



Academic Senate AGENDA

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: April 23, 2020

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

Location: Zoom Conference in Canvas

Vision:

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

Mission Statement:

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

SENATORS:

- | | | |
|------------------------------------------|-----------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Estrada, Harvey | <input type="checkbox"/> Mills, Jesse | <input type="checkbox"/> Schwitkis, Kent |
| <input type="checkbox"/> Evans, Jerome | <input type="checkbox"/> Moldoveanu, Minodora | <input type="checkbox"/> Sidhu, Rajinder |
| <input type="checkbox"/> Gillis, Amber | <input type="checkbox"/> Moore, Sean | <input type="checkbox"/> Thomas, Shirley |
| <input type="checkbox"/> Khan, Mahbub | <input type="checkbox"/> Pham, Hoa | <input type="checkbox"/> Valdry, Andree |
| <input type="checkbox"/> Kooiman, Brent | <input type="checkbox"/> Richardson, Pamela | <input type="checkbox"/> Villalobos, Jose |
| <input type="checkbox"/> Maruri, Carlos | <input type="checkbox"/> Roeun, Malinni | <input type="checkbox"/> Williams, Nikki |
| | <input type="checkbox"/> Schumacher, Holly | |

AGENDA:

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from April 2, 2020 Meeting**
- 4) **Reports**
 - a) President's Report
 - b) ASB President Report
 - c) Vice President's Report
 - d) Faculty Board Representative Report
 - e) Academic Affairs Report
 - f) Curriculum Report
 - g) Distance Education Report
 - h) Faculty Development Report
- 5) **Unfinished Business/Tabled Business**
 - a) Second Read & Vote: CCWEE Plan
 - b) Second Read & Vote: DE Communication Plan
 - c) Second Read & Vote: Approved Curriculum Items from March 19, 2020 (MTEC 170 & SOCI 122)
 - d) Second Read & Possible Vote: Academic Senate Constitution and Bylaws 2020
- 6) **New Business**
 - a) First Read: BP 3225 – Institutional Effectiveness
 - b) First Read: Collaborative Governance at Compton College Document
 - c) First Read: Approved Curriculum Items from April 21, 2020
 - d) Recommendation to CCCD Regarding Pass/NoPass Grading Option for Compton College Students

7) Informational Items

- a) BP 5300 – Student Equity
- b) BP 5050 – Student Success and Program Support
- c) AR 5050 – Student Success and Program Support
- d) BP 5010 – Counseling
- e) AR 5010 – Counseling
- f) BP 5130 – Financial Aid
- g) AR 5130 – Financial Aid
- h) BP 5140 – Disabled Students Programs and Services
- i) AR 5140 – Disabled Students Programs and Services
- j) BP 5150 – Extended Opportunity Programs and Services
- k) AR 5150 – Extended Opportunity Programs and Services
- l) BP 5120 – Transfer Center
- m) AR 5120 – Transfer Center

8) Future Agenda Items

- a) Administrative Regulation for Academic Rank
- b) Board Policy and Administrative Regulation for Accreditation
- c) Accreditation Midterm Report First Read
- d) Commencement Update

9) Adjournment

**Next Scheduled Meeting: May 7, 2020 at 12:30pm
Academic Senate Canvas Site**

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

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
September 5	Board Room	February 20	Board Room
September 19	Board Room	March 5	Board Room
October 3	Board Room	March 19	Canvas Site
October 17	Board Room	April 2	Canvas Site
November 7	Board Room	April 23	Canvas Site
November 21	Staff Lounge	May 7	Canvas Site
December 5	Board Room	May 21	Canvas Site
		June 4	Canvas Site

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.

CCCD Academic Senate Roster

2019-2020 (19 members)

Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)

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

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

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

Social Sciences and Fine Arts (2)

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

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)

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

Adjunct Representatives (2)

Mahbub Khan (19-21), Adjunct Representative
Vacant (19-21)



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

BP 2520 Academic Senate

**Issued: May 19, 2015
Revised: November 19, 2019**

References:

- 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 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 of Trustees, 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 of Trustees, or its designee, will consult collegially with the Academic Senate when adopting policies and procedures. The Board of Trustees will rely primarily on the recommendations of the Academic Senate, as the representative of 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 Senate's organization, membership functions, and committee structure shall be developed and maintained by the Academic Senate.

Additionally, Per Board Policy 2510 - Participation in Local Decision Making, the Academic Senate "retains the right independently to consult collegially with the Board or its designees with respect to academic and professional matters and nothing in this policy shall be interpreted as diminishing or otherwise derogating that right. The Board of Trustees or its designee, the President/Chief Executive Officer, will listen to the advice of the senate, and when there is disagreement, the Board of Trustees or the President/CEO will explain in writing the reason for the disagreement."



Academic Senate Minutes

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: April 2, 2020

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

Location: Zoom Conference in Canvas

Vision:

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

Mission Statement:

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

SENATORS:

Estrada, Harvey
 Evans, Jerome
 Gillis, Amber
 Khan, Mahbub
 Kooiman, Brent
 Maruri, Carlos

Mills, Jesse
 Moldoveanu, Minodora
 Moore, Sean
 Pham, Hoa
 Richardson, Pamela
 Roeun, Malinni
 Schumacher, Holly

Schwitkis, Kent
 Sidhu, Rajinder
 Thomas, Shirley
 Valdry, Andree
 Villalobos, Jose
 Williams, Nikki

AGENDA:

1) **Call to Order- 12:38**

2) **Approval of Agenda**

Amend Agenda- Remove SOCI 122 from Item 6 of the agenda- Mills/Moldoveanu

3) **Review and Approval of Minutes from March 19, 2020 Meeting**

5e correction to the wording-EW stands for- Emergency Withdraw- Moldoveanu/Mills

4) **Reports**

a) **President's Report- Amber Gillis**

It looks like our college is going to receive \$2.4-2.5 million. I am not sure what the provisions are. M. Moldoveanu- Dr. Curry did mention that some of it would be for direct aid for the students. In CTE there are a number of things that are being worked on to open up enrollment to make our programs more robust. Dr. Curry is beginning to have meetings with CalBright to make some joint venture with them and other colleges to create a network. He would like Compton College to be the hub. This would include a remodeling of Vo-Tech. There are a lot of conversations with Strong Workforce and this is exciting since there may be additional offerings in CTE. I asked Dr. Curry to see if he can assist Dr. Blonshine and Dr. Preston if we can meet to get the Honors Program off the ground. We are trying to redesign a Summer Bridge Program for the campus. Dr. Curry stated that we are looking to possibly make summer school online. Dr. Curry has been talking about increased equity gaps with students going online, so there's a lot of work ahead of us. For those faculty who picked courses that are intending to meet face to face we're looking at moving those classes online to remote instruction. Dr. Curry would like to see those folks who are teaching in the first six weeks and eight weeks that they are canvas certified by May 15. The second six weeks might be on ground, but in the event that it needs to go online to remote or to remote instruction that we would want those faculty to be canvas certified by June 15 for July start date. Discussion followed. J. Philips- If someone was to take the training that started on Monday, Introduction to Canvas, they wouldn't finish the three sequences until June 28 so you can't really rush those days

given the fact that faculty are already inundated with their present remote instruction classes. The feedback that we're getting from them is that they are understandably frustrated when all they wanted was help with their remote instruction classes. Discussion followed.

b) ASB President Report

No Report

c) Vice President's Report- Jesse Mills

I met with Institutional Effectiveness co-chairs and Program Review has been left by the side. I sent Dr. Curry an email. I have been trying not to involve him and it became necessary to make him aware. I sent him that last list that I sent out to campus just letting him know what hasn't been done. He's going to work with the deans to get the academic ones in and all of the administrative and student service ones.

d) Faculty Board Representative Report- Jerome Evans

No Report

e) Academic Affairs Report

No report

f) Curriculum Report-Sean Moore

Due to the COVID-19 pandemic, the Spring 2020 List of Courses for Review is currently being revised and finalized to reduce the number of courses base in priority. As a result, allowing faculty additional time to work on remote instruction. The 5 criteria implemented to identify Spring 2020 priority courses for reviewed are: hour/unit revisions, courses regularly offered in Fall 2020, based on faculty need, DE courses approved by Curriculum DE Sub-Committee, any courses with a sequence identified as meeting the priority criteria with a sequence course. Due to AB705, our English department will be placing the following four courses in inactivation status in Curriquet: ENGL 80, 82, B, and C. As a result, this affects some of our institution's listed COR prerequisites, as well as, cataloged prerequisite recommendations. Prescriptively, and to adhere to AB705 guidelines, it is recommend that all affected courses be comprehensively identified in Fall 2020, for the purpose of revising COR prerequisites and course catalog phraseology. The goal is to update potential revisions in Spring 2021.

g) Distance Education Report- Jasmine Phillips

We have updated the DE website. In terms of the DE training. We have 30 people going through right now with G. Manikandan. This is the first set of faculty so they could be certified to teach online by June 28. There is a second cohort that is full and I asked about having a second cohort in the summer. Faculty can finish all three courses by August 23rd. Training information is on the DE website. There are 83 faculty members that are certified. 90 people signed up for the trainings but most of them are adjuncts. Discussion followed. Celia and I did review the list of DE classes for Curriculum and the DE addendum subcommittee met to establish our practices. FCRC is slowing down the process of Canvas demonstrations and becoming a local POOCR campus. We are supposed to go through Accreditation Standard I. We can get a small workgroup together to give you feedback if you still need it.

h) Faculty Development Report- Judy Crozier

We had Faculty Development Committee meeting on April 1, 2020. Our Book Club is tomorrow from 12-2pm. K. Schwitkis and J. Martinez are facilitators. If you would like to join, I still have 3 books. Our next Faculty Development Committee meeting is April 21 at our regular time, Tuesday 1-2. We have new officers- S. Johnson is co-chair and S. George is the new Secretary. We are researching to find out what other campuses are doing for the Faculty Development Coordinator job description. There is not training for Cornerstone available yet. You should share with your division during division meetings next week that faculty should go in and download their flex information from Flex Reporter for evaluations since we will no longer be using that system after spring 2020. We invited Katherine Marsh, who is the new STEM PD liaison, to join our committee because all liaisons will be joining Faculty Development Committee.

5) Unfinished Business/Tabled Business

a) Second Read & Vote: Integrate EDReady into Canvas DEAC Request- Motion to open discussion-

Valdry/Roeun. J. Philips- Last semester Syria came to me and asked me how she could get campus wide support for EDReady. She has done a lot of work to try her best to get it installed as something we can use across the campus. It is remedial type of program to help for English and Math, but does not just need to be used for those courses. It is a plugin for Canvas. It can be used for all classes and it is accessible. What we want is something from Senate that endorses this. Motion to close discussion- Mills/Roeun. Motion to approve- Maruri/Valdry. Vote taken and the motion carries.

b) Second Read & Vote: Standardized Distance Education Ticket Notes. Motion to open discussion- Mills/Roeun.

J. Philips- The class schedule should designate hybrid and designate online classes because presently it doesn't

do that with courses. Motion to close discussion- Moldoveanu/Mills. Motion to approve- Mills/Roeun. Vote taken and the motion carries.

- c) Second Read & Vote: BP4010 – Academic Calendar. Motion to open discussion- Mills/Moldoveanu. A. Gillis- We talked about this last time and I don't have any additional concerns. H. Schumacher- I made a minor correction. I did have a typo at the very bottom, I put the word not instead of no. Motion to close discussion- Mills/Roeun. Motion to approve- Moldoveanu/Mills. Vote taken and the motion carries.
- d) Second Read & Vote: BP3250 – Institutional Planning. Motion to open discussion- Moldoveanu/Mills. A. Gillis- I did not receive any feedback or recommendation for changes. Is there any discussion for this particular item? Motion to close discussion- Mills/Roeun. Motion to approve- Moldoveanu/Mills. Vote taken and the motion carries.

9) New Business

- a) First Read: DE Communication Plan. Motion to open discussion- Mills/Roeun. J. Philips- This communication plan comes from a request from the IEPI. One of the items was to complete a communication plan. This has come to Senate before as an informational item and now it has gone through DEAC for approval and we are now bringing it to Senate for approval. Nothing has changed. This is how DEAC communicates with the rest of the campus. Any comments or questions. Motion to close discussion- Roeun/Moldoveanu.
- b) First Read: Approved Curriculum Items from March 19, 2020 (MTEC 170). Motion to open discussion- Mills/Roeun. S. Moore- Only one course that we need to put through for a first read through Academic Senate under the category of CTE two year course review with no recommended changes. Motion to close discussion- Roeun/Mills.

10) Informational Items

- a) DEAC Approves Adoption of “Hypothesis,” an Online Annotation Tool
S. Johnson- Synchronous or asynchronous annotation of assignments which can help students engage in active reading.

11) Future Agenda Items

- a) Administrative Regulation for Academic Rank
- b) Board Policy and Administrative Regulation for Accreditation
- c) Collaborative Governance Document First Read

12) Adjournment- 2:00pm

Next Scheduled Meeting: April 23, 2020 at 12:30pm
Zoom Conference in Academic Senate Canvas Site

**PART I CONTACT
INFORMATION**

DISTRICT/College(s): Compton Community College District

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

Name: Dr. Keith Curry

Title: President/CEO

District: Compton Community College District

Email: kcurry@compton.edu

Phone: (310) 900-1600 ext. 2000

**PART II
RESPONSES TO PLAN
REQUIREMENTS**

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

- (1) **A statement that the district has officially adopted the plan, subject to approval by the State Chancellor (§55251)**

Date plan approved by local board: April 21, 2020 (*Please also attach Board minutes other documentation.*)

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

Compton College established a sub-committee to develop and review the Compton College Cooperative Work Experience Education Plan. The plan was reviewed and approved by the Compton College Curriculum Committee. Furthermore, the Compton College Cooperative Work Experience Plan was reviewed by the Compton College Academic Senate on December 5, 2019.

- (2) **Specific description of (§55251):**
(a) **District responsibilities (§55251):**

Background: Title 5 criteria and requirements

District Services. (§55255). (6.4)

- 1) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:
 - i) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
 - ii) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
 - iii) Consultation with students in person to discuss students' educational growth on the job.
- 2) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education (CWEE). Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.
- 3) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

Responsibilities of the College, Employer, Student and District (6.0)

6.1 Responsibilities of the College are to:

- 6.1.1 Register students in the appropriate CWEE Program. The prerequisite for a specific CWEE Program is as written in the College catalogs.
- 6.1.2 Provide CWEE Coordinator/Instructor(s) time to maintain and promote the CWEE Program in the following manner:
 - 6.1.2.1 Develop contacts with business, industry and governmental agencies for potential job learning stations;
 - 6.1.2.2 Maintain good public relations by speaking to civic, educational, governmental, and service organizations;

- 6.1.2.3 Introduce CWEE Instructor(s) to key personnel within business, industry and governmental agencies;
- 6.1.2.4 Work closely with the college counseling/career center staff;
- 6.1.2.5 Maintain liaison with the faculty and administration;
- 6.1.2.6 Handle student and instructor appeals related to CWEE;
- 6.1.2.7 Administer the CWEE budget;
- 6.1.2.8 Participate in college advisory committees;
- 6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
- 6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;
- 6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
- 6.1.2.12 Provide a weekly CWEE class (orientation);
- 6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;
- 6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
 - 6.1.2.14.1 Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form.
- 6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.
 - 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/Instructor(s) and student.
 - 6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.16.1 CWEE Coordinator/ Instructor(s) will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor(s) will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor(s) will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE Instructor(s) will submit completed and signed Compton College waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE Coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE Instructor(s).

6.1.2.19 Provide the Instructor(s) with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE Instructor(s) and maintain work experience participant records according to Title V regulations.

6.1.3 Provide CWEE Instructor(s) with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE Program to maintain records;

6.1.5 Provide financial support to the CWEE Program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

6.2 Responsibilities of the student are to (6.2):

- 6.2.1 Attend required weekly orientation, group seminars, and/or individual conferences called by the CWEE Instructor;
- 6.2.2 Notify the CWEE Instructor(s) of any changes of job, supervisor, or work hours;
- 6.2.3 Return completed and signed Compton College waiver form and required documents to the CWEE Instructor(s) including an application form, learning objective agreement form, performance evaluation forms, timesheet, and when applicable an unpaid internship agreement form;
 - 6.2.3.1 Complete and sign the Compton College Waiver/Assumption of Risk form at the beginning of the enrollment term and prior to the start of the student's work participation at the job learning station.
 - 6.2.3.2 Complete and sign, if applicable, the Self Employment form designating and identifying a qualified supervisor/mentor for the self-employed student.
- 6.2.4 Report hours worked;
- 6.2.5 Consult the CWEE Coordinator/Instructor(s) concerning job-related problems.

6.3 Responsibilities of the Employer and the Job Learning Stations (6.3)

- 6.3.1 Job learning stations and employer shall meet the following criteria:
 - 6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;
 - 6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;
 - 6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the- job measurable learning objectives;
 - 6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

- 6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objective will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and
- 6.3.2.2 Evaluate on the Performance Evaluation form agreed upon learning objectives at midterm and at the end of the work experience activity; and
- 6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and
- 6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and
- 6.3.2.5 Sign the Compton College Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the Adult Education and Workforce Development Office at the beginning of the enrollment term and prior to the student's start of the unpaid internship; and
- 6.3.2.6 Verify information on the Application form to establish the location of the student's job learning station, the type of job held, the course identifier, and the number of units in which each student is enrolled.

6.4 Responsibilities of the District are to: (6.4.4)

- 6.4.4 Provide apprenticeship work experience courses when entering into contracts with Joint Apprenticeship Training Committees (JATC). The Compton Community College District may delegate CWEE coordination/supervision activities to the JATC per Title V of the California Administrative Code.

(a) **District responsibilities**

Background: Title 5 criteria and requirements

Records. (§55256). (4.0)

(a) The district shall maintain records which shall include at least the following:

- 1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.
- 2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- 3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- 4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
 - 1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
 - 2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
 - 3) Consultation with students in person to discuss students' educational growth on the job.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

- 1) Consultation(s) in person with the employer or designated representative.
- 2) Personal consultation(s) with the student.
- 3) Evaluation of the student's achievement of the on-the-job learning objectives.
- 4) The final grade.

District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

Records (4.1)

4.1 The Colleges shall maintain student records which shall include at least the following:

4.1.1 The type and units of Cooperative Work Experience Education in which the student is enrolled, where the student is employed, and the type of job held and a statement signed and dated by the CWEE instructor which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

4.1.2 A record of the work permit issued, if applicable, signed by the designated issuing agent.

4.1.3 New or expanded on-the-job written, measurable, learning objectives which serve as part of the basis for determining the student's grade, signed by the student, employer, and CWEE Coordinator;

4.1.4 The employer's report of student CWEE hours worked and performance evaluations based on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

4.2 Records must be maintained which are signed and dated by CWEE Coordinator/ Instructor(s) Employer, and student:

4.2.1 Documentation by CWEE Coordinator/ Instructor(s) of consultations with the student;

4.2.2 Documentation by CWEE Coordinator/ Instructor(s) of consultations with employers in person with the employer or designated representative at the employer's place of business once each semester; unless site meets the alternative "In-Person" options.

4.2.3 Written evaluation by CWEE Coordinator/ Instructor(s) of each student, including the final grade.

4.2.4 The Compton College Unpaid Internship Agreement signed by the CWEE Instructor(s), the employer or designated representative, and the student when applicable.

(b) Student responsibilities (§55251):

Background: Title 5 criteria and requirements

Student Qualifications. (§55254). (3.0)

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - 1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - 2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - 3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

Student Qualifications (3.1)

3.1 In order to participate in CWEE students shall meet the following criteria:

3.1.4 One of the following:

3.1.4.1 Be a registered apprentice as defined by Labor Code Section 3077 enrolled in related or supplementary courses required of the apprentice programs. Community college districts may grant units of credit for CWEE consistent with provisions of this regulation; or

3.1.4.2 Be self-employed and meet the following conditions: Identify a person who is approved by the instructor to serve as the designated evaluator representative. This representative shall be an objective individual in the same profession who can provide the student with constructive and professional feedback regarding the student's professional growth. The relationship of the evaluator and student must be professional and not personal in nature and agree to accept in writing the following employer responsibilities:

- a. Assist the student in identifying new or expanded on-the-job meaningful and measurable learning objectives.
- b. Assist in the evaluation of the student's identified learning objectives
- c. Validate hours worked

3.1.4.3 Participate in part-time or full-time paid employment; OR

3.1.4.4 Paid or unpaid internships

3.1.4.4.1 Unpaid internship participants must submit a signed and date Compton College Unpaid Internship Agreement form to CWEE Instructor(s) prior to start of unpaid internship; AND

3.1.5 Be enrolled in Occupational Work Experience Education which is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal for which his/her college program has been designed.

(c) **Employer responsibilities (§55251):**

Background: Title 5 criteria and requirements

Records. (§55256). (4.0)

- (a) The district shall maintain records which shall include at least the following:
- 1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
 - 2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
 - 3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
 - 4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- 1) Consultation(s) in person with the employer or designated representative.
 - 2) Personal consultation(s) with the student.
 - 3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - 4) The final grade.

Job Learning Stations. (§55257) (6.3)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

Responsibilities of the Employer and the Job Learning Stations (6.3.1)

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term.

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on-the-job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor on the; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form agreed at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the Compton College Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the Adult Education and Workforce Development Office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

(c) **Employer responsibilities (§55251):**

Background: Title 5 criteria and requirements

Consultation(s) in person with the employer. (§55255). **(6.4.2), (6.4.3)**

- (b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.
- (c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations are attached.

District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form. **(6.1.2.14.1)**

(d) **Other cooperating agencies in the operation of the program, if any.** (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

(3) **Specific description of each type of CWEE** (§55251):

Types of Cooperative Work Experience Education (§55252) **(1.0)**

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. **(1.1.2)**

- (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. **(1.1.1)**

- Minor Students in Work Experience
All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).

- Work Experience Programs for Students with Developmental Disabilities. (§55250.4)
The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.
The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

- Work Experience Education Involving Apprenticeable Occupations. (§55250.5)
Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council. **(6.4.4)**

(4) A description of HOW the district will (§55251)

(a) *Provide guidance services* (§55251):

Describe the specifics on how district will achieve this requirement.

Responsibilities of the College, Employer, Student and District (6.1.2)

- 6.1.2 Provide CWEE Coordinator/Instructor(s) time to maintain and promote the CWEE program in the following manner:
 - 6.1.2.1 Work closely with the college counseling/career center staff;
 - 6.1.2.2 Maintain liaison with the faculty and administration;
 - 6.1.2.3 Handle student and instructor appeals related to CWEE;
 - 6.1.2.4 Administer the CWEE budget;
 - 6.1.2.5 Participate in college advisory committees;
 - 6.1.2.6 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
 - 6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;
 - 6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
 - 6.1.2.9 Provide referral to counseling, career center, and other student services staff as needed;
 - 6.1.2.10 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
 - 6.1.2.11 Assure that work done by students contributes to their occupational or educational goals.

- 6.1.2.11.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ Instructor(s) and student.
- 6.1.2.11.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.
- 6.1.2.12 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.
 - 6.1.2.12.1 CWEE Coordinator/Instructor(s) will consult with employers in person to assess student progress on the job;
 - 6.1.2.12.2 CWEE Coordinator/Instructor(s) will receive written overall evaluation of students from employers, as well as the rating specific learning objectives set forth for the semester;
 - 6.1.2.12.3 CWEE Instructor(s) will award student grade and earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.
 - 6.1.2.12.3.1 CWEE Instructor(s) will submit completed and signed Compton College waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE Coordinator by the end of the enrollment term.
- 6.1.2.13 Evaluate the CWEE Program through the college program review process.
- 6.1.2.14 Participate in the evaluation process for CWEE Instructor(s).
- 6.1.2.15 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.
- 6.1.2.16 Collect CWEE student records from CWEE Instructor(s) and maintain work experience participant records according to Title V regulations.

- 6.1.3 Provide CWEE Instructor(s) with reasonable assigned time in terms of weekly student contact hours to consult with students, and consult in person with employers at least once each semester;
- 6.1.4 Assign adequate clerical support to the CWEE Program to maintain records;
- 6.1.5 Provide financial support to the CWEE Program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) Assign a sufficient number of qualified certificated personnel to direct the program (§55251):

Describe the specifics on how district will achieve this requirement. **(6.1.3)**

- 6.1.3 Provide CWEE Instructor(s) with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;
- 6.1.4 Assign adequate clerical support to the CWEE Program to maintain records;
- 6.1.5 Provide financial support to the CWEE Program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(1) **Initiate and maintain learning stations (§55251)**

Background: Title 5 criteria and requirements

(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Work Experience Outside of District. (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

Wages and Workers' Compensation. (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Job Learning Stations. (§55257) **(6.3)**

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Responsibilities of the employer partners and the Job Learning Stations (6.3)

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the Adult Education and Workforce Development Office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

(2) Coordinate the program and supervise students (§55251) (6.1.2)

Describe the specifics on how district will achieve this requirement.

6.1.2 Provide CWEE Coordinator/Instructor(s) time to maintain and promote the CWEE program in the following manner:

- 6.1.2.1 Work closely with the college counseling/career center staff;
- 6.1.2.2 Maintain liaison with the faculty and administration;
- 6.1.2.3 Handle student and instructor appeals related to CWEE;
- 6.1.2.4 Administer the CWEE budget;
- 6.1.2.5 Participate in college advisory committees;
- 6.1.2.6 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
- 6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;
- 6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
- 6.1.2.9 Provide a weekly CWEE class (orientation);
- 6.1.2.10 Provide referral to counseling, career center, and other student services staff as needed;
- 6.1.2.11 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
- 6.1.2.12 Assure that work done by students contributes to their occupational or educational goals.
 - 6.1.2.12.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/Instructor(s) and student.
 - 6.1.2.12.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

- 6.1.2.13 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term
 - 6.1.2.13.1 CWEE Coordinator/ Instructor(s) will consult with employers in person to assess student progress on the job;
 - 6.1.2.13.2 CWEE Coordinator/ Instructor(s) will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;
 - 6.1.2.13.3 CWEE Instructor(s) will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.
 - 6.1.2.13.3.1 CWEE Instructor(s) will submit completed and signed Compton Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.
- 6.1.2.14 Evaluate the CWEE Program through the college program review process.
- 6.1.2.15 Participate in the evaluation process for CWEE Instructor(s).
- 6.1.2.16 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.
- 6.1.2.17 Collect CWEE student records from CWEE Instructor(s) and maintain work experience participant records according to Title V regulations.

(3) Shared supervision with employer to include (at least once each term) (§55251)

(c) Assure on-the-job experiences are documented with written/measurable (§55251) (6.1.2.9)

Describe the specifics on how district will achieve this requirement.

- 6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
- 6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;
- 6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
- 6.1.2.12 Provide a weekly CWEE class (orientation);
- 6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;
- 6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
- 6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.
 - 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/Instructor(s) and student.
 - 6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.
- 6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.
 - 6.1.2.16.1 CWEE Coordinator/Instructor(s) will consult with employers in person to assess student progress on the job;
 - 6.1.2.16.2 CWEE Coordinator/Instructor(s) will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor(s) will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE Instructor(s) will submit completed and signed Compton College waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE Coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE Instructor(s).

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE Instructor(s) and maintain work experience participant records according to Title V regulations.

(d) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement. (6.1.2.15)

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/Instructor and student.

6.1.2.15.2 Performance evaluations on these specific objectives at the end of to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.

- 6.1.2.16.1 CWEE Coordinator/Instructor(s) will consult with employers in person to assess student progress on the job;
- 6.1.2.16.2 CWEE Coordinator/Instructor(s) will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;
- 6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.
 - 6.1.2.16.3.1 CWEE Instructor(s) will submit completed and signed Compton College forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.
- 6.1.2.17 Evaluate the CWEE Program through the college program review process.
- 6.1.2.18 Participate in the evaluation process for CWEE Instructor(s).
- 6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.
- 6.1.2.20 Collect CWEE student records from CWEE Instructor(s) and maintain work experience participant records according to Title V regulations.

- 6.1.3 Provide CWEE Instructor(s) with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers least once each semester, and teach the orientation class;
- 6.1.4 Assign adequate clerical support to the CWEE program to maintain records;
- 6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(e) Describe basis for awarding grade and credit (§55251)

Background: Title 5 criteria and requirements

Work Experience Credit. (§55255.5). (5.0)

- (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
- (b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
- (c) The following formula will be used to determine the number of units to be awarded:
 - 1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - 2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

5.4 Other conditions required for awarding credit: (5.0)

- 5.4.1 Work Experience hours must be completed during the term in which they are enrolled.
- 5.4.2 Students must submit required program forms and assignments during the term in which they are enrolled.
- 5.4.3 Units earned will be based only on full unit increments of 1-4.

College Credit and Repetition (2.0)

- 2.1 For the satisfactory completion of all types of CWEE, students may earn up to a total of 16 semester credit hours, subject to the following limitations:
 - 2.1.1 Occupational Work Experience Education:
 - 2.1.1.1 Students may earn no more than four (4) semester units per enrollment term, with a maximum total of sixteen (16) semester units over the course of four (4) terms, during the student's enrollment in any community college.
 - 2.1.1.2 Students may earn up to eight (8) semester units in any one enrollment term under special circumstances and with prior approval by CWEE Coordinator and/or department chair or division dean.

2.1.2.3 It is possible that some students will be unable to accumulate the full sixteen (16) semester units of work experience during four (4) terms. Therefore, under special circumstances, with prior approval by the CWEE Coordinator and/or division chair or division dean, students may accumulate the full sixteen (16) semester units of work experience in their occupational or educational goals over the course of five (5) or more terms.

(f) Provide adequate clerical & instructional services (§55251) (6.1.4)

Comments, if any.

6.1.4 Assign adequate clerical support to the CWEE Program to maintain records;

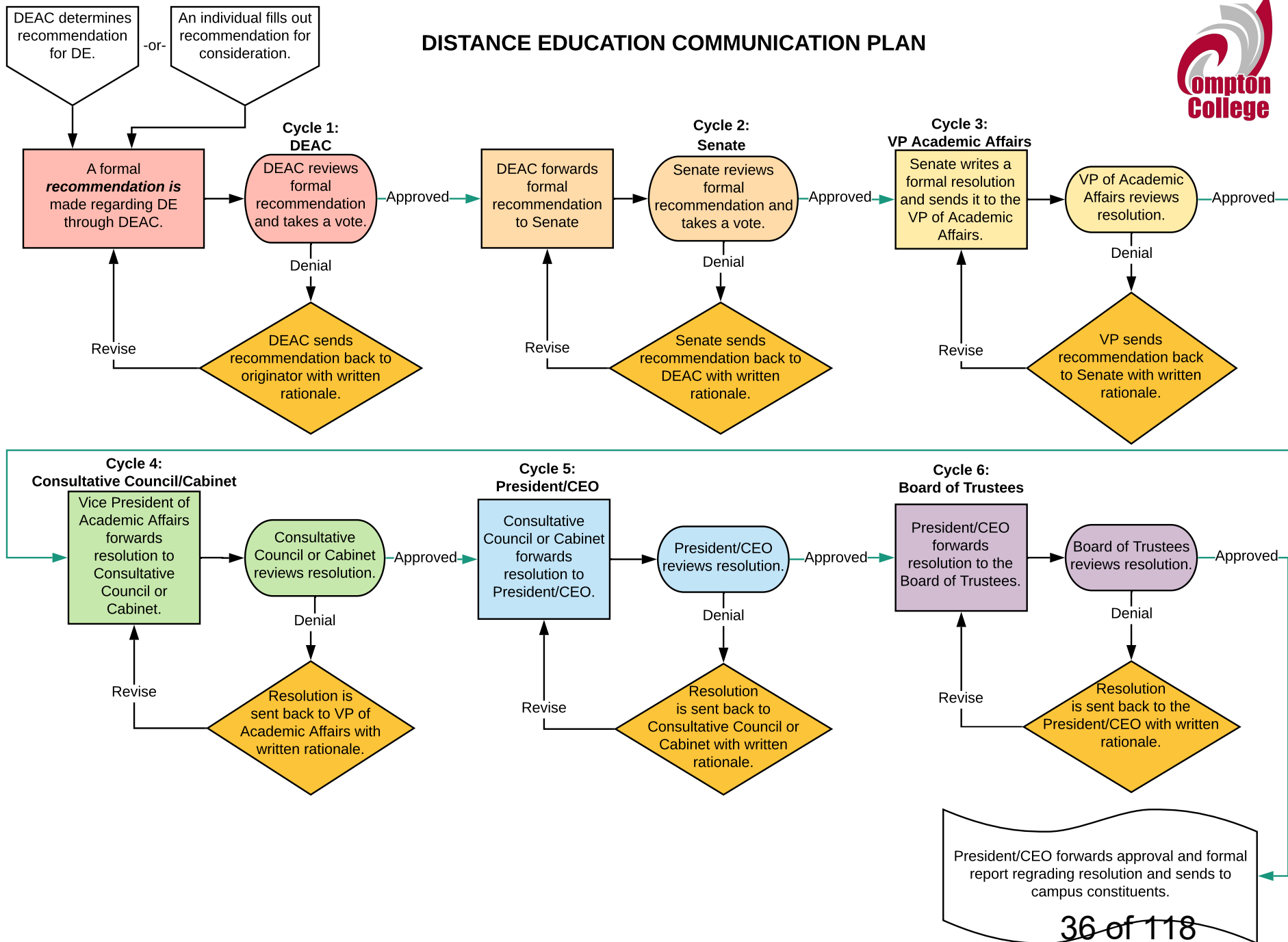
6.1.5 Provide financial support to the CWEE Program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) If district changes the plan, will submit changes for approval (§55251)

Check to indicate compliance

Yes

DISTANCE EDUCATION COMMUNICATION PLAN



**CONSTITUTION AND
BYLAWS OF THE
ACADEMIC SENATE OF THE
COMPTON COMMUNITY
COLLEGE DISTRICT**

CONSTITUTION

PREAMBLE

We, the faculty of the COMPTON COMMUNITY COLLEGE DISTRICT, in order to promote formal and effective procedures for participating in the formation of district policies on academic and professional matters; to develop faculty participation in the formulation of district policies; and to require a clearly defined organizational structure for such participation, do hereby establish, subject to the limitations set forth by the COMPTON COMMUNITY COLLEGE DISTRICT Board of Trustees and the Legislature of the State of California, this Constitution, replacing all past constitutions and effective after ratification by two-thirds of the faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be THE ACADEMIC SENATE OF THE COMPTON COMMUNITY COLLEGE DISTRICT (HEREAFTER REFERRED TO AS "ACADEMIC SENATE").

ARTICLE II: PURPOSE AND MISSION

It is hereby reaffirmed that it is the primary purpose of the Academic Senate to be the principal vehicle for faculty participation in the academic and professional governance of this district. As such, the Academic Senate recognizes itself, in accordance with Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*, and with the statewide Academic Senate process. The Academic Senate defines itself as the primary representative of the Compton College faculty, concerned with making recommendations to the Compton Community College District administration and Board of Trustees in all matters related to the improvement and maintenance of academic standards and faculty professional responsibilities that are under the 10+1 purview of the District.

The "10+1" purview includes the following:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;

- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

The Senate shall not engage in collective bargaining activities nor affiliate with any professional association, organization or group, except associations of other Senates; however, nothing in this Constitution shall be construed to discourage members of the faculty from freely associating with other groups and organizations, and through such association independently expressing their views to the Administration and the Board of Trustees.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Academic Senate are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Community College District Administration and Board of Trustees. Such communication is crucial, for an informed faculty is a participatory faculty.
- 2) To accept the responsibility for equal partnership in the collaborative governance of this District, particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration, the Board, and the State, regarding academic growth, development, and improvement of the District.
- 4) To regularly inform Compton Community College District faculty on all matters of its deliberations.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Community College District faculty views and interests, with the administration, the public, and other concerned parties.
- 6) To establish a standard of professional conduct (*Code of Ethics*) for Compton Community College District faculty, to monitor faculty adherence to such a standard, and to hear complaints regarding alleged breaches of said standard.

- 7) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.
- 8) To be responsible for staff development of district faculty.
- 9) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Community College District.

ARTICLE IV: Civility Statement

The operation and conduct of the Academic Senate, its committees and its officers will adhere to the Compton College Statement of Civility and Mutual Respect.

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

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

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

Approved by the Academic Senate on December 5, 2019.

Approved by the Compton Community College District Board of Trustees on December 10, 2019.

BYLAWS

ARTICLE V: COMPOSITION

SECTION 1. ELECTORATE

- a. The full-time Electorate (herein after referred to as the Full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a). The full-time faculty shall elect divisional and non- divisional Senators.
- b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty-seven percent, or as specified by state law, over the ten-month academic year (Code 53200 (a). The Adjunct Faculty shall elect the Adjunct Senators.
- c. For purposes of eligibility, nomination, and voting in individual elections for the Academic Senate, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.

SECTION 2. ORGANIZATION

- a. The senators shall be elected from the faculty in each division. Counseling shall be treated as a division.
- b. Divisions having FTEF shall be entitled to senate members on the following basis:
 - 1-14 Full Time Faculty- 3 members
 - 15 and above Full Time Faculty- 5 members
- c. The composition of the Senate shall be as follows:
 - Fine Arts, Communications and Humanities - 5 senators (1 of the 5 shall be elected from Library Sciences)
 - Science, Technology, Engineering and Math (STEM) - 5 senators
 - Counseling - 5 senators
 - Social Sciences - 3 senators
 - Business and Industrial Studies - 3 senators
 - Health and Public Services - 3 senators
 - Adjunct faculty - 2 senators
- d. Senators representing divisions, teaching or non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured members of the faculty or full-time faculty in at least their second contract year.

SECTION 3. EX-OFFICIO SENATE MEMBERS

The term “ex-officio member” shall mean a voting or non-voting member of the Senate who may be invited by the Senate Executive Board to serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

- a. Ex-Officio Senate Members - Voting

- Curriculum Chair
- Distance Education Faculty Coordinator
- Faculty Development Chair
- Union President

b. Ex-Officio Senate Members - Non-Voting

- Vice-President of Academic Affairs
- The President of the Associated Student Organization or designee
- Vice President of Student Services or designee
- One member of the Compton College Board of Trustees, to be designated by the Senate

Deleted: p

c. Duties of the Curriculum Chair

- i. Chair the Curriculum Committee.
- ii. Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.
- iii. Serve as an Ex-officio voting member.
- iv. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.
- v. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

d. Duties of the Distance Education Faculty Coordinator

- i. Chair the Distance Education Advisory Committee.
- ii. Maintain records and report to the Academic Senate all actions taken, policies and procedures created by the Distance Education Advisory Committee and responses thereto.
- iii. Serve as an Ex-officio voting member.
- iv. Bring matters from the Distance Education Advisory Committee that require voting approval from the Academic Senate.
- v. Perform such other tasks as the Senate may assign.

e. Duties of the Faculty Development Coordinator

- i. Chair the Faculty Development Committee.
- ii. Maintain records and report to the Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
- iii. Bring matters from the Faculty Development Committee that require voting approval from the Academic Senate.
- iv. Serve as an Ex-officio voting member.
- v. In coordination with the Vice President of Academic Affairs and the Professional Development Committee, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate.
- vi. Perform such other tasks as the Senate may assign.

f. Duties of the Union President

- i. Provide clarification and consultation where there is overlap between the faculty contract and Academic Senate policies.
- ii. Serve as an Ex-officio voting member.
- iii. Perform such other tasks as the Senate may assign.
- iv. Work with the Senate President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

- a. Each division and non-divisional faculty group shall be responsible for the election of representatives to the Academic Senate.
- b. The Division Chair or a Senate designated representative will announce elections before the March division meeting. Academic Senate Representatives shall be elected during the March Division meeting.
- c. Any faculty member that is in their second contract year is eligible to serve.
- d. Elections shall be held by secret ballot and winners must receive a plurality of the votes. Winners should be forwarded to the Academic Senate Vice-President immediately upon election to be announced at the first meeting in April.
- e. Senators will serve a three-year term.
- f. When a Division's or non-divisional group's Representative has been elected President or President-Elect of the Academic Senate, that Division or group shall be invited to elect a replacement Senator whose term of office shall coincide with the term of the newly elected President or President-Elect. Election to replace the representative shall take place within the Division or non-divisional group.
- g. If at any time the seat of a representative is vacated before a term expires, the Division or non-divisional group shall conduct a special nomination and election process to replace that representative.

SECTION 2. ADJUNCT SENATORS

- a. The Vice President solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Senators during the first Senate meeting in April. The election will be held in the first meeting of May.

- b. Adjunct Senators shall be elected for a three-year term and shall assume their responsibilities at the first regular General Meeting in May.
- c. If at any time, the seat of an Adjunct Senator is vacated before that term expires, the Senate shall conduct a special nomination and election process to replace that Senator in accordance with the election procedures for adjunct senators.

SECTION 3. DUTIES OF A SENATOR

Senators shall:

- a. Regularly attend meetings of the Academic Senate and vote on issues to represent the interests of the divisions/areas that elected them;
- b. Bring issues from their divisions/areas to the Academic Senate;
- c. Solicit input from their division/area faculty on issues before the Senate.

Senators shall adhere to duties set forth in BP 2520 Academic Senate and the Senate Constitution and Bylaws. Failure to adhere to BP 2520 and the Senate Constitution and Bylaws may be grounds for removal.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary, Board Representative, and Treasurer from among the members of the Academic Senate. All Senate officers must be tenured members of the full-time faculty when they take office.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominees must be members of the Senate. Nominations for office are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The order of nomination of offices shall be President, President-Elect when applicable, Vice President, Secretary, Treasurer, and Board Representative.

Presentation of Candidates: At the first meeting in May, the nominees shall be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret ballot vote in the library the following week with all faculty voting. To be elected, a candidate must receive a vote from a plurality of those faculty voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article IIV, SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her election.

Commented [GA1]: Phrasing added for continuity and clarity.

SECTION 4.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President, which is cumulatively three years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

Deleted:
Deleted: c
Deleted: 2
Deleted: 3
Deleted: 2
Deleted: 2
Deleted: 1

SECTION 5.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

Deleted: p
Deleted: p

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

Deleted: p

SECTION 6. DUTIES OF THE PRESIDENT

a. The President shall:

- i. Preside over meetings.
- ii. Approve expenditures of all funds in consultation with the Executive Board.
- iii. Upon invitation, attend meetings of the President/CEO's Cabinet and/or other appropriate District meetings.
- iv. Recommend the agenda for all Academic Senate Board meetings in consultation with the Executive Board.
- v. Co-chair Consultative Council.
- vi. Prepare the agenda for Executive Board meetings.
- vii. Recommend for the Academic Senate's approval a candidate for the position of Parliamentarian. The Parliamentarian shall have thorough knowledge of the Academic Senate Bylaws and Constitution as well as the most current edition of *Robert's Rules of Order* and the *Ralph M. Brown Act*.
- viii. Perform all functions that are normally thought to be within the realm of the presiding officer which are not denied by the Bylaws, Senate Rules, or Procedures.

Formatted: Font: Italic
Formatted: Font: Italic

- ix. Chair the Executive Board; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Board, and campus committees.
 - x. By the close of the President's term, the President shall prepare a summary report for the incoming President that includes accomplishments and pending business.
 - xi. Work with the Union President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.
- b. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the President shall not vote on regular issues before the Academic Senate, but shall act as a facilitator and mediator on such issues.

Deleted: p

Deleted: p

Deleted: p

SECTION 8. DUTIES OF THE VICE PRESIDENT

- a. The Vice President shall:
 - i. Preside over meetings in the absence of the President.
 - ii. Assist the Senate President in carrying out the business of the Academic Senate.
 - iii. Attend college and district meetings in the absence of the Senate President.
 - iv. Conduct all elections.
 - v. Chair ad hoc Professional Relations Committee.
 - vi. Chair Educational Policies Committee. In coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications.
 - vii. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

SECTION 9. DUTIES OF THE PRESIDENT-ELECT

- a. The President-Elect shall:
 - i. Become familiar with the duties of the Senate President; learn pertinent parliamentary procedure; become familiar with the Compton Community College governance structures; and learn the functions of the ASCCC. The President- Elect is encouraged to attend ASCCC Area C meetings and the plenary sessions.
- b. The President-Elect may also hold another office in the Senate until beginning his/her term of office as President.
- c. The President-Elect shall be a voting officer of the Executive Board if not holding another office.

SECTION 10. DUTIES OF THE SECRETARY

- a. The Secretary shall:
 - i. Prepare and distribute minutes of all Academic Senate meetings.
 - ii. Maintain an electronic file of all records (minutes, reports, etc.) and official documents of the Academic Senate except those placed in the keeping of others, such as records stored in the College archives.
 - iii. The Secretary shall be responsible for all official Senate correspondence.
 - iv. Prepare and distribute the agenda for all Academic Senate meetings in consultation with the Executive Board.
 - v. The Secretary shall maintain the Senate’s web page and other internet links as designated by the body.
 - vi. Be an ex-officio member of Curriculum Committee.
 - vii. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

SECTION 11. DUTIES OF THE TREASURER

- a. The Treasurer shall:
 - i. Keep the financial records up to date and in good order.
 - ii. Give oral and/or written financial reports of the status of the Academic Senate’s finances as required or requested by the Academic Senate.
 - iii. With the approval of the President, make all properly authorized payments for the Senate which are not inconsistent with the Bylaws, the Senate Rules or the Procedures, and which do not threaten the solvency of the Academic Senate.
 - iv. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

SECTION 13. DUTIES OF THE PAST-PRESIDENT

- a. The Past-President of the Senate shall:
 - i. Serve for one year as advisor to the Executive Board.
 - ii. Be considered an officer of the Senate.
 - iii. Advise the President of the Senate and serve as a voting member of the Executive Board of the Senate.
 - iv. Serve the Academic Senate in any capacity that the Executive Board determines is appropriate.

SECTION 14. DUTIES OF THE FACULTY REPRESENTATIVE TO THE BOARD OF TRUSTEES

- a. The Faculty Representative to the Board of Trustees shall:
 - i. Present the faculty viewpoint to inform and make recommendations to the Board of Trustees on relevant issues and concerns.
 - ii. Attend all Board meetings and Academic Senate meetings and report to the Senate on activities and accomplishments.

- iii. Communicate with any and all committees or groups on campus, as he/she deems relevant.
- iv. Develop relationships with Board of Trustee members to assist in accomplishing Academic Senate goals.

SECTION 15. DUTIES OF THE ADJUNCT REPRESENTATIVE

- a. The Adjunct Representative shall:
 - i. Serve as the voice of the adjunct faculty of the college in matters specifically related to adjuncts.
 - ii. Help foster respect and inclusion among all faculty.

SECTION 16. MEMBERSHIP OF THE EXECUTIVE BOARD

- i. All officers and one of the Adjunct Senators shall constitute the Executive Board.
- ii. The Senate receives 120% release time and the Executive Board will determine how it shall be designated.

SECTION 17. RECALL OF OFFICERS

Upon presentation to the President of the Academic Senate of a petition signed by at least ten percent of full-time faculty requesting that an officer be recalled, the Academic Senate's Vice President will verify that the signatures are signed by at least ten percent of full-time faculty, and will conduct the voting process, if needed. Just cause for recall of officers constitutes not fulfilling duties as set forth in Article VI.

The Academic Senate shall distribute such a proposal to all full-time faculty within one week following its next scheduled meeting. The Academic Senate shall direct the President to distribute any comments as submitted related to the recall of a Senate officer and to submit the proposal for recall for vote by secret ballot of full-time faculty within four weeks after the distribution of the proposal to the full-time faculty. If the recall is approved by a majority of the full-time faculty who voted, such officer shall be removed from office and the Academic Senate shall determine the process for filling the vacancy. In the case of the recall of the President, the petition shall be presented to the Vice President, who shall perform the duties of the President listed above in this Article VI Section 6.

ARTICLE VII: MEETINGS

- a. Regular meetings of the Academic Senate shall be held at least twice a month during the normal operating semesters of the academic year, on the first and third Thursdays following the first and third Tuesdays. Meeting dates can be adjusted to account for holidays and events. The Executive Board shall establish a calendar of meeting dates and shall distribute them to all Senators.

- b. A quorum shall consist of a simple majority of Academic Senate members. When a quorum is lost, no action shall be taken; however, discussion may continue.
- c. Special meetings of the Academic Senate shall be held as deemed necessary by a majority of the Academic Senate members or by the Executive Board of the Academic Senate.
- d. All meetings of the Academic Senate shall be open to any member of the faculty and, upon request to the Executive Board of the Academic Senate, to any other interested parties as well.
- e. The agenda of the Academic Senate shall be established by the Executive Board.
- f. Actions of the Academic Senate shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.
- g. No proxy voting will be allowed.
- h. The president may place the Senate into executive session as prescribed in *Robert's Rules of Order* (latest rev. ed.).
- i. Absence from three Senate meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation. If someone is not able to serve for one semester, a substitute must be elected following the division election process.
- j. A quorum of the Senators may adjourn any Senate meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Senators, either in writing or electronically. In the absence of a quorum, a majority of the Senators present at any Senate meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Senate.
- k. The President, Vice President, President-Elect or, in their absence, any officer shall preside at meetings of the Senate. The Secretary of the Senate or, if absent, any person appointed by the presiding officer, shall act as Secretary of the Senate meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- l. The agenda for all meetings shall be prepared by the Executive Board, distributed to all faculty members, and posted for the public at least three school days prior to regular meetings of the Senate. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.
- m. Members of the faculty may refer inquiries and recommendations to the Senate through any Senator or through any officer of the Senate, and any such referrals shall come before the Senate, be acted upon, and shall result in a report by the Senate to the referring member.

Formatted: Font: Italic, No underline

- n. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Senate and shall be forwarded to the Administration and/or Board of Trustees as the recommendation of the Senate.
- o. The Executive Board of the Academic Senate shall meet at least twice a month during normal operating semesters. The Executive Board shall establish a calendar of meeting dates to be distributed to all Executive Board members.
- p. The Academic Senate President and Faculty Representative to the Board of Trustees are expected to attend all Board meetings throughout the academic year not including meetings held during the summer months.

SECTION 1. REMOTE MEETINGS

- a. The Academic Senate may meet remotely in the event that in person meetings are not allowed because of an Executive order.
 - The Senate must, each time, give notice of meetings, advertise the means by which the public may comment and the procedure the Senate will use to address “requests for reasonable modification or accommodation from individuals with disabilities, consistent with the *Americans with Disabilities Act* and resolving any doubt whatsoever in favor of accessibility.”
 - All requirements in both the *Bagley-Keene Act* and the *Brown Act* expressly or impliedly requiring the physical presence of members, the clerk, or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are waived.
 - Where posting of agendas is concerned, the Senate is responsible for adhering to the same “timeframes” and “means otherwise prescribed by the *Bagley-Keene Act* or the *Brown Act*” but that each notice must also give information about how members of the public may observe and comment and about how the legislative body will resolve requests for accommodations and accessible materials. The Senate may alert the public via “the most rapid means of communication available at the time,” which may include the Academic Senate’s webpage or an email communication.
 - When it is neither sound nor advisable to travel to the campus to post a physical agenda, the Senate will make all efforts to ensure that the meetings are publically noticed in accordance with Government Code section 54954.(2).
 - The Senate may meet remotely using teleconference technology without providing a physical location or requiring any member or personnel be present at a physical location accessible to the public.
 - The agenda does not need to state the teleconference location from which each member will participate.
 - Members of the legislative body do not need to allow members of the public to join them at their physical location in order to comment. Instead, agendas and notices should state the means by which the public may participate.
 - Agendas do not need to be posted at every teleconference location, as they normally would be under *Bagley-Keene Act* or *Brown Act*.

Formatted: Font: Italic

Commented [GA2]: This phrase is in quotation marks. Where is it pulled from?

Formatted: Font: Italic

Formatted: Font: Italic

Deleted: T

Formatted: Font: Italic

Formatted: Font: Italic

Formatted: Font: Italic

Deleted:

Commented [GA3]: Does “may” mean that the Senate has the option to do so or not?

Deleted: T

Deleted: W

Deleted: site

Deleted: ot

Deleted: but T

Formatted: Font: Italic

Formatted: Font: Italic

Deleted: or Bagley-Keene

- The legislative body can meet remotely even if a quorum or more of its members are joining remotely from beyond the boundaries of the legislative body’s jurisdiction.
- The following procedures for speaking attendees, including both Senators and guests, participating remotely, are as follows:
 - When joining a meeting, all participants shall type their name and appropriate division in the chat box for attendance reporting in the minutes.
 - Participants shall wait to be called upon by the President to speak.
 - Participants shall state their name before they make a comment or ask a question so that they can be accurately acknowledge in the minutes.

SECTION 2: ELECTRONIC VOTING

The Senate and Senate Committees may use electronic voting for resolutions, recommendations, or other deliberative matters, so long as the following requirements are fulfilled:

- Compliance with Robert's Rules of Order, relating to electronic voting in order to provide, at a minimum, simultaneous aural communications between all meeting participants.
- Compliance with all other committee meeting regulations provided for under this section.
- The Academic Senate has authorized voting electronically in advance.
- Voting members of the Senate all receive the same information.
- A date and time is set for the start and end of each electronic vote.
- No motion is approved by less than a majority of the current voting members of the entity, excluding vacancies.
- Votes conducted electronically are recorded in the minutes of the next regular meeting.
- The Vice President shall provide to each voter either a ballot or instructions for voting electronically, accompanied by all relevant texts, such background information.
- For electronic voting, the Vice President shall utilize a system which verifies each voter’s identity and which maintains security.
- The Vice President shall deliver the electronically received votes to the agency authorized to count the ballots and to certify the results to the Academic Senate Executive Board.
- The Vice President shall follow all elections procedures in Article V.

Formatted: Bulleted + Level: 1 + Aligned at: 0.5" + Indent at: 0.75", Widow/Orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Deleted: ¶
P

Deleted: <#>¶

Deleted: <#>you

Deleted: <#>the

Deleted: <#>please type your name and

Deleted: <#>to be recorded

Deleted: S

Deleted: your

Deleted: you

Deleted: we can

Deleted: you

Deleted: as

Formatted: Font: Italic

Deleted: T

Formatted: Space Before: 0 pt

Deleted: T

ARTICLE VIII: COMMITTEES

SECTION 1.

a. The Senate shall have the power to create such standing or temporary committees, as it deems necessary. Such committees shall be known as “Senate Sub-Committees.” Faculty Senate Committee members shall be appointed by the Senate President in consultation with the Executive Board. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.

b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

SECTION 2.

As indicated in Article II, Senate-designated representation is called for on all relevant District committees charged with either making policy or policy recommendations. This includes, but is not limited to, the following regular, standing District committees. *AR2511 Council and Committee Structure* states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Consultative Council
2. Accreditation Steering Committee
3. Institutional Effectiveness
4. Equal Employment Opportunity/Staff Diversity
5. Budget and Planning
6. Facilities
7. Technology
8. Enrollment Management
9. Student Success
10. Student Equity
11. Professional Development
12. Health and Safety
13. Auxiliary Services

The Academic Senate shall also have primary responsibility for the operation of the following District committees, in accordance with the Education Code and in consultation with the collective bargaining unit and administration, as set forth in contract and policy. *AR2511 Council and Committee Structure* states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Faculty Hiring Committees
2. Faculty Equivalence
3. Hiring Prioritization
4. Administrative Hiring/Retreat
5. Administrative Evaluation
6. Sabbatical Leave

SECTION 3. COMMITTEE ORGANIZATION

Commented [GA4]: Should this section, along with section 1 above it include a title, as section 3 does?

Formatted: Font: Italic

Deleted:

Formatted: Font: Italic

Deleted:

Deleted: ommittee Organization

A. Any committee policy or procedure not covered by the Senate Constitution or by these bylaws shall be covered by *Robert's Rules of Order, Newly Revised*.

- Deleted: n
- Formatted: Font: Italic
- Deleted: r
- Formatted: Font: Italic
- Formatted: Font: Italic

B. Chairpersons of Academic Senate Subcommittees shall:
i. Regularly hold committee meetings.
ii. Regularly report to the Executive Board.
iii. Any change in faculty status or resignation from the committee must be made immediately known to the committee chair, who will inform the Executive Board so that a replacement can be sought.

C. Committee Meetings:
i. All standing committees shall meet on a regular basis, according to the published schedule.
ii. Meeting locations shall be arranged by the committee chairs.

D. Quorum and Voting:
iii. The quorum for each standing committee shall consist of a majority of the committee membership, not including vacant positions.
iv. A simple majority of those voting shall carry a motion.
v. The chairperson shall have the right to vote on all matters.

E. Each committee chairperson shall be responsible for adequate record keeping procedures. All official committee actions and resolutions shall be recorded and sent to the Senate office for filing and/or distribution. All official committee communications shall be routed through the Senate office.

F. Standing committees of the Senate are subject to the *Brown Act*.

Formatted: Font: Italic

SECTION 4. PROFESSIONAL RELATIONS COMMITTEE (AD HOC)

The Professional Relations Committee (PRC) is convened when necessary the Academic Senate receives, in writing, matters related to problems between faculty members. It is the committee's responsibility to investigate, mediate, and render a decision regarding such a matter. The composition of the committee is as follows:

- Deleted: Professional Relations (
- Deleted: ad hoc)
- Formatted: Font: Bold
- Deleted: This is an ad hoc committee of the Academic Senate. It
- Deleted: to perform its tasks. Its sole purpose is to

- The Senate Vice President chairs the committee.
- The Senate Past President acts as Ombudsman.
- The Senate Secretary types or otherwise records the meeting.

- Deleted: <#>¶
- Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

The committee presents its findings to the Executive Board of the Senate who ratifies or requests a change of the decision. Upon recommendation, the decision may be presented to the next meeting of the full Senate. This full Senate meeting will be conducted in closed session. Upon the findings and recommendations of the PRC, the full Senate shall vote to acquit or censure the individual against whom the complaint was brought. In case of censure, the report of the Senate's action and formal notification of censure shall be recorded and distributed to the campus body.

- Deleted: ¶
- Commented [GA5]: I think we should talk about this. The way I understand this statement is that if the general body does not like the findings/recommendation of this committee that it can ask the committee to change its decision. Is that accurate? If so, what is the purpose of this committee?

Time Limits:

- Within five (5) school days after a charge involving a faculty member is presented to the Professional Relations Committee, the Committee shall meet to hear the charge.
- Twenty (20) school days, following the original meeting, shall be allowed for the recommendation of the Committee to be reported to the CEO.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Commented [GA6]: This committee is reporting directly to the President/CEO of CCCD or to the Academic Senate? Should it not be the purview of the Academic Senate E-Board to notify CCCD of any actions taken through this committee? I think the process should be revised and made clear here.

Deleted: school

Time limits may be extended if circumstances require and/or both parties agree to an extension. However, every effort shall be made by the Committee to make its recommendation within the suggested time limits, and before the end of the academic year.

SECTION 6. RESIGNATION

A Senator and/or officer may resign by giving a written notice of resignation to the Academic Senate Executive Board. The Division is responsible for electing a senator to fill the vacancy. The Executive Board, where necessary, shall appoint an officer.

Deleted:

ARTICLE IX: SENATOR EMERITUS

SECTION 1.

- a. Senator Emeritus of the Academic Senate may be granted upon retirement by the Executive Board of the Academic Senate to persons who made outstanding contributions which have supported the aims and functions of the Academic Senate.
- b. The Senator Emeritus is a non-voting member of the Academic Senate.

Deleted: ¶

ARTICLE X: AMENDMENT TO CONSTITUTION

SECTION 1. ADMENDMENT PROCESS

a. Amendments to this Constitution may be adopted in one of two ways:

- (1) By recommendation of 2/3 vote of the Senate membership and ratification by 2/3 of those faculty members voting.
- (2) By recommendation of 10% or more of the full-time faculty and approval of 2/3 of those faculty members voting.

Formatted: Indent: Left: 0.33", No bullets or numbering

- b. The amendment procedure may be used to substitute a constitution or a new set of regulations for the organization. Such a new constitution or regulations shall become effective immediately upon ratification by the faculty.
- c. The Vice President of the Senate shall conduct all voting concerning amendments.
- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the Board of Trustees.
- e. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

Formatted: Indent: Hanging: 0.25", Space Before: 0 pt

Deleted: ¶

Deleted: ¶

ARTICLE XI: OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Senate may request information from or meet with (a) the Board of Trustees or any of its members, (b) administrative officers, or (c) any Compton Community College District office or its representatives.

SECTION 2.

After consultation with the Administration, the Senate may present its written views and recommendations to the Board of Trustees (Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*).

SECTION 3.

Notwithstanding anything in this document to the contrary, if the Senate, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Senate members in April of a given academic year, or not to hold an election for Senate officers in May of a given academic year, the Senate may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Senate shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Revision 4/2011 and 04/2020.



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

BP 3225 Institutional Effectiveness

Issued: April 21, 2020

References:

*Education Code Sections 78210 et seq. and 84754.6;
ACCJC Accreditation Standard I.B.5 - 9*

NOTE: *This policy is legally advised for those districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.*

The Board of Trustees is committed to developing aspirational and quantifiable goals that measure the ongoing condition of the District's operational environment. The Board of Trustees regularly assesses the District's institutional effectiveness.



CURRICULUM COMMITTEE MEETING AGENDA

Facilitator: Sean Moore – Curriculum Committee Chair/Recorder: Maya Medina / Time Keeper: Jasmine Phillips

Date: April 21, 2020 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom

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.

ATTENDEES: Don Mason __; Hoa Pham __; Corina Diaz __; Sophie Tse __; Gerson Valle __; Hassan Elfarissi __; Brittany Olayele __; Harvey Estrada __; Jasmine Phillips __; Susan Johnson __; Charles Hobbs __; Abdirashid Yahye __; Abiodun Osanyinpeju __; Theresa Barragan-Echeverria __; Sean Moore __; Maya Medina __; Nikki Williams __; Benson Atkins __; Barbara Perez __; Todd Kler __; and Melain McIntosh __

AGENDA:

- 1. Approve of Meeting Method:** meeting being held remotely via Zoom.
- 2. Approval of Agenda:** April 21, 2020
- 3. Approval of Minutes:** April 7, 2020.
- 4. Reports:**
 - a) Vice President
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education
 - e) SLO Coordinator
 - f) Curriculum Committee Chair: provided in information items.
- 5. Information Items:**
 - a) Future scheduled Flex approved SLO, and DE Addendum Open Lab Workshop dates: April 21, 2020 from 3:30 p.m. – 5:30 p.m. (Location Via Zoom).
 - b) Updates from Curriculum Committee representatives; voting members, non-voting members, and visitors.
 - c) Update on Handbook and Curriquet Training Resources Workgroups.
- 6. Discussion Items:**
 - a) Valerie Woodward presents: The removal of all recommended preparation and/or eligibility of any English level course.
- 7. Other Items:**
 - a) None
- 8. Reinstate Items:**
 - a) None
- 9. Consent Agenda Items:**
 - a) Inactivation - Standard Course Review No Proposed Changes (category): BIOL 117 - Marine Biology; and BIOL 118 - Marine Biology Laboratory.

b) Remove all recommended preparation and/or eligibility of any English level course from the following courses listed by division:

Social Sciences

Anthropology (these classes have a recommended prep of eligibility for English 101)

101, 102, 104, 106, 107, 108,109,111, 112

Child Development (these classes have a recommended prep of eligibility for English 101)

103, 104, 106,107, 108, 110, 112, 114, 115, 116,117, 118, 119, 150, 152, 154, 165

Economics (these classes have a recommended prep of eligibility for English 101)

101, 101H,105

Education (these classes have a recommended prep of eligibility for English 101)

101, 201

Education Development (this class has a recommended prep of English 82)

121

Ethnic Studies (these classes have a recommended prep of eligibility for English 101)

101, 103,105

History (these classes have a recommended prep of eligibility for English 101)

101, 101H, 102, 102H, 105, 106, 108, 110, 111, 112, 114, 122H, 128, 129, 140, 141, 145, 152, 154, 175, 176, 183, 184

Political Science (these classes have a recommended prep of eligibility for English 101)

101, 101H,102, 103, 105,106, 107, 110,110H

Psychology (these classes have a recommended prep of eligibility for English 101)

101,101H,102, 108,110, 112, 115, 116, 112

Sociology (these classes have a recommended prep of eligibility for English 101)

101, 101H, 102, 104,107, 108, 112,115

Women's Studies (this class has a recommended prep of eligibility for English 101)

101

Business and Industrial Studies

Automotive Technology (These classes have a recommended prep of English A)

111, 114, 116, 133, 134, 135, 143

Business (these classes have a recommended prep of English 82, 84, A, B or eligibility for English 101)

101, 111, 114, 119,120,121, 122, 124, 125, 127, 128, 129

Computer Information Systems (This class has a recommended prep of English 82)

124

Fire and Emergency Technology (These classes have a recommended prep of English A or eligibility for English 101)

101, 102, 103, 105, 106, 109, 110, 111

Law (these classes have a recommended prep of eligibility for English 83 or 101)

104,105

Real Estate (this class has a recommended prep of eligibility for English 101)

111

Health and Public Services

Administration of Justice (these classes have a recommended prep of English A or English 84)

100, 103, 106, 107,109, 111, 115, 121, 126, 130,131, 134, 135, 142, 149, 150, 152, 154, 156, 170

Contemporary Health (these classes have a recommended prep of English B and English 84)

101, 105

Human Development (these classes have a recommended prep of English 82, English A or ESL 52B or ESL 53C)

101, 105, 107, 110, 115

Medical Terminology (this class has a recommended prep of English 84)

101

Nursing (this class has a recommended prep of English 84)

103

Nutrition and Food (these classes have a recommended prep of English A)

110, 115

Physical Education (these classes have a recommended prep of English 84, English B, eligibility for English A or English 101)

217, 216, 270, 272, 275, 277, 280, 290

Fine Arts, Communications, and Humanities

Art (these classes have a recommended prep of eligibility for English 101)

101, 102, 103, 104, 109, 207, 209

Communications (these classes have a recommended prep of eligibility for English 101)

100, 120, 130, 140, 250, 260, 270

Dance (these classes have a recommended prep of eligibility for English 101 or English A)

103, 130

Film/Video ((these classes have a recommended prep of eligibility for English 101)

110, 113

Humanities (these classes have a recommended prep of eligibility for English 101)

101

Japanese (this class has a recommended prep of eligibility for English A)

Journalism (these classes have a recommended prep of eligibility for English 101)

101, 112

Library (these classes have a recommended prep of eligibility for English A)

101, 110

Music (These classes have a recommended prep of eligibility for English A or English 101)

103A, 111, 112, 113, 116, 215A, 215B, 284

Philosophy (these classes have a recommended prep of eligibility for English 101 or 101H)

101, 101H, 103, 105 (this has a pre-requisite of English 101), 106, 111, 112, 115

Sign Language (These classes have a recommended prep of English 84 or English B)

130, 131

Spanish (these classes have a recommended prep of eligibility for English 101)

101, 101H

Theatre (these classes have a recommended prep of eligibility for English 101)

103, 104, 113, 114, 184

Science, Technology, Engineering and Math

Anatomy (these classes have a recommended prep of English 84)

130, 132

Astronomy (these classes have a recommended prep of English 84 or eligibility for English 101 or 101H)

120, 120H, 125, 125H

Biology (these classes have a recommended prep English 82, 84 or 101 or 101H)

100, 100H, 101, 101H, 102, 102H, 115, 117

Chemistry (these classes have a recommended prep of English 84 OR eligibility for English 101)

102, 104, 104H, 150

Geography (these classes have a recommended prep of English 82, 84 or eligibility for English 101)

101, 102, 105, 107, 109

Geology (these classes have a recommended prep of English 82, 84 or eligibility for English 101)

101, 102, 106, 115

Physical Science (This class has a recommended prep of English 84)

125

Physics (This class has a recommended prep of eligibility for English 84)

111

10. Future Agenda Items:

- a) Continue reviewing courses launched in CurriQunet.

11. Action Items:

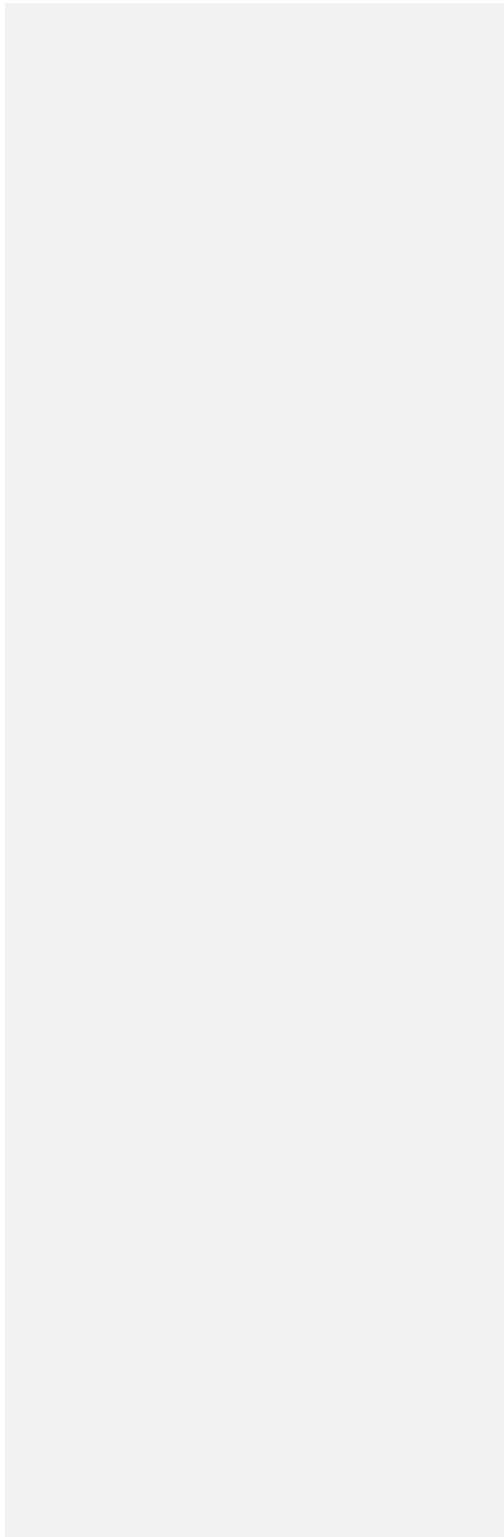
- d) Complete Areas of Specialization in CurriQunet.



COLLABORATIVE GOVERNANCE AT COMPTON COLLEGE

Table of Contents

Definition of Collaborative Governance.....	5
Mission Statement.....	5
Vision and Values.....	5
Principles of Community.....	5
Organizational Chart.....	7
Key Stakeholders.....	8
Organizational Groupings and Committees.....	11
Collaborative Governance Flow Chart.....	13
Council and Committee Structure.....	15
Collaborative Governance Evaluation.....	19
Planning and Budget Calendar.....	20
Compton College Recommendation Form.....	23
Recommendation to President/CEO Form.....	24
Change in Administrative Regulation or Board Policy Form.....	25
Important Collaborative Governance Weblinks.....	26



Collaborative Governance at Compton College

Definition of Collaborative Governance

Collaborative Governance at Compton College is the cornerstone necessary to achieve the mission, vision, and strategic initiatives of our institution. Decisions at Compton College are the result of the participation and collaboration among all constituent groups, including the Board of Trustees, administration, faculty, staff, and students. Collaborative Governance ensures diverse and creative input, transparency, and accountability so that decisions made will drive student success at Compton College.

Philosophy

The college's Mission, Vision, Values, and Principles of Community guide Collaborative Governance at Compton College. All constituent groups are involved in the recommendation and decision-making process by providing input that makes Compton College an effective institution in supporting student success.

Mission Statement

Compton College is a welcoming and inclusive environment 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.

Vision and Values

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

Compton College's Values are grounded in the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

Principles of Community

Compton College welcomes contributions of the community at large to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Deleted: uses

Diversity

We embrace and uphold the culture, achievements and unique contributions of all stakeholders.

Creativity

Collaborative Governance values creativity, including the perspectives and viewpoints of all constituents at Compton College.

Accountability

Accountability defines roles, responsibilities and timelines, and leads to evidence-based decision making.

Transparency

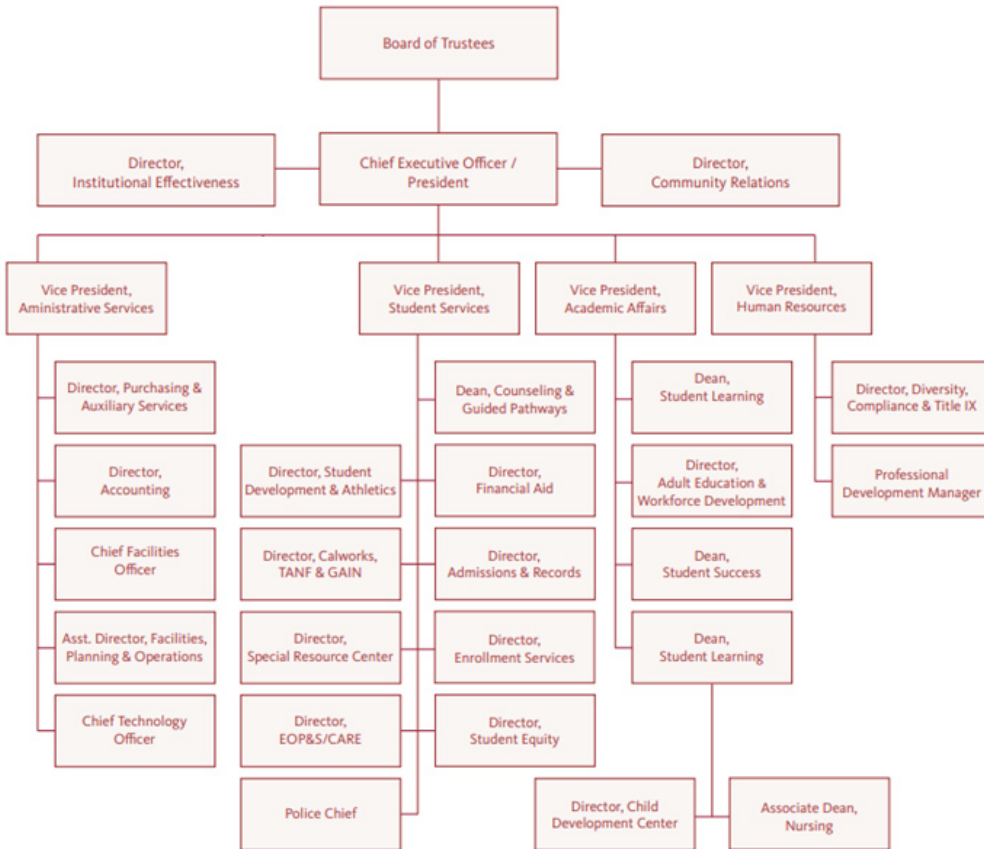
Collaborative Governance commits to open communication and collaboration amongst all stakeholders in the recommendation and decision-making process.

The aforementioned Principles of Community are reflected in [Board Policy 2510 - Participation in Local Decision Making](#), [Board Policy 2520 - Academic Senate](#), and [Administrative Regulation 2511 - Council and Committee Structure](#), and provide the foundation for decisions made at Compton College. Adherence to the Principles of Community is the obligation of all employees and students. In practicing these principles, Compton College accomplishes our mission with care, consideration, and respect, by appreciating all individuals and the expertise they bring to the Collaborative Governance process.

Organizational Chart

Annually, as part of the planning and budget process, Compton Community College District Human Department updates the organizational chart. The current organizational chart is available here.

Deleted: through
 Deleted: ,
 Deleted: t



Compton College 2024 – Human Resources Staffing Plan, page 21.

Key Stakeholders

Board of Trustees

The Board of Trustees consists of five (5) members elected by the qualified voters of the District ([Board Policy 2010 – Board Membership](#)). The Board is committed to fulfilling its responsibilities including advocating for and protecting the District and assisting in establishing a climate where high standards are maintained and institutional goals are accomplished ([Board Policy 2200 – Board Duties and Responsibilities](#)).

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. ([Board Policy 2510 – Participation in Local Decision Making](#))

President/Chief Executive Officer

The [President/CEO](#) is the official designee of the Board of Trustees and reports directly to the Board. The [President/CEO](#) is primarily responsible for the quality of the college and assessing institutional effectiveness, by providing strategies and allocating resources to achieve the mission and goals of the college. The official designee ensures compliance with state, federal and mandated educational initiatives and provides professional development opportunities to faculty, classified staff, and students to ensure the success of new initiatives. The President/CEO reserves the right to reject or modify any collaborative governance recommendation. The President/CEO, or designee, informs the individual or committee of the status and/or outcome of the recommendation(s). All constituent groups retain the right to present their concerns with the President/CEO’s decision to the Board of Trustees if a common consensus is not achieved.

Community at Large

Collaborative Governance includes all parties interested in the welfare [or “affected by the recommendation or decisions”] of Compton College, such as students, residents, businesses, government agencies, policy-makers, professional societies, local educational districts and institutions that supports Compton Community College District.

Academic Senate

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, [and](#) 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 “academic and professional matters” means the policy development and implementation matters listed in this policy. The Board of Trustees or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board of Trustees 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;

Deleted: .
Deleted: :
Deleted: e
Deleted: ;
Deleted: in which
Deleted: .

Deleted: President/CEO
Formatted: No underline, Font color: Auto
Formatted: No underline, Font color: Auto

- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) District and College governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

According to Title 5 § 53203, the governing board has adopted a policy for appropriate delegation of authority and responsibility to its academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on professional matters. The governing board has elected to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

According to [Board Policy 2510 – Participation in Local Decision Making](#), the Board of Trustees or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees, and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

Administrators/Managers/Supervisors

As outlined in the definition of Collaborative Governance, Administrators, Managers, and Supervisors lead, organize, plan, supervise, consider the needs of faculty, and value collaborative governance based upon the recommendations made with faculty colleagues. Collegiality is a reciprocal obligation that is central to Compton College's recommendations and decision-making process.

Classified Professionals

According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. Staff shall be provided with opportunities to participate in the formulation and development of district policies and regulations that have a significant effect on staff. The opinions and recommendations of the Compton Community College Federation of Employees – Classified Employees will be given every reasonable consideration ([Board Policy 2510 – Participation in Local Decision Making](#)).

- Deleted:** While the President/CEO, as the Board's designee, must consult collegially, as described above, with Academic Senate in academic and educational matters (10+1.
- Deleted:** "
- Deleted:** "
- Deleted:** /
- Deleted:** /
- Deleted:** ;
- Deleted:** understand
- Deleted:** ;
- Deleted:** sharing of responsibility
- Deleted:** Compton Community College Federation of Employees – Certificated Employees,
- Deleted:** , and other employees
- Deleted:** .
- Deleted:** .

Associated Student Body of Compton College

The students of Compton College are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Student Body of Compton College. The Associated Student Body organization is recognized as the official voice for the students in District and College decision-making processes. It may conduct other activities as approved by the President/CEO. The Associated Student Body activities shall not conflict with the authority or responsibility of the Board of Trustees or its officers or employees. ([Board Policy 5400 – Associated Student Body](#) and [Board Policy 2510 – Participation in Local Decision Making](#)).

Deleted: .

Organizational Groupings and Committees

Organizational Groupings Defined

1. **Compton Community College District Board of Trustees:** consists of five (5) members elected by the qualified voters of the District. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for President/CEO action under which the District is governed and administered ([Board Policy 2010 – Board Membership](#) and [Board Policy 2200 – Board Duties and Responsibilities](#)).
2. **Consultative Council:** The Compton Community College District recognizes the Consultative Council as the official body for the joint involvement of the named groups. The structure of the involvement is detailed in the [Administrative Regulation - 2511 Council and Committee Structure](#) and [Board Policy 2510 – Participation in Local Decision Making](#).

President/CEO Cabinet: The President/CEO's direct-reporting employees within an organization that advise the President/CEO on a number of important issues affecting the institution at any given time.

Deleted: .

Deleted: A small group of

Deleted: people

Deleted: ¶

Council and Committees at Compton College

[refer to [Administrative Regulation 2511 – Council and Committee Structure](#)]

Committees and committee work are the foundation of all decision-making at Compton College. Committees are the intersection of nearly, if not every constituent group on campus, and is the arena by which ideas are presented, discussed, and acted upon. Additionally, committee work is informed by both the needs of the institution and the accreditation standards and eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges.

Committees Defined

There are several committee types at Compton College. Committees vary based on a series of factors such as their objective, whether they are permanent (long-term, ongoing) or temporary (created to address, or in response to, new initiatives or issues; may become permanent), and their roles in the recommendation and decision-making process (advisory, policy-making, administrative). Compton College committees are defined as follows:

Council Structure: a permanent part of the institution's structure, these committees perform specific functions that are critical to the operation of the institution. The purpose of the committee and its functions and duties generally do not change (I.E. Consultative Council).

Deleted: and Committee

Deleted: function or

Committees conduct and monitor much of the work that occurs on campus. They do not act independently of the institution. Instead, they conduct business under the direction and support of an appointed manager or director by the District or an Institutional Standing Committee. All recommendations are made to the committee's corresponding Institutional Standing Committee.

Workgroups are groups established to work on a single defined task, activity, or specific problem. Workgroups are generally short in duration (less than two years) and are specific in focus. Workgroups are ideal for identifying issues, collecting information, reviewing and analyzing the information, and making recommendations to an institutional standing committee.

Operational Guidelines for Committees

Operational guidelines define any processes and procedures that are followed by an individual committee. While some additional operational guidelines may be added by committee, as needed, all Compton College committees shall abide by the following operational guidelines:

1. Establish and write out a short statement of purpose so that the campus community is aware of its role in the advisory and recommendation-making process, as well as its place in the decision-making process.
2. Establish a set of yearly goals that are measurable and that reflect their purpose.
3. Establish a series of norms that define the tone and direction of committee meetings.
4. Create and disseminate agendas.
6. Establish a process by which the committee will communicate any recommendations to the President/CEO.
7. Establish and maintain its campus webpage; house important items such as agendas and minutes on this webpage.
8. Review, quarterly, the Accreditation Standards and Eligibility Requirements that it meets.
9. Publish an annual report that addresses the yearly goals previously established, reflects on any major decisions made, and considers future tasks and ideas for the upcoming academic year.
10. Follow the *Brown Act*, if required by law. Councils and Committees that follow the *Brown Act* include the Board of Trustees, the Academic Senate, and subcommittees of Academic Senate, such as the Curriculum Committee and the Distance Education Advisory Committee.
11. Robert’s Rules of Order should be observed to support collegial working environment that encourages the fair exchange of ideas.

Deleted: and

Formatted: Font: Not Italic

Deleted: or Robert’s Rules of Order, if

Formatted: Font: Not Italic

Deleted: [review list of 12 institutional standing committees... IE, Academic Senate (all sub-committees), ... include list here. For transparency.]

Formatted: Font: Italic

Formatted: Font: Italic

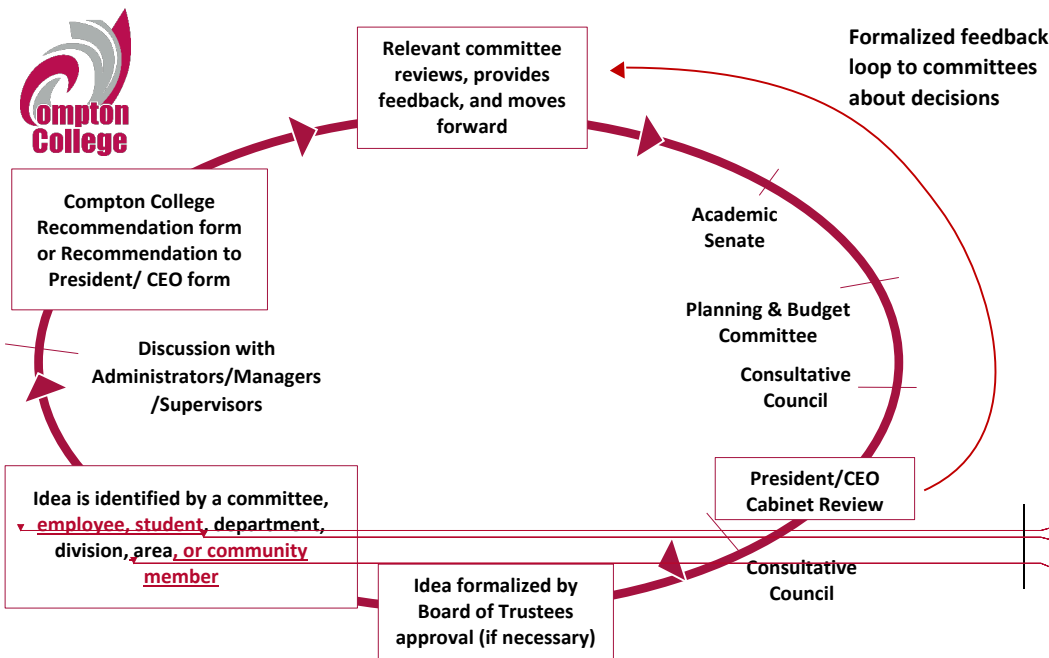
Committee Membership

Committee memberships are established in several ways, depending on the committee type.

- **Councils and Committees**
Per [Administrative Regulation 2511 – Council and Committee Structure](#), all committee memberships are built by the recommendations of the President/CEO, Academic Senate, the Compton Community College Federation of Employees - Certificated, the Compton Community College Federation of Employees – Classified, and the Compton College Associated Student Body. For a complete listing of council and committees, their membership representation and their purpose descriptions, please refer to [Administrative Regulation 2511 – Council and Committee Structure](#).
- **Academic Senate Committees**
Academic Senate Committees are those committees that the Academic Senate of Compton College convenes to either complete minor tasks and/or to lead ongoing faculty-driven processes such as curriculum, faculty professional development, and distance education in order to make recommendations to Compton Community College District related to its 10+1 purview.
- **Subcommittees, Workgroups and Task Forces**

The President/CEO, or designee, can establish a subcommittee, workgroup, task force, or any other type of committee for the purposes of collaboration on any given topic relevant and pertinent to the institution. As a general practice and depending on the topic or matter at hand, the President/CEO shall solicit the feedback and representative assistance of the constituent group(s) that this topic directly affects to ensure collaborative governance and transparency.

Collaborative Governance Flow Chart



An idea can start at any source within our college. A committee, an individual employee, student, community member, or a department may present an idea for change or investment. Sources have several avenues to initiate these ideas. A department may put their ideas in their annual plan, an individual employee, student, community member, or committee may submit their recommendation through the Compton College Recommendation form; a Manager or Supervisor may submit a Recommendation to the President/CEO form, which the President/CEO then submits to the appropriate committee for consideration.

Next, the relevant committee will review and consider the recommendation and then forward their recommendation response to the appropriate governing bodies. For example, if a recommendation falls under the 10+1 purview, it would go to the Compton College Academic Senate for review and consideration before they make their recommendation to the District. Ideas related to the planning process or budgeting issues would go to the Planning and Budget Committee for review and consideration.

- Deleted: <object>
- Deleted: person
- Deleted: or

- Deleted: ,
- Deleted: a
- Deleted: come up with
- Deleted: individua
- Deleted: I
- Deleted: or the
- Deleted: /
- Deleted: a
- Deleted: the idea is a 1
- Deleted: item
- Deleted: ill

In the next phase of the review, recommendations ~~would~~ go to President/CEO Cabinet, and then recommendations ~~would then be~~ forwarded to the President/CEO. Recommendations that require the Board of Trustees' review ~~and/or~~ approval ~~would be~~ placed on the Board of Trustees' agenda for discussion/information or for recommended approval.

At any point in this process, ~~a~~ recommendation could be modified and/or changed. Therefore, Compton College will provide feedback ~~about~~ the final decision ~~and~~ will communicate ~~this feedback~~ to the initiating committee or individual. It ~~is the responsibility of the committee involved in this process~~ to record their review ~~and provide~~ feedback ~~to~~ the President/CEO in their meeting minutes that are publicly posted for all stakeholders to access.

When [Board Policies and Administrative Regulations](#) are developed, reviewed, and/or modified, the policy and/or accompanying regulation will be assigned to the appropriate administrator by the President/CEO. The Board Policy and Administrative Regulation, if needed, shall be reviewed ([Change in Administrative Regulation or Board Policy form](#) (PDF)) by the appropriate council and committee, and/or the Academic Senate, if it is a 10+1 item, the Compton College Deans and Directors, the President's Cabinet, and Consultative Council.

The President/CEO shall ensure appropriate consultation occurs on Board Policies and Administrative Regulations prior to the Board of Trustees' review and recommended action.

- Deleted:** ideas and
- Deleted:** ill
- Deleted:** are
- Deleted:** /
- Deleted:** are
- Deleted:** the
- Deleted:** so that
- Deleted:** be
- Deleted:** d
- Deleted:** back
- Deleted:** will be the
- Deleted:** 's
- Deleted:** responsibility
- Deleted:** of the
- Deleted:** report
- Deleted:** from
- Deleted:**)
- Deleted:** the

Council and Committee Structure

Consultative Council

Purpose: To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the President/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

Membership: 7

- (1) Administrator (appointed by the President/CEO)
- (3) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

Committees of the Consultative Council

1. Institutional Effectiveness

Purpose: To review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: Compton College Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

2. Planning and Budget

Purpose: The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to Compton College's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Compton College and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Strategic Planning Committee is a workgroup reporting to the Planning and Budget Committee.

Operational Campus Committees

1. **Accreditation Steering Committee**

Purpose: To coordinate the Compton College accreditation activities. The Steering Committee will be composed of the President/CEO, Accreditation Liaison Officer, standard team leaders, a representative from Institutional Research and Planning, and other interested individuals. The committee is co-chaired by the Accreditation Liaison Officer and the Accreditation Faculty Coordinator.

2. **Tartar Focused & Directed Pathways to Completion Committee**

Purpose: Compton College is focused on improving our overall student completion rates by 2022-2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement and monitor the Tartar Focused & Directed Pathways to Completion at Compton College. The committee is tri-chaired by the vice president of Academic Affairs, vice president of Student Services, and a faculty member approved by the Academic Senate.

3. **Audit Committee**

Purpose: The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The Audit Committee is chaired by the President/CEO.

Membership: 3

- (1) Administrator (appointed by the President/CEO)
- (1) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)

4. **Calendar Committee**

Purpose: The Calendar Committee will develop and maintain a two-year academic calendar cycle for Compton College. The Calendar Committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

5. **Facilities**

Purpose: To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

6. **Health, Safety, & Parking**

16 | Collaborative Governance at Compton College

Purpose: To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, and to prepare and implement the District's Health and Safety Plan.

Membership: 10

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the *President/CEO*)
- (1) Student (appointed by the Associated Student Body Representative)

7. Technology

Purpose: To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

8. Enrollment Management

Purpose: To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to FTES targets developed utilizing past and present student data and to identify trends and project enrollment data for each academic year.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

9. Student Success

Purpose: To provide a shared framework for the discussion, development, and implementation of processes and programs that integrate Basic Skills, Student Success & Support Programs, AB 86 - Adult Education and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Student Equity and Achievement Plan, and AB- 86/104 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Student (appointed by the Associated Student Body Representative)

The Basic Skills, Student Success & Support Programs, AB 86/104 - Adult Education, Student Equity, and Strong Workforce workgroups will report to the Student Success Committee.

10. Professional Development

Purpose: To develop an annual Staff Development Plan supporting the development and professional growth of District administrators, certificated and classified staff and to allocate financial support for approved staff development activities.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

11. Auxiliary Services

Purpose: To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost-effective services are provided to meet the needs of students.

Membership: 9

- (1) Administrator (appointed by the President/CEO)
- (2) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (1) Classified Staff (appointed by the CCCFE - Classified Employees)
- (5) Student (appointed by the Associated Student Body Representative)

12. Health Benefits

Purpose: This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

Membership: 9

- (2) Administrator (appointed by the President/CEO)
- (4) Certificated Faculty (appointed by the Academic Senate and CCCFE Certificated Employees)
- (2) Classified Staff (appointed by the CCCFE - Classified Employees)
- (1) Confidential/Supervisory Employee (appointed by the President/CEO)

NOTES:

- One Management Representative and One Faculty Representative shall serve as the co-chair of the committees.
- All committee meeting calendars, agendas and minutes, are to be posted on the [designated space](#) on the Compton College website.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12-month fiscal year. All other committees will meet during the ten academic months.
- The initial committee meeting for the fall semester shall be called by the co-chairs, no later than September 30 of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college-hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.
- Failure to attend two consecutive committee meetings without reasonable excuse may result in a member removal from their committee assignment.

Collaborative Governance Evaluation

Compton College is committed to continuous improvement in its collaborative governance processes. To ensure that we are improving our systems, we will implement an evaluation cycle that includes four main components:

- 1) committees will establish goals at the beginning of each academic year and then complete an end-of-year reflection that captures the major accomplishments of the previous year and progress towards its goals. The Office of Institutional Effectiveness will review these reflections and summarize the number of proposals created and evaluated through the Collaborative Governance support structure;
- 2) the Office of Institutional Effectiveness will administer a governance survey to the campus community every two years;
- 3) the Collaborative Governance Committee will review the Collaborative Governance at Compton College document every two years to determine if it needs revision; and,
- 4) each fall the Collaborative Governance Committee will meet to review findings from an analysis of the Committee's end-of-year reflections, governance survey findings, and any additional relevant data. This meeting will produce recommendations to the President/CEO about improving collaborative governance at Compton College.

Deleted: c

Deleted: 2

Compton Community College District Planning and Budget Calendar

<i>Month</i>	<i>Activities</i>	<i>Responsible Party</i>	<i>Purpose</i>
<i>July</i>	Tentative Budget for the starting fiscal year is rolled into active status (purchasing can begin) on July 1.	VP Administrative Services	
	Planning and Budget Committee (PBC) reviews revenue and expenditure budget adjustments.	President/CEO	
<i>August</i>	Review and discussion of the <u>final</u> budget assumptions and line items with PBC.	VP Administrative Services	
<i>September</i>	Final Budget submitted to Compton Community College District Board.	President/CEO	Communicate back out to departments the results of funding requests.
	Review and discuss the status of Accreditation Recommendations.	Accreditation Steering Committee, VP of Academic Affairs	Identify areas for focus, additional support (IEPI), and evaluation foci
<i>October</i>	PBC conducts annual self-evaluation, reviews accreditation recommendations relevant to fiscal (e.g., planning agendas), and sets annual goals.	Planning and Budget Committee (PBC)	
	Four trainings for faculty, staff, and administration to complete the planning documentation for the next fiscal year in Nuventive.	Institutional Effectiveness (IE)	Provide guidance about how to complete plans, and link department, division, and VP plans to Tartar Completion by Design, Institutional Set Standards, and strategic initiatives.
<i>November</i>	Review and revise planning priorities. Departments should meet at least once in-person to develop, revise, and finalize the plan for the next academic year. Departments also are encouraged to work with IE staff to finalize measurable goals.	Program faculty, staff, and managers	

	Two open house/support working meetings. Meet with IR staff to complete your plan in one of the college's computer labs.	Institutional Effectiveness	Support with entry in Nuventive.
	Assess the Program Review cycle to make sure program reviews are being completed in a timely manner.	PBC, Institutional Effectiveness Committee (IEC)	
<i>December</i>	Submit prioritized department/ discipline annual plans, budget, and planning for the next fiscal/academic year. Due December 14	Program faculty, staff, and managers	Identifies projects/ strategies for the next fiscal/academic year and resources needed. Updates about previously funded projects/strategies/ resources.
<i>January</i>	Determine preliminary revenue estimates for next fiscal/academic year.	VP Administrative Services	
	Begin assessment of key budget issues for the next fiscal/academic year.	PBC	
	Identify budget development assumptions for the next fiscal year.	President/CEO and Cabinet	
	Submit prioritized Unit Annual Plans for the next fiscal/academic year. Due by January 30	Deans/Directors	Identifies priorities based upon department/ discipline Annual Plans.
<i>February/ March</i>	Determine enrollment targets, sections to be taught, and full- and part-time FTEF.	VP of Academic Affairs	
	President/CEO determines ongoing operational costs including: a. Full-time salaries b. Benefits, utilities, GASB (General Accounting Standards Board) c. Legal and contract obligations	President/CEO and Cabinet	

	Develop Line Item budgets for the next fiscal year.	VP Administrative Services	
	Submit prioritized Area Annual Plan recommendations for the next fiscal year for Cabinet review. Due by March 15	President/CEO and Cabinet	Identifies priorities based upon Unit Annual Plans.
<i>April</i>	Initial planning and budget assumptions for the next fiscal year are finalized and College Annual Plan is defined. Due by April 15	President/CEO and Cabinet	
	Tentative budget information for the next fiscal year completed for PBC. Due by April 30	VP Administrative Services	
<i>May</i>	PBC reviews and provides input about priorities in the College Plan and tentative budget for the next fiscal year. Due by May 15	PBC	Identifies priorities based upon Area Annual Plans.
	Final evaluation of the current year goals and objectives are entered into Nuventive (TracDat). Due by May 15	Program faculty, staff, and managers	Assess last year's goals.
	Disseminate budget and calendar for the next fiscal year.	Director of Institutional Effectiveness	
<i>June</i>	Finalized College Plan for the next fiscal year is presented to the board. Due by June 30	President/CEO	
	Tentative budget for the next fiscal year is presented to the Board. Due by June 30	VP Administrative Services	

Compton College Recommendation Form

Employee Name
Title, Program or Department
Date Submitted

Background: Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

[Enter information here...]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here...]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

Task: [Enter information here...]

Person(s) Responsible: [Enter information here...]

Deadline: [Enter information here...]

Status: [Enter information here...]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

Recommendation(s) to the President/CEO

*Employee Name, Title
Program or Department
Date Submitted*

Background: Provide an overview and pertinent background information regarding the problem and/or the need for this recommendation. It is very important you provide five years of relevant program, department, division, or community data to support the recommendation. If it is a budget request, five years of applicable budget information is required.

[Enter information here...]

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION

Timeline: What is the timeline for the implementation of the recommendation?

[Enter information here...]

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each.

Task: [Enter information here...]

Person(s) Responsible: [Enter information here...]

Deadline: [Enter information here...]

Status: [Enter information here...]

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure

Important Collaborative Governance Weblinks

- [Committee/Meeting Agenda Template](#) (Word doc)
- [Committee/Meeting Minutes Template](#) (Word doc)
- [Recommendation to President/CEO](#) (Word doc)
- [President/CEO Responses to Recommendations](#)
- [Compton College Policy Statements](#)
- [Compton College Statement of Civility and Mutual Respect](#)
- [President/CEO Work Groups and Task Forces](#)
- [CCCD Board Policies and Procedures](#)
- [Change in Administrative Regulation or Board Policy Form](#) (PDF)



**Compton Community College District
Board of Trustees**

Sonia Lopez, President
Dr. Sharoni Little, Vice President
Barbara Calhoun, Clerk
Dr. Deborah LeBlanc, Member
Andres Ramos, Member
Willie Lee Jr., Student Member
Dr. Keith Curry, President/CEO

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
1111 E. Artesia Boulevard, Compton, CA 90221

P/NP Policy for Compton College

Keith Curry <kcurry@compton.edu>

Wed 4/8/2020 3:25 PM

To: Amber L Gillis <agillis@compton.edu>; Minodora M Moldoveanu <mmoldoveanu@compton.edu>

Cc: Holly V Schumacher <hschumacher@compton.edu>; Rachele P Sasser <rsasser@compton.edu>; Elizabeth Martinez <emartinez@compton.edu>

📎 2 attachments (1 MB)

CSU Undergraduate Admissions COVID-19 Impacts for CDE.pdf; ES 20-10 Emergency Grading Policy and Term Extensions Guidance.pdf;

Colleagues,

I am receiving a request regarding P/NP grading options for all Compton College Spring 2020 classes. Please discuss this item with the Academic Senate. The CSU and UC have provided their official statements regarding students' Admissions for Fall 2020 and course completion, due to COVID-19:

1. **CSU:** See attached
2. **UC:**
 - News Statement: <https://www.universityofcalifornia.edu/press-room/uc-eases-admissions-requirements-help-students-families-wake-covid-19>
 - Fall 2020 Admissions Q&A: <https://admission.universityofcalifornia.edu/response-covid-19.html>

Also, attached is the Emergency Grading Policy and Term Extensions Guidance. I would like the Academic Senate to review and provide a recommendation to me regarding P/NP implementation for spring 2020.

Thank you,

Keith Curry, Ed.D.

(preferred pronouns: he/him/his)

President/CEO
Compton College

From: Melain F McIntosh <mmcintosh@compton.edu>

Sent: Thursday, April 2, 2020 9:58 AM

To: Zeina Elali <zelali@compton.edu>; Richette Bell <rbell@compton.edu>; Felecia P Hatten <fhatten@compton.edu>; Abiodun Osanyinpeju <aosanyinpeju@compton.edu>; Paul M Flor <pflor@compton.edu>; Rebekah Blonshine <rblonshine@compton.edu>; Andree Pacheco <apacheco@compton.edu>; Bailey K Smith <bsmith@compton.edu>; Christine M Aldrich <caldrich@compton.edu>; Keith W Cobb <kcobb@compton.edu>; Michelle M Garcia <mgarcia22@compton.edu>; Nelly Alvarado <nalvarado@compton.edu>; Ramund Box <rbox@compton.edu>; Stephanie Schlatter <sschlatter@compton.edu>; Beatriz Sapiens <bsapiens@compton.edu>; Carlos Franco <cfranco1@compton.edu>; Chabree Thompson <cthompson@compton.edu>; Gilberto Bejar <gbejar@compton.edu>; Lakeisha Wright <lwright@compton.edu>; Monique Anderson <manderson@compton.edu>; Rosa Portillo Gonzalez <rportillogonzalez@compton.edu>; Ariana Atienza

<aatienza@compton.edu>; Carlos Maruri <cmaruri@compton.edu>; Cheryl D Threadgill <cthreadgill@compton.edu>; Citlali Mia Gonzales <cgonzales@compton.edu>; David Turcotte <dturcotte@compton.edu>; Desiree J Corona Ramirez <dcoronaramirez@compton.edu>; Eckko A Blake <eblake@compton.edu>; Essie French Preston <epreston@compton.edu>; Holly V Schumacher <hschumacher@compton.edu>; Janette Morales <jmorales13@compton.edu>; Jovany Gaucin <jgaucin@compton.edu>; Liliana Huerta <lhuerta@compton.edu>; Noemi Monterroso <nmonterroso@compton.edu>; Raquel Michel Jackson <rmicheljackson@compton.edu>; Shannon M Brown <sbrown@compton.edu>; Theresa Barragan-Echeverria <tbarragan@compton.edu>; Allyce J Edwards <aedwards@compton.edu>; Bernice Gonzalez <bgonzalez1@compton.edu>; Juan M Camacho <jcamacho@compton.edu>; Juana Y Sanford <jsanford@compton.edu>; Lorenda M Johnson <ljohnson2@compton.edu>; Magdalena Rodriguez <mrodriguez2@compton.edu>; Rebeca Nunez-Mason <rnunezmason@compton.edu>; Roberto A Campos <rcampos@compton.edu>; Rosa Carrillo <rcarrillo@compton.edu>; Salvador Navarro <snavarro@compton.edu>; Veronica Rolleri <vrolleri@compton.edu>; Victoria Martinez <vmartinez@compton.edu>
Cc: Keith Curry <kcurry@compton.edu>; Elizabeth Martinez <emartinez@compton.edu>; Barbara A Perez <bperez@compton.edu>; Cesar Jimenez <cjimenez@compton.edu>; Maya Medina <mmedina@compton.edu>

Subject: IMPORTANT: CSU & UC Official Response for Fall 2020 Transfer Admissions due to COVID-19
Importance: High

Hello Colleagues,

The CSU and UC have provided their official statements regarding students' Admissions for Fall 2020 and course completion, due to COVID-19:

1. **CSU:** See attached
2. **UC:**
 - News Statement : <https://www.universityofcalifornia.edu/press-room/uc-eases-admissions-requirements-help-students-families-wake-covid-19>
 - Fall 2020 Admissions Q&A: <https://admission.universityofcalifornia.edu/response-covid-19.html>

In case you're interested (excerpted from the 4/1/2020 CCCC COVID-19 Update Electronic Newsletter): California State University Chancellor Timothy White will participate in a Q&A session with CalMatters on how CSU is transitioning to online education. The online event is ~~tomorrow~~ **today**, April 2, from 1:00 – 2:00 p.m. [Register for the event and submit questions here.](#)

Please let me know if you have any questions.

Warmest Regards,

Melain McIntosh
Counselor/Articulation Officer
Compton College
1111 East Artesia Boulevard
Compton | CA | 90221
Cell: 323 393 0293
Remote Hours: M-Th 8a-3p, F 8a-1:45p
www.compton.edu

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers

FROM: Marty Alvarado,
Executive Vice Chancellor, Educational Services & Support

RE: Grading Policies and Term Extension Guidance Due to COVID-19 Pandemic

The COVID-19 pandemic and the rapidly escalating social and physical distancing required has substantially disrupted instruction for all institutions. As a result, colleges throughout the state have aggressively converted face-to-face courses to online or alternative formats with many faculty and students experiencing online teaching and learning for the first time. Given this unprecedented and unexpected transition, faculty and students require maximum flexibility to effectively navigate the current term.

Based on the information available as of the date of publication, this memo provides guidance on grading policies and term extensions focused on supporting students enrolled in the current environment. Topics covered in this memo include the following:

- Grading Policies: Pass/No Pass Grade (P/NP) Options
- Grading Policies: Incomplete or In Progress Grade Options
- Guidance for Extending the Term
- Course Repetition Due to Extenuating Circumstances

Grading Policies: Pass/No Pass Grade Options

Executive order 2020-02 suspends the title 5, section 55022 requirement that students select the “pass or no pass” grading option prior to the 30% mark of the term. Additionally, the executive order suspends the requirement that units attempted for which the symbol “NP” is recorded be considered in probation and dismissal procedures. Students that attempt to continue to complete a course under the current situation, rather than withdraw, will not be negatively affected should they ultimately be unable to successfully complete the course.

While the Chancellor’s Office is in discussions with the state’s primary transfer institutions, CSU and UC, at the time of this guidance, the potentially adverse transfer implications of a pass or no-pass grading option remain in effect. For these reasons, colleges are advised against implementing blanket pass or no-pass grading policies and encouraged to provide updated information to faculty and students regarding the pass or no-pass grading option, and the potential impact for transfer purposes. The Chancellor’s Office will continue to work with UC and CSU, but colleges are encouraged to share a few transfer related issue areas such as:

- Most transfer institutions do not compute a GPA for a P/NP course, however in some instances a passing grade is computed at a 2.0 level, potentially adversely affecting a student's overall GPA score.
- Most transfer institutions, including CSU and UC, require courses for the major to be completed with a letter grade, therefore a P grade may result in a student needing to retake a course.
- Many transfer institutions restrict the allowable transfer units that may be taken as P/NP.

In enacting these grading policy changes, colleges may need to revise their Spring 2020 catalogue policies and should broadly and proactively communicate changes to students and faculty, including posting on their website where applicable. We recommend colleges provide written guidelines to students, staff, and faculty to ensure proactive advising and support for students.

Grading Policy: Incomplete and In Progress

Per title 5, section 55023, district governing boards may authorize the use of the non-evaluative symbols “I” for Incomplete and “IP” for In Progress. This section provides guidance on the allowable uses of these symbols and recommends how these rules may be applied to the current situation.

Incomplete. Under section 55023, the “I” symbol may be used for students whose academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in incomplete coursework. The condition for the removal of the “I” must be stated by the instructor in a written record that contains the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol may not be used in calculating units attempted nor for grade points.

For the duration of the COVID-19 crisis, faculty should assess on a student-by-student basis when the use of an “I” symbol would be appropriate for a student impacted by COVID-19, and whether the student's individual circumstances constitute an “unforeseeable, emergency, and justifiable reason” for needing additional time.

In progress: Under section 55023, the “IP” symbol may be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol must remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit must be assigned and appear on the student's permanent record for the term in which the course is completed. The “IP” symbol must not be used in calculating grade point averages.

For the duration of the COVID-19 crisis, the “IP” symbol should be used when a course has been temporarily suspended and is expected to reconvene and complete instruction at some point beyond the end of the established term. Colleges should communicate this clearly to students in impacted courses and proactively plan for when courses may reasonably be continued and completed.

Guidance for Extending the Term

Executive Order 2020-02 suspends title 5, section 58002 and 55702 requirements for a governing board to request and obtain approval of the Chancellor to extend their Spring 2020 term. This executive order authorizes all colleges to extend their Spring 2020 term through June 30, 2020, as needed. Colleges intending to extend their terms are required to notify the Chancellor's Office of the original term end date, the extended term end date, and the number of courses impacted by the extension. Colleges who select to extend their term can submit this information by completing the Extension of Spring 2020 Term form here: <https://bit.ly/S20Extension>. Colleges that anticipate needing to extend beyond June 30, 2020, should contact Vice Chancellor Aisha Lowe at alowe@cccco.edu.

Course Repetition Due to Extenuating Circumstances

In light of the variety of ways that COVID-19 may disrupt course progress and completion, Executive Order 2020-02 establishes COVID-19 as a recognized extenuating circumstance and suspends the requirements in title 5, section 55045, for students to prove an extenuating circumstance when petitioning to retake a course attempted during the recognized pandemic. Colleges should disregard the previous grade and credit when computing GPA, once the course has been repeated.

For questions about this memo, please contact Marty Alvarado at (916) 327-5492 or malvarado@cccco.edu or Aisha Lowe at (916) 322-4205 or alowe@cccco.edu

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Aisha Lowe, Vice Chancellor
Rhonda Mohr, Vice Chancellor
CCCCO Staff

COVID-19 Interim Impacts on CSU Undergraduate Admissions Policies and Practices

The California State University (CSU) system is taking all necessary steps to mitigate the disruptions caused by COVID-19 while ensuring the health and safety for our students, faculty, staff and communities. With the COVID-19 pandemic it has become necessary to adjust some CSU admission requirements and prior guidance to incoming students for fall 2020 and beyond.

The CSU system and CSU campuses are prepared to exercise flexibility and accommodation when working with our educational partners and fall 2020 applicants in meeting admission requirements and the subsequent steps toward enrollment. Although there has been disruption as campuses transition to some or all staff working remotely, processing of admission applications and communications is continuing.

The following information is provided for school districts, schools, community colleges, colleges, educators, prospective students and applicants regarding CSU admission and provides a high-level overview of the guidance. Guidance to CSU campuses regarding technical implementation will be provided in a separate document.

High School Guidance – First-Time First-Year Students

Fall 2020 First-Time First-Year Students

1. The CSU will accept grades of "Credit" or "Pass" to satisfy "a-g" requirements completed during winter, spring or summer 2020 terms. All prior coursework must be graded and a grade of C- or better must be earned for the course to satisfy "a-g" requirements. Grades of credit/pass or no credit/non-passing will not be included in the calculation of high school GPA.
2. CSU campuses will assess and initially place students in first-year English/Math based on multiple measures: high school and college courses completed, GPAs and test scores (SBAC, ACT, SAT) that students have submitted thus far.
3. The CSU will not facilitate a systemwide Early Start Program in summer 2020; individual CSU campuses may offer summer transitional programs (e.g. Summer Bridge) in virtual formats.
4. The CSU requests that high schools that can provide transcripts by July 15, 2020, do so; however, campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for senior year grades and graduation status.
5. New first-year students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for a-g requirements is completed.ⁱ
6. If a student has not met all a-g requirements after review of their final transcript document, at that time, CSU campuses may use admission exceptions on a case-by-case basis if students are no longer CSU-eligible,

based on the inability to complete all “a-g” courses in which they were enrolled in spring 2020.ⁱⁱ

Consideration can include how well the student is doing academically in fall 2020. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.

7. The College Board has announced changes to the AP exam content and format for spring 2020. [The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, or 5 are earned.](#)
8. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus’ capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Fall 2021 Prospective First-Time First-Year Students (Current High School Juniors)

1. The CSU will consider course grades of “credit” or “pass” as fulfilling “a-g” requirements for those courses completed during winter, spring or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy “a-g” requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.
2. The CSU strongly recommends that ALL students enroll in a yearlong senior-year English course and a mathematics/quantitative reasoning course as student-specific Early Assessment Program (EAP) guidance will largely not be available at the time of senior year course registration. These courses could include Expository Reading and Writing (ERWC), Math Reasoning with Connections (MRWC), weighted honors, International Baccalaureate (IB), and Advanced Placement (AP) and other advanced courses.
3. Given the indefinite suspension of ACT/SAT examinations and the fact the state’s Smarter Balanced test will not be administered this year to current high school juniors, the CSU is evaluating its admission process for entering first year students in 2021. The CSU is in consultation with its internal constituents, including its statewide academic senate and governing board, to determine the appropriate path forward for eligibility criteria for fall 2021 applicants. A final decision on how CSU will adapt its admissions process for the fall 2021 term will be made soon. At that time, the CSU will immediately communicate its decision publicly.
4. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.](#)

For Grades 8, 9 and 10:

1. CSU will consider course grades of “credit” or “pass” as fulfilling “a-g” requirements for those courses completed during winter, spring, or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy “a-g” requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.

Community College Guidance – Incoming Transfers

Fall 2020 Transfers

1. The CSU campuses will accept "Credit" or "Pass" for transferable college courses completed in winter, spring or summer 2020 taken to satisfy:
 - A. The Golden Four (English language [A2], oral communication [A1], critical thinking [A3], and mathematics/quantitative reasoning [B4]);
 - B. All other General Education courses; and
 - C. Major prerequisite courses.
2. CSU campuses will clear admission for upper-division transfer applicants with 48 semester or 72 quarter transferable units who have completed English Language (A2) and mathematics/quantitative reasoning (B4) by the start of fall 2020 (including courses taken in summer 2020).
 - A. CSU campuses will work with students to enroll in the appropriate general education and major preparation courses to fulfill lower division requirements prior to enrolling in major coursework.
 - B. Students will still need to fulfill all major requirements to receive their degree.
3. If a CSU campus conditionally admitted a student as a lower-division transfer, the student will need to meet eligibility and have completed English Language (A2) and mathematics/quantitative reasoning (B4) by the start of fall 2020 (including courses taken in summer 2020).
4. The CSU requests that community colleges that can provide transcripts by July 15, 2020, do so; however, CSU campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for spring or summer grades and graduation status.
5. New transfer students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for admission requirements is completed
6. If a student has not completed at least 48 transferable units and fulfilled A2 and B4 requirements after review of their final transcript document, at that time, campuses may use admission exceptions on a case-by-case basis if students do not meet the criteria in item number 2 above. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.
7. If a student that was conditionally accepted for fall 2020 chooses to remain at their community college to finish their transfer requirements or ADT degree, the CSU campus may defer their admission to winter/spring 2021 terms. This action will be at the discretion of the individual CSU campus.
8. A transfer student who anticipated completing an Associate Degree for Transfer (ADT) that enrolls for fall 2020 without completing the ADT and has matriculated with less than 60 units completed would need to obtain a special advising agreement at the CSU campus of enrollment.
9. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.](#)

10. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus' capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Spring 2021 Transfers and Beyond

1. CSU campuses will accept "Credit" or "Pass" for courses completed in winter, spring or summer 2020 taken to satisfy:
 - A. Golden Four (English language [A2], oral communication [A1], critical thinking [A3], and mathematics/quantitative reasoning [B4]);
 - B. All other General Education courses; and
 - C. Major prerequisite courses.
2. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned](#)

ⁱ This should not preclude campuses from being able to award federal financial aid to students for Fall 2020. This applies to both first-time first-year students and transfer students. Federal financial aid eligibility thereafter will be subject to federal regulations and CSU policies.

ⁱⁱ The CSU Chancellor's Office will ensure that either campus allocations for admissions exceptions are increased or a special code will be used for these exceptions and they will be excluded from the total count. This applies to both first-time first-year students and transfer students.

Note: The guidance in this document may be updated in response to the changing context associated with the COVID-19 pandemic. March 31, 2020



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5300 Student Equity

Issued: November 21, 2016
Revised: April 21, 2020

References:

Education Code Sections 66030; 66250, et seq.; 72010 et seq.
78212, 78213, 78220, 78221, 78222, 88815, Title 5, Section 45220

All students who can benefit from the educational programs and services at the Compton Community College District, regardless of educational background, ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, ~~and skills or ethnic or cultural heritages~~ shall be provided the necessary services and support to achieve their educational goals. Accordingly, the Compton Community College District is committed to student equity and fosters academic excellence for all students by providing a teaching and learning environment that is welcoming, supportive, and accessible to all participants so they are able ~~students can~~ to meet their educational goals.

The *President/Chief Executive Officer (CEO)* or designee shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.



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

BP 5050 Student Success and Support

**Issued: December 13, 2016
Revised: April 21, 2020**

References:

Educational Code Section 78210, et seq.
Title 5 Section 55500

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success.

The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goals through the District's established programs, policies, and requirements. The agreement is implemented through the educational planning process.

The *President*/Chief Executive Officer shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5050 Student Success and Support Program

Issued: December 13, 2016

Revised: April 21, 2020

References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.

Board Policy 5050 – Student Success and Support Program

Student Success and Support Program services bring the student and the College into agreement regarding the student's educational goal through the College's established programs, policies, and requirements. The agreement is implemented through the educational planning process.

The Student Success and Support Program (SSSP) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational endeavors. The goals are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success and support program process: admissions, orientation, *English and mathematics multiple measures assessment* ~~assessment and testing~~, counseling, and student follow-up.

Each student entering Compton College, barring any exemptions, will do all of the following:

1. Complete orientation
2. Participate in *English and mathematics multiple measures* assessment to *recommend* ~~determine appropriate~~ course placement
3. Identify an education and career goal
4. Identify a course of study
5. Participate in the development of an initial one to two semester student educational plan with a counselor
6. Participate in the development of a comprehensive educational plan with a counselor by the end of the third term, but no later than the completion of 15 degree-applicable units
7. Attend class and complete assigned coursework
8. Complete courses and maintain progress toward an educational goal

Student Success and Support Program services include, but are not limited to, all of the following:

1. Orientation on a timely basis covering information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.
2. Assessment and counseling either prior to or after enrollment, which shall include, but is not limited to, all of the following:
 - a. ~~Administration of assessment instruments~~ *Utilize multiple measures* to determine student competency in computational and language skills.
 - b. Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for



**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

baccalaureate degrees, and vocational certificates and licenses, and career readiness.

- c. Evaluation of student study and learning skills.
- d. Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance, health services, mental health services, academic support programs, programs that teach English as a second language, tutorial services, and disabled student services.
- e. Educational planning, which includes but is not limited to, academic, career, and personal counseling.
- f. Follow-up services and required counseling or advisement for students who are enrolled in remedial courses who have not declared an educational objective as required, or who are on academic probation.

The College shall not use any assessment instrument except those specifically authorized by the Board of Governors of the California Community Colleges.



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

BP 5110 Counseling

**Issued: December 13, 2016
Revised: April 21, 2020**

Counseling services are an essential part of the educational mission of the District. Through the educational planning process, counseling shall be required for all first-time students enrolled in more than six units, and all students on academic or progress probation. The *President*/Chief Executive Officer shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5110 Counseling

Issued: December 13, 2016
Revised: April 21, 2020

References:

Education Code Sections 72620 and 72621;
Title 5 Section 51018
Board Policy 5110 - Counseling

1. The counseling services available in the College's counseling program include at least the following:
 - A. Educational Planning Process
 1. Academic counseling to assess student readiness, goals, and skill levels.
 2. Career counseling to provide guidance to students in assessing interests, personality, values, skills, and career readiness for majors and current and future employment trends.
 3. Personal counseling to assess personal, family, employment and other social concerns that may pertain to strengthening student success.
 4. Coordination with other student and academic support services and instructional resources to enhance student success, including but not limited to programs for students with ~~special-needs~~ *students with disabilities*, veterans, foster youth, ~~skills-testing programs~~, financial assistance programs, tutoring and ~~S~~ supplemental instruction.
 - B. Development of a Student Educational Plan (SEP) to assist students in preparing for career, transfer, or associate degree readiness that reinforces academic support services, goal attainment, and skill development.
2. Confidentiality of Counseling Information

Information of a personal nature disclosed by a student 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the ~~Superintendent/President~~ *President/Chief Executive Officer (CEO)* or designee when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the college community; reporting information to the ~~Superintendent/President~~ *President/CEO* or designee as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property loss(es) will or has been committed; reporting information to one or more persons specified in a written waiver by the student.
3. Counseling services and procedures shall be reviewed at least every four years to assure quality, efficiency, and accountability.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

4. Members of the counseling staff shall be assigned specific times to counsel students directly and to participate in other approved College functions.
5. To the extent feasible, the College will provide all students, regardless of their class attendance schedules, the opportunity to use comparable counseling services.
6. Appointments
 - A. Counseling appointment times may be adjusted based on student demand. During periods of high demand, alternative modes of delivery such as group, *online*, walk-in, and classes may be used in lieu of individual appointments.
 - B. ~~During registration and other periods of high demand, priority for appointments may be given to fully matriculated students, new students, or students at risk.~~
 - C. ~~Students who miss three consecutive scheduled appointments without canceling will be denied appointment privileges for the remainder of the term. Such students may participate in walk-in counseling during this period.~~
7. In order to help assure student success, mandatory interventions in the form of workshops, classes, and/or individual counseling sessions will be designed for ~~high-risk~~ students on probation. Students failing to comply with these mandates may be subject to a loss of registration priority or other penalties imposed by the College.
8. Employees other than counselors may participate in an organized advisory program provided they are supervised by a College counselor or a College administrator assigned to that general function.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5130 Financial Aid

Issued: December 13, 2016
Revised: April 21, 2020

The District is committed to helping students afford a college education by awarding and disbursing federal, state, and local financial aid to eligible students. Students need to complete the appropriate financial aid applications and submit all required documentation to the college's Financial Aid Office in accordance with established deadlines, standards, and protocols.

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

The *President/Chief Executive Officer (CEO)* or designee shall establish, publicize, and apply satisfactory academic progress standards for participants in ~~Title IV student aid programs~~ *federal, state, and local financial aid programs*.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of 1) the nature of its educational program, 2) the nature of its financial charges, or 3) the employability of its graduates.

The ~~President/CEO Chief Executive Officer~~ or designee shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting, or admission services concerning the District's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

The ~~President/CEO Chief Executive Officer~~ or designee shall establish procedures wherein the District shall periodically monitor employees' and vendors' communications with prospective students and members of the public and take corrective action where needed.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5130 Financial Aid

Issued: December 13, 2016
Revised: April 21, 2020

References:

Education Code Sections 66021.6 and 76300; Title 5 Sections 58600 et seq.; 20 U.S. Code Sections 1070 et seq.; 34 Code of Federal Regulations Section 668; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.
Board Policy 5130 - Financial Aid

Compton College provides the following federal, state, and local financial aid to eligible students.

1. ~~Board of Governors Fee Waiver (BOGFW)~~ *The California College Promise Grant*
2. Cal Grants
 - *Cal Grant B*
 - *Cal Grant C*
3. ~~California Community College Transfer Entitlement Cal Grants~~
4. ~~California National Guard Education Assistance Awards~~
5. California Work Opportunity and Responsibility to Kids Act (CalWORKs)
6. Chafee Grants
7. *Cal Grant Access Awards for Students with Dependent Children*
8. *Community College Completion Grant*
9. Child Development Grants
10. Cooperative Agencies Resources for Education (CARE)
11. Extended Opportunity Programs and Services (EOPS)
12. Federal Pell Grants
13. Federal Supplemental Educational Opportunity Grants
14. Federal Work Study
15. *Federal Direct Loans*
16. ~~Iraq and Afghanistan Service Grants~~
17. ~~Law Enforcement Personnel Dependents Grants~~
18. Scholarships

Students who want to be considered for federal, state, and local financial aid should complete and submit the Free Application for Federal Student Aid (FAFSA) online on an annual basis. The hardcopy FAFSA application is available for downloading from the FAFSA website at (www.fafsa.gov) or available via the college's Financial Aid Office website (~~www.elcamino.edu~~) (www.compton.edu). The FAFSA may be submitted any time throughout the award year, however, funds are awarded on a first-come, first-served basis. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the U.S. Department of Education working in conjunction with the Financial Aid Office.

The California Dream Act Application AB540 students' first step toward obtaining state aid for college. The State of California uses the Dream Act Application to determine student eligibility for state aid such as the California College Promise Grant (formerly known as BOG fee waiver) and Cal Grant. Students can complete the Dream Act Application online by going to dream.csac.ca.gov. Applications will be accepted beginning October 1. To be considered for a Cal Grant, the Dream Act Application must be submitted by the California state priority deadline of March 2nd.

Students who want to be considered for state-based financial aid will need to complete and submit the Grade Point Average (GPA) Verification Form *along with the FAFSA by March 2nd of every year.*

Students who want to be considered for the ~~Board of Governors Fee Waiver (BOGFW)~~ California College Promise Grant (CCPG) - formerly known as the Board of Governors Fee Waiver (BOG) should complete and submit the hardcopy ~~BOGFW~~ CCPG application available ~~for~~ to downloading from the Financial Aid Office webpage at ~~(www.elcamino.edu)~~ (www.compton.edu) or available at *in* the college's Financial Aid Office. The ~~(BOGFW)~~ CCPG application may be submitted any time prior to the start of the term or during the award year in which the student wants to receive the ~~BOGFW~~ CCPG. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the California Student Aid Commission (CSAC) working in conjunction with the Financial Aid Office. ~~The California priority deadline for state-based financial aid is March 2nd.~~

Students who want to be considered for scholarships should complete and submit the Compton College Scholarship application. The scholarship application must be submitted prior to the established deadline on an annual basis. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the Foundation for the Compton Community College District working in conjunction with the Financial Aid Office.

Compton College will partner with a bank to disburse selected ~~federal and state-based financial aid-eligible~~ *federal, state, and local financial aid* to students.

A student is considered to be meeting the satisfactory academic progress standards if the following three requirements are met:

Cumulative Grade Point Average (Qualitative Measure)

A student must maintain a 2.0 cumulative grade point average (GPA). This GPA includes units at Compton College and those from other regionally accredited colleges and universities that have been evaluated by the college's Admissions & Records Office and applied to the student's academic record. GPA units are those with grades of A, B, C, D, or F.

Cumulative Pace of Unit Completion (Quantitative Measure)

A student must complete at least 67% of the total number of units they attempt (passed hours divided by attempted hours). All courses with grades of A, B, C, D, or F as well as P, W, I, IP, NP, MW, and repeated courses will be counted towards the total attempted units. Units from other regionally accredited colleges and universities that have been evaluated by the college's Admissions & Records Office and applied to the student's record will also be counted.

Maximum Timeframe

A student may not exceed the 150% maximum timeframe allowed for the completion of his or her educational program. All courses, (excluding remedial and English as a Second Language (ESL), repeated courses, and courses taken while pursuing other majors with grades of A, B, C, D, or F, as well as P, W, I, IP, NP, or MW, will be counted as attempted units and applied to the maximum timeframe allowed. Courses from other regionally accredited colleges and universities that have been evaluated by the Compton College Admissions & Records Office and applied to the student's record will also be counted toward the maximum timeframe.

Financial aid recipients who are found to be in overpayment are notified by the Financial Aid Office. Students who receive an overpayment notification are instructed to make payment to the college's ~~Cashier's~~ *Bursar* Office or to the U.S. Department of Education. Students are ineligible to receive additional financial aid until they return any overpayment funds.

The Financial Aid Office works closely with the college's Fiscal Services unit to ensure that accounting protocol is adhered to in compliance with federal, state, and local regulations.

Annual audits are conducted by an external entity and annual reports are submitted to federal and state government agencies. Students should inquire with the college's Financial Aid Office for more information on federal, state, and local financial aid including deadlines.

Loss of Eligibility for ~~BOG Fee Waiver~~ *the California College Promise Grant (CCPG)*

A student shall become ineligible for a ~~Board of Governors (BOG) Fee Waiver~~ *the California College Promise Grant (CCPG)* if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

Students will be notified of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification will clearly state that two consecutive primary terms of probation will lead to a loss of the ~~BOG Fee Waiver~~ *CCPG* until the student is no longer on probation. The notification will also advise students about the available student support services to assist them in maintaining eligibility.

The District shall adopt, prominently display, and disseminate information ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing eligibility ~~BOG Fee waiver~~ *CCPG* eligibility. Dissemination includes, but is not limited to, information provided in the college catalogs and class schedules.

Students may appeal the loss of ~~BOG Fee Waiver~~ *CCPG* (along with the loss of enrollment priority). The student must complete and submit a Loss of Enrollment Priority and ~~BOGFW~~ *CCPG* Appeal Form with all relevant supporting documentation by the published deadline.

There are ten acceptable reasons for submitting an appeal:

1. Illness or accident of the student or immediate family member or death of an immediate family member. *
2. Newly diagnosed disability which contributed to poor academic performance.
3. Complications with an existing disability which contributed to poor academic performance.
4. Student applied for a disability accommodation, but the accommodation was not received in a timely manner.
5. Evidence the student was unable to obtain essential support services.
6. Enrolled in a high unit academic program or major as reflected on Education Plan.
7. Significant academic improvement in meeting academic and progress standards as defined above.
8. Extenuating circumstances beyond the control of the student.
9. Change in economic situation of student or parent(s), if dependent.
10. Special consideration of factors for CalWORKs, EOPS/CARE, *Foster Youth, Former Foster Youth, Homeless Students, Special Resource Center SRC*, and Veteran students.

*“Immediate family” is defined as the mother, father, grandmother, grandfather, or grandchild of the student or of the spouse/registered domestic partner of the student, and the spouse/registered domestic partner, son, daughter, brother, or sister of the student. In addition, the following are considered “immediate family”: stepparent, stepchild, foster child, dependent child, or adult of the student or spouse/registered domestic partner of the student.

Supporting documentation must coincide with the term(s) in which the student did not meet academic and/or progress standards. Supporting documentation outside of those terms will not be considered.

The instructions outlined on the Loss of Enrollment Priority & ~~BOGFW~~ *CCPG* Appeal form must be met completely and by the established deadline for the term in question.

Submission of an appeal form does not guarantee approval.

All appeal decisions are final. There is no further appeal for that term.

Foster Youth shall not be subject to loss of ~~BOG Fee Waiver~~ *CCPG* due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).

Misrepresentation

1. Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.
2. A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could

reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

3. This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5140 Disabled Student Programs and Services

Issued: April 19, 2017

Revised: April 21, 2020

References:

Education Code Sections 67310 and 84850;
Title 5 Sections 56000 et seq.

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

The Disabled Student Programs and Services (DSPS) program administered by the Special Resource Center (SRC) shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students *with disabilities* who can *benefit* ~~profit~~ from instruction as required by federal and state laws.

SRC services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, *academic, career, and personal counseling*. ~~rehabilitation counseling and academic counseling.~~

Participation in the ~~No student with disabilities is required to participate in the DSPS program~~ *is voluntary.*

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The *President/Chief Executive Officer (CEO)* shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The *President/CEO Chief Executive Officer* shall assure that the DSPS program ~~conforms~~ *complies* to all requirements established by the relevant law and regulations.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5140 Disabled Student Programs and Services

Issued: June 20, 2017

Revised: April 21, 2020

References:

Title 5 Sections 56000 et seq.

Board Policy 5140 - Disabled Student Programs and Services

The District maintains a plan for the provision of programs and services to ~~disabled~~ students *with disabilities* designed to assure that they have equality of access to District classes, ~~and programs, and activities.~~

The procedures, plan, or description of the program and services must address:

- procedure for timely response to accommodation requests involving *requests for* academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee;
- long-range goals and short term measurable objectives for the program;
- definitions of disabilities and students eligible for the program;
- support services and instruction ~~that is provided~~;
- technology accessibility;
- verification of disability;
- student rights and responsibilities;
- academic accommodation plan that is developed by *certificated DSPS staff a designated person* in consultation with the student;
- academic adjustments, auxiliary aids and services;
- *process and* provisions for course substitution and waivers;
- staffing; and
- *annual advisory committee meeting.*



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5150 Extended Opportunity Programs and Services

Issued: December 13, 2016

Revised: April 21, 2020

References:

Education Code Sections 69640-69656

Title 5 Sections 56200 et seq.

Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District.

The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.

The *President/Chief Executive Officer* ~~or designee~~ shall assure that the EOPS program conforms to all requirements established by the relevant law and regulations.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5150 Extended Opportunity Programs and Services

Issued: December 13, 2016

Revised: April 21, 2020

References:

Education Code Sections 69640-69656;

Title 5 Sections 56200 et seq.

Board Policy 5150 – Extended Opportunity Programs and Services

Compton College is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success. The College shall provide support services and programs that are over, above, and in addition to the traditional student services and programs of the College in order to assist socioeconomically and educationally disadvantaged students succeed in achieving their educational goals.

The Extended Opportunity Programs and Services (EOPS) is charged to recruit and retain college students to help prepare them to transfer to a four-year university or complete an associate degree or vocational certificate in order to acquire meaningful employment as a result of their educational experience at the College.

EOPS shall be provided by a certificated director, instructors and counselors, and other support staff employed by the governing board of the College. All staff funded by EOPS who are not supervised by the EOPS Director shall be accountable to the EOPS Director for services rendered to EOPS students pursuant to the approved EOPS program plan. The EOPS Plan includes program goals that support College goals, planned objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards.

Led by a full-time director, the EOPS program is held accountable by an EOPS advisory committee that ensures compliance with California Education Code and California Administrative Code Title 5. Periodic reviews and evaluations of the programs and services are to be conducted accompanied by the submission of related reports reflecting accurate data collection. The EOPS program creates and maintains documentation on all student participants in adherence to state law and implementing guidelines. Student records are kept electronically using College software and paper-based *files* for auditing purposes. The EOPS program works with the College's Information Technology Services and the Office of *Institutional Effectiveness* ~~Institutional Research & Planning~~ to collect data required by the Chancellor's Office on an annual basis including, but not limited to, Management Information System (MIS) and EOPS Program Plan.

To receive programs and services authorized by this chapter, a student must: (a) be a resident of California pursuant to the provisions of Part 41 commencing with Section 68000 of the Education Code; (b) be enrolled full-time when accepted into the EOPS Program. The EOPS Director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units; (c) not have completed more than 70 units of degree applicable credit course work in any combination of postsecondary higher education institutions;

(d) qualify to receive a ~~Board of Governors Grant~~ *California College Promise Grant* pursuant to Section 58620 (1) or (2); and (e) be educationally disadvantaged as determined by the EOPS Director or designee. In making that determination, the EOPS Director shall consider one or more of the following factors:

1. Not qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree;
2. Not have graduated from high school or obtained ~~the General Education Diploma (G.E.D.)~~ *high school equivalency*;
3. Graduated from high school with a grade point average below 2.50 on a 4.00 scale;
4. Been previously enrolled in remedial education; and
5. Other factors set forth in the College's submitted to the Chancellor's Office pursuant to Section 56270 of this part.

Academic and financial support services shall include, but are not limited to, counseling, advising, cognitive and non-cognitive assessment, orientation services, registration assistance, seminars, tutorial assistance services, child care referrals, recruitment, retention services, outreach services, basic skills instruction, career employment services, direct financial aid, multicultural activities, transfer services, vocational guidance and transportation assistance.

To remain eligible to receive programs and services, students shall: (a) apply for state and/or federal financial aid pursuant to the applicable rules and procedures of the college of attendance; (b) maintain academic progress toward a certificate, associate degree, or transfer goal pursuant to the academic standards established by the college of attendance applicable to all credit enrolled students; (c) file an initial EOPS contract for programs and services; (d) within two months of acceptance into the EOPS program, provide income documentation from state or federal income tax forms, or public assistance documentation pursuant to Section 58620 (2) of this part, or other documentation as required for financial aid by the college of attendance.

Each college receiving EOPS funds shall provide access services to identify EOPS eligible students and facilitate their enrollment in the College. Access services shall include at minimum: (a) outreach and recruitment to increase the number of potential EOPS eligible students who enroll at the College; (b) orientation to familiarize EOPS eligible students with: the location and function of college and EOPS programs and services; the College Catalog, application, and registration process, with emphasis on academic and grading standards, college terminology (e.g., grade point, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four-year institutions; (c) registration assistance for priority enrollment pursuant to Section 58108 of this Part.

Financial assistance in the form of EOPS grants and work study shall be awarded in accordance with the provisions of this Article to EOPS eligible students for the purpose of reducing potential student loan indebtedness, or to reduce unmet financial need, after Pell grants and other state, federal, or institutional financial aid has been awarded to the

student. EOPS grants are awarded to eligible students on a first come, first served basis contingent on program funding.

The EOPS plan shall incorporate the priorities of this Section in the order presented when serving students from among those who are eligible pursuant to Section 56220. The purpose of these priorities is to ensure that colleges strive to achieve and maintain a racial, ethnic, and gender composition among income eligible students served which matches the racial, ethnic, and gender composition by income group of eighteen years and above who reside in the College service area. The EOPS program shall provide over, above and in addition to services than what is already being provided by the College.

The College shall participate annually in an evaluation of the effectiveness of the program which shall be conducted by the Chancellor's Office. The annual evaluation may include on-site operational review, audits, and measurements of student success in achieving their educational objectives.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5120 Transfer Center

Issued: December 13, 2016
Revised: April 21, 2020

References:

Title 5, Section 51027

Transfer is one of the primary missions of the Compton Community College District. The Transfer Center shall be committed to the development of activities and services that identify and increase the number of students *that are prepared and choose* to transfer. ~~and are prepared to transfer, The Transfer Center and~~ shall monitor the effectiveness of those services.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 5120 Transfer Center

Issued: December 13, 2016
Revised: April 21, 2020

References:

Education Code Sections 66720-66744;
Title 5 Section 51027
Board Policy 5120 - Transfer Center

Compton College has a transfer center plan that complies with the requirements of Title 5. The plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among transfer students.

1. The Transfer Center plan is designed to increase knowledge of transfer requirements and improve transfer preparedness among current, prospective, and underrepresented students. The institution's student learning outcomes are incorporated in the Center's services and programs: counseling and advisement, transfer admission guarantee programs, meetings with representatives from regionally accredited baccalaureate level institutions, orientations, transfer-related workshops, and campus tours to universities.
2. The Transfer Center serves as the focal point of transfer activities and maintains resources to facilitate the transition from the College to baccalaureate level institutions. It contains a library of transfer-related materials, computers for student use and a counseling and advisement area. In addition to the many publications that are available electronically and in hard copy format, the Center also maintains an extensive website of transfer-related resources.
3. Transfer Center staff *in collaboration with Tartar Success Teams* develops, implement, and direct transfer-related services, programs, and activities.
4. District personnel, university representatives, and students serve on an advisory committee and meet periodically to review programs and services.
5. Annual reports and strategic plans are prepared. A report to the California Community Colleges Chancellor's Office is submitted annually. Periodic surveys are conducted with students and staff and results are evaluated for planning purposes.
6. Transfer path requirements for each articulated baccalaureate major are available on the Transfer Center website. *Students may consult and by consulting with* counselors, advisors, and university representatives *for additional information.*