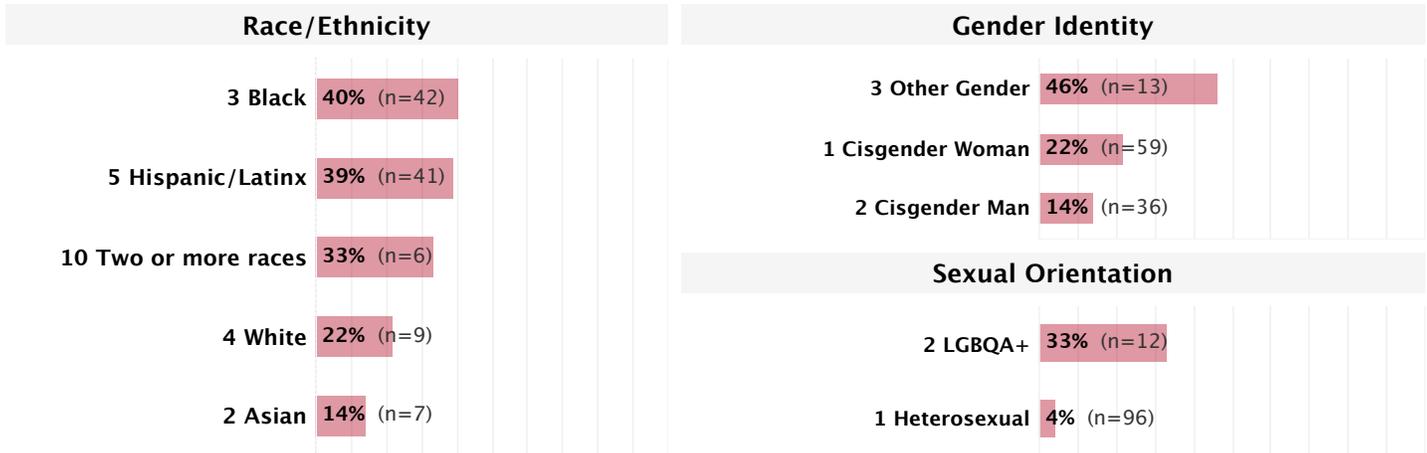
>> Provide resources to support an environment that centers employee health and wellness.

In the NACCC survey, respondents are asked how often they have personally experienced discrimination at their institution.

15

WORKPLACE EQUITY

Discrimination in the Workplace

% of staff who reported they have ever experienced discrimination based on the following identities
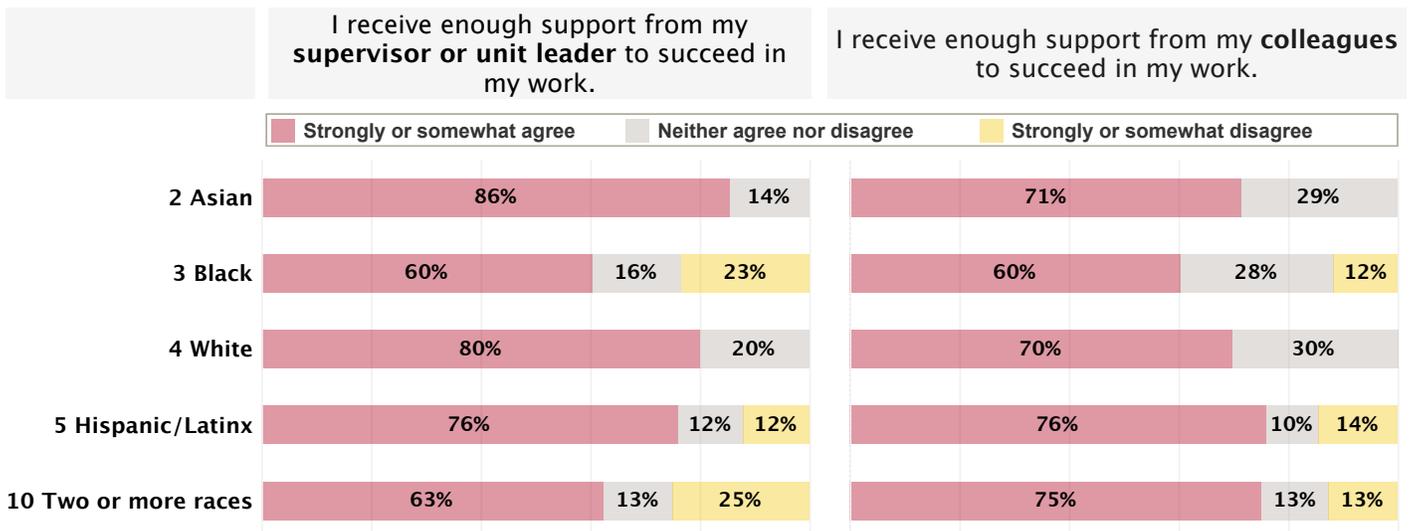
Race/Ethnicity

3 Black	**40%** (n=42)
5 Hispanic/Latinx	**39%** (n=41)
10 Two or more races	**33%** (n=6)
4 White	**22%** (n=9)
2 Asian	**14%** (n=7)

Gender Identity

3 Other Gender	**46%** (n=13)
1 Cisgender Woman	**22%** (n=59)
2 Cisgender Man	**14%** (n=36)

Sexual Orientation

2 LGBQA+	**33%** (n=12)
1 Heterosexual	**4%** (n=96)

*Other Gender Identity includes: transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed. || ***LGBQA+** includes: lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed. || Please refer to the data tables accompanying this report to view results by all identities surveyed.

Why This Matters: Discrimination experienced in the workplace stemming from gender, race, and other individual characteristics is one of the major reasons as to why someone leaves their organization. In order to recruit and retain more professionals with diverse backgrounds, we need to first understand the different types of identity-based discriminations and pay proactive attention to eliminating the exclusion and/or silencing of historically marginalized groups.

A Supportive Workplace

How much do you agree or disagree with the following statements?

	I receive enough support from my **supervisor or unit leader** to succeed in my work.			I receive enough support from my **colleagues** to succeed in my work.		
	Strongly or somewhat agree	Neither agree nor disagree	Strongly or somewhat disagree	Strongly or somewhat agree	Neither agree nor disagree	Strongly or somewhat disagree
2 Asian	86%	14%		71%	29%	
3 Black	60%	16%	23%	60%	28%	12%
4 White	80%	20%		70%	30%	
5 Hispanic/Latinx	76%	12%	12%	76%	10%	14%
10 Two or more races	63%	13%	25%	75%	13%	13%

*Percentages may not sum to 100 due to rounding.

> RECOMMENDED ACTION ITEMS IN
WORKPLACE EQUITY

CREATE A CAMPUS RACIAL EQUITY TEAM

>>Create a team of leaders, as well as faculty and staff members, and charge them with creating staff engagement and growth plans that provide opportunities for staff to express their workplace concerns and challenges they face on discrimination and equal opportunity.
(Guide for Composing A Campus Racial Equity Team by Center for Urban Education, https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a19eccedac416422701b6/1597643247590/2018+Equity+Team+Formation+Guide_Summer2020.pdf)

REVIEW GENDER AND RACIAL COMPOSITION AS WELL AS HIRING POLICIES

>>Assess gender and racial composition of current staff, especially leadership positions, to determine whether the staff population is diverse enough.

>>Compare historical hiring policies with current policies to explore how changes over time may have impacted hiring and talent acquisition patterns as well as staff diversity. Create a metric for diversity hiring and assess hiring practices regularly.

ADVANCE PROMOTION EQUITY AND TRANSPARENCY

>>Work with your Human Resources Department to clarify promotion procedures and policies including, but not limited to: pay adjustment, job title, required experiences and skill set, rank order, compensation, and procedures for internal communication. Encourage each department to document interviews and promotion procedures decisions taken (e.g., using a rubric or a scoring metric to prevent discrimination on the basis of gender, race, and other characteristics).

>>Make transparency a part of institutional policy and publicize promotion procedures within a department or a unit by giving staff access to information, holding a meeting for questions, and involving staff in decision-making processes.

REQUIRE DEI TRAINING FOR MANAGERS

>>Remind and emphasize to managers that they have the authority and responsibility to set the tone to create an equitable culture in their departments or units. Train them to put their commitment to diversity into action by holding monthly diversity talks or showing care and attention to staff of color, especially at a predominantly White institution.

OFFER BYSTANDER INTERVENTION AND REPORTING TRAININGS

>>Ensure staff learn how to intervene to stop an inappropriate situation and report an issue to Human Resources or Title IX departments to resolve harassment and discrimination issues when needed.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Equity content area include:
REC 717: Reducing Implicit Bias in the Search and Hiring Process
REC 721: Relationships of Power and Reducing Abuse of Power in the Workplace
REC 722: Cultivating a Local Pipeline for Diverse Institutional Leadership

APPRAISALS OF INSTITUTIONAL COMMITMENT

NACCC CONTENT AREA DESCRIPTION

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. They also assess institutional leaders' responses to racial problems on campus.

Key topics include:
>> Rating of campus racial diversity
>> Rating of how campus administration deals with racism or racist incidents
>> Rating of administration's commitment to campus racial equity and diversity

40% of White staff believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

38% of staff of color believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Achieve parity in the racial composition of college and university employees that mirrors student racial demographics, but recognize that changes in culture and climate, in step with demographic change, are also essential.

>> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.

>> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

In the NACCC survey, respondents are asked whether they believe campus leadership deals with racism and racist incidents effectively, and has a long-term DEI commitment.

APPRAISALS OF INSTITUTIONAL COMMITMENT

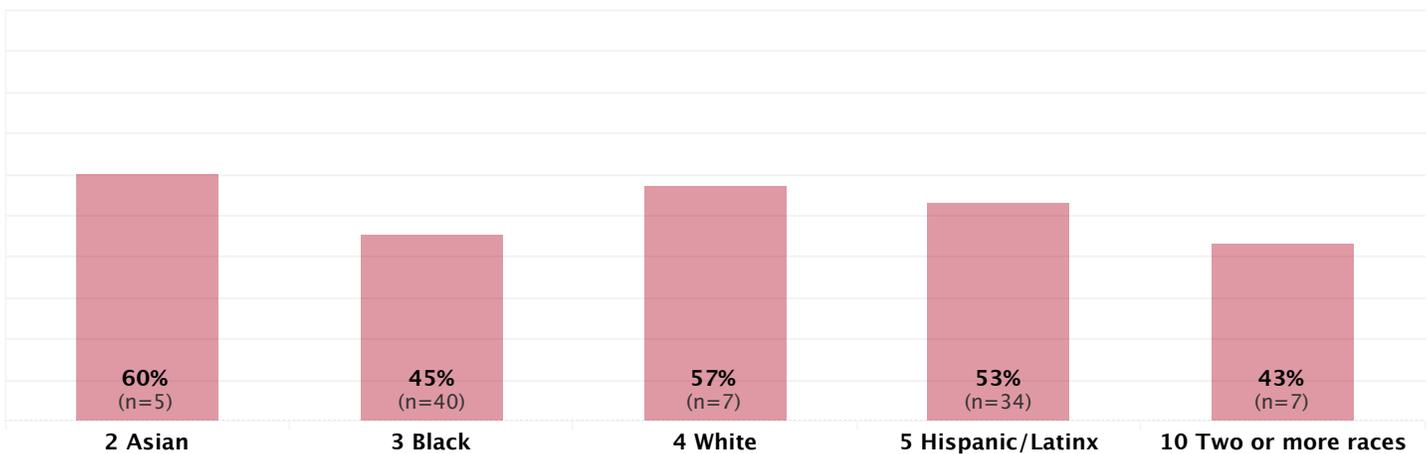## Institutional Commitment to Equity and Diversity

% of staff who believe COMPTON COLLEGE
is **mostly or strongly committed** to the following

_____

	Racial Diversity among Staff	Racial Diversity among Campus Leaders and Senior Administrators
2 Asian	**29%** (n=7)	**29%** (n=7)
3 Black	**50%** (n=42)	**53%** (n=43)
4 White	**75%** (n=8)	**63%** (n=8)
5 Hispanic/Latinx	**68%** (n=41)	**66%** (n=41)
10 Two or more races	**67%** (n=6)	**50%** (n=6)
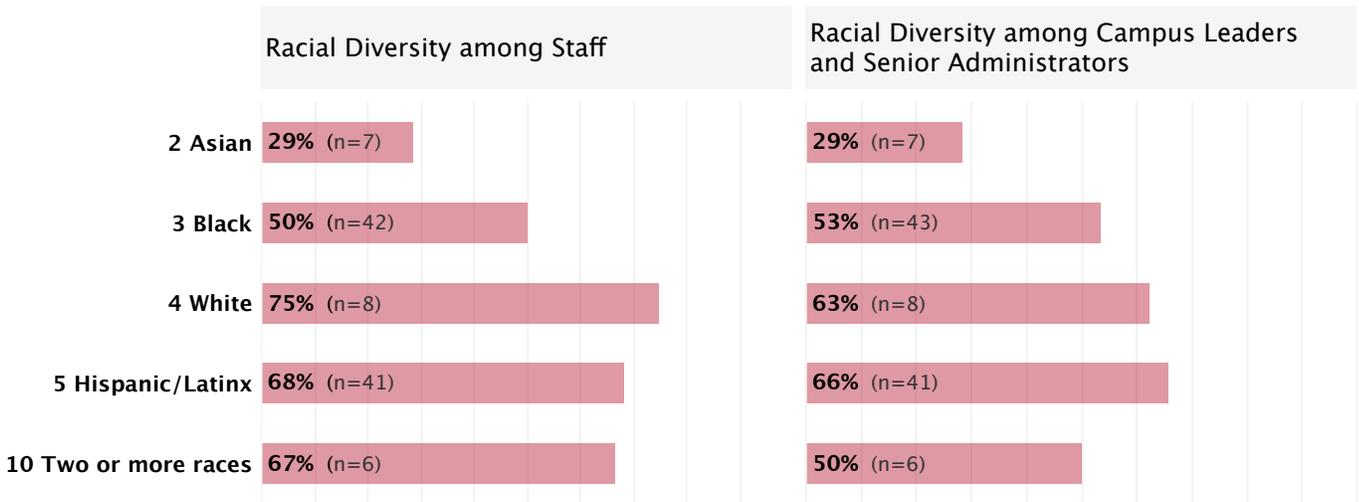
Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's employees as well as senior leaders fails to reflect the racial and ethnic diversity of the students it serves.

Long-Term Commitment to DEI

_____

% of staff who are **very or extremely confident** that COMPTON COLLEGE has a long-term commitment to racial diversity, equity, and inclusion in the workplace

2 Asian	3 Black	4 White	5 Hispanic/Latinx	10 Two or more races
60% (n=5)	**45%** (n=40)	**57%** (n=7)	**53%** (n=34)	**43%** (n=7)

> RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

CREATE CLEAR CAMPUS MESSAGING

>>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.

>>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

REQUIRE ALL UNIT TO CREATE DEI GOALS, PLANS, AND BUDGETS

>>Hold division-, school-, and department-level leadership accountable for diversity and inclusion efforts by mandating their own DEI goals and action plans. Acknowledge and support divisions, schools, and departments that retain diverse staff and offer further cultural competency for their staff.

MAP CAMPUS ASSETS AND RESOURCES

>>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices perpetuate racial inequities, and what new efforts could be made by redirecting resources or working together in new ways.

>>Adjust campus policies and resource allocations to rectify racial equity goals that are not being met.

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

>>Consider that all faculty and staff search committees should move beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized staff.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals in Institutional Commitment content area include:
REC 703: Race-Conscious Enrollment Management
REC 708: Understanding Campus Unrest and Responding to Student Protest
REC 717: Reducing Implicit Bias in the Search and Hiring Process
REC 719: Retention and Advancement of Professionals of Color
REC 725: Messaging Commitment to Racial Equity and Inclusion

IMPACT OF EXTERNAL ENVIRONMENTS

NACCC CONTENT AREA DESCRIPTION

NACCC respondents reflect on their sense of well-being in the neighborhood surrounding their campuses. They report their encounters with racism or racist incidents in those areas and in online and social environments. They also indicate the extent to which current sociopolitical issues are considered problematic.

Key topics include:
>> Feelings of personal well-being in neighborhood surrounding campus
>> Experiences of racism in external environments
>> Ackwledgement of current race-related sociopolitical topics

50% of White staff felt moderately or completely welcome in the neighborhood surrounding campus

47% of staff of color felt moderately or completely welcome in the neighborhood surrounding campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Build a safe, welcoming, and inclusive community from within the campus and the neighborhood surrounding the campus.

>> Improve the collection of racism data, analyze external incidents of racism and racial violence, and improve the safety practices in the area surrounding the campus.

>> Acknowledge and monitor social trends related to race and racism and be proactive about their potential impacts on staff's perception and experiences of safety, welcomeness and inclusion outside of campus.

In the NACCC survey, respondents are asked about their attitudes toward current national sociopolitical issues related to race and racism.

IMPACT OF EXTERNAL ENVIRONMENTS
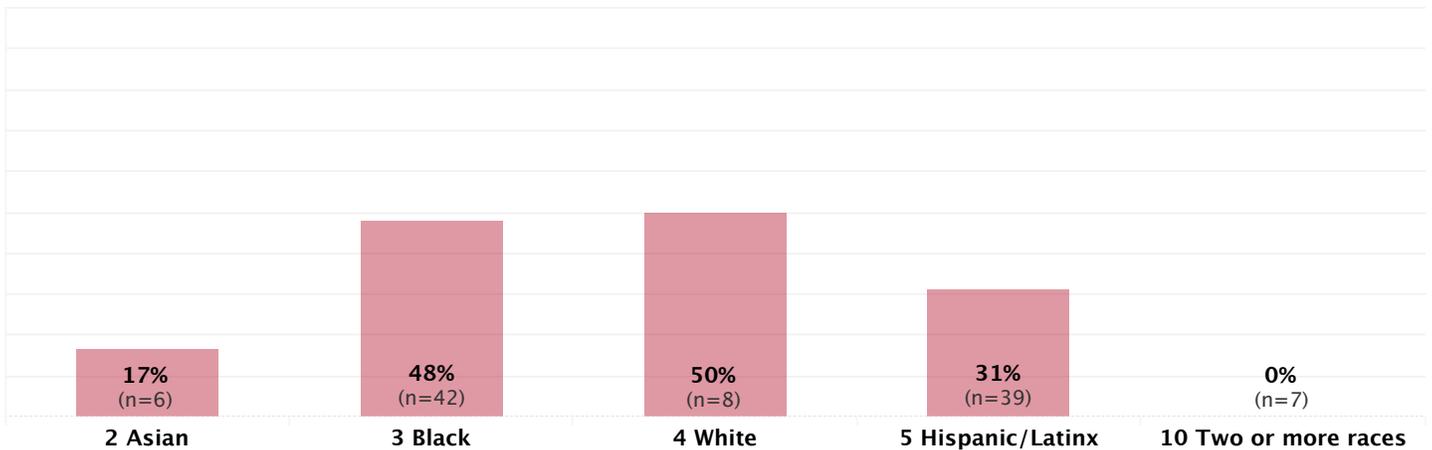
Prevalence of Off-Campus Racism

% of staff who reported they have ever experienced racism in the following spaces

_____

Racism in Campus Surrounding Area	Racism on School–Affiliated Social Media
2 Asian — **43%** (n=7)	**14%** (n=7)
3 Black — **33%** (n=42)	**20%** (n=41)
4 White — **13%** (n=8)	**25%** (n=8)
5 Hispanic/Latinx — **43%** (n=37)	**16%** (n=32)
10 Two or more races — **43%** (n=7)	**33%** (n=6)
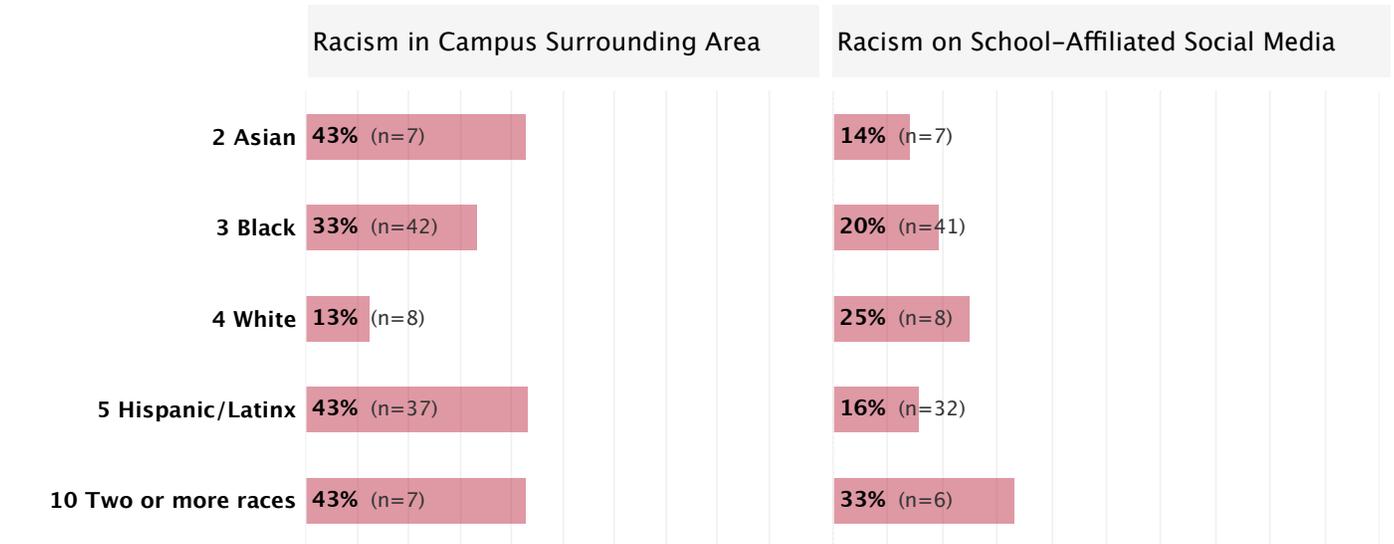
Why This Matters: Staff come from different backgrounds and are continually exposed to environments with differing levels of racial stress and violence. It is important to acknowledge the different racial realities the staff live off-campus and understand their impact on personal well-being and workplace success.

Off-Campus Safety

_____

% of staff who felt **moderately or completely safe** in the neighborhood surrounding their campus

2 Asian	3 Black	4 White	5 Hispanic/Latinx	10 Two or more races
17% (n=6)	48% (n=42)	50% (n=8)	31% (n=39)	0% (n=7)

> RECOMMENDED ACTION ITEMS IN
IMPACT OF EXTERNAL ENVIRONMENTS

BUILD COMMUNITY PARTNERSHIPS

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racist incidents and racial violence, and examine racial terror taking place at the intersection of campus and community.

>>Partner with local businesses and police to conduct implicit bias training.

EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and the policies and practices that have differential impacts by race.

>>Change policies that disproportionately penalize marginalized staff populations.

CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When staff are affected by incidents of racism and hate crimes, locally or nationally, distribute messaging and notifications, similar to existing notifications for emergency incidents that occur on campus.

PROVIDE SAFETY SERVICES

>>Work with campus and local police to assess safety in the area surrounding the campus by surveying staff and/or examining reports of crimes and racist encounters in the area.

>>Build patrol zones in the surrounding campus area, where staff walk, ride, or drive to campus.

>> Provide a safety guide and instructions for how to report emergencies as well as safety training, including self-defense trainings and training for active shooter emergency (Harper (2020), COVID-19 and the Racial Equity Implications of Reopening College and University Campuses American Journal of Education, 127 (1): 153-162).

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:
REC 731: Xenophobia, Islamophobia, and Othering
REC 724: Strategic Planning and Action for Racial Equity
REC 732: Cultivating Trans Inclusive Campus Environments

23

ABOUT

USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 Schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities. and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence, as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships. and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than loo professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.

BP 4021 Program Discontinuance

Issued: —BOT Date of Approval ~~May 15, 2018~~
Revised: AS Date of Approval

Reference:
    Administrative Regulation 4021 Program Discontinuance
    Education Code, Section 78016;
    Title 5, Sections 51022 ~~, 53200~~ and 55130
    ACCJC Accreditation Standard II.A.15 ~~& 16~~

The purpose of this program discontinuance policy is to provide the District with a process to review its credit and non-credit educational programs on a systematic basis for institutional effectiveness and compliance with state and federal requirements. In response to realignment of educational or strategic objectives, fluctuations in program quality or demand, resource availability, budget constraints, and other external factors, the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Regulation 4021.

The District endorses the principle of collegial consultation and relies primarily upon ~~collegial consultation~~ t ~~with t~~he Academic Senate~~s~~ regarding the establishment of a process for educational program discontinuance outlined in ~~Board Policy~~ Administrative Regulation 4021 Program Discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District's educational programs in accord with Board Policy 2510, Participation in Local Decision-Making.

A joint task force of faculty and administrators shall convene to develop the methodology, criteria and guidelines that will apply to evaluating educational programs. The task force, in its process of evaluation, shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

The discontinuance of any educational program is subject to approval by the Board.

Applicable Administrative Regulation:
    AR 4021 Program Discontinuance

Commented [S1]: D-D Heading needs to match format for all other BPs and ARs.

AR 4021 Program Discontinuance

Issued: BOT Date of Approval ~~May 15, 2018~~
Revised: AS Date of Approval

> **Commented [S1]:** D-D Heading needs to match that of all other BPs and ARs

Reference:
~~Board Policy 4021 Program Discontinuance~~
Education Code Section 78016;
Title 5 Sections 51022 and 55130;
ACCJC Accreditation Standard II.A.15

~~Title 5, Sections 51022, 55000, 55130~~
~~ACCJC Accreditation Standard II.A.15 & 16~~

> **Commented [S2]:** D-D We don't include reference to the BP

Purpose ~~of Administrative Regulation 4021~~

> **Commented [S3]:** D-D Recommend deleting it as it is redundant.

This administrative regulation provides general principles and guidelines for the process of assessing program effectiveness to determine whether or not the college should discontinue an educational program. The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.

Definition of an Educational Program
An educational program is an organized sequence of courses consisting of applicable coursework leading to a defined objective, degree, certificate, license, or diploma approved by the California Community Colleges Chancellor's Office; or leading to transfer to another institution of higher education.

Process for Discontinuance
Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees).

Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A

1

representative from Institutional ~~Research and Planning~~Effectiveness will serve as an advisory, non-voting member of the committee.

The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. Deans and faculty affiliated with the program under review may not serve on the task force but may be invited to provide relevant information.

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

Factors such as the following may initiate this program discontinuance or reduction process and may be used by the task force in its deliberation:
- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program courses;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or Compton College advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

Recommendation
A recommendation to discontinue or reduce a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards its goals and objectives. The task force's recommendation will be presented in a report provided to the Academic Senate that explains the decision and provides ~~the~~ relevant data.

The Academic Senate ~~task wforce w~~ill forward approved recommendation and ~~its~~ report to the President/Chief Executive Officer, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

2

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

Consideration of Collective Bargaining Rights
Nothing contained in this regulation is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

3

AR 4103 - Cooperative Work Experience Education   **Issued: June 19, 2018**
                                                                    Revised:
_____

References:

Title 5, Article 4, Sections 55250 et seq.
BP 1200 Mission, Vision, and Strategic Initiatives

> **Commented [S1]:** D-D: we do not list the Article. Just the section(s).

> **Commented [SM2]:** As updated. Board of Governors' regulatory changes effective from August 26, 2023

I.   Purpose

The purpose of Cooperative wWork eExperience education programs at Compton College is to broaden and enhance the educational experience of students by providing structured, supervised, and evaluated, e for on -the -job learning experiences for themstudents. These integrated instructional program experiences aim to equip students with industry specific skills, an understanding of the practical applications of academic theory, and a comprehensive view of potential career pathways. As a result, improving their employment opportunities by whereby they will gaining a deeper understanding of the relationships between classroom theory and practical application as, be an active participant in a n actual workplace environment, and improve their employment opportunities. Our work experience education programs are substantive in nature, relevantly linked to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate. In alignment with the Board of Governors' recent regulatory updates, work experience education seeks to expand work experience opportunities beyond Career Technical Education programs to a wider array of academic disciplines.

Compton College's work experience education involves student employment and/or internships selected, approved, and supervised by Compton College faculty to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. Work experience education is integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals, assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.

AligningIn keeping with Compton College's the missioneducational philosophy, as outlined in BP 1200, and philosophy in of Compton College, which maintain that Cooperative work experience education beingis a vital and inseparable segment of the total educational program of ourthe institution by providing the latest techniques for preparing the workforce, providing clear pathways for completion of programs of study, and fostering students to secure a living-wage through employmentCollege__. Compton College is committed to the development and ongoing expansionn, as appropriate, of the effective program of Work experience education programswork experience education. Work experience education provides economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

1

In regards to curriculum,

Cooperative work experience education — 95Work eExperience courses are on a two-year review cycle. All work experience education courses are available to view on the College Curriculum Committee webpage document—*Compton College Course Review Schedule*. This faculty driven work experience education course outline of record review process, as well as designing new work experience education course outline of records, must first be submitted for approval by submitted for review and approval to the local College Ccurriculum Ccommittee. Once approved, the work experience education courses are sent e and forwarded to the Academic Senate for approval. Lastly, work experience education courses are sent to the Compton Community College District Board of Trustees for final approvall for final approval. Newly designed work experience education courses are submitted to the California Community College Chancellor's Office for final approval and given a control number before being offered in the Compton College Catalog.

II. **College Credit, Attendance Accounting, and Course Repetition**Provisions

A. Units of credit for work experience education shall be calculated as follows:

Work experience education offered as a credit course— - one semester unit of credit will be awarded for every 54 hours of work experience, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure. Units of credit may be awarded in increments of .5 units.

Work experience education integrated as a component of a course — units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula above.

B. Work experience education courses apply the alternative attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.

C. A maximum of fourteen (14) semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040 and taken together with sections 55041 and 58161, which authorizes districts to claim apportionment "without limitation" for students enrolled in work-experience education.

D. The student's plan of work and study must have thediscipline faculty approval of the director of adult education and workforce development. All documentation, including the learning agreement establishing hour of work, statements verifying hours worked, records of consultation with the employer, records of faculty consultation, evaluation of student achievement of learning objectives, and records of final grade evaluations and hours worked, will be submitted to Admissions and Records as supporting

2

documentation of the course.~~maintained by the adult education and workforce development office.~~

A. ~~A maximum of 16 units can be granted for Cooperative Work Experience or a combination of general and occupational work experience education.~~

B. ~~The student's plan of work and study must have the approval of the college work experience supervisor/coordinator.~~

C. ~~Cooperative Work experience, in conjunction with a program of instruction, makes it possible for a student to obtain college credit for paid or volunteer experience.~~

D. ~~Students may enroll in no more than four (4) units of cooperative Work Experience education per semester, on the basis of 75 hours of paid work experience per semester per each unit of credit, or 60 hours of unpaid or volunteer work experience per semester per each unit of credit.~~

III. **Work Experience Education Documentation**

A. The Compton Community College District~~s~~ shall enter a work experience employer agreement with each participating employer prior to any student beginning their work experience. ~~Such~~The agreement~~s~~ shall document the following:

> The respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site.
>
> Arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees.
>
> The employer's acknowledgement of the purposes of ~~this article~~work experience, and the ~~d~~District's work experience education policies or procedures, and agreement to support their purposes.
>
> The employer's intent to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked.
>
> The employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives.
>
> That work experience education involving apprenticeship occupations with division 3, chapter 4 of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council.
>
> The employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of

3

bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities.

That work experience education shall be conducted in compliance with the requirements of this ~~article~~regulations, and that all state and federal laws applicable to the employment of minors apply to work experience education courses— - and any other matters deemed appropriate by the district.

~~Examples of Cooperative Work Experience Education is Currently Ooffered~~d in the following areas at Compton College: :

~~Administrative of Justice, Air Conditioning and Refrigeration, Art, Automotive Collision and Repair, Automotive Technology, Childhood Education, Computer Aided Design/Drafting, Cosmetology, Art, Dance, Film/Video, Fire and Emergency Technology, Machine Tool Technology, Music, Nursing, and Theatre Arts., Nursing, Administrative of Justice , Air Conditioning and Refrigeration, Automotive Collision and Repair, Automotive Technology, Fire and Emergency Technology, Computer Aided Design/Drafting, Cosmetology, and Machine Tool Technology.~~

> **Commented [SM9]:** Since WEE is not limited to CTE courses, should this section be removed?

> **Commented [S10]:** D-D: This is not needed and should be removed.

~~III.   Authority~~

~~California Community Colleges may offer work experience education courses in accordance with Ttitle 5 of the California Code of Regulations.~~

> **Commented [S11]:** D-D: This is not needed and should be removed.

4

**AR 5011 Admission and Concurrent Enrollment of   Issued: October 15, 2019
          High School and Other Young Students   Revised: May 16, 2022
                                                     Revised: February 20, 2024**

References:
       Education Code Sections 48800, 48800.5, 76001, 76002, and 76004

Eligibility for Admissions
The District authorizes the admission of K-12 students who can benefit from advanced scholastic or vocational work to take credit courses as special part-time students or special full-time students. The District may also admit K-12 students to take noncredit and community education classes. The limitations described in this policy only apply to the admission of K-12 students to take credit courses. The Vice President of Academic Affairs in consultation with the appropriate dean shall establish procedures for concurrent enrollment in noncredit and continuing education courses.

All courses will be taken for college credit. The student's K-12 school of attendance maintains the right to grant course credit for courses taken at Compton College.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, unless a legal exemption applies, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board. If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or full-time students.

~~To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.~~

Admission of *Dual Enrolled K-12*th Grade Students
To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. To be considered for admission as a special full-time student, the student must meet the eligibility standards set forth in Education Code Section 48800.05. The Vice President of Academic Affairs shall establish procedures for the admission of special part-time

and special full-time students *for K-8th grade students*. ~~Special part-time students may be enrolled in up to 11 units per semester or 5 units per session. College and Career Access Pathway (CCAP) students may be enrolled in up to 15 units or more per session.~~

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

The student must submit:
- written and signed parental or guardian consent;
- written and signed approval of ~~his/her/~~their principal that the student has availed ~~himself/herself/~~themself of all opportunities to enroll in an equivalent course at ~~his/her/~~their school of attendance; and
- demonstration that the student has adequate preparation in the disciplines to be studied.

All required documents shall be submitted to the *Admissions and Records Office*.

The student must be recommended by ~~his/her~~ *their* school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. *Permission shall apply until parental or guardian consent is withdrawn in writing.* The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

Admission is subject to seat availability. The student must submit:
- *district application for admission;*
- *written and signed parental or guardian consent;*
- *written and signed approval of ~~his/her/~~their principal (**NOTE:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.)*
- *demonstration that the student is capable of profiting from instruction.*
- *The Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.*

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

Denial of Request for Admission
If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls

2

at least 30 days after the request for admission has been submitted.

Limitations on Enrollment ~~of 9th - 12th Graders~~

- Students may not enroll full-time unless given special permission by the ~~Vice President of Academic Affairs~~ *Vice President of Student Service* ~~or designee.~~
- ~~Students who withdraw from a course and/or have not made satisfactory progress in a course must meet with a counselor to enroll in subsequent terms.~~
- Students will not receive priority registration status.
- Students will be charged applicable fees in accordance with BP 5030 Fees.
- Students who are given permission to enroll full-time (12 units or more in ~~a session~~ *Spring or Fall semesters*) will be assessed the enrollment fee*s*.

Middle and Lower School Students* Admissions *(K-8 Grade Students)
The District may admit highly gifted elementary and secondary students as a special part- time student based on the criteria established herein. To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. Admission is subject to seat availability.

For students attending middle and lower schools, the determination shall be made by Vice President of Academic Affairs. The school must provide transcripts and a letter signed by the principal indicating how in ~~his/her/~~their opinion the student can benefit from instruction. The Vice President of Academic Affairs will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the students' safety and that of others will not be affected. The decision of the Vice President of Academic Affairs shall be final. Once a decision has been made, the student, ~~his/her/~~their parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying one or more of the following criteria:

- *a review of the materials submitted by the student;*
- *meeting with the student and ~~his/her/~~their parent or guardian;*

  consultation with Director Admissions and Records
- *consideration of the welfare and safety of the student and others;*
- *consideration of local, state, or federal laws;*
- *review of the content of the class in terms of sensitivity and possible effects on the minor;*
- *requirements for supervision of the minor; or*
- *times the class(es) meet and the effect on the safety of the minor.*

The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.

~~The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.~~

3

The student must be recommended by ~~his/her~~ *their* school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. *Permission shall apply until parental or guardian consent is withdrawn in writing.* The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

Limitations on Enrollment of K-8 Grade Students
- Students will be allowed to enroll in a single course each semester or session unless given special permission by the Vice President of Academic Affairs or designee.
- *Students must meet with the Vice President of Academic Affairs for each subsequent term.*
- ~~Students who withdraw from a course and/or have not made satisfactory progress in a course must receive approval from a counselor to be allowed to enroll in subsequent terms.~~
- Students will not receive priority registration.
- Students will *not* be charged ~~applicable~~ enrollment fees in accordance with BP 5030 Fees.

Admission of Students into College and Career Access Pathways (CCAP)
Notwithstanding the process for admission of K-12 students by grade level described above, the District shall admit students into established CCAP programs who are recommended by the CCAP School District partner in accordance with the laws and regulations governing CCAP partnerships.

~~Procedures for Reviewing K-12 Student Admission~~
~~The Vice President of Academic Affairs or designee will determine if a student has the ability and sufficient preparation to benefit from instruction and whether the student's safety and that of other students will not be affected by their enrollment. The decision of the Vice President of Academic Affairs or designee shall be final. Once a decision has been made, the student and his/her parent or guardian shall be informed of the decision. This determination may be done by applying one or more of the following criteria:~~
- ~~a review of the materials submitted by the student;~~
- ~~meeting with the student;~~
- ~~consideration of the welfare and safety of the student and other students;~~
- ~~consideration of local, state, and/or federal laws;~~
- ~~review of the content of the class in terms of sensitivity and possible effects on the student;~~
- ~~requirements for supervision of the student; and/or~~
- ~~location and/or meeting times of the class(es).~~

~~Denial of Requests for Admission~~
~~If the District denies a request for special part-time or special full-time enrollment for a student~~

4

who is identified as highly gifted, the District shall record and issue to the student its findings and the reason for denying the request in writing within 60 days. *A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.*

Apportionment

The attendance of a student at a community college as a special part-time or special full-time student pursuant to this section is authorized attendance, for which the community college shall be credited or reimbursed pursuant to Education Code Sections 48802 and 76002.

Claims for state apportionment for K-12 students must meet all of the following criteria:
- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
    - The college catalog
    - The regular schedule of classes
    - An ~~addenda~~ *addendum* to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or special full-time students.

College and Career Access Pathways (CCAP)

The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take

5

comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership, and shall:
- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010, or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
  - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
  - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
  - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.

6

- o specify both of the following:
  - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
  - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- o certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade-level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:
- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course to eligible high school students solely if the course is offered at a high school campus *either in person or using an online platform,* during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
- The units constitute no more than four community college courses per term;

7

- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:
- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the District shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance following information:
- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

College and Career Access Pathways (CCAP)
The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district or a county office of education for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for

8

career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.
The District may enter into a CCAP partnership with a school district or county office of education partner that is governed by a CCAP partnership agreement approved by the governing boards of both partners. As a condition of adopting a CCAP partnership agreement, the governing board of each partner, shall do both of the following:

- *For career technical education pathways to be provided under the partnership, consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership; and*

- *Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.*

The CCAP partnership agreement shall be filed with the California Community Colleges Chancellor's Office and with the department before the start of the CCAP partnership, and shall:
- *outline the terms of the CCAP partnership, and shall include, but not necessarily be limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those pupils; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.*
- *establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership.*
- *identify a point of contact for the participating community college district and school district or county office of education partner.*
- *certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.*
- *certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.*
- *certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.*
- *include a plan by the participating community college district to ensure both of the*

9

following:

- o *A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus; and*
- o *Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.*

- * *certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.*
- *specify both of the following:*
  - o *Which partner will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and*
  - o *Which partner will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.*
- *certify that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in mathematics, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district or county office of education, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the pupil's junior or senior year to ensure that the pupil is prepared for college-level work upon graduation.*

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- *developing seamless pathways from high school to community college for career technical education or preparation for transfer;*
- *improving high school graduation rates; or*
- *helping high school pupils achieve college and career readiness.*

The District will not enter into a CCAP partnership with a school district or county office of education within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001. Units completed by a

10

pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.

The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
- *The units constitute no more than four community college courses per term;*
- *The units are part of an academic program that is part of a CCAP partnership*
- *agreement established pursuant to this article; and*
- *The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.*

The governing board of the District exempts special part-time students from the following fee requirements:
- *Student representation fee (Education Code Section 76060.5)*
- *Nonresident tuition fee and corresponding permissible capital outlay fee or processing fee (Education Code Section 76140)*
- *Transcript fees (Education Code Section 76223)*
- *Course enrollment fees (Education Code Section 76300)*
- *Apprenticeship course fees (Education Code Section 76350)*
- *Child development center fees (Education Code Section 79121)*

The District or county office of education shall not receive a state allowance or apportionment for an instructional activity for which the partner has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district or county office of education has received reimbursement for the same instructional activity. For purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80 percent (80%) of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement shall be at the school site, and the charter school shall require the attendance of a pupil for a minimum of 50 percent (50%) of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Education Code Section 47612.5, if the pupil is also a special part-time student enrolled in a community college pursuant to this section and the pupil will receive academic credit upon satisfactory completion of enrolled courses.

For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the California Community Colleges Chancellor's Office, the Legislature, the Director of Finance, and the Superintendent all of the following

11

information:

- *The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.*
- *The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.*
- *The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.*
- *The total number of full-time equivalent students generated by CCAP partnership community college district participants.*
- *The total number of full-time equivalent students served online generated by CCAP partnership community college district participants.*

AR 4051 High School Articulation Agreements   **Issued: TBD**

References:

Education Code Section 66720-66744;
Title 5, California Code of Regulations, Sections 51022 subdivision (b) and 55051;
ACCJC Accreditation Standard II.A.10

Background

Articulated high school courses are courses that the faculty in the appropriate discipline have determined to be comparable to specific degree-applicable community college credit courses. High school articulation agreements may be established only by agreement with the appropriate discipline faculty at the college.

Minimum Requirements for Articulation Agreements

Formal articulation agreements must be established for high school courses to be articulated with degree-applicable credit Career and Technical Education (CTE) courses; such articulation agreements shall meet the following minimum requirements:

- All college courses for which articulation agreements are established must be degree applicable.
- All articulation agreements must be established through the review of official, approved Course Outlines of Record (CORs) for the college credit courses and the official COR for the high school. Course syllabi may not be used in lieu of CORs.
- All articulation agreements must be approved and signed by the division chair or the appropriate discipline faculty, Articulation Officer, and the Vice President of Academic Affairs or designee.
- All requirements for earning course and unit credit for the articulated college course shall be through Credit by Examination (CBE).
- Credit by examination assessments must be graded by qualified faculty who meet the minimum qualifications required to teach the college courses.
- Articulation agreements with non-degree applicable courses are not permitted.

Application of College Credit Earned for Articulated Courses

College course and unit credit may be earned for articulated courses provided the student meets the CBE requirements described in the articulation agreement. Upon successfully meeting all requirements established in the formal articulation agreement, a course articulated with a degree-applicable college course may be used to partially satisfy:

1. Certificate of achievement requirements
2. Associate degree major requirements

1

Additionally, when course and unit credit is earned for courses articulated with degree-applicable courses per the terms of the articulation agreements, the following associate degree requirements may also be met:

1. The sixty (60) units required to complete an associate degree.
2. Any Compton College general education requirements met by the articulated degree-applicable credit course.

Credit by Examination Procedures for Articulated High School Courses

For purposes of this regulation, the CBE requirements specified in Administrative Regulation 4235 Credit for Prior Learning are waived, except that the maximum credit allowed under a High School Articulation Agreement shall not exceed 15 semester units.

High school students wishing to apply for CBE should begin the process by meeting with their high school counselor to determine which courses can be articulated.

CBE assessment shall be used to award course credit using the following process:

I. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.
II. Students shall complete the college petition for High School Credit by Examination.
III. To earn course and unit credit for degree-applicable CTE courses, high school students must:
   a) Complete high school course articulated with a degree-applicable Compton College credit course during the period which approved articulation agreement is in effect.
   b) Complete the CBE assessment process, which may be administered by the high school instructor.
IV. Assigned grades are based solely on student's CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to AAdministrative Regulation 4231 Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.
V. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.
VI. The enrollment fee for CBE will not be charged for credit awarded under this provision while still enrolled in high school.

2

AR 4250 Probation~~, Dismissal, and Readmission~~   Issued: December 11, 2018
                                                                 Revised: June 15, 2021
                                                                 Revised: March 19, 2024

Reference:
   Title 5, Sections 55031 et esq.

Academic and Progress *Hold* ~~Probation~~
A student shall be placed on ~~academic~~ *pre-academic warning notification, academic warning, or academic hold* ~~probation~~ if the student has earned a cumulative grade point average (GPA) below 2.0. A student shall be placed on progress *pre-warning notification, warning, or hold* ~~probation~~ if the student has attempted in a total of at least 12 semester units and the percentage of all units in which the student has attempted *at Compton College*, for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) were recorded reaches or exceeds 50*%* ~~percent~~. *Military withdrawals (MW) and Excused Withdrawals (EW) shall not be included in progress hold or progress dismissal.*

The district shall notify students placed on *pre-academic warning notification, pre-progress warning notification, academic warning, progress warning, academic hold, or progress hold* ~~academic or progress probation~~ of their status no more than 30 days after the end of the term ~~that resulted in academic or progress probation~~. A student who is on *academic warning or progress warning* ~~academic or progress probation~~ for two or more consecutive semesters may be limited to take no more than 12 units in any fall or spring semester, and no more than 5 units in any winter or summer session. If a limitation is placed and under special circumstances, then a student may petition for additional units through the Counseling Department.

Placement of Pre-Academic Warning Notification
* *Pre-Academic Warning occurs when a student has earned a cumulative GPA below a 2.0 for one semester and has attempted less than 12 semester units.*

Placement of Pre-Progress Warning Notification
* *Pre-Progress Warning occurs when a student has not completed more than 50% of the courses attempted for one semester and has attempted less than 12 semester units.*

All students on Pre-Academic or Pre-Progress Warning Notification are strongly recommended to complete a Student Success Workshop, facilitated by a designated Counselor.

Placement of Academic *Warning (Formerly* Probation Level 1*)*
* Academic *Warning* ~~Probation Level 1~~ occurs when a student has earned a cumulative GPA below a 2.0 for one semester.

1

Removal of Academic *Warning* ~~Probation Level 1~~

- A student will be removed from Academic *Warning* ~~Probation Level 1~~ when the cumulative GPA is 2.0 or higher.

Placement of Progress *Warning (Formerly* Probation Level 1*)*

- Progress *Warning* ~~Probation Level 1~~ occurs when a student has not completed more than 50% of the courses attempted for one semester.

Removal of Progress *Warning* ~~Probation Level 1~~

- A student will be removed from Progress Warning ~~Probation Level 1~~ when the cumulative completion is more than 50% of courses attempted.

All students on *Academic or Progress Warning* ~~Probational Level 1~~ are strongly recommended to complete a Student Success Workshop, facilitated by a designated Counselor.

Placement of Academic *Hold (Formerly* Probation Level 2*)*

- Academic *Hold* ~~Probation Level 2~~ occurs when you have earned a cumulative GPA below a 2.0 for two consecutive semesters.

Removal of Academic *Hold* ~~Probation Level 2~~

- A registration hold is placed on Academic *Hold* ~~Probation Level 2~~ students. All students are required to complete a Student Success Workshop, facilitated by adesignated Counselor, meet with a Counselor to update their Student Educational Plan (SEP), and complete an Academic Resiliency Contract before the hold can be lifted. A student will be removed from Academic *Hold* ~~Probation Level 2~~ when the cumulative GPA is 2.0 or higher.

Placement of Progress *Hold (Formerly* Probation Level 2*)*

- Progress *Hold* ~~Probation Level 2~~ occurs when you have not completed more than 50%of the courses you attempted for two consecutive semesters.

Removal of Progress *Hold* ~~Probation Level 2~~

- A registration hold is placed on Progress *Hold* ~~Probation Level 2~~ students. All studentsare required to complete a Student Success Workshop, facilitated by a designated Counselor, meet with a Counselor to update their SEP, and completean Academic Resiliency Contract before the hold can be lifted. A student will be removed from Progress *Hold* ~~Probation Level 2~~ when the cumulative completion is more than 50% of courses attempted.

Academic Dismissal

~~A student who is on academic probation shall be subject to academic dismissal if the student has earned a cumulative GPA below 2.0 in all units attempted in each of three consecutive terms.~~

~~A student who is on progress probation shall be subject to academic dismissal if theyhave~~

2

not completed more than 50% of the courses attempted for three consecutive semesters.

Readmission
A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. If the student has not attended for one or more semesters, an application for readmission is necessary.

The student has the right to appeal academic dismissal.

a.   The student must file the appeal with the Counseling Department.

b.   It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

c.   Petitions will be reviewed by the Reinstatement Committee. The Reinstatement Committee will include a Counseling Department designee, Financial Aid Office designee, and Office of Admissions & Records designee. The student will be notified of the Committee's action in a timely manner, within 10 business days.

d.   The student may appeal the Committee's decision, in writing, to the Vice President of Student Services or designee within 30 calendar days of the date of notification. The decision of the Vice President of Student Services or designee is final.

A readmitted student must meet with a counselor before registration and to update their SEP. A readmitted student will remain on probation until the cumulative GPA is 2.0 or above and/or the percentage of attempted units is above 50%.

A student who withdraws from Compton College voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal.

3

AR 4255 Dismissal and Readmission   Issued: March 19, 2024

References:
>   Title 5 Sections 55033 and 55034

Standards for Dismissal

A student who is on Academic Hold (formerly probation level 2) shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters at Compton College. A student who has been placed on progress hold shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50%. Military withdrawals (MW) and Excused Withdrawals (EW) shall not be included in progress hold or progress dismissal.

Dismissal Notification

The notification notifying the student that they are subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

Appeal of Dismissal

The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the Dismissal Appeal Form in the Counseling Department within five months after the dismissal notification was sent. It is the student's responsibility to indicate on the appeal ~~petition~~ a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Appeals will be reviewed by the Reinstatement Committee. The Reinstatement Committee will include a Counseling Department designee, Financial Aid Office designee, and Office of Admissions & Records designee.

The student will be continued on Academic and/or Progress Hold until the Reinstatement Committee decides on the student's appeal.

The decision of the Reinstatement Committee will be communicated to the student in writing by the Reinstatement Committee. The Reinstatement Committee will notify the student of its action within 10 business days of receipt of the student's appeal. The student may appeal the decision of the Reinstatement Committee in writing to the Vice President of Student Services or designee, within 30 business days of the date of notification of the decision of the Reinstatement Committee. The decision of the Vice President of Student Services or designee is final.

If the dismissal appeal is granted, the student will be continued on Academic and/or Progress Hold for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be

1

removed from Academic and/or Progress Hold, should be dismissed, or should be continued on Academic and/or Progress Hold.

Fall Dismissals
Special circumstances exist for dismissals after the Fall semester due to the fact that students traditionally enroll before Fall grades are available. Subject to dismissal *notifications* will be sent no later than *one month* informing students that:

- If they are enrolled in the Spring semester, they will be permitted to continue on *Academic and/or Progress Hold*. Dismissal status will be reevaluated at the end of the Spring semester.
- If they are not enrolled in the Spring semester, they have the right to appeal dismissal in accordance with the appeal process.

Procedure for Fall Dismissal Appeals
Appeals for students subject to dismissal as a result of the fall grades must be filed following notification during the Spring semester. The following conditions apply:

- *Students who are enrolled in the Spring semester will not be required to file an appeal but will be allowed to continue on Academic and/or Progress Hold and have their dismissal status reevaluated at the end of the Spring semester.*
- *Students who have not enrolled in the Spring semester will be dismissed unless an appeal is granted in accordance with procedures set above.*

Standards for Evaluating Appeals
Dismissal appeals may be granted under the following circumstances:

- *If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.*
- *The student enrolls in a corrective program designed to assist them in improving academic skills, such as obtaining academic counseling, or limiting course load.*
- *When there is evidence of significant improvement in academic achievement.*

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. If the student has not attended for one or more semesters, an application for readmission is necessary. A readmitted student must meet with a counselor before registration and to update their SEP. A student who withdraws from Compton College voluntarily while on Academic and/or Progress Hold will be readmitted in the same status that existed at the time of withdrawal.

2