



# Compton College Academic Senate Agenda



**President:** Amber Gillis  
**Date:** March 4, 2019  
**Location:** Boardroom

**Secretary:** Nikki Williams  
**Time:** 12:30-2:00pm

### Vision

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

### Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

### Accreditation Standards

This division meeting aligns to the following:

- 1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

### Attendees

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> E. French Preston | <input type="checkbox"/> H. Estrada    | <input type="checkbox"/> S. Thomas          |
| <input type="checkbox"/> J. Evans          | <input type="checkbox"/> H. Pham       | <input type="checkbox"/> D. McPatchell      |
| <input type="checkbox"/> A. Gillis         | <input type="checkbox"/> J. Villalobos | <input type="checkbox"/> R. Ekimyan         |
| <input type="checkbox"/> J. Mills          | <input type="checkbox"/> K. Schwitkis  | <input type="checkbox"/> A. Cortez-Perez    |
| <input type="checkbox"/> M. Khan           | <input type="checkbox"/> R. Sidhu      | <input type="checkbox"/> M. Moldoveanu      |
| <input type="checkbox"/> B. Kooiman        | <input type="checkbox"/> A. Valdry     | <input type="checkbox"/> S. Atkinson-Alston |
| <input type="checkbox"/> V. Haynes         | <input type="checkbox"/> M. Roeun      |   |
| <input type="checkbox"/> P. Richardson     | <input type="checkbox"/> H. Schumacher |   |
| <input type="checkbox"/> N. Williams       | <input type="checkbox"/> P. Flor       |   |

## **Agenda Items**

- I. CALL TO ORDER (12:30)**
- II. APPROVAL OF AGENDA (12:30)**
- III. APPROVAL OF MINUTES (12:35-12:40)**
  - February 21, 2019 Minutes
- IV. REPORTS (12:40-1:00)**
  - 1. President's Report
  - 2. Vice President's Report
  - 3. Faculty Representative
  - 4. Curriculum Chair
  - 5. Guided Pathways
  - 6. Academic Affairs
  - 7. Distance Education
- V. ACTION ITEMS-UNFINISHED BUSINESS (1:00-1:20)**
  - 1. Maxient Information Presentation and AIMS Committee– Chief Box
- VI. NEW BUSINESS/DISCUSSION ITEMS (1:20-1:30)**
  - 1. Presentation: “To go or not to go to college: The meaning of education for stopped-out students.” – Minodora Moldoveanu
- VII. INFORMATIONAL ITEMS**
  - 1. AR5015 – Residence Determination
  - 2. AR5055 – Enrollment Priorities
  - 3. Making Decisions Document Timeline
- VIII. EVENTS/ANNOUNCEMENTS (1:30-)**
  - 1. Making Decisions Document Meeting 1 – Friday, March 8<sup>th</sup>
  - 2. We Care Social Hour – Tuesday, March 12<sup>th</sup>
  - 3. Student Leadership Conference – Thursday, April 4<sup>th</sup>
  - 4. Academic Senate Spring Plenary (SF) – April 11-13, 2019
  - 5. Transition Celebration – May 30, 2019 Compton College Gym
- IX. FUTURE AGENDA ITEMS**
  - 1. AR5011 – Admission and Concurrent Enrollment of High School and Other Young Students
  - 2. Meta Majors Organization at Compton College
- X. ADJOURNMENT**

**The Next Scheduled Meeting: March 21, 2019  
12:30pm / Boardroom**



**COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES**

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reference:

Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq  
Accreditation Standard IV.A  
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

<b><u>FALL 2018</u></b>		<b><u>SPRING 2019</u></b>	
<del>August 30</del>	Board Room	<del>February 21</del>	Board Room
<del>September 6</del>	Board Room	March 7	Board Room
<del>September 20</del>	Board Room	March 21	Board Room
<del>October 4</del>	Board Room	April 4	Board Room
<del>October 18</del>	Board Room	April 18	Board Room
<del>November 1</del>	Board Room	May 2	Board Room
<del>November 15*</del>	Board Room	May 16	Board Room
<del>December 6</del>	Board Room	May 30 (Tentative)	Board Room

\*Adjusted for the holiday

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Tuesdays)

<b><u>FALL 2018</u></b>		<b><u>SPRING 2019</u></b>	
<del>September 4</del>	Dist. Ed. room 166	<del>February 19</del>	Dist. Ed. room 166
<del>September 18</del>	Dist. Ed. room 166	March 5	Dist. Ed. room 166
<del>October 2</del>	Dist. Ed. room 166	March 19	Dist. Ed. room 166
<del>October 16</del>	Dist. Ed. room 166	April 2	Dist. Ed. room 166
<del>November 6</del>	Dist. Ed. room 166	April 16	Dist. Ed. room 166
<del>November 20</del>	Dist. Ed. room 166	May 7	Dist. Ed. room 166
<del>December 4</del>	Dist. Ed. Room 166	May 21	Dist. Ed. Room 166
<del>December 11 (Tentative)</del>	Dist. Ed. room 166	June 4 (Tentative)	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

**Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.**

## CCCD Academic Senate Roster

2018-2019 (19 members)

### Officers:

President/ <i>Chairperson</i>	Amber Gillis (18-21)
Past President/ <i>Past Chairperson</i>	Paul M. Flor (18-19)
President-Elect/ <i>Chairperson-Elect</i>	
Vice President/ <i>Vice Chairperson</i>	Jesse Mills (18-19)
Secretary/ <i>Secretary</i>	Nikki Williams (18-19)
Curriculum/ <i>Curriculum Representative</i>	Roza Ekyiman (18-19)
<i>Adjunct Representative</i>	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

### Members:

#### **Career and Technical Education (2)**

Brent Kooiman (19-20)  
Pamela Richardson (20-21)

#### **Health and Human Services (2)**

Shirley Thomas (18-19)  
Hoa Pham (19-20)

#### **Humanities (2)**

Minodora Moldoveanu (20-21)  
Nikki Williams (19-20) *Secretary/Secretary*

#### **Social Sciences and Fine Arts (2)**

Jesse Mills (20-21)  
Harvey Estrada (19-20)

#### **Mathematics (2)**

Malinni Roeun (19-20)  
Jose Villalobos (18-19)

#### **Science (2)**

Kent Schwitkis (18-19)  
Rajinder Sidhu (19-20)

#### **Library and Learning Resource Unit (1)**

Andree Valdry (20-21)

#### **Counseling (2)**

Holly Schumacher (20-21)  
Vanessa Haynes (18-19)  
Paul M. Flor, *Past President/Past Chairperson*

#### **At-Large (2)**

Jerome Evans (20-21)  
Amber Gillis (18-19)

#### **Adjunct Representatives (2)**

Mahbub Khan (18-19), *Adjunct Representative*  
(20-21)



## ACADEMIC SENATE MINUTES

Thursday, February 21<sup>st</sup>, 2019 12:30 p.m. Board Room

### ATTENDANCE

#### Senators

#### Visitors

Jerome Evans  
Roza Ekimyan  
Paul Flor  
Amber Gillis  
Brent Kooiman  
Kent Schwitkis  
Pamela Richardson  
Malinni Roeun  
Rajinder Sidhu  
Holly Schumacher  
Shirley Thomas  
Andree Valdry  
Nikki Williams  
Stephanie Atkinson-Alston

Aurora Cortez- Perez  
Evan Sorka  
Axa Maradiaga  
Aaron Dowell  
Kendahl Radcliffe  
Susan Johnson  
Citlali Gonzales  
Jasmine Phillips  
Valerie Woodward  
David McPatchell  
Judy Crozier  
Liza Rios

- I. **CALL TO ORDER** – Amber Gillis 12:46 p.m.
- II. **APPROVAL OF AGENDA** – Schwitkis/Evans- Approved
- III. **APPROVAL OF MINUTES** – Mills/Schwitkis - Approved with correction- Hoa Pham was not present.

#### IV. **REPORTS**

**President's Report-** Amber Gillis reporting.

- Making Decisions Document- We will begin working on this during the semester. We are moving forward with that and we already have a table of contents that will be released in the next week or so. We are looking for volunteers to be on the team to help write. Classified, students and managers will also be asked to participate. We have an obligation in academic senate to be part of the creation of the process. Please consider being part of the team. I will probably be partly spearheading much of the narrative, and I will be asking and leaning all of you for help.
- Consultative Council- There have been a lot of questions regarding Flex and Flex credit about who is recording this and how this is being tracked. Who is in charge of all of that information, how do we log those hours and how can we be sure that they are being tracked? Senate and Academic Affairs will be hashing out the details and will release it campus wide. It was implied that we have our own version of what El Camino has but I have not seen it. Until I see this in writing, I am not letting it go. R.

Ekimyan- I would like to post some workshops for curriculum for faculty to attend and I have no idea where to go. J. Mills just spoke to Barbara Perez and he was told to go through Academic Affairs. H. Schumacher- If we are going to have something like Flex Reporter, who is going to be in charge of this? Could this be the Professional Development Committee chair? This is one of the items that we are negotiating in the contract. A. Gillis- It should be a faculty representative and Academic Affairs representative to chair the committee. H. Schumacher- Our contract currently states academic affairs. We need a process in place. H. Pham- Can you check on what qualifies as flex hours? El Camino has a list of what qualifies and I just want to make sure that this is in place.

- A. Gillis- I want to acknowledge the new Dr. Paul Flor. Congratulations on your accomplishment.

**Vice President-** Jesse Mills reporting.

- One of the most important committees on campus, the Institutional Effectiveness Committee, is missing several members. If anyone is interested in joining please reach out to us. A. Gillis- Lauren Sosenko is now a member of the committee.
- College Council- El Camino spent most of the time talking about the funding formula because they do not have as many students on financial aid as we do. This may actually work out better for us. Their enrollment is down and they are concerned. They are having major delays on construction. One of their builders is almost bankrupt so they are having issues as well.

**Board Representative** – Jerome Evans reporting

- Black History Month Flyer- Highlighted the final events taking place. Needs a few volunteers to man the tables at the book fair. If there is anyone who would like to work with him please let him know. He has his brown envelope and you can donate for the book fair.

**Curriculum:** Roza Ekimyan reporting.

- We are starting our first semester of reviewing our CORs. We can now update our CORs. I will be holding trainings on Wednesdays from 2:30-3:30. The first one is next Wednesday the 27<sup>th</sup> in SSC 108. They are not held on every Wednesday. This is only for people who are going to be doing COR review this semester.

**Academic Affairs-** Stephanie Atkinson- Alston reporting.

- For Guided Pathways we are starting the semester out with that. There is a Program Mapper workshop tomorrow, Friday, February 22, 2019. GE and IGETC classes are done and in the system. Everyone is invited to the meeting tomorrow. We will be building the maps. Faculty, staff, students are all invited.
- PD Reporter for Compton is up. If you go to the homepage and click on Faculty and Staff, it is under the Professional Development button. It is the same as before. You are welcome to still do flex at El Camino, you just need to make sure that you submit your hours to Academic Affairs so they can be properly credited. Nelson is our Academic Affairs Analyst and is responsible for Flex Reporter. Probably late March and early April we will be building our information out for Cornerstone which is our new reporting system. Everyone in my office is really busy since they are a small

crew. They are all new, but they are jumping in with both feet. We wanted to launch on the 15<sup>th</sup>, but there were some glitches but it is up and running now. A. Gillis- Will you announce this to the faculty or would you like Senate to announce it? S. Atkinson-Alston- I will do this. There is another link that provides the directions for using Flex Reporter. A. Gillis- What qualifies for flex hours? S. Atkinson-Alston- We are in the process of doing that. What is important is that we get the academic calendar approved because it goes hand in hand with flex credit. H. Pham- ECC has a list and I wonder if we can also use these. S. Atkinson-Alston- That should go to your professional development committee so that they can decide. Remember that activities have to go to your dean for approval.

- Curriculum- All certificates of achievement were approved by the Chancellor's Office so we have our own control numbers. There was a glitch with the degrees, but we are plugging along. We are working on the catalog. A. Gillis- When is our next due date for the catalog? Dr. A - We are working on that right now. We are doing all of these things at the same time to make sure that students can apply for financial aid. McPatchell- We have not seen a summer or fall schedule. Where is that? S. Atkinson-Alston- We are currently doing it; there was a hold up with Banner. The summer schedule is done and then we will build the fall schedule. Your chairs have the summer schedule so you should see it soon. A. Gillis- There is a number out there that we have 1500 students who have transferred over their information. What can we do as faculty? S. Atkinson-Alston- It is a lot easier to do now than to do later. A. Gillis- We should be proactive by asking our students to put in the paperwork. R. Ekimyan- Please send the link our way so that I can send it to my students. A. Gillis- I will send that out to everyone.
- One of the most important things to do is check your rosters to make sure that they are updated and as current as possible. There were many students, especially the high school students, who were not on the roster and did not officially enroll in the class. This makes a big mess for them so you need to make sure that you keep your rosters accurate.
- Does anyone have outstanding grades from the winter term? I will find out.

Distance Education- Jasmine Philips reporting.

- Distance Education has been very busy. We were able to get a free training opportunity: Digital Literacy Day- Thursday, February 28, 2019 offering one hour workshops all day from 9-5 in VT 209 and flex credit is offered. You do not need to come the entire day.
- Other training opportunities are workshops taught by N. Williams, K. Schwitkis, and S. Johnson. covering topics such as: OEI rubric, Accessibility, and Open Lab with special topics. We have trainings already set up and we would like to get more sign ups.
- Peer Review Course Review Process- During the winter session, 8 of us were trained as peer online course reviewers. This first year we have about 50 faculty that will be reviewed. If you get an email that says you have been paired with a faculty, this is what it is.
- Compton College will have its own Canvas and we have an implementation plan. We are on calls with CVC-OEI and we are on calls with Canvas. We have signed our contracts with Canvas, right now it is 0 cost to us. We are getting everyone ready to go. We need to hire a Canvas Administrator to do everything that we need. This is a position like Gema's at El Camino. This is a classified position. We do not have someone to load course shells, add students, etc. If we can get your support on this, we may be able to push to get this position soon. The IEPI grant proposal was approved. A team is being put together. We will be interviewing a few people on campus and putting together a team to see what the needs are for distance education.



We will be putting together a suggestion list about what we should do to support the Distance Education Department. Some of the recommendations: hire a Canvas Administrator and get more release time to help run Distance Education so that we can provide a better online learning experience for our students.

**V. ACTION ITEMS-UNFINISHED BUSINESS**

- DE Handbook- A. Gillis- Are there any questions, comments or any feedback. We would like to endorse it as an Academic Senate so that it can be published. Motion to approve the Compton College Distance Education Handbook: Schwitkis/ Roemun. Vote taken- motion passes.

**VI. NEW BUSINESS**

- Shared Governance- There are invitations that will come out to participate in putting together this document. This will be spread over large constituent groups. The commitment is to spend every other Friday working on this. The work sessions will be lengthy, about 4 hours each session. We will be finishing this up towards the end of the transition so we have a tentative working document. P. Flor – will this get professional development credit? A. Gillis- Of course.
- Faculty Roles in Committee Work- A. Gillis had a presentation discussing campus committees. This came about in response to some of our accreditation needs when we were looking for evidence. This is in preparation for our next visit and to create an ongoing structure. There are 96 full time faculty members and about 35 committees on campus. There is no master list of committees. This may be a good opportunity to take a look at all of the groups on campus. I've started to work with K. Curry to see who is on what committee, link them to accreditation standards, as well as come up with a campus wide agenda template. For every committee or group on campus we would like to see agendas like the one that we are using here and tracking the minutes. What is our job on committees? J. Crozier- is there a process for creating a committee. So that something that is not official like Tartar Support can become a committee. A. Gillis- We will talk about this. This came about because of many questions that faculty, classified, and students were asking me. There are a few faculty who serve on many committees and this can get exhausting. What are the requirements for attendance and are faculty fulfilling their professional obligation? R. Ekimyan- How many committees are we supposed to be in as a faculty member. What does our contract tell us? A. Gillis- Faculty are required to be on one committee. We are obligated to work 33.75 hours weekly and there is work that we are contractually obligated to do. I try not to ask the same people to sit on committees, but some people are dependable. J. Phillips- I was told that even if I chair a committee I need to be on another. A. Gillis- I don't think that is anywhere in the contract that explicitly states that. H. Schumacher- Hiring committees are not required. Evaluation committees are required in your area. One campus committee is required. A. Gillis- A faculty brought up the idea that if you are not a voting member then you are not a real member of the committee- this is not true. This was confirmed with K. Curry. When you are up for evaluation, it is the responsibility of the chair to fill out the committee form evaluating attendance and participation. H. Pham- What I told faculty in general is that they do not need to be a voting member but they need to be a consistently attending member. If we do this for the whole campus then everyone will be clear. A. Gillis- There is plenty of room for

all faculty to be on a committee. When faculty sit on committees, what are they doing with the information? Are they sharing out with their divisions? We use different terminology on campus for groups interchangeably but we want to make sure that we distinguish between these. We currently have: institutional standing committees, committees, ad hoc committees, advisory committees, taskforces and workgroups. Institutional standing committees are permanent and are decided by the college. These are critical to the function of the campus. The way our committees are structured is that we usually have a faculty, manager, and classified to co-chair these committees to that there is representation from all constituents on campus. Most of our work takes place in committees. A. Gillis defined taskforce and workgroups and distinguished between them. J. Crozier- For evaluation purposes, does it qualify if you are on a taskforce or workgroup? I was told that they do not count. A. Gillis- That is what we will be talking about here. I will be emailing this presentation out to everyone. We have about 20 ad hoc, advisory, and Senate sub committees. I went to HR and asked for a master list and there was no such document including committees and membership that I was made aware of. I am matching each of these committees with an accreditation standard. This has taken me over 6 months because it is a massive task. I will send out a questionnaire to the entire campus and will ask everyone to submit who you are and which committees you serve on. This is not punitive; it is to help you find a committee you would like to be on if you are not currently serving on one. If you are on multiple committees, then maybe we can reduce this number down to the ones you are really interested in. R. Sidhu- Division I has a list with this specific information. H. Pham there is a committee and it is made up of only one division. Can we have guidelines along that line to prevent a committee from being made up of only one set of division faculty? P. Flor- You have the Curriculum chair and DE chair who are not voting members of Senate but they should be recognized as members of Senate for evaluation purposes. A. Gillis- showed the form she will be sending out to faculty. J. Philips- How do the reps get selected? A. Gillis- It depends on the position. Typically we ask for volunteers. This is separate from release time; if you are getting release time for something and serve on a committee in this capacity, then this cannot count as your committee- You need to be on an additional committee.

- There are 2 committees that I would like to start through senate. OER: I am looking for 5 faculty members. This chair will be an OER liaison to ASCCC to disseminate information. J. Phillips- Is it possible for this person to also report out to DEAC? A. Gillis- Yes, absolutely.
- Educational Policies Sub-Committee: I will be chairing it. It is our job as senate to tell administration which policies we want to be looking at. So the policies should begin with us. I would like to have a working group that actually does the research and writes before it comes to Senate.

## **VII. Information- Discussion Items**

- J. Crozier- Faculty Development is looking for two members.
- Academic Senate Plenary- in San Francisco. A. Gillis is asking because she cannot go so we need a delegate to vote for us.
- Transition Celebration from 1-3pm on May 30<sup>th</sup> in Compton College Gym. Please mark your calendars to attend.

- N. Williams- Are we having a meeting on commencement day. A. Gillis- This is a place holder in case we need to have an emergency meeting.

**VIII. Events/Meetings**

- Job Fair on campus that was announced- it is going to be competitive. March 9<sup>th</sup>.

**MOTION TO ADJOURN** – Approved – 1:57 p.m.

# AR 5015 Residence Determination

**Residence Classification** – Residency classifications shall be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Residence classifications are to be made in accordance with the following provisions:

- A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.
- Residence classification is the responsibility of the Admissions and Records Office.

Students must be notified of residence determination within 14 calendar days of submission of application.

The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.

## Rules Determining Residence

- A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.
- A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.

The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

- Every person who is married or 18 years of age, or older, and under no legal disability to do so, may establish residence.
- A person may have only one residence.
- A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.
- A residence cannot be lost until another is gained.
- The residence can be changed only by the union of act and intent.
- A person may establish their residence. A person's residence shall not be derivative from that of their spouse.
- The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of the unmarried minor child. When the minor lives

with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish his/her residence when both parents are deceased and a legal guardian has not been appointed.

- The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.

### **Determination of Resident Status**

A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

- A student who is a minor and remains in this state after the parent, who was previously domiciled in California and has established residence elsewhere, shall be entitled to retain resident classification until attaining the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.
- A student who is a minor and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he/she has resided in the state the minimum time necessary to become a resident.
- A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate pre-majority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.
- A student holding a valid credential authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:
  - He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.
  - He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.
  - He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.
  - A student holding a valid emergency permit authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which

the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure.

- A student who is a full-time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.
- A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty and is attendance at, or has been admitted to the District shall be entitled to resident classification. If the member of the armed forces of the United States later transfers on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose his/her resident classification, so long as he/she remains continuously enrolled in the District.
- A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees. If the student later transfers on military orders to a place outside this state, the student shall not lose his/her resident classification, so long as he/she remains continuously enrolled in the District.
- A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification.
- An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California.
- An individual who is entitled to transferred Post-9/11 GI Bill program benefits by virtue of their relationship to a member of the uniformed services who is serving on active duty.
- A student who is a minor and resides with his/her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.
- A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school

administered by the Bureau of Indian Affairs located within the community college district.

- A student who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.
- A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.
- A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to resident classification.
- A student who demonstrates financial need, has a parent who has been deported or was permitted to depart voluntarily, moved abroad as a result of that deportation or voluntary departure, lived in California immediately before moving abroad, attended a public or private secondary school in the state for three or more years, and upon enrollment, will be in his/her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he/she intends to establish residency in California as soon as possible.
- A student who has a special immigrant visa that has been granted status under Section 1244 of Public Law 110-181 or under Public Law 109-163, or is a refugee admitted to the United States under Section 1157 of Title 8 of the United States Code, and who, upon entering the United States, settled in California, shall be exempt from paying the nonresident tuition fee required by Education Code Section 76140 for the length of time he/she lives in this state up to the minimum time necessary to become a resident.

**Right To Appeal** – Students who have been classified as non-residents have the right to a review of their classification (Title 5 Section 54010 subdivision (a)). Any student, following a final decision of residence classification by the Admissions and Records Office, may make written appeal to the Vice President of Student Services within 30 calendar days of notification of final decision by the college regarding classification.

**Appeal Procedure** – The appeal is to be submitted to Admissions and Records Office which must forward it to the Vice President of Student Services or designee within five

working days of receipt. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

The Vice President of Student Services shall review all the records and have the right to request additional information from either the student or the Admissions and Records Office.

Within 30 calendar days of receipt, the Vice President of Student Services or designee shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

**Reclassification** – A student previously classified as a non-resident may be reclassified as of any residence determination date. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

Petitions are to be submitted to the Admissions and Records Office.

Petitions must be submitted prior to the semester for which reclassification is to be effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a non-resident tuition refund after the date of the first census.

Written documentation may be required of the student in support of the reclassification request.

A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as non-residents by the University of California, the California State University, or another community college District (Education Code Section 68044).

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

- Has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent in the calendar year prior to the year the reclassification application is made;
- Has not lived and will not live for more than six weeks in the home of his/her parent during the calendar year the reclassification application is made.

A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5 Sections 54020, 54022, and 54024.

Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.



Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident, or (2) there is no evidence of the student's continuing residence in another state.

The **Admissions and Records Office** will make a determination, based on the evidence and notify the student not later than 21 days of receipt of the petition for reclassification.

Students have the right to appeal according to the procedures above.

**Non-Citizens** – The District will admit any non-citizen who is 18 years of age or a high school graduate.

If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as non-residents and charged non-resident tuition unless they meet the exceptions contained below.

If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows him/her to live permanently in the United States and he/she meets the California residency requirements, the student can be classified as a resident.

Any students who are U.S. citizens, permanent residents of the U.S., and aliens who are not nonimmigrants (including those who are undocumented), may be exempt from paying nonresident tuition if they meet one of the following requirements:

- Total attendance of, or attainment of credits earned while in California equivalent to three or more years of full-time attendance or attainment of credits at any of the following: (a) California high schools; (b) California high schools established by the State Board of Education; (c) California adult schools established by either a county office of education, unified or high school district, or The Department of Corrections and Rehabilitation; (d) campuses of the California community colleges; or (e) a combination thereof; or
- Three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, or a combination of California elementary and secondary schools.

Additionally, the following requirements must be met:

- Graduation from a California high school or attainment of the equivalent thereof; or completed an associate degree from a California Community College; or completed the minimum requirements at a California Community College, or fulfill the minimum transfer requirements established for the University of California or the California State University for students transferring from a campus of the California Community Colleges;
- Registration or enrollment in a course offered by any college in the District for any term commencing on or after January 1, 2002,
- Completion of a questionnaire form prescribed by the Chancellor of the California Community Colleges and furnished by the District of enrollment, verifying eligibility for this nonresident tuition exemption; and

- In the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so.

Documents and information obtained in implementing this exemption are confidential.

The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Admissions and Records Office. Students may appeal the decision.

**References:**

Education Code Sections 68000 et seq., 68130.5, and 68074-68075.7;  
Title 5 Sections 54000 et seq.;;  
38 U.S. Code Section 3679

**Registration Priorities**

During registration periods, the following registration priorities shall be followed:

**Tier One**

1. Eligible students in Veterans, Foster Youth, DSPS, EOPS, and CalWORKs Groups.
1. Eligible students in groups approved by the Board of Governors. (There are currently no approved groups)

**Tier Two**

2. Eligible students in District designated groups.
2. Eligible In-district new students.

**Tier Three**

3. Eligible continuing students.
3. Eligible Non-district new or returning students.

**Tier Four**

4. Other new or returning students.
4. K-12 dual enrolled students.

**Tier Five**

5. Continuing students with 100 or more earned units.
5. Continuing students on probation for two consecutive terms, and reinstated dismissed students.

Students within each tier will be prioritized randomly. Eligible new students in Tiers One, Two, and Three must have completed orientation and developed a student educational plan to receive priority registration. Students should contact Veterans' Services, Foster Youth, DSPS, CalWORKs or EOPS to receive information on qualifications for these programs and eligibility for priority enrollment.

**1. Tier One – Veterans, Foster Youth, DSPS, EOPS, and CalWORKs, and Board of Governors Designated Priority Groups**

- Veterans - Any qualified member or former member of the Armed Forces of the United States.
- Foster Youth - Any student qualified to participate in the Foster Youth Program
- DSPS - Any student qualified to participate in and who receives services from DSPS.
- EOPS - Any student qualified to participate in and enrolled into the EOPS program.
- CalWORKs - Any student qualified to participate in and enrolled into the CalWORKs program

**2. Tier Two – District Designated and In-District New students. The student cohorts in Tier Two are members of a cohort approved by the Compton College Board of Trustees to receive priority registration. For the purposes of priority enrollment, these groups shall be treated equally. Students in this Tier must meet the deadlines and requirements of the District. The approved cohorts are listed below and shall be updated, as needed, by the Director of Admissions and Records.****➤ District Designated Priority Groups:**

- Associated Students (Student Government)
- Athletes
- First Year Experience
- Honors Transfer Program
- Compton Promise
- AB540
- Homeless

- Eligible In-District New Students - Refer to Compton College Fact Book and attached document for In-District schools.

**3. Tier Three** – Continuing Students and Non-district new and returning

1. Any continuing student not disqualified from receiving priority registration by other sections of this procedure.
2. A continuing student is a student who continues enrollment without a break of enrollment of a primary term (fall or spring).
3. Other Eligible New/Returning Students
  - a. Other eligible Out-of-District new students
  - b. Eligible returning students

**4. Tier Four** – Other New and Returning Students who have not completed one or more of the required activities in the timeframe determined by the District, and K-12 Dual Enrollment students.

1. Other “in-district” students who have attended another college, but are new to Compton College
2. Out-of-district new students
3. Students returning to Compton College after a break in enrollment
4. New students that do not complete orientation and/or an educational plan
5. K-12 Dual Enrolled Students

Assignment of the registration appointment time for K-12 concurrently enrolled student is on a first-come, first-served basis. Each K-12 dual enrolled student shall be assigned a registration appointment time based on the submission date of all required documents for admissions (application for admissions, K-12 dual enrollment form, and other documents required by law, regulation, and District policy).

**5. Tier Five** - Students on probation for two consecutive primary terms; have reached the 100-unit limit; or have been reinstated following dismissal. Students in this category shall be prioritized randomly.

1. Probation: Continuing students who are on academic or progress probation for two consecutive primary terms.
2. One Hundred (100)-Unit Limit.
  - a. Continuing students who have earned one hundred (100) or more degree applicable semester units
  - b. Exemptions from 100-unit limit: Units for non-degree applicable English as a second Language or basic skills courses are exempted from the 100-unit limit.
3. Reinstated from Dismissal
  - a. Students who have been reinstated following dismissal. Students would have been dismissed for the following: academic dismissal, progress dismissal, or both academic and progress dismissal.
  - b. Dismissal does not include students who have been expelled or suspended for disciplinary reasons.

Education Code Sections 66025.8, 66025.9, and 88903(a)(4)



# Social Hour!

**Tuesday, March 12, 2019**

**1 – 3 p.m. Student Lounge & Patio**

**Do you know...**

... which dean was recruited by the NBA?

... which staff member went to the same university as President/CEO Dr. Curry?

...which faculty member flies airplanes?

**Join us and you'll find out!**

For more information, contact: Bailey, ext. 2538 or [bsmith@compton.edu](mailto:bsmith@compton.edu) OR

Lorena, ext. 2544 or [lfonseca@compton.edu](mailto:lfonseca@compton.edu)

# STUDENT LEADERSHIP CONFERENCE

## TARTAR SUCCESS: You Are A Leader

~ FREE BREAKFAST, LUNCH, GIFT BAGS, LEADERSHIP CERTIFICATE ~

Thursday, April 4, 2019  
9 a.m. to 3 p.m.  
Student Lounge

Please join us for our annual student leadership conference  
with guest speaker:



HÉCTOR PRECIADO  
Director, Global Sales Development Hired, Inc.

RSVP online at: <http://bit.ly/tartar-success>

Faculty Session: 12:45 - 3:00 p.m., SSC 220



**STUDENT EQUITY PROGRAM**  
*Student Services*

[www.compton.edu](http://www.compton.edu)   

310-900-1600, ext. 2538 | [bsmith@compton.edu](mailto:bsmith@compton.edu)

The Compton Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.



## Compton College “Making Decisions Document” Timeline

Due Date	Task	Responsible Party	Outcome
December 10, 2018	<ol style="list-style-type: none"> <li>1. Conduct research about what other colleges are doing in their “Making Decisions” documents.</li> <li>2. Seek ideas and information from various constituent groups as well to bring back to Consultative Council.</li> </ol>	Consultative Council committee members.	Bring to the table best practices from other colleges that are considered noteworthy by Consultative Council committee members and their constituent groups.
January 2019 (Dates TBD)	<ol style="list-style-type: none"> <li>1. Discuss research findings.</li> <li>2. Establish tentative Table of Contents.</li> </ol>	Consultative Council committee members.	Narrow down scope of the document to begin narrative sections.
February 2019 (Dates TBD)	<ol style="list-style-type: none"> <li>1. Finalize Table of Contents.</li> <li>2. Assign Table of Content sections to appropriate Consultative Council members.</li> </ol>	Consultative Council committee members.	Finalize scope of document.
February 7, 2019 (Flex Day)	<ol style="list-style-type: none"> <li>1. Tentative: CCLC and ASCCC to provide presentations and workshops at Flex Day.</li> <li>2. Announce Friday Workgroup/Writing Teams meetings and recruit volunteers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dr. Curry, Amber Gillis, Dr. Atkinson-Alston,</li> <li>2. Consultative Council committee members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide constituent groups on campus with definitions and best practices for collegial consultation.</li> <li>2. Identify campus community members that wish to serve on writing teams.</li> </ol>

February 14, 2019	Last day to sign up for Workgroup/Writing Teams.	Consultative Council committee members.	Recruit and identify campus community members that wish to serve on writing teams.
February 18, 2019	Construct Workgroup/Writing Teams subcommittee members.	Consultative Council committee members.	Ensure that Writing Teams subcommittee members are robust and contain subject matter experts.
February 25, 2019	Establish Writing Teams tasks and set agenda for Writing Teams Meeting 1	Consultative Council committee members.	Documentation for accreditation and planning.
March 8, 2019 (9am-12pm)	Making Decisions Document Writing Teams Meeting 1	Consultative Council committee members, Writing Team subcommittee members.	Begin drafting process and preliminary evidence gathering.
March 11, 2019	1. Making Decisions Document Writing Teams Meeting 1 debrief and next steps.  2. Set agenda for Writing Teams Meeting 2.	Consultative Council committee members.	Identify best practices, review feedback.
March 22, 2019 (9am-12pm)	Making Decisions Document Writing Teams Meeting 2	Consultative Council committee members, Writing Team subcommittee members.	Continue drafting process and evidence gathering.
March 25, 2019	1. Making Decisions Document Writing Teams Meeting 2 debrief and next steps.  2. Set agenda for Writing Teams Meeting 3.	Consultative Council committee members.	Identify best practices, review tentative drafts, and provide feedback ahead of next Writing Teams Meeting.



April 5, 2019 (9am-12pm)	Making Decisions Document Writing Teams Meeting 3	Consultative Council committee members, Writing Team subcommittee members.	Finalize drafting process and evidence gathering.
April 15, 2019	1. Making Decisions Document Writing Teams Meeting 3 debrief and next steps.	Consultative Council committee members.	Identify areas that still need additional work.
April 29, 2019	First Complete Rough Draft to be sent out to campus.	Consultative Council committee members.	Allow campus community to review the tentative rough draft to provide feedback.
April 29-May 21, 2019	All campus committees to place Complete Rough Draft on their agendas as an “actionable item.”	All CCCD employees and students.	Allow campus community to review the tentative rough draft, engage in meaningful discussion, and to provide feedback.
May 21, 2019 (1pm)	Campus Forum	Consultative Council committee members.	Answer questions and receive last feedback before final draft.
May 27, 2019	Final Draft Due	Consultative Council committee members, Heather Parnock.	Integrate last feedback from constituent groups and complete final edits and formatting.
May 30, 2019	Academic Senate Final Reading and Vote to Adopt final draft.	Amber Gillis, Academic Senate.	Adoption of document.
June 3, 2019	Final Review of Document in Consultative Council.	Consultative Council committee members.	Adoption of document.
June 2019 (Date TBD)	CCCD Board of Trustees first read.	Dr. Curry	First read and discussion.