



## Academic Senate Agenda

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

**Recorder:** Noemi Monterroso, Secretary

**Date:** October 21st, 2021

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

**Location:** Zoom Conference

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

### Vision:

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

### Mission Statement:

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

### Senators

\_\_\_ Barragan-Echeverria, Theresa  
 \_\_\_ Diaz, Corina  
 \_\_\_ Ellis, Stephen  
 \_\_\_ Estrada, Harvey  
 \_\_\_ Corona-Ramirez, Desiree  
 \_\_\_ Hobbs, Charles  
 \_\_\_ Kahn, Mahbub  
 \_\_\_ Madrid, Vanessa  
 \_\_\_ Mason, Don  
 \_\_\_ Martinez, Jose Manuel  
 \_\_\_ Martinez, Victoria

\_\_\_ Maruri, Carlos  
 \_\_\_ McPatchell, David  
 \_\_\_ Mills, Jesse  
 \_\_\_ Moldoveanu, Minodora  
 \_\_\_ Monterroso, Noemi  
 \_\_\_ Moore, Sean  
 \_\_\_ Morales, Janette  
 \_\_\_ Phillips, Jasmine  
 \_\_\_ Phillips, Marjerrita  
 \_\_\_ Schwitkis, Kent  
 \_\_\_ Sidhu, Rajinder  
 \_\_\_ Skorka, Evan

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

### Guests

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

# Agenda

(Public comments will be allowed on each agenda item whether they are direct, indirect, oral, written or otherwise).

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from September 30th, 2021**
4. **Reports**
  - a. President's Report
  - b. ASG Report
  - c. Vice President's Report
  - d. Accreditation Faculty Coordinator Report
  - e. Academic Affairs Report
  - f. Curriculum Report
  - g. Faculty Development Report
  - h. Enrollment Committee Report
  - i. OER Committee Report
  
5. **Urgent Business**
  - a. Academic Senate AB 361 Resolution for Remote Senate Meetings
  
6. **Unfinished Business**
  
7. **Consent Agenda**
  - a. 2-Year CTE Course Review - No Proposed Changes: ACRP 101 - Introduction to Automotive Collision Repair; CDEV 115 - Introduction to Curriculum; CDEV 118 - Science and Math for Young Children; CIS 119 - Database Management Using Microsoft Access; CIS 132 - Personal Computer Support and Networking; CIS 160 - Application Development and Programming Using Visual Basic.Net; and COSM 140 - Cosmetology Practicum; RE 116 - Real Estate Economics; RE 131 - Mortgage Loan Brokering and Lending; RE 140 - Real Estate Appraisal; and RE 141 - Advanced Real Estate Appraisal.
  - b. 6-Year Standard Course Review - No Proposed Changes: BIOL 101H - Honors Principles of Biology I; BIOL 102H - Honors Principles of Biology II; HUMA 101 - An Introduction to the Humanities; JOUR 108 - Advanced Reporting and News Editing; MATH 150H - Honors Elementary Statistics with Probability; and THEA 104 - Dramatic Literature.
  - c. 6-Year Standard Course Review - Course Title Change: ENGL 228 - Women in Literature.
  - d. Distance Education: ACRP 101 - Introduction to Automotive Collision Repair; BIOL 101H - Honors Principles of Biology I; BIOL 102H - Honors Principles of Biology II; CDEV 115 - Introduction to Curriculum; CDEV 118 - Science and Math for Young Children; CIS 119 - Database Management Using Microsoft Access; CIS 132 - Personal Computer Support and Networking; CIS 160 - Application Development and Programming Using Visual Basic.Net; ENGL 228 - Women in Literature; HUMA 101 - An Introduction to the Humanities; JOUR 108 - Advanced Reporting and News Editing; MATH 150H - Honors Elementary Statistics with Probability; RE 116 - Real Estate Economics; RE 131 - Mortgage Loan Brokering and Lending; RE 140 - Real Estate Appraisal; RE 141 - Advanced Real Estate Appraisal; and THEA 104 - Dramatic Literature.
  - e. Distance Education- EFOMA: COSM 140 - Cosmetology Practicum

- f. CSU/IGETC Articulation Review: MATH 150H - Honors Elementary Statistics with Probability.
- g. New Course: COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam.
- h. New Program: ESL Level I – Certificate of Completion.

## 8. New Business

## 9. Discussion Items

- a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – Update
- b. Equity Definition – Senate Feedback on the Equity Definition – Equity Survey Taskforce
- c. No Public Comments Read Orally During Board Of Trustees Meetings – Strategies for Campus Members To Be Heard by The Board Of Trustees
- d. New Title 5 – EW – Changes Proposed
- e. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
- f. Academic Senate Goals – 2021-2022
- g. Reimagining the Compton College Mascot – What should the process of selecting a new mascot be?
- h. Propose New Programs to Be Added at Compton College
- i. Office Move to Instructional Building I.

## 10. Informational Items

- a. Enrollment Fraud Risk Prevention – Best Practices
- b. Using Office 365 instead of Google Docs
- c. Summer Enrichment Activities Proposals – Due 11/19

## 11. Future Agenda Items

## 12. Public Comment

## 13. Adjournment

Next Scheduled Meeting: November 4th, 2021, at 12:30 pm

Zoom Link:

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

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

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

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

### CCC Academic Senate Roster 2020-2021 (26 Senators)

#### Officers:

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

#### Members:

##### **Fine Arts, Communication and Humanities (5)**

Charles Hobbs (21-24)  
 Vanessa Madrid (21-23)  
 Harvey Estrada (20-23)  
 Marjeritta Phillips (20-23)  
 Valerie Woodward (20-23)

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

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 Theresa Barragan-Echeverria (20-23)  
 Citlali Gonzales (20-23)  
 Janette Morales (20-23)

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Jesse Mills (20-21)  
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 Michael Van Overbeck (20-23)

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 Jose Manuel Martinez (20-23)  
 Rajinder Sidhu (20-23)  
 Evan Skorka (20-23)

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

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

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

**Ex Officio Voting Members**

Holly Schumacher – Union President



## Academic Senate Minutes

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

**Recorder:** Noemi Monterroso, Secretary

**Date:** October 7th, 2021

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

**Location:** Zoom Conference

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

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 Diaz, Corina  
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 Kahn, Mahbub  
 Madrid, Vanessa  
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 Martinez, Jose Manuel  
 Martinez, Victoria

Maruri, Carlos  
 McPatchell, David  
 Mills, Jesse  
 Moldoveanu, Minodora  
 Monterroso, Noemi  
 Moore, Sean  
 Morales, Janette  
 Phillips, Jasmine  
 Phillips, Marjeritta  
 Schwitkis, Kent  
 Sidhu, Rajinder  
 Skorka, Evan

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

### Guests

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

# Agenda

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

1. **Call to Order 12:33PM**
2. **Approval of Agenda**
  - [ **Holly Schumacher** ] motioned to approve agenda. [ **Valerie Woodward** ] seconded. **Approved**
3. **Review and Approval of Minutes from September 30th, 2021**
  - [ **Holly Schumacher** ] moved to approve minutes. [ **Kent Schwitkis** ] seconded.
4. **Reports**
  - a. **President's Report – Minodora Moldoveanu**
    - Governor extended the use of remote meetings through the end of semester. Senate meetings will continue via Zoom
    - Correction of comment from last meeting: Dr. Curry was appointed interim President in 2011 but participated in the official process to select CEO/President in 2013
    - Currently recruiting to staff Mascot Taskforce. Need one more faculty member
    - Taking suggestions for keynote speakers for PD SP2022. E-mail any recommendations
    - Entering on Campus: There is a Do Not Enter list that includes people that do not meet the necessary requirements to come on campus. You will not be included in the list if you submit your COVID 19 vaccination verification or exemption.
    - Welcome to Corina Diaz as new senator for Social Sciences GPD
  - b. **ASG President's Report – Not present**
  - c. **Vice President's Report – Carlos Maruri**
    - Please review policies before senate meetings so we don't take too much time going line by line. Trying to make the process faster to take care of all business on agenda
  - d. **Accreditation Faculty Coordinator Report – Amber Gillis**
    - Thank you to everyone that completed accreditation interest survey. Looking for faculty 2-3 to participate on evidence and writing teams. E-mail Amber Gillis if interested. Those participating on evidence and writing teams will get a welcome letter soon that outlines a timeline of tasks
    - Two trainings coming up.
      1. ACCJC Self-Study training on October 22, 2021 1-3pm
      2. Evidence Collection training led by Accreditation Committee chairs
    - Gratitude to Lauren Sosenko, accreditation liaison officer, and VP Sheri Berger for collaboration on self-study timeline and development of upcoming evidence training
  - e. **Academic Affairs Report – VP Berger**
    - Winter 2022 online schedule and PDF available. Finalizing SP 2022 schedule and should go up in first week of November
  - f. **Curriculum Report – Sean Moore**
    - Overview of new curriculum that has been or is currently being designed.
      1. Social Media courses (Gordon), ENGL LGBTQ+ literature (Johnson), e-sports course (Williams), ESL level 1 certificate of completion (Olayele), and COSM 118.
      2. New courses and programs increase our institutions' brand equity, enrich catalog course offerings, and foster enrollment.
  - g. **Faculty Development Report – Andree Valdry**
    - Next meeting is on OCT 26, 2021
5. **Presentations**
  - a. **Dr. Curry & Chris Ferguson (Dept. of Finance) – Compton College Future Budget and Enrollment**
    - [ **Valerie Woodward** ] motioned to open item. [ **Carlos Maruri** ] seconded
    - Presentation by Chris Ferguson provided an overview on how Student-Centered Funding Formula works, how funding is calculated for Compton College, and Compton College FTES Protection



- Presentation by Dr. Curry provided an overview on Compton College Enrollment Management Plan and current Recruitment/Outreach Strategies
  - Presentations will be shared campus-wide
  - **[ Holly Schumacher ] motioned to close item. [ Michael VanOverbeck ] seconded**
- b. Union – The Writing Process of the Vote of No Confidence Resolution
- **[ Carlos Maruri ] motioned to open item. [ Jose Villalobos ] seconded**
  - Presentation by Union representatives provided an overview on the premise of authoring the Vote of No Confidence Resolution - primarily due to concerns in administration not meeting student needs (lack of classes, support programs, financial aid policy, etc.), dismissing staff recommendations, and community concerns
  - **[ Jasmine Phillips ] motioned to close item. [ Carlos Maruri ] seconded**

## 6. Unfinished Business

- a. Second Read/Vote: Vote of No Confidence Resolution for President/CEO Dr. Keith Curry and VP of Academic Affairs Sheri Berger
- **[ Holly Schumacher ] motioned to open discussion on item 6a. [ Carlos Maruri ] seconded.**
  - Michael VanOverbeck: Expressed concerns that appendices do not support or prove statements in resolution
  - Jose Bernaudo: Wanted to make senators aware that if they don't support the resolution, they believe that enrollment and management will get better when the evidence is contrary to that. Planning and Budget committee sees a lot of reserves being build in different accounts but no real investment for enrollment. Has witnessed the mismanagement and disfunctions for many years
  - Lisa Rios: Just like faculty are evaluated for their first 4 years and throughout tenure, our leaders should also be accountable for the quality of what they are producing in the decisions that are being made. It's not something personal, this is based on facts and low numbers. There has been 10 years to produce results, we can't wait until hold harmless expires
  - Sean Moore: There is a significant lack of documentation in the current Vote of No Confidence resolution. This belongs with the Union and not with Academic Senate, it's not part of the 10+1. One Vote of No Confidence for 2 people is not the appropriate procedure
  - A. Johnson: CFT representative assigned to Compton College for Classified and Faculty. Working with Compton College management team is difficult to resolve issues. Process is not as seamless or equitable compared to other colleges. Everything is always a fight when trying to resolve issues
  - Citlali Gonzales: When we voted in Union, we voted on creating a document that we hadn't seen until the last Academic Senate meeting. We need to be clear on what the lines are since they tend to be blurred at Compton College, there are some things that belong with the Union and some things that belong with Academic Senate. Has Academic Senate asked students how they feel about this since the video in the Union presentation was from 3 years ago?
  - **[ Sean Moore ] motioned to extend meeting by 15 minutes to finish the agenda items. [ Michael VanOverbeck ] Seconded. Aye (18) - 2/3 voted to extend. Approved**
  - **[ Holly Schumacher ] motioned end debate. [ Jasmine Phillips ] seconded. Aye (15), Nay (3), Abstain (8). Debate Ended**
  - **[ Holly Schumacher ] motioned to approve Vote of No Confidence Resolution. [ Jasmine Phillips ] seconded. Aye (15), Nay (5), Abstain (6). Approved**
    - Roll call vote:
      - Barragan-Echeverria, Theresa: Aye
      - Diaz, Corina: Abstain
      - Ellis, Stephen: Nay
      - Estrada, Harvey: Aye
      - Corona-Ramirez, Desiree: Abstain
      - Hobbs, Charles: Abstain
      - Kahn, Mahbub: Aye
      - Madrid, Vanessa: Aye

- Martinez, Jose Manuel: Aye
- Martinez, Victoria: Aye
- Maruri, Carlos: Aye
- McPatchell, David: Nay
- Mills, Jesse: Nay
- Monterroso, Noemi: Abstain
- Moore, Sean: Nay
- Morales, Janette: Aye
- Phillips, Jasmine: Aye
- Phillips, Marjeritta: Abstain
- Schwitkis, Kent: Aye
- Sidhu, Rajinder: Aye
- Skorka, Evan: Aye
- Thomas, Shirley: Abstain
- Van Overbeck, Michael: Nay
- Villalobos, Jose: Aye
- Woodward, Valerie: Aye
- Schumacher, Holly: Aye

b. Second Read/Vote: BP 4225 – Course Repetition

- [ **Carlos Maruri** ] **Motioned to open discussion on item 6b.** [ **Jasmine Phillips** ] **seconded**
- [ **Jasmine Phillips** ] **motioned to approve BP 4225 as amended.** [ **Kent Schwitkis** ] **seconded.**  
**Approved**

c. Second Read/Vote: AR 4225 – Course Repetition

- Noemi Monterroso: Last item on revised AR 4225 was originally part of Participatory Courses section that was moved up in the revised policy. “In addition, all evaluative and non-evaluative grades count toward the four enrollment limitation...” Is it meant to stay with participatory courses or move down to its current position under “Other Provisions” ?
  - Carlos Maruri: Believes it was purposefully moved down to “Other Provisions”
- [ **Kent Schwitkis** ] **motioned to approve AR 4225 as amended.** [ **Charles Hobbs** ] **seconded.**  
**Approved**

[ **Kent Schwitkis** ] **motioned to table rest of items on agenda to next meeting.** [ **Jasmine Phillips** ] **seconded.** **Approved**

[**Theresa Barragan-Echeveria** ] **motioned to adjourn meeting.** [ **Carlos Maruri** ] **seconded.**

## 7. Consent Agenda

## 8. New Business

## 9. Discussion Items

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**Ex Officio Voting Members**

Holly Schumacher – Union President



## Academic Senate Resolution for Remote Senate Meetings

October-November, 2021

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**Whereas**, Assembly Bill 361, which was passed on September 16, 2021 to amend Government Code 54953 and allow teleconference meetings to take place, in order to alleviate imminent risk to the health and safety of attendees; and

**Whereas**, the State of Emergency declared by the Governor, pursuant to section 8625 of the California Emergency Service Act continues; and

**Whereas**, the Compton College Academic Senate is committed to the health and safety of all attendees while fostering public participation in Academic Senate meetings; and

**Be It Resolved**, that the Academic Senate and its subcommittees shall conduct meetings via teleconference for the next 30 days, until November 19, 2021.

**Be It Further Resolved**, that this Resolution should take effect immediately upon its adoption and shall be in effect until November 19, 2021, at which time, the Academic Senate shall adopt a subsequent resolution in accordance with Government Code section 54953 to extend the time during which the Academic Senate may continue teleconferencing without compliance with Government Code section 54953 and other applicable provisions of the Brown Act.

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Minodora Moldoveanu  
Academic Senate President

October 21<sup>st</sup>, 2021

## Canvas Course Shells

### Canvas Course Shells

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

### **Notes:**

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

### Course Copying

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

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

### Viewing Previous Courses

For faculty and students to view previous courses:

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



## End of Semester

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

### **Notes:**

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

## Incompletes

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

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

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

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

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

## Equity Survey Taskforce

### Definition of Equity

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Compton College identifies and removes barriers that produce inequity and intentionally designs or refines services to provide each student with what they need to be successful in their college experience. Compton College students actively define needs and solutions to equity problems on the campus. Equity processes ensure that all people have the opportunity to engage and succeed in a high-quality educational experience and all students have tools to support their academic career and personal goals.

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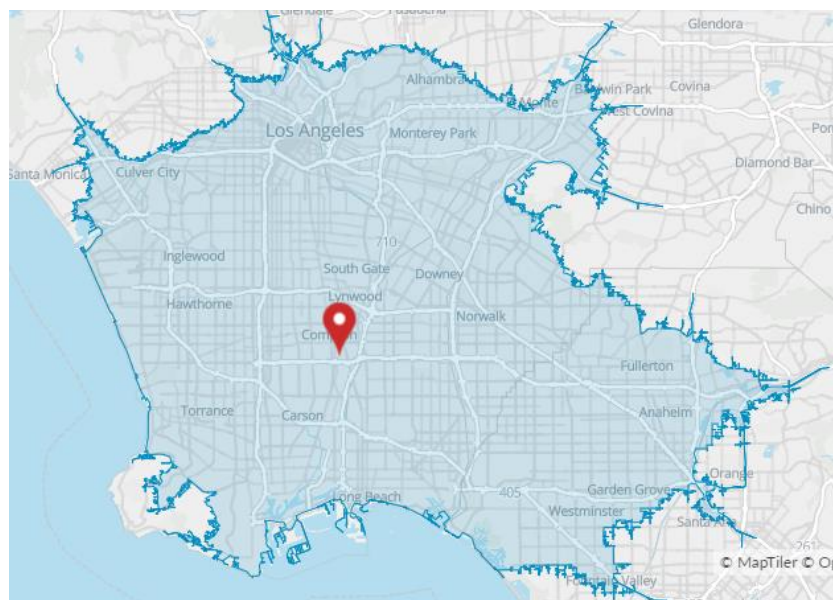
## ***Labor Market Data by Guided Pathway***

### ***Compton College***

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The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide Compton College with localized labor market supply and demand data related to their community college programs. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs in the surrounding area. Compton College provided the LA/OC COE with a list of active programs available on their campus by Guided Pathway Division, which the LA/OC matched to corresponding occupations. Provided below is data regarding current and projected demand, average annual openings, and wages for each of these occupations within a 33-minute drive time from Compton College (see mapped area below)- the average commute for LA County residents based on data from United States Census Bureau.<sup>1</sup> Demand data was retrieved from EMSI (Economic Modeling Specialists Intl.). Additionally, provided below is data regarding the supply for these occupations from the 19 Los Angeles community colleges. This completion data is sourced from the Chancellor’s Office MIS Datamart.

Furthermore, the COE has identified ten potential opportunities for program development within Compton College. These programs have been selected as potential opportunities for development because they have been identified as having a significant supply gap. These opportunities exist for: Computer Information Systems and Systems Application, Cosmetology, Engineering Technology, Machine Tool Technology, Welding, Nursing, Fitness, Biotechnology, Child Development, and Special Education because these programs train for occupations that currently have annual openings that exceed the number of awards from related programs from the Los Angeles community colleges. However, a deeper analysis should be conducted before implementing or modifying such programs.




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<sup>1</sup> [2019 American Community Survey, 1-year estimate](#)

## Business and Industrial Studies

### Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration

#### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Sheet Metal Workers	1,567	1,597	30	2%	151	\$16.26	\$23.96	\$37.78
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5,453	5,660	206	4%	518	\$21.23	\$28.48	\$38.36
<b>Total</b>	<b>7,020</b>	<b>7,257</b>	<b>237</b>	<b>3%</b>	<b>669</b>	<b>-</b>	<b>-</b>	<b>-</b>

#### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0946.00	Environmental Control Technology	Citrus	11	11	4	9
		Compton	32	50	5	29
		El Camino	104	153	80	112
		LA Trade	92	86	72	83
		Long Beach	1	0	0	0
		Mt San Antonio	38	47	35	40
<b>Total</b>			<b>278</b>	<b>347</b>	<b>196</b>	<b>274</b>

## Automotive Collision Repair/Painting; Automotive Collision Repair/Painting: Damage Estimating

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Insurance Appraisers, Auto Damage	155	139	(16)	(10%)	11	\$26.53	\$32.92	\$40.97
Automotive Body and Related Repairers	2,254	2,148	(106)	(5%)	184	\$14.50	\$21.10	\$31.36
Automotive Glass Installers and Repairers	683	636	(47)	(7%)	60	\$12.75	\$16.64	\$21.45
Painting, Coating, and Decorating Workers	250	229	(22)	(9%)	23	\$14.05	\$18.13	\$27.28
<b>Total</b>	<b>3,342</b>	<b>3,152</b>	<b>(191)</b>	<b>(31%)</b>	<b>278</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0949.00	Automotive Collision Repair	Cerritos	21	15	19	18
		Compton	7	8	0	5
		El Camino	10	33	34	26
		LA Trade	32	9	16	19
		Rio Hondo	0	1	0	0
<b>Total</b>			<b>70</b>	<b>66</b>	<b>69</b>	<b>68</b>

## Automotive Technology

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Electrical and Electronics Installers and Repairers, Transportation Equipment	205	201	(4)	(2%)	14	\$37.23	\$45.05	\$49.83
Electronic Equipment Installers and Repairers, Motor Vehicles	438	379	(59)	(13%)	41	\$14.98	\$17.25	\$19.36
Automotive Service Technicians and Mechanics	10,018	9,439	(579)	(6%)	849	\$14.83	\$21.66	\$29.22
<b>Total</b>	<b>10,660</b>	<b>10,019</b>	<b>(641)</b>	<b>(6%)</b>	<b>904</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0948.00	Automotive Technology	Cerritos	57	58	71	62
		Citrus	85	114	13	71
		Compton	21	15	1	12
		East LA	84	70	35	63
		El Camino	97	70	77	81
		LA Pierce	137	86	110	111
		LA Trade	147	157	67	124
		Long Beach	0	0	24	8
		Pasadena	40	107	125	91
		Rio Hondo	85	90	86	87
		Santa Monica	0	2	0	1
<b>Total</b>			<b>753</b>	<b>769</b>	<b>609</b>	<b>710</b>

### Business (including Business Administration & Business Management)

#### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
General and Operations Managers	37,766	37,492	(274)	(1%)	2,862	\$35.60	\$54.96	\$88.15
Administrative Services and Facilities Managers	6,494	6,549	55	1%	508	\$37.20	\$52.05	\$66.87
Industrial Production Managers	3,850	3,526	(325)	(8%)	230	\$38.95	\$51.19	\$69.67
Construction Managers	7,026	7,525	498	7%	552	\$22.87	\$39.52	\$68.24
Social and Community Service Managers	4,483	5,174	691	15%	495	\$29.77	\$40.49	\$49.46
Cost Estimators	3,196	3,098	(97)	(3%)	268	\$25.25	\$34.22	\$51.03
<b>Total</b>	<b>62,816</b>	<b>63,364</b>	<b>549</b>	<b>1%</b>	<b>4,914</b>	<b>-</b>	<b>-</b>	<b>-</b>

#### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0501.00	Business and Commerce, General	Cerritos	39	41	5	28
		Compton	1	0	0	0
		Glendale	48	40	46	45
		LA City	113	157	116	129
		LA Harbor	8	13	10	10
		LA Mission	29	9	0	13
		LA Pierce	0	5	17	7
		LA Southwest	20	30	29	26
		Long Beach	93	130	237	153
		Mt San Antonio	161	209	117	162
		Santa Monica	0	1	5	2
West LA	8	5	44	19		
<b>Supply Subtotal</b>			<b>520</b>	<b>640</b>	<b>626</b>	<b>595</b>

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0505.00	Business Administration	Cerritos	181	206	250	212
		Citrus	434	349	398	394
		Compton	44	49	28	40
		East LA	159	227	247	211
		El Camino	310	295	306	304
		Glendale	246	216	241	234
		LA City	85	84	91	87
		LA Harbor	90	83	83	85
		LA Mission	60	51	88	66
		LA Pierce	181	211	208	200
		LA Southwest	22	35	56	38
		LA Trade	0	0	7	2
		LA Valley	99	131	147	126
		Long Beach	273	375	293	314
		Mt San Antonio	135	248	269	217
		Pasadena	847	909	1191	982
		Rio Hondo	216	241	276	244
		Santa Monica	335	297	334	322
		West LA	135	120	156	137
<b>Supply Subtotal</b>			<b>3,852</b>	<b>4,127</b>	<b>4,669</b>	<b>4,216</b>
0506.00	Business Management	Cerritos	405	456	516	459
		Citrus	1	2	0	1
		Compton	2	3	0	2
		East LA	26	29	18	24
		El Camino	23	23	33	26
		Glendale	10	9	13	11
		LA City	15	18	39	24
		LA Mission	4	3	1	3
		LA Pierce	0	3	2	2
		LA Valley	30	33	36	33
		Long Beach	22	21	29	24
		Mt San Antonio	161	202	145	169
		Santa Monica	18	23	0	14
<b>Supply Subtotal</b>			<b>717</b>	<b>825</b>	<b>832</b>	<b>791</b>
<b>Total</b>			<b>5,089</b>	<b>5,592</b>	<b>6,127</b>	<b>5,603</b>



## Computer Information Systems & Computer Systems Applications

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Information Security Analysts	1,132	1,285	153	14%	109	\$44.01	\$55.38	\$67.66
Computer Network Support Specialists	2,115	2,155	40	2%	157	\$26.81	\$32.33	\$40.06
Computer User Support Specialists	8,683	8,861	178	2%	647	\$21.86	\$27.95	\$36.36
Computer Network Architects	1,888	1,875	(13)	(1%)	112	\$41.74	\$57.92	\$72.33
Network and Computer Systems Administrators	4,196	4,186	(10)	(0%)	257	\$35.39	\$45.73	\$56.91
Computer Systems Analysts	7,044	7,195	151	2%	494	\$39.75	\$52.15	\$65.25
Computer Occupations, All Other	8,341	8,325	(17)	(0%)	585	\$28.05	\$39.89	\$55.34
<b>Total</b>	<b>33,399</b>	<b>33,882</b>	<b>482</b>	<b>0%</b>	<b>2,361</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0702.00	Computer Information Systems	Citrus	7	5	8	7
		Compton	0	1	0	0
		East LA	16	19	15	17
		El Camino	18	14	21	18
		Glendale	0	0	5	2
		LA City	4	1	1	2
		LA Mission	9	5	1	5
		LA Trade	14	8	20	14
		Mt San Antonio	0	0	79	26
		Pasadena	1	0	0	0
		Rio Hondo	19	21	10	17
West LA	6	8	10	8		
<b>Total</b>			<b>94</b>	<b>82</b>	<b>170</b>	<b>115</b>

## Cosmetology

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
First-Line Supervisors of Personal Service Workers	3,192	3,253	62	2%	317	\$16.55	\$23.13	\$30.76
Barbers, Hairdressers, Hairstylists and Cosmetologists	9,495	9,271	(224)	(2%)	1,075	\$12.41	\$14.80	\$22.04
Makeup Artists, Theatrical and Performance	333	326	(7)	(2%)	35	\$41.98	\$57.46	\$68.01
Manicurists and Pedicurists	3,306	3,439	132	4%	402	\$11.64	\$13.53	\$15.51
Skincare Specialists	1,140	1,184	44	4%	134	\$13.18	\$16.66	\$22.85
<b>Total</b>	<b>17,466</b>	<b>17,473</b>	<b>(7)</b>	<b>(0%)</b>	<b>1,963</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
3007.00	Cosmetology and Barbering	Cerritos	67	122	86	92
		Citrus	177	177	143	166
		Compton	13	31	3	16
		El Camino	49	52	31	44
		LA Trade	83	98	62	81
		Pasadena	3	39	31	24
		Santa Monica	26	17	54	32
<b>Total</b>			<b>418</b>	<b>536</b>	<b>410</b>	<b>455</b>

## Engineering Technology; Engineering Technician

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Civil Engineering Technologists and Technicians	1,037	1,044	7	1%	91	\$27.57	\$34.26	\$42.86
Electrical and Electronic Engineering Technologists and Technicians	2,366	2,236	(130)	(6%)	196	\$23.97	\$30.50	\$39.08
Industrial Engineering Technologists and Technicians	725	691	(34)	(5%)	61	\$23.00	\$31.24	\$42.31
Mechanical Engineering Technologists and Technicians	632	602	(30)	(5%)	53	\$27.12	\$35.62	\$43.17
Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	1,713	1,672	(41)	(2%)	146	\$23.35	\$29.53	\$38.71
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	5,713	5,119	(594)	(10%)	532	\$14.28	\$16.89	\$20.87
<b>Total</b>	<b>12,187</b>	<b>11,364</b>	<b>(822)</b>	<b>(7%)</b>	<b>1,079</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0924.00	Engineering Technology, General (requires Trigonometry)	Cerritos	23	26	15	21
		East LA	0	0	1	0
		Glendale	17	14	7	13
		Mt San Antonio	0	0	2	1
		Pasadena	173	176	216	188
<b>Total</b>			<b>213</b>	<b>216</b>	<b>241</b>	<b>223</b>

## Machine Tool Technology; Machinist; Numerical Control Programmer; CNC Machine Operator

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Machinists	7,638	7,397	(242)	(3%)	709	\$16.38	\$21.17	\$27.80
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1,604	1,500	(104)	(6%)	143	\$14.48	\$16.72	\$21.14
<b>Total</b>	<b>9,242</b>	<b>8,897</b>	<b>(345)</b>	<b>(4%)</b>	<b>851</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0956.30	Machining and Machine Tools	Cerritos	38	30	37	35
		Compton	1	19	12	11
		El Camino	32	47	22	34
		Glendale	0	7	7	5
		LA Pierce	10	12	8	10
		LA Trade	17	14	4	12
		LA Valley	3	6	3	4
<b>Total</b>			<b>101</b>	<b>135</b>	<b>93</b>	<b>110</b>

## Welding

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Welders, Cutters, Solderers, and Brazers	5,300	5,082	(218)	(4%)	495	\$15.72	\$19.87	\$25.94
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	528	461	(68)	(13%)	47	\$15.44	\$18.79	\$22.82
<b>Total</b>	<b>5,828</b>	<b>5,542</b>	<b>(286)</b>	<b>(5%)</b>	<b>542</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0956.50	Welding Technology	Cerritos	85	131	118	111
		Compton	5	1	2	3
		El Camino	25	33	30	29
		Glendale	0	2	4	2
		LA Trade	27	16	26	23
		Long Beach	0	11	8	6
		Mt San Antonio	15	28	23	22
		Pasadena	2	11	4	6
		Rio Hondo	18	2	10	10
<b>Total</b>			<b>177</b>	<b>235</b>	<b>225</b>	<b>212</b>

## Fine Arts, Communications, and Humanities

### Music

#### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Audio and Video Technicians	1,889	1,894	5	0%	198	\$20.58	\$30.62	\$43.82
Sound Engineering Technicians	751	747	(4)	(0%)	79	\$17.02	\$29.99	\$50.85
<b>Total</b>	<b>2,640</b>	<b>2,641</b>	<b>1</b>	<b>0%</b>	<b>277</b>			

#### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1005.00	Commercial Music	Cerritos	9	3	5	6
		Citrus	58	58	51	56
		Glendale	3	0	0	1
		LA City	183	313	129	208
		LA Harbor	2	6	4	4
		LA Valley	21	7	10	13
		Long Beach	4	0	0	1
<b>Total</b>			<b>280</b>	<b>387</b>	<b>199</b>	<b>289</b>

## Health and Public Services

### Administration of Justice

#### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
First-Line Supervisors of Police and Detectives	1,018	1,102	84	8%	79	\$69.01	\$80.69	\$94.20
First-Line Supervisors of Correctional Officers	149	170	21	14%	15	\$42.98	\$48.78	\$56.24
Bailiffs	70	78	8	12%	8	\$45.87	\$50.16	\$85.32
Detectives and Criminal Investigators	1,870	1,959	89	5%	136	\$50.83	\$63.31	\$74.64
Police and Sheriffs Patrol Officers	14,856	15,620	764	5%	1,170	\$44.15	\$55.79	\$63.59
Private Detectives and Investigators	455	473	17	4%	42	\$19.43	\$33.79	\$49.72
Gambling Surveillance Officers and Gambling Investigators	63	59	(4)	(6%)	8	\$13.30	\$16.85	\$21.43
<b>Total</b>	<b>18,481</b>	<b>19,461</b>	<b>979</b>	<b>0%</b>	<b>1,458</b>			

#### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
2105.00	Administration of Justice	Cerritos	103	115	111	110
		Citrus	176	199	224	200
		Compton	37	22	16	25
		East LA	869	964	786	873
		El Camino	120	116	117	118
		Glendale	43	38	33	38
		LA City	38	38	39	38
		LA Harbor	37	60	39	45
		LA Mission	49	44	51	48
		LA Pierce	63	117	117	99

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
		LA Southwest	39	36	39	38
		LA Trade	17	13	21	17
		LA Valley	40	37	54	44
		Long Beach	117	129	152	133
		Mt San Antonio	72	96	87	85
		Pasadena	93	120	145	119
		Rio Hondo	100	127	156	128
		Santa Monica	0	14	22	12
		West LA	123	68	108	100
		<b>Total</b>	<b>2,136</b>	<b>2,353</b>	<b>2,317</b>	<b>2,269</b>



## Nursing and CNA

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Registered Nurses	46,864	50,560	3,695	8%	3,074	\$44.70	\$54.52	\$64.86
Nursing Assistants	18,086	20,297	2,212	12%	2,399	\$15.42	\$17.72	\$20.21
<b>Total</b>	<b>64,950</b>	<b>70,857</b>	<b>5,907</b>	<b>9%</b>	<b>5,473</b>			

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1230.10	Registered Nursing	Cerritos	67	80	71	73
		Citrus	28	30	38	32
		Compton	52	55	66	58
		East LA	68	68	57	64
		El Camino	77	86	64	76
		Glendale	79	84	171	111
		LA City	60	81	63	68
		LA Harbor	48	67	48	54
		LA Pierce	63	58	62	61
		LA Southwest	35	44	43	41
		LA Trade	68	71	68	69
		LA Valley	69	68	73	70
		Long Beach	98	5	17	40
		Mt San Antonio	116	105	53	91
		Pasadena	197	174	169	180
		Rio Hondo	73	80	77	77
Santa Monica	46	55	28	43		
<b>Supply Subtotal</b>			<b>1,244</b>	<b>1,211</b>	<b>1,168</b>	<b>1,208</b>
1230.30	Certified Nurse Assistant	LA Mission	5	5	3	4
		Mt San Antonio	9	0	88	32
<b>Supply Subtotal</b>			<b>14</b>	<b>5</b>	<b>91</b>	<b>37</b>
<b>Total</b>			<b>1,258</b>	<b>1,216</b>	<b>1,259</b>	<b>1,244</b>

## Emergency Medical Technology

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Emergency Medical Technicians and Paramedics	2,504	2,544	40	2%	172	\$17.47	\$22.35	\$29.68

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1250.00	Emergency Medical Services	Citrus	59	55	0	38
		East LA	58	14	3	25
		Long Beach	1	0	2	1
		Mt San Antonio	74	0	35	36
<b>Total</b>			<b>192</b>	<b>69</b>	<b>40</b>	<b>100</b>

## Fitness

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Athletic Trainers	263	299	36	14%	21	\$22.34	\$28.00	\$34.00
Exercise Trainers and Group Fitness Instructors	4,925	4,878	(46)	(1%)	799	\$15.30	\$24.19	\$31.96
<b>Total</b>	<b>5,187</b>	<b>5,177</b>	<b>(10)</b>	<b>(0%)</b>	<b>820</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0835.20	Fitness Trainer	Cerritos	0	0	3	1
		East LA	0	0	1	0
		Glendale	5	3	2	3
		LA Harbor	0	0	1	0
		Pasadena	0	2	3	2
		Rio Hondo	4	6	1	4
<b>Total</b>			<b>9</b>	<b>11</b>	<b>11</b>	<b>10</b>

## Science, Technology, Engineering, Mathematics

### Biotechnology/Bio manufacturing

#### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Bioengineers and Biomedical Engineers	179	177	(2)	(1%)	11	\$30.91	\$40.88	\$52.76
Biological Technicians	786	799	13	2%	87	\$17.65	\$22.39	\$28.42
Life, Physical, and Social Science Technicians, All Other	1,324	1,329	5	0%	153	\$19.79	\$26.76	\$34.86
Clinical Laboratory Technologists and Technicians	4,017	4,277	260	6%	288	\$20.85	\$28.24	\$41.78
Medical Equipment Repairers	915	914	(1)	(0%)	92	\$21.46	\$29.05	\$38.39
Inspectors, Testers, Sorters, Samplers, and Weighers	11,384	9,717	(1,666)	(15%)	1,151	\$15.31	\$19.47	\$26.82
<b>Total</b>	<b>18,604</b>	<b>17,213</b>	<b>(1,391)</b>	<b>(7%)</b>	<b>1,782</b>	<b>-</b>	<b>-</b>	<b>-</b>

#### Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
0430.00	Biotechnology and Biomedical Technology	Citrus	16	19	8	14
		East LA	0	0	5	2
		LA Mission	14	21	37	24
		LA Trade	5	2	7	5
		Pasadena	19	18	24	20
<b>Total</b>			<b>54</b>	<b>60</b>	<b>81</b>	<b>65</b>

**Social Sciences**  
**Child Development**

**Demand:**

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Preschool Teachers, Except Special Education	7,275	7,359	84	1%	685	\$14.04	\$15.74	\$22.60
Childcare Workers	28,887	27,636	(1,251)	(4%)	4,057	\$13.10	\$13.88	\$18.30
<b>Total</b>	<b>36,162</b>	<b>34,995</b>	<b>(1,167)</b>	<b>(3%)</b>	<b>4,741</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Supply:**

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
1305.00	Child Development/ Early Care and Education	Cerritos	108	140	132	127
		Citrus	174	313	161	216
		Compton	50	64	21	45
		East LA	200	335	690	408
		El Camino	166	161	187	171
		Glendale	19	32	34	28
		LA City	201	163	190	185
		LA Harbor	39	35	26	33
		LA Mission	210	259	227	232
		LA Pierce	104	92	107	101
		LA Southwest	65	50	51	55
		LA Trade	190	164	132	162
		LA Valley	71	98	148	106
		Long Beach	148	183	169	167
		Mt San Antonio	82	111	106	100
		Pasadena	83	105	114	101
		Rio Hondo	1,071	245	285	534
		Santa Monica	179	174	554	302
West LA	30	51	60	47		
<b>Total</b>			<b>3,190</b>	<b>2,775</b>	<b>3,394</b>	<b>3,120</b>

## Special Education

### Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Special Education Teachers, Preschool	47	68	21	45%	8	\$19.19	\$25.05	\$41.93
Teaching Assistants, Except Postsecondary	21,642	21,655	13	0%	2,106	\$15.19	\$17.79	\$21.05
<b>Total</b>	<b>21,689</b>	<b>21,723</b>	<b>34</b>	<b>0%</b>	<b>2,114</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
0809.00	Special Education	Long Beach	1	2	1	1
<b>Supply Subtotal</b>			<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
1305.20	Children with Special Needs	Cerritos	2	0	1	1
		Citrus	0	1	1	1
		East LA	65	109	51	75
		LA City	8	12	6	9
		LA Valley	45	51	55	50
		Long Beach	2	6	2	3
		Mt San Antonio	0	0	2	1
		Pasadena	2	0	0	1
		Rio Hondo	0	0	15	5
		Santa Monica	7	11	8	9
<b>Supply Subtotal</b>			<b>131</b>	<b>190</b>	<b>141</b>	<b>154</b>
<b>Total</b>			<b>132</b>	<b>192</b>	<b>142</b>	<b>155</b>

# Using Labor Market Data for Program Planning

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Centers of Excellence (COE) for Labor Market Research



# About the Centers of Excellence (COE)

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

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

Colleges use the data for:



Investing in new and relevant programs



Assessing labor market needs



Reviewing existing programs



Pursuing grants



# Today's Conversation

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

# Where Colleges Use LMI

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

# Most Useful Data in Analysis

## Occupational Demand

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

## Industry Concentration

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

## Educational Supply

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

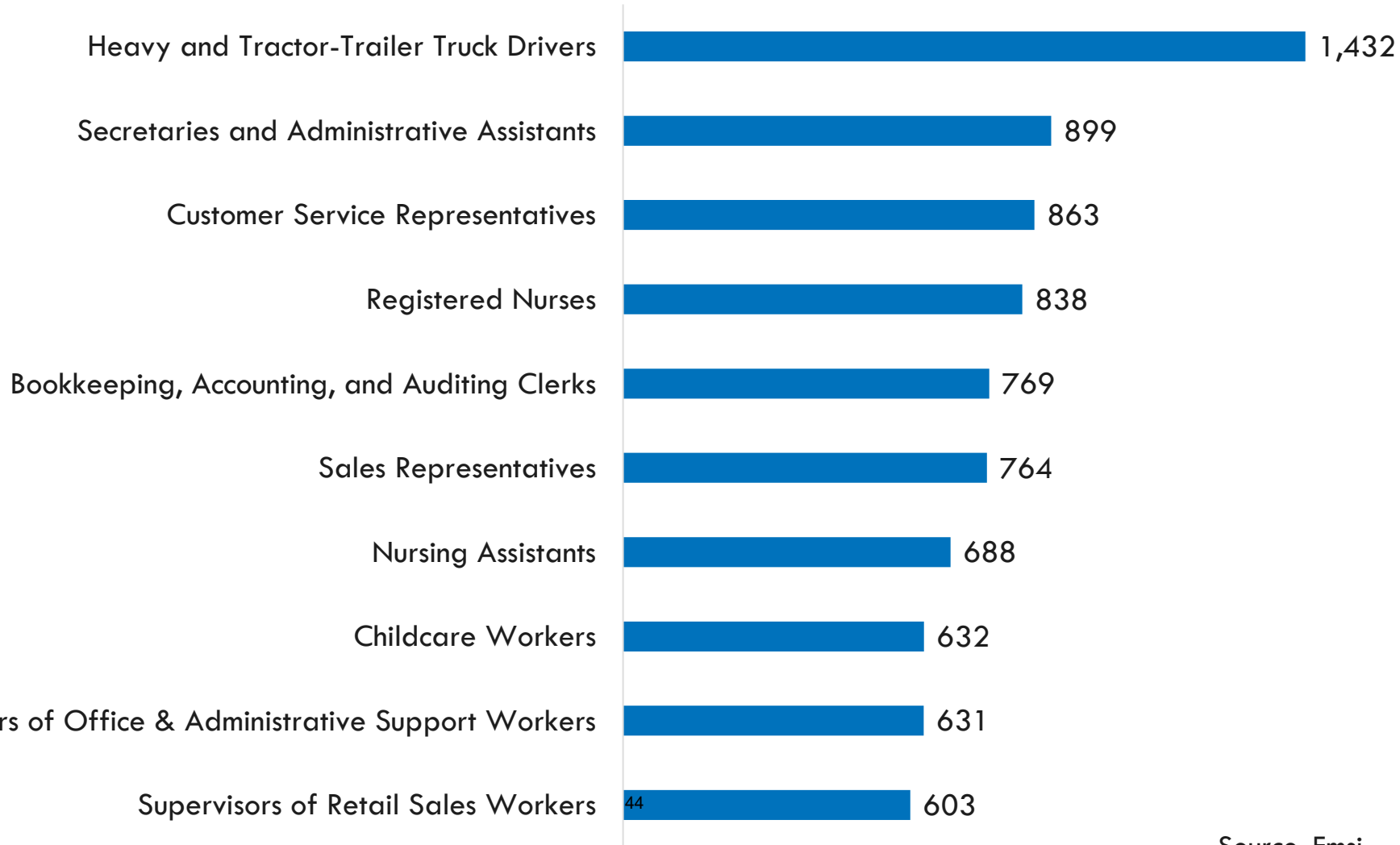
## Student Outcomes

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

## Summary Analysis

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

# Middle-Skill Occupations by Annual Openings in Compton



# Industry in Compton

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

# Industry in Compton

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

# Industry in Compton

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

# **LMI by Guided Pathway**

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



# Public Health and Social Services

## Nursing

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

**20,596** jobs in 2017

**2,040** annual openings

## Administration of Justice

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

**5,465** jobs in 2017

**398** annual openings

# Business and Industrial Studies

## Business and Marketing

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

**11,118** jobs in 2017

**1,084** annual openings

## Computer Info. Systems

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

**4,324** jobs in 2017

**307** annual openings

# Business and Industrial Studies

## Automotive Technology/ Collision Repair

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

**4,554** jobs in 2017

**439** annual openings

## Cosmetology

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

**4,154** jobs in 2017

**557** annual openings

# Business and Industrial Studies

## Machine Tools/Welding

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

**5,096** jobs in 2017

**529** annual openings

## HVAC

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

**1,743** jobs in 2017

**196** annual openings

# Social Sciences

## Early Childhood

### Education/Development

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

**6,011** jobs in 2017

**812** annual openings

# Fine Arts, Humanities & Communication

## Music

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

**319** jobs in 2017

**32** annual openings

# Employer Job Postings in Compton Area

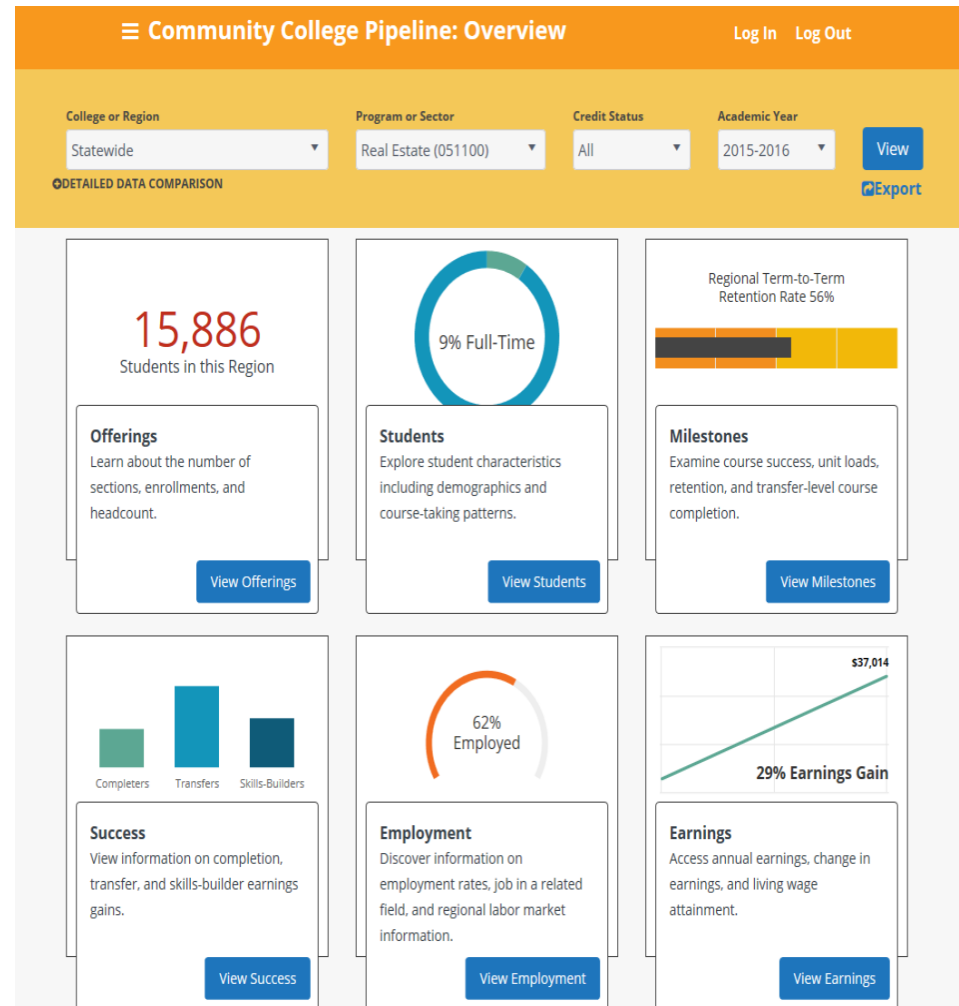
Top CE occupations by job postings in the  
last 12 months

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

# Cal-PASS Plus LaunchBoard

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

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



# COE Website

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

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



## Decision-Making Data

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

**SEARCH**

### TOOLS FOR YOU



**Supply and Demand Tables**

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



**TOP-SOC Crosswalk**

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



**LMI Guides**

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

### QUICK RESOURCE PANEL

New Additions	Top Resources	Search History
<p><b>Accounting - North</b> ☆</p> <p>Report</p>	<p><b>Far North Regional Labor Market Assessme...</b> ☆</p> <p>Report</p>	<p>Start your search today to populate your recent history!</p>
<p><b>Cybersecurity Summary &amp; Key Findings</b> ☆</p> <p>Key Findings</p>	<p><b>Top 100 Occupations in Los Angeles Count...</b> ☆</p> <p>Key Findings</p>	
<p><b>Welding - North</b> ☆</p> <p>Report</p>	<p><b>Computer Information Systems Occupations...</b> ☆</p> <p>Report</p>	
<p><b>Office Technology - North</b> ☆</p> <p>Report</p>	<p><b>Cyber Security Occupations</b> ☆</p> <p>Report</p>	

**STUDIES BY REGION** ▶



## For more information, contact:

### Lori Sanchez

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Los Angeles/Orange County Region

lsanchez144@mtsac.edu

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

## Occupation Projections for the Compton College Service Area

Below is the link to the Institutional Effectiveness webpage, where the Trustee Area Report Cards are located:

[Regional Reports \(compton.edu\)](https://www.compton.edu/institutional-effectiveness)

Each of the Trustee Area Report Cards includes the Occupation Projections for the Compton College Service Area.

## 2020-2021 Approved Academic Senate Goals

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



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

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

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

**PUBLIC HEARING**

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

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

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

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

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

### **ZOOM VIDEOCONFERENCING**

Please use the link below to join the webinar:

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

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

Password: **234632**

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

### **WRITTEN COMMENT PERIOD**

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

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

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

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

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

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

## **INFORMATIVE DIGEST**

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

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

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

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

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

### **Excused Withdrawals Regulation Changes**

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

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

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

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

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

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

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

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

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

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

Cost or savings to state agencies: *None*.

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

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

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

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

## **CONTACT PERSON**

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

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

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

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

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



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

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

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

#### **§ 55000. DEFINITIONS.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reference: Section 70901, Education Code.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### Background

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

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

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

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

### Enrollment Fraud Mitigation

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

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

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

### Student-Centered Approach

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

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

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

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