



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Date: June 6, 2024

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

Recorder: Noemi Monterroso, Secretary

Location: **In Person – IB1-106**

Vision:

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

Mission Statement:

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

23 Voting Members

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

- Moore, Sean
- Morales, Janette
- Radcliffe, Kendahl
- Schwitkis, Kent
- Tavaréz, Juan
- Uch, Mandeda
- Valdry, Andree
- Van Overbeck, Michael
- West, Pamela
- Woodward, Valerie
- Wyatt, Joanna

Ex-Officio Voting Members

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

Guests

- Berger, Sheri-VP Ac. Aff.

Senators

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

Agenda

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

1. Call to Order
2. Approval of Agenda
3. Review and Approval of Minutes from April May 16, 2024
4. Presentation
 - a. Protests at Compton College & Student Safety – Marcus Thompson, Chief of Police, Compton College
5. Reports
 - a. President’s Report
 - b. Vice President’s Report
 - c. Curriculum Report
 - d. Academic Affairs Report
6. Consent

Approved May 14, 2024

 - a. Course Review—Conditions of Enrollment—Articulation/Transfer Review C-ID: CSCI 101 - Problem Solving and Program Design Using C++.
 - b. New Courses: ART 170 – Photography Fundamentals I; LSKL 2 - Parenting Strategies I; LSKL 3 - Parenting Strategies II; LSKL 4 - Anger Management I; LSKL 5 - Anger Management II; LSKL 6 - Domestic Violence I; LSKL 7 - Domestic Violence II; LSKL 8 - Addiction and Substance Abuse I; LSKL 9 - Addiction and Substance Abuse II; and PE 108 - Slow Pitch Softball.

Approved May 28, 2024

 - c. CTE Two-Year Course Review—Course Description—Revise Conditions of Enrollment/Requisites: NURS 146 - Health Assessment.
 - d. Course Review—Articulation/Transfer Updated Requirements—Course Description—SLOs—Textbooks: COMS 120 - Argumentation and Debate.
 - e. New Programs: Non-credit Nursing Assistant Program - Certificate of Competency.
 - f. New Courses: ESTU 102 - Introduction to African American Studies; ESTU 104 - Introduction to Native American Studies; and ESTU 106 - Introduction to Asian American Studies.
7. Unfinished Business
 - a. 4th Read/Approve: AR 4021 – Program Discontinuance
 - b. 3rd Read/Approve: AR 4255 – Dismissal and Readmission
 - c. Distance Education Substantive Change
8. New Business
 - a. First/Second/Approve: Senate Constitution Language Issues: Can the Senate President run for a second term without being a senator?
 - b. Compton College Goals 2024-2025
9. Resolutions
 - a. Dr. Roach Honorary Resolution
 - b. Prof. Steven Ellis Honorary Resolution
 - c. Additional Resolutions

10. Discussion Items

- a. Host the Next SLO Symposium at Compton College
- b. Key Note Speaker for Spring 2025 – LGBTQ+ Theme
- c. Succession Strategies for Chair Positions of the Senate Subcommittees
- d. Ideas of Issues to Tackle as a Senate

11. Informational Items

- a. Dr. Curry's Response to Senate Decisions During the March 7, March 21st, and April 4th Senate Meetings.
- b. Civility Champion Award - Faculty: Susan Johnson, Assistant Professor, English
- c. Outstanding Faculty Award: Theresa Barragan-Echeverria, Associate Professor, Counseling
- d. Senate Election Results
 - i. Senate Secretary – Michael Van Overbeck
 - ii. Curriculum Chair – Charles Hobbs
 - iii. Faculty Development Committee Chair – Mayela Rodriguez
- e. Faculty Representing Compton at the Common Course Numbering Webinars
 - i. Coms 100- Liza Rios
 - ii. Engl 100 – Nikki Williams
 - iii. Enlg 103 – Judy Crozier
 - iv. Math 150 – Abby Tatliioglu
 - v. Poli Sci 100 – Steven Garcia
 - vi. Psyc 100 – Dr. Brad Conn
- f. Zero Textbook Cost Program: Acceleration II, Impact, and OER Expansion Grants
- g. Committee Vacancies
 - i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
 - ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
 - iii. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
 - iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
 - v. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
 - vi. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
 - vii. Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
 - viii. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
 - ix. Health Benefits Committee – 1 faculty (as co-chair)
 - x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

2. Future Agenda Items

3. Public Comment

4. Adjournment

Next Scheduled Meeting: Fall, 2024
Location:TBA

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

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

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

CCC Academic Senate Roster 2023-2024 (26 Voting Members)

Officers:

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

Members:

Fine Arts, Communication and Humanities (5)

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

Counseling (5)

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

Social Sciences (3)

Nathan Lopez (23-26)
 Kendahl Radcliffe (21-24)
 Pam West (23-26)

Business and Industrial Studies (3)

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

Science, Technology, Engineering and Mathematics (5)

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

Health and Public Services (3)

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

Adjunct Faculty (2)

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

Ex Officio Voting Members

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

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



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

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1. Call to Order at 2:09pm
2. Approval of Agenda
 - **Carlos M. motioned to approve agenda. Michael V. seconded. Approved**
3. Review and Approval of Minutes from May 2nd, 2024
 - **Sean M. motioned to approve minutes. Victoria M. seconded. Approved**
4. Presentations
 - a. Military Articulation Program (MAP) –Implementation Update
 - Corina Diaz, MAP Faculty Lead, provided presentation regarding updates, progress, and implementation of MAP. New name is Mapping Articulated Pathways (MAP). 30 faculty members have participated to find articulations; 100 articulations implemented. Areas of growth: 1) need clarification in some stages in Standard Operating Procedures, 2) staff needs more support, 3) need more faculty to participate.
 - b. Campus Awards Nomination Process -Updates
 - Dr. Martinez, VP of Human Resources, reviewed process for nominations, selecting winners, and asked for recommendations on process. Some recommendations included:
 - Streamline process and consistency for all awards. For example, allowing for all to be able to submit online instead of having some online and some in person
 - Does paperwork that people who submit for nominations get reviewed? If not, then is it really necessary
 - One centralized place where everything is submitted to avoid nominations being lost in the process and not be reviewed/considered
 - Regarding nomination for part timers, is it an additional burden to submit extra information and proof?
 - Should it be a surprise that they won instead of asking them to submit proof of why they should be selected
 - Concern is that in some letters of recommendation, people are not detailed enough for committee to make a decision or select the best candidate. Allowing for nominees to submit their own proof allows committee to make an informed decision
 - There are also times that nominees elect not to proceed with process
5. Reports
 - a. President's Report
 - Regarding Common Core Numbering, faculty in the following courses have been contacted to participate in state-wide effort: COMS 100, ENGL 101, ENGL 103, POLS 101, MATH 150, PSYC 101 (need a faculty member to represent each one). Faculty would have to submit interest/sign up by May 20th. Faculty that participate will receive a \$260 stipend for attending workshop (paid from ASCCC)
 - DEIA Institute will be in September in Irvine. Each college is encouraged to send 6-8 constituents
 - ZTC - 3 new grants that we can apply for to meet our institutional goal of 85% OER by 2035
 - By May 30th, faculty need to align their SLO to PLO to ILO

- Collaborative Governance Consultant Open Forum will be held in person next week, Wednesday, May 23rd, 2-3:30pm. Will ask consultants if it will be offered hybrid or recorded
- b. Associated Student Government (ASG) Report
- c. Vice President's Report
- d. Curriculum Report
 - CurriQunet presented on the updates on the new system
- e. Academic Affairs Report
 - Thank you to Corina Diaz for hard work in MAP project

6. Unfinished Business

- a. 4th Read/Approve: AR 4021 – Program Discontinuance
 - **Sean M. motioned to open discussion on item 6a. Kent S. seconded**
 - Recommendations:
 - Keep consistent with taskforce/committee language
 - Are deans and faculty going to be involved in process? Need to clarify who would be involved in taskforce/committee and who would be voting member
 - Voting members should be neutral
 - Clearly outline a process where faculty are involved in discussion and providing data/information
 - Replace that faculty may be invited to taskforce → faculty shall be invited...
 - Clarify that Academic Senate votes on taskforce/committee recommendation
 - Replace “approved recommendation” with “decision” (last paragraph)
 - **Kent S. motioned to table item 6a. Carlos M. seconded. Approved**
- b. 2nd Read/Approve: BP 4250 – Probation
 - Now called Academic and Progress Holds
 - **Pamella W. motioned to open discussion on item 6b. Kent S. seconded**
 - Add in first paragraph “and attempted at least 12 semester units”
 - Second paragraph, can remove “a total”
 - **Carlos M. motioned to approve item 6b. Pamella W. seconded. Approved**
- c. 2nd Read/Approve: BP 4255 – Dismissal and Readmission
 - **Charles H. motioned to open discussion on item 6c. Sean M. seconded**
 - In first paragraph, include language that it applies after earning 12 units
 - A student shall be subject to academic dismissal if they have attempted 12 semester units and having earned a cumulative grade...
 - On first paragraph, remove “who is on academic hold (formerly Probation Level 2)”
 - On second paragraph, remove “who is on progress hold”
 - **Carlos M. motioned to table item 6c. Sean M. seconded. Approved**

7. New Business

- a. AR 4231 – Grade Change
 - **Sean M. motioned to open discussion on item 7a. Pamella W. seconded**
 - Is 18 months too long, especially since adjuncts leave and can't get in touch
 - What do we do if faculty retires?
 - Division Chair signs off on it
 - Recommendation from administration of 6 months was due to financial aid audits but concern is with changing from letter grade to a W. We need to delineate process between grade to grade and grade to W process.

- Recommendation: Keep 18 months for grade to grade, but start to work on language for different timeline for grade to W petitions
- **Kent S. motioned to approve item 7a as amended. Carlos M. seconded. Approved. (Nay: Hassan E.)**

- **Sean M. motioned to address nominations next. Carlos M. seconded**

- b. Distance Education Substantive Changes

- **Carlos M. motioned to open item 7b. Kent S. seconded**
- **Sean M. motioned to close item 7b. Michael V. seconded**

- c. Senate Constitution Language Issues: Can the Senate President run for a second term without being a senator?

- d. Senate Elections – Nomination of Candidates

- **Carlos M. motioned to open item 7d. Sean M. seconded**

- a. Senate Secretary

- Sean M. nominated Michael V. Carlos M. seconded. Michael V. accepted
- Carlos M. nominated Janette M.. Sean M. seconded. Janette M. declined
- Janette M. nominated Carlos M. Nathan L. seconded. Carlos M. declined
- Janette M. nominated Charles H. Michael V. seconded. Charles accepted nomination. Charles declined nomination for Curriculum Chair

- b. Curriculum Chair

- Janette M. nominated Roza E. Roza E. declined
- Janette M. nominated Carlos M. Carlos M. declined
- Janette M. nominated Valerie W. Valerie W. declined
- Janette M. nominated Charles H. Noemi M. seconded. Charles H. accepted
- Janette M. nominated Minodora M. Sean M. seconded. Minodora M. declined
- Janette M. nominated Sean M. Sean M. declined
- Sean M. nominated Janette M. Carlos M. seconded. Janette M. declined

- c. Faculty Development Committee Chair

- Corina D. nominated Mayela R. Michael V. seconded. Mayela R. accepted
- Janette M. nominated Charles H. Charles H. declined
- Janette M. nominated Nathan L. Nathan L. declined

Sean M. motioned for candidates for Senate Secretary, Curriculum Chair, and Faculty Development Committee Chair be approved/win by acclimation. Noemi M. seconded. Michael VanOverbeck for Senate Secretary by acclimation. Approved Charles Hobbs for Curriculum Chair by acclimation. Approved Mayela Rodriguez for Faculty Development Chair by acclimation. Approved

- **Nathan L motioned to extend meeting by 15 minutes. Sean M seconded. Approved**

- 8. Discussion Items

- a. Potential Future Buildings Added to the College –What amenities would we like to see added?
 - Interview clothing rental
 - Upgrade greenhouse/garden
 - Local independent coffee area

Meeting adjourned at 3:47pm

b. Ideas of Issues to Tackle as a Senate

9. Informational Items

a. New Senators:

- a. FACH: Mayela Rodriguez & Susan Johnson
- b. Counseling: Carlos Maruri & Jovani Gaucin
- c. All Other Divisions: No newly elected senators

b. Committee Vacancies

- i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
- ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom
- iii. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
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- ix. Health Benefits Committee – 1 faculty (as co-chair)
- x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

10. Future Agenda Items

- xi. Elections: Voting for
 1. Senate Secretary
 2. Curriculum Chair
 3. Faculty Development Committee Chair

11. Public Comment

12. Adjournment at 3:47pm

Next Scheduled Meeting: June 6th, 2024
Location: IB1-106



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4021 Program ~~Viability-Discontinuance~~

Issued: BOT Date of Approval -May 15, 2018

Revised: AS Date of Approval

Commented [S2]: D-D Heading needs to match that of all other BPs and ARs

Reference:

[Board Policy 4021 Program Discontinuance](#)

[Education Code Section 78016;](#)

[Title 5 Sections 51022 and 55130;](#)

[ACCJC Accreditation Standard II.A.15](#)

Commented [S3]: D-D We don't include reference to the BP

[Title 5, Sections 51022, 55000, 55130](#)

[ACCJC Accreditation Standard II.A.15 & 16](#)

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Purpose of Administrative Regulation 4021

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

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Definition of an Educational Program

An educational program is a ~~n-organized~~ sequence of courses consisting of applicable coursework leading to a defined objective, degree, certificate, license, or diploma approved by the California Community Colleges Chancellor's Office ~~—e~~; or leading to transfer ~~at~~ another institution of higher education.

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Process for Forming the Program Viability Task Force-Discontinuance

~~Discontinuance of a program~~ is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. The district will rely primarily upon faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance, or modification. Forming the Program Viability Task Force shall discontinuance may be initiated by making a request to the Academic Senate for the body to vote on by one of the following: (a) the individual academic divisions or V the Vice President of Academic Affairs (or their designee), (b) the applicable Guided Pathway's faculty, or (c) the applicable Guided Pathway Division Chair. -A consideration of program discontinuance is a process distinct from program improvements initiated during a regularly scheduled ~~or~~ academic program review. ~~The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.~~

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Program Viability Task Force Membership

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

~~members~~ Participants shall will include: (a) Vice President of Academic Affairs, (b) Academic Senate President, (c) the two academic dean from the applicable Guided Pathway, (d) and designated academic dean designated by the Vice President of Academic Affairs, (e) s and one two faculty members appointed by the President of the Academic Senate President, and (f) one faculty member appointed by the Union President. Nonvoting members shall serve in an advisory role, which shall include: (a) a representative from Institutional Research and Planning Effectiveness, (b) the applicable division chair, and (c) the fulltime department faculty of the program being reviewed. s will serve as an advisory, non-voting member of the committee.

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

Program Viability Task Force Processes and Measurement Criteria

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

~~The Program Viability Taskforce shall consider the following program viability measurement criteria. Fact during the deliberation of the ors such as the following may initiate this program discontinued discontinuance, e or modify reduction, of the program n process and may be used by the task force in its deliberation:~~

- ~~• Achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan.~~
- ~~• Trends at area colleges and universities Other community colleges in the area currently offering the program;~~
- ~~•~~
- ~~• Degrees, certificates, and transfers.~~
- ~~• Integration with other college programs.~~
- ~~• Previous steps taken to strengthen the program. Other programs closely related to the program offered by the college;~~
- ~~• Currency of curriculum.~~
- ~~• Needs of the Community.~~
- ~~• When applicable—r Relation of the program to job market demands, analysis, where applicable;~~

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Commented [NM5]: Include faculty from the department/program in question

Commented [SM6]: FACH recommends the division char of the program being discontinued.

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- Considering the program's sequence of courses are being offered to students to enroll— Student enrollment projections for the program's sequence of courses shall be considered.
- Potential program growth.
- The need for and present adequacy of resources.
- Recommendations of career technical education regional consortia and/or Compton College advisory committees, when applicable;
- Facilities and equipment required to sustain the program.
- Availability of adequate financial support shall be considered—Budgetary consideration shall not be the principal factor motivating consideration of program discontinuance. and
- Student outcomes measure—such as success and persistence rates. Availability of qualified faculty.
- Comparison of enrollment rates at area colleges to our college.

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In addition to the measurement criteria above, the measurement criteria below will also be used in reviewing Career Technical Education Vocational or occupational training programs; must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- Labor Market Information: Documented labor demand data provided by the California Employment Development Department.
- Average wage offered in then career provided by the California Employment Development Department.
- Employment placement rate.
- Synchronization of certificate offering with California Employment Development Department.
- California Occupational Information System supply analysis.
- Recommendations of the Los Angeles Regional Consortium (LARC).
- Core indicators from the California Community Colleges Chancellor's Office.
- Program's Advisory Committee recommendations.
- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

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Program Viability Task Force Recommendation Options

Based on the measurement criteria above, tThe Program Viability Ttask Fforce's recommendation -will be presented in a report provided to the Academic Senate during an Academic Senate meeting for the body to vote on, either to approve or deny, the recommendation. that explains the decision and provides relevant data. The A-Program Viability Task Force recommendation options may be one of the following:

Commented [NM8]: Point of clarification: Will Senate receive the report of all programs under discussion, regardless of taskforce decision to discontinue or keep

1. No action at this time.
2. Revitalization of the program: The Program Viability Task Force shall design a comprehensive Program Revitalization Plan that includes a timeline to accomplish this goal.

3. Discontinuance: Declare the program obsolete and design a Program Discontinuance Phase Out Plan that considers the needs of students and fulfills contractual obligations to faculty and classified professionals. This consideration shall include the need to negotiate with the collective bargaining units on all effects of the program's discontinuance. The recommendation for program's discontinuance shall not be made without first recommending actions to allow ample time to reasonably revitalize the program.

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

Commented [SM9]: Should we make it clear that votes?

Commented [SM10R9]: AS* votes

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The Academic Senate votes on the Program Viability Task Force's recommendation, the Academic Senate's decision ~~task w/force will be~~ forwarded, along with the Program Viability Task Force's comprehensive report, ~~approved recommendation and its report~~ to the President/Chief Executive Officer. The President/Chief Executive Officer, who shall review the report and make the final program viability recommendation in writing, if any, to the Academic Senate. Once the Academic Senate reviews the President/Chief Executive Officer's written recommendation, that written recommendation shall be provided regarding discontinuance to the Board of Trustees by the President/Chief Executive Officer.

Program Discontinuance Phase Out Plan

If the Board of Trustees decides to discontinue a program, the college will adhere to the Program Viability Task Force's recommended Program Discontinuance Phase Out Plan that was approved by the Academic Senate. The Program Discontinuance Phase Out Plan shall provide ~~make~~ appropriate and effective arrangements, so that support the the program's enrolled students may in completing their educational goals in a timely manner, and with a minimum of disruption. The college will also ~~shall~~ address contractual obligations of the ~~to~~ program's faculty and classified professionals ~~staff~~.

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Commented [NM11]: Need more specific process. Include a phase out process of courses for students to complete program + notification to students

Commented [SM12]: For that same area, FACH suggested we include also the division chair, and one faculty appointed by the Union.

In addition, for the second to last paragraph of the policy, use similar language from the policy Cerritos has (in case of discontinuance, District must fulfill its contractual obligations to the faculty affected and work with the Union).

Formatted: Underline

Consideration of Collective Bargaining Rights

Verbiage ~~Nothing~~ contained in this administrative regulation is not intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues, ~~-within~~ appropriately under the scope of the collective bargaining units, be addressed through the regular processes established for such consideration by the District and its collective bargaining units.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4255 Dismissal and Readmission

Issued: xx, 2024

References:

Education Code Section 70902(b)(3);
Title 5 Section 55031 esq.

Dismissal

A student ~~who is on academic hold (Formerly Probation Level 2)~~ shall be subject to academic dismissal ~~having if they have attempted 12 semester units and having student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive semesters.~~

A student ~~who is on progress hold~~ shall be subject to dismissal if the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," and "NP" are recorded in three consecutive semesters reaches or exceeds fifty percent.

A student who is placed on dismissal may submit a Dismissal Appeal Form in accordance with Administrative Regulation 4255. If the Dismissal Appeal Form is approved, the student remains on academic and/or progress hold as described in Administrative Regulation 4250.

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. The Dismissal Appeal Form ~~appeal~~ process is contained in Administration Regulation 4255 4250.

Applicable Administrative Regulation

AR 4255 Dismissal and Readmission

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Compton College				
Address:	1111 East Artesia Blvd. Compton, CA 90221				
ALO name:	Dr. Sheri Berger	Phone:	310-900-1600 ext 2132	Email:	sberger@compton.edu

Select the type of Distance Education approval:

- 50 percent or more of all the institution’s students enrolled in at least one course offered through distance education

6,093 Total number of students | 3,728 Total number of students enrolled in at least one distance education course

- 50 percent or more of all the institution’s courses available to be offered in the distance education modality

756 Total number of courses in catalog | 571 Total number of courses, not sections, available to be offered in distance education modality

It is the institution’s responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

¹ 34 CFR § 602.16(a)

1. Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

The Distance Education (DE) program at Compton College reflects the College's Mission Statement by providing access for students that might not be able to attend traditional face-to-face courses. Furthermore, the College, consistent with its focus on meeting student basic needs, provides [free or low-cost technological resources](#) to students so that they can complete rigorous coursework in a timely manner, consistent with their academic and career goals.

The DE program also embodies the [College's Strategic Initiatives](#).

1. Improve recruitment, enrollment, retention, and completion rates for our students:

Recruitment, enrollment, and retention are all significant parts of the DE program, as these factor into increased completion rates for students. As mentioned in the [Enrollment Management Plan](#), student outreach coordinators communicate DE course offerings to prospective students, as well as the flexibility that comes with taking courses online. Additionally, all students enrolled in online courses are encouraged to take *AS60: Strategies for Success in Distance Education* and are directed to the [Compton College DE webpage](#), where [DE student resources](#) are available.

2. Support the success of all students to meet their education and career goals:

Student support services through the library, the Student Success Center, and counseling department all work to ensure that students have individualized instruction that meet their educational needs and career goals. Since the implementation of guided pathways, Compton College has adopted a case management approach to [counseling services](#), where teaching faculty and counseling faculty work together to maintain regular and substantive interaction through Canvas, [CRM Advise](#), the College's early alert system, and [Cranium Café](#). Through the implementation of Early Alert, students who may be struggling to succeed in their courses will be contacted and supported early on, thereby increasing the opportunity for successful completion of coursework and educational goals.

3. Support the success of students through the use of technology:

As previously mentioned, the College provides both hardware and software technological support. Starting in spring 2020, the Compton Community College District began purchasing laptops and hotspots for students in need. The [Laptop Loan Program](#) is now an on-going service available to all Compton College students. All laptops come equipped with up-to-date software, including Office 365, so that students can easily access their MyCompton portals for email communications with professors and counselors. Moreover, beginning spring 2021, the College began providing headsets to students. Finally, the DE Department offers [technical support](#) for students struggling with hardware, software including software provided by the State Chancellor's Office, or LMS issues.

4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields: Although many course offerings are online, this has not impacted the quality of programs. Faculty are engaged in [teaching and learning action plans](#), communities of practice, [professional development](#), and are seeking new support programs and services for students.
5. Establish partnerships in the community and with the K-12 schools: Compton College has partnership agreements in place with all local school districts ([Compton](#), [Lynwood](#), and [Paramount](#)) and continues to offer collegiate-level courses online. In addition, regular meetings, such as the monthly Compton Partnership Committee meetings continue to take place; Compton College constituent groups work together with local high school districts to discuss the needs of students, including in an online environment.

2. Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

The College uses the [comprehensive program review](#) as the foundation for its annual planning process of outlining annual goals and recommendations for each program, unit, area, and the College as a whole. Beginning in 2021, the College adopted the eLumen platform to enable faculty to record disaggregated student assessment data. Currently, [student data is disaggregated](#) by race/ethnicity, gender, age, and course modality. Outcome assessment report templates [encourage collaborative dialogue](#) to interpret the findings and develop an Action Plan based on the outcomes data. The assessment reports require all programs and services to provide evaluation and recommendations for improvements that are then used during program review and the annual planning resource allocation process. In spring 2023, the outcomes assessment report templates were built into the eLumen platform for faculty to begin using.

Faculty are now able to use this disaggregated data to identify gaps and successes by the distance education modality to inform instructional comprehensive program review reports that drive plans for improvement and increased innovation. Moreover, the DE department also completes an annual plan and recently completed a program review (EV1, EV2). Service Area Outcomes (SAO) data, as outlined in the [SAO Assessment Guide](#), collection is completed annually by managers responsible for the function of the student and learning support services and supported by technical assistance from the Office of Institutional Effectiveness.

3. Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

DE is critical in supporting equitable access to learning and student achievement at Compton College. In fall 2023, 63% of students enrolled were 24 and under, up from 54% in fall 2022. By increasing the number of course offerings and available certificates and degrees online, students can remain on track to graduate and transfer on time. Also, in fall 2023, 77% of students were enrolled part-time, down from 80% in fall 2022.

As of spring 2024, the College has a total number of 756 courses in its catalog and currently offers a total of 571 courses online. Offering classes and full programs online allows for more flexibility for those students that are working full-time or who have school-age children that might make attending on-campus classes a challenge.

In spring 2024, as reported to the Board of Trustees at the [April 16, 2024 meeting](#), 60% of the College's class offerings were scheduled in person (including dual enrollment classes). The other 40% of class offerings were scheduled asynchronously, hybrid, and synchronously through Zoom. The asynchronous classes had the highest fill rate and average class size of all modalities, demonstrating ongoing demand for this modality.

4. Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

Support services for distance education students are at the forefront of the DE program at Compton College. Accessible from the College's homepage, the [DE webpage](#) is a one-stop shop for student needs. Specifically, students can access distance education resources, ranging from technical support to quick links that direct them to various departments on campus (EV3).

As mentioned in the [2021 Midterm Report](#) and the [2023 Institutional Self Evaluation Report](#), the College installed a student hub Cranium Café into Canvas, allowing for seamless connection to student services and other campus departments, such as the Office of [Financial Aid](#) and [Admissions and Records](#). Moreover, [NetTutor](#) was also installed into Canvas, along with a roster of tutors organized by subject. Students can also access the [Emily B. Hart Holifield Library](#) or [chat with a librarian](#) through Cranium Café in Canvas. Additionally, programs such as Honorlock were adopted and installed into Canvas for test-taking needs, while Labster and other virtualization software helps faculty facilitate effective online laboratory courses. Finally, [Blackboard Ally](#) addresses the need for managing accessibility across all Canvas courses.

5. Describe how the institution ensures that "regular and substantive interaction" occurs between students and instructors (Policy on Distance Education and Correspondence Education).

Compton College understands that regular and substantive interaction (RSI) distinguishes online courses from correspondence courses. Through their document entitled "[Distance Education Regular and Effective/Substantive Contact](#)," the Distance Education Advisory Committee recommended revisions to [Administrative Regulation 4105 – Distance Education](#) on November 28, 2023, which was then [approved by the Academic Senate](#) on December 7, 2023 and shared with the Compton Community College District Board of Trustees on January 15, 2024.

The Distance Education Addendum, which is part of the course outline of record, indicates how faculty will meet student learning objectives in the online environment as well as types of student/instructor interactions that will be taking place. In order to ensure RSI is taking

<p>place, on-going professional development is offered; routine faculty mentoring and faculty peer review takes place through the Faculty Course Review Committee; and regular faculty evaluations, as negotiated in the collective bargaining agreement, that require an observation of RSI (EV4). These activities reflect the College’s dedication to student retention and success in online courses.</p>
<p>6. Describe how the institution authenticates students in distance education courses (<i>Policy on Distance Education and Correspondence Education</i>).</p>
<p>Compton College ensures all students are authenticated through single sign-on through the MyCompton portal, as articulated in Administrative Regulation 4105: Distance Education. Students enrolled in the College are issued a username and password based on their college identification information and can access Canvas through their MyCompton portal. Students that use the Canvas Student App must also enter their college username and password in order to view content and complete work. For added security, the College uses dual-factor authentication software to ensure student authenticity.</p>
<p>7. Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (<i>Standard 3.1</i>).</p>
<p>The DE department operates under the supervision of the Vice President of Academic Affairs. As referenced in the 2021 Midterm Report (pg. 27), the College has developed its own support and management structure for distance education. The development of this structure included the establishment of several key positions aimed at effectively supporting distance education:</p> <ul style="list-style-type: none"> • Distance Education Faculty Coordinator: a full-time faculty member who is provided reassigned time. • Instructional Designer/Faculty Distance Education Trainer: a full-time faculty member who is provided reassigned time. • Learning Management System Specialist: a classified professional. • Associate Dean of Distance Education and Instructional Technology: an administrator.
<p>8. Describe the institution’s fiscal resources to support and sustain the distance education modality (<i>Standard 3.4</i>).</p> <p>The President/CEO has allocated funds specific to the technological and staffing needs of the DE program. Beginning in spring 2020, the President/CEO specifically identified the following positions to support the DE program:</p> <ul style="list-style-type: none"> • Associate Dean of Distance Education and Instructional Technology: This management position is currently funded through COVID Recovery Block Grant funds. • Learning Management Specialist: This classified professional position is currently funded through COVID Recovery Block Grant funds. <p>Both of the above positions will be transitioned to the College’s general fund once these recovery funds are expended.</p> <ul style="list-style-type: none"> • Distance Education Faculty Coordinator: 25% reassigned time. • Instructional Designer/Faculty Distance Education Trainer: 40% reassigned time.

These positions are fully funded through the College’s general fund.

The DE department also regularly submits annual plans and recommendations that identify approximate costs associated with the maintenance and growth of the DE program (EV1, EV5). These annual plans are part of the integrated planning process and are funded through both unrestricted and general funds.

9. Provide a budget showing evidence the institution has the capacity to maintain distance education.

The College supports the DE program through its [2023-2024 Annual Goals](#) and ongoing integrated planning processes. Funding for the DE program is met through a dedicated budget that draws from the College’s unrestricted fund. Excluding salaries, the DE Departments has a budget over \$50,000 per year.

Current Budget	Object Description	Department Description
500.00	Non-Instruct Supplies	Distance Education
2,500.00	Food	Distance Education
3,500.00	Travel and Conferences	Distance Education
500.00	Other Services	Distance Education
27,250.00	License Fee/Site Licenses	Distance Education
16,000.00	Contract Services	Distance Education
<hr/> 50,250.00		

10. Describe the institution’s physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

There are numerous student computer labs on campus, located in a variety of places such as the Library/Student Success Center, the Math and Science building, the Vocational Technology building, Instructional Building 1, and the soon to be completed Instructional Building 2. As referenced in the [Compton College 2024 Action Plan](#) (pg. 76), the College recently entered a partnership with Calbright College, which resulted in the remodeling of two rooms in the Vocational Technology building used for the DE program.

The College began a Student Laptop Loan Program in spring 2020, and in spring 2021 new laptops were disseminated to faculty and staff. Hotspots, headsets, and software programs are also made available to students on a [regular basis](#).

11. Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).

Compton College is dedicated to providing and maintaining up-to-date technological resources to its students and faculty. Long term plans to ensure the on-going support of technological resources are reflected in the College’s [Compton College 2024 Technology Master Plan](#) as well as the College’s facilities plans in the [Compton College 2024 Comprehensive Master Plan](#).

The Associate Dean of Distance Education and Instructional Technology serves on the Technology Committee and works with the Distance Education Advisory Committee (DEAC) to coordinate online teaching and learning efforts, as well as make DE-related recommendations via the College's collegial consultation and planning and budget processes.

Furthermore, Academic Affairs and the Academic Senate supported the College's inclusion in the [CVC-OEI Consortium](#), and several faculty members have become certified trainers through @One to provide long-term professional development to faculty peers on course design and best practices around regular and effective contact, student support services, and conversations on student authentication.

12. Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).

The management of DE technology and supports is housed in Academic Affairs with oversight by the Associate Dean of Distance Education and Instructional Technology and Vice President of Academic Affairs. The Associate Dean of Distance Education and Instructional Technology works closely with the DE Faculty Coordinator and Instructional Designer/Faculty DE Trainer as well as support staff. [The Distance Education Advisory Committee \(DEAC\)](#) is a subcommittee to the Academic Senate and infuses faculty voice into decisions related to DE ensuring academic quality. The [Faculty Course Review Committee](#) is a subcommittee of the DE Advisory Committee. The Distance Education Handbook is currently being revised by the DEAC and includes the committee governance structure related to DE (EV6). This document will ultimately need Board of Trustees approval once the on-campus Collaborative Governance process is completed.

Compton College has adopted eLumen to integrate streamlined student learning outcomes data collection into the Canvas platform. The eLumen platform will allow the College to disaggregate distance education SLO data from in-person data. Faculty leadership will be responsible for using these data to inform teaching and learning online. Furthermore, DEAC, in coordination with the Associate Dean of Distance Education and Instructional Technology, reviews faculty and student needs within the Canvas learning management system (LMS). DEAC and the DE Department periodically administer faculty surveys to identify additional needs to increase student learning and support.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).
 - As noted on pages 23-24 in the most recent Institutional Self-Evaluation Report in 2023, Compton College demonstrates its institutional integrity by publicly publishing policies, regulations, procedures, and data. College employees regularly review the policies and practices to ensure the accuracy

of information widely shared with students and the public. Information about programs of study is clearly described and available in print or online versions of the Catalog. Data about student achievement is shared on public dashboards posted to the College website, which are easily accessible and allow for drill-down disaggregation to answer a multitude of questions.

- The [Course Catalog](#) is readily available and accurately depict current information about the College.
- Detailed information regarding [admissions](#), [financial aid](#), fees, and other major policies regarding students is listed in the Course Catalog and on the College website. The Course Catalog and website also include the [academic calendar](#), [learning resources](#), and detailed information about [courses and programs](#).
- The legal requirements for licensure, [licensure examinations](#), and entry requirements into the [nursing program](#) is also described on the College website and the Course Catalog.
- The ACCJC accredited status and supporting documents for Compton College are posted on the [College's Accreditation webpage](#).
- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.
 - Compton College Student Complaint Process: [Administrative Regulation 5530 – Student Rights and Grievances](#)
- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
 - Compton Community College District's most recent audit in June 2023 yielded no audit findings (EV7).

Supporting Evidence

EV1 – 2022-2023 Distance Education Annual Plan
EV2 – Distance Education Program Review
EV3 – Listing of Compton College Online Student Support Services
EV4 – Faculty Evaluation Forms
EV5 – 2022-2023 Distance Education Recommendations
EV6 – Distance Education Handbook
EV7 – Compton Community College District Audit Findings – June 2023

2024-2025 COMPTON COLLEGE GOALS

- 1. Implement the Completion by Design framework to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study^[1].**
 - a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data used to inform equity-minded practices campuswide.
 - b. Increase capacity and skill level among all faculty for online/remote instruction.
 - c. Enhance online student support services for Compton College students.
 - d. Monitor 504/508 concerns and complete an institutional self-assessment of Universal Design for Learning current practices
 - e. Support AB-1705: Continue innovation in supporting student success in English and math while evaluating and refining current programs.
 - f. Evaluate Guided Pathways structure.
 - g. Integrate Student-Centered Funding Formula metrics into institutional planning process and institutional-set goals.
 - h. Sustain basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Compton Support Network.
 - i. Expand eLumen as the assessment and planning system for the college.
 - j. Expand the use of Open Educational Resources (OER)/Zero Textbook Cost (ZTC) to reach 85% by 2035.

- 2. Grow enrollment to 4,125 Full-Time Equivalent Students (FTES) for the 2024-2025 year.**
 - a. Grow enrollment through the implementation of the Compton College 2035 Enrollment Management Plan, including annual outreach, retention, and persistence strategies.

 - b. Continue implementing the Adult Strategic Enrollment Management Plan.

 - c. Offer 1,474 course sections during the 2024-2025 year, with a 65% average fill rate.

3. **Continue to improve facilities to support student learning and success.**
 - a. Prioritize scheduled maintenance/site improvements for Compton College to ensure the health and safety of students and employees.
 - b. Monitor the planning for the Vocational Technology Building Renovation, the Math/Science Building Renovation, and the new Visual and Performing Arts Complex.
 - c. Begin construction on the new Physical Education Complex and the new Student Housing Project.
 - d. Receive a recommendation from the Facilities Committee about establishing a beautification mindset campuswide and establishing a cleaning schedule or other solution(s) to ensure a clean, safe, and compliant campus ready for student learning.
 - e. Integrate facilities safety and physical environment satisfaction assessments into the program review process.

4. **Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.**
 - a. Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.
 - b. Have a fully operational Foundation for the Compton Community College District that meets the needs of Compton College and Compton College students.
 - c. Increase participation among the College Promise programs with Lynwood, Paramount, and Compton unified school districts.
 - d. Increase faculty voice in communication with dual enrollment partners, including faculty-to-faculty and counselor-to-counselor dialogues.
 - e. Continue to implement the California Volunteer Grant with the Californians for All College Corps Program
 - f. Establish and/or enhance partnerships with four-year colleges/universities, including University of California, California State Universities, historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and private colleges/universities.
 - g. Maintain participation in the California Virtual Campus Online Education Initiative (CVC-OEI).
 - h. Submit a successful Developing Hispanic Serving Institution (DHSI) grant to the US Department of Education.

5. Create a stronger sense of connection among employees, students, the college, and the community.

- a. Enhance stakeholder engagement in decision-making; Revise the Collaborative Governance Handbook at Compton College.
- b. Continue to implement and evaluate Diversity, Equity, Inclusion, and Accessibility (DEIA) activities, including the Compton College Response to the Chancellor's Call to Action and the 2023-2026 Equal Employment Opportunity Plan.
- c. Support and champion equity-minded practices designed to engage traditionally marginalized groups, including but not limited to, men of color, LGBTQ+, persons with disabilities, foster youth, and formerly incarcerated students.
- d. Develop capacity to track student engagement and campus events attendance.
- e. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.
- f. Focus Professional Development Days on activities designed to increase community engagement and camaraderie, inclusive of staff, faculty, and administration.
- g. Continue to develop and be responsive to the Compton College employees' professional development needs in alignment with the Achieving the Dream, Inc. partnership.

6. No audit findings.

- a. Maintain fiscal business processes to ensure no audit findings.
- b. Complete the annual audit in a timely manner.
- c. Implement Fiscal Crisis and Management Assistance Team (FCMAT) action plan activities to ensure the fiscal health of the institution.

7. Complete the Compton College strategic planning cycle.

- a. Complete the strategic planning cycle by December 31, 2024.



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Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate

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SONIA LOPEZ
Member

KENDRA CARNES
Student Trustee

KEITH CURRY, Ed.D.
President/CEO

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the *March 7, 2024, March 21, 2024, and April 4, 2024*, Meetings:

Academic Senate – Summary of Decisions Made at the March 7, 2024, Meeting

Curriculum Items:

1. Course Inactivations: BUS 103, BUS 104, BUS 109. *Accepted as presented.*

Other Items:

1. Compton College CCCCCO Feedback to EEO Plan 2023-2026. *Accepted as presented.*
2. Equivalency Application for Arneshia Bryant-Horn: Biological Sciences - Denied. *Accepted as presented.*

Academic Senate – Summary of Decisions Made at the March 21, 2024, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: BUS 112, BUS 114, BUS 115, BUS 117, BUS 119, BUS 122, BUS 124, BUS 125, ENGL 150. *Accepted as presented.*

Other Items:

1. NACCC Staff Survey Summary Report. *Accepted as presented.*
2. Administrative Regulation 4103 – Work Experience Education. *Accepted as presented.*
3. Administrative Regulation 5011 – Admission and Concurrent Enrollment. *Accepted as presented.*

Academic Senate – Summary of Decisions Made at the April 4, 2024, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: BUS 127, BUS 128, MATH 165. *Accepted as presented.*

Other Items:

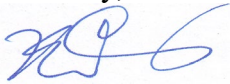
1. Final 2023-2026 EEO Plan. *Accepted as presented.* Administrative Regulation 4250 – Academic and Progress Holds. *Accepted as amended.* To remove the stigma the “probation” holds, new title will be Academic and Progress Holds instead of Probation. In keeping with

the Academic Senate's intent, the second sentence now reads: "A student shall be placed on pre-progress warning notification, **progress** warning, or **progress** hold if the student has attempted a total of at least 12 semester units and the percentage of all units which the student has attempted at Compton College, for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) were recorded, reaches or exceeds 50% percent.

2. Administrative Regulation 4255 – Dismissal and Readmission. *Accepted as presented.*
3. Selected Turnitin AI Detection Tool. *Accepted as presented.*

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000, or via email at kcurry@compton.edu.

Sincerely,



Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee



TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate for the California Community Colleges

FROM: Rebecca Ruan-O'Shaughnessy, Vice Chancellor
Educational Services and Support

RE: Zero Textbook Cost Program: Acceleration II, Impact, and OER Expansion Grants

Background

The 2021 Budget Act appropriated \$115 million in one-time funding to the California Community Colleges for the Zero-Textbook-Cost Degree Grant (ZTC) program in [§78050-78052](#). The program will develop and implement ZTC degrees and prioritize Open Educational Resources (OER) as a strategy to “reduce the overall cost of education for students and decrease the time it takes students to complete degree programs offered by community colleges.”

The ZTC Degree Grant program was enacted via the Planning, Implementation and Acceleration Grant phases for colleges to acquire funding to develop and implement zero-cost academic pathways. The Chancellor's Office has provided information related to these prior funding opportunities with [ESS 22-100-005](#) Zero Textbook Cost Program, [ESS 23-04](#) Zero Textbook Cost Program - Updates and [ESS 23-37](#) Zero Textbook Cost Program Additional Updates and Acceleration Grants. There is currently \$66.5 million remaining to be allocated to colleges for the ZTC Degree Grant program.

New ZTC Grant Opportunities

Three new ZTC grant phase opportunities are being made available to colleges within the ZTC Degree Grant Program: the Acceleration II Grant, the Impact Grant and the ZTC OER Expansion Grant. The Acceleration II and OER Expansion grants became available on April 29, 2024 in NOVA, and the ZTC Implementation Grant will be available in NOVA by July 8, 2024.

As a condition of receiving the grants, grantees shall develop and implement program pathways and OER courses by the Fall 2026 semester. Colleges should consider their programs with the highest enrollment and completions to maximize benefit to students. ZTC degree pathways must include all required major courses and offer sufficient general education courses to satisfy all general education area requirements for a student to complete the degree without incurring textbook costs. Colleges may submit and certify program plans in NOVA until December 16, 2024, and grant award notifications will be issued on a rolling basis.

The three new ZTC grant phase opportunities include the following parameters:

- Acceleration II Grants (\$200,000 capped per eligible program, not per college) continue ZTC Degree Grant Program investment for pathways that are unique to a college and have not been awarded (specifically in a region) in prior phases. The grant allows colleges to submit program plans for unique and non-duplicative academic program pathways to make the program more accessible to a larger number of students. Colleges that were unable to prepare and submit a program plan for the initial ZTC Acceleration Grant are especially encouraged to apply for this grant opportunity, and they will be prioritized in consideration for awards.
- Impact Grants (\$200,000 capped per eligible program, not per college) support high impact programs that benefit larger numbers of students at the institution. Colleges that did not submit initial ZTC Acceleration Grants in subject matter areas that were likely duplicative and/or missed the associated Collaboration Cohort efforts are strongly encouraged to apply. Impact Grant programs plans must leverage the efforts and materials from the ZTC Acceleration Grant's Coordination Cohorts. Collaboration Cohort documents will be available to colleges upon validation of completion by the OERI.
- OER Expansion Grants (\$20,000 capped per eligible course, not per program or college) provide additional OER curation support for courses that can enhance the scale and impact of ZTC program pathways developed as part of the 2021 Budget Act ZTC Program. Courses submitted for OER Expansion grants must not have been identified in a prior ZTC Degree Grant Program pathway plan. A college can request up to \$20,000 per course in an existing ZTC program pathway or a ZTC program pathway under development using this resource to convert course textbooks to OER. This grant may be a useful option for developing additional GE courses for students to complete their program of study in an expedited manner, per the authorizing legislation.

Timelines and Reporting

Progress reports, expenditure reports and reporting timelines for the Acceleration II, OER Expansion and Impact Grants will commence in December 2025. Please refer to Table 1 below for reporting timelines for all ZTC Degree Grant Program phases:

Table 1: ZTC Program Reporting Summary Chart

2023	2024	2025	2026
Planning Grant (formerly known as Phase 1) - \$20K			
Expenditure Report – NOVA – 6/30/23			
Implementation Grant* (formerly known as Phase 3) - \$180K			
Expenditure Report – NOVA 6/30/23	Progress & Expenditure Report 1 – NOVA 12/31/24	ZTC Pathway Implemented Fall 2025 Progress & Expenditure Report 2 – NOVA 12/31/25	Final Report** & Final Expenditure Report – NOVA 12/31/26
Acceleration Grant (formerly known as Phase 2) – up to \$200K per pathway			
Intent to Apply & Program Plan – NOVA 9/15/23	Progress & Expenditure Report 1 – NOVA 12/31/24	Progress & Expenditure Report 2 – NOVA 12/31/25	ZTC Pathway Implemented Fall 2026 Final Report** & Final Expenditure Report – NOVA 12/31/26
Acceleration II Grant – up to \$200K per pathway			
Program Plan – NOVA 4/29/24 – 12/16/24		Progress & Expenditure Report 1 – NOVA 12/31/25	ZTC Pathway Implemented Fall 2026 Final Report** & Final Expenditure Report – NOVA 12/31/26
Implementation Grant – up to \$200K per pathway			
Program Plan – NOVA 7/8/24 – 12/16/24		Progress & Expenditure Report 1 – NOVA 12/31/25	ZTC Pathway Implemented Fall 2026 Final Report** & Final Expenditure Report – NOVA 12/31/26
OER Expansion Grant – up to \$20K per course being added to a ZTC pathway			
Program Plan – NOVA 7/8/24 – 12/16/24		Progress & Expenditure Report 1 – NOVA 12/31/25	ZTC Pathway Implemented Fall 2026 Final Report** & Final Expenditure Report – NOVA 12/31/26

* For Implementation Grant, the Program Plan and the annual reports specified in the table above supersedes reporting and completion requirements in prior memos.

** XB-12 data is due three times per year, 30 days after each term ends. Data beyond XB-12 will be necessary to meet ZTC data reporting requirements.

Program Planning and Implementation Support

The Chancellor's Office is committed to prioritizing support to ensure the implementation of the ZTC Grant Program with fidelity and at scale. The Chancellor's Office will deliver various forms of Zero Textbook Cost Program updates via listserv notifications, technical assistance including office hours, community of practice opportunities, professional development support, coaching, and a help desk to assist in such topics as finding relevant OER and understanding open licensing. The Chancellor's Office [Technical Assistance Provider](#) (TAP), College of the Canyons, will continue to support colleges with different forms of technical assistance depending on the level of support that they need. The following supports are and/or will be made available:

- A. NOVA Access - [NOVA video](#) tutorials are available online. For a new login or access to NOVA, please visit the [request access page](#).
- B. Ongoing [ZTC Drop-in Office Hours](#) – Ongoing ZTC drop-in office hours occur on the last Friday of the month from 9:00-10:00 am.
- C. Subscribe to ZTC mailing list for updates: ZTC@LISTSERV.CCCNEXT.NET
- D. [New Grants Program Plan Information Sessions](#) – Acceleration II, Impact and OER Expansion Program Plan Information Sessions will be offered on May 7, May 16 and May 21 from 12:00 – 1:00pm.
- E. [Data Requirements Webinar](#) will take place May 8, 2024 at 12:00pm to prepare colleges' Institutional Research, MIS reporting and Instructional Office staff for data collection and reporting expectations.
- F. ZTC Professional Development Courses – Courses are offered free of charge through the [@One](#) professional development platform. Contact ZTCTAP@Canyons.edu for questions regarding the following courses:
 - Making the Case for ZTC: Pathways to Equity
 - Building a Team: Training OER Support Staff
 - Teaching with OER and Open Pedagogy for Equity
 - Navigating the Future: Open Education with Generative AI

Additional ZTC Resources

- I. Education Code Section [§78050 – 78052](#) – Zero-Textbook-Cost Degree Grant Program.
- II. Education Code Section [§66406.9](#) – Highlighting courses with free textbooks Zero Textbook Cost Program.
- III. Education Code Section [§66408](#) – Digital Open-Source Library.
- IV. California Code of Regulations, Title 5, [Section §59404](#) – District Policies and Regulations for Instructional Materials.
- V. [Academic Senate for the California Community Colleges Open Educational Resources Initiative](#) (ASCCC OERI) – expands the availability and adoption of high-quality open educational resources. They provide informational Webinars and events, offer links to OER resources, facilitate formal collaboration cohorts, and a team of local OER Liaisons serve as advocate for awareness, adoption, and support of OER materials.

Zero Textbook Cost Program: Acceleration II, Impact, and OER Expansion Grants

May 10, 2024

VI. [Community College Consortium for Open Education Resources](#) promotes the awareness and adoption of open educational policies, practices, and resources. They provide resources, support, and opportunities for collaboration for learning, planning, and implementing successful open educational programs.

VII. [Cool4Ed](#) – is an OER repository service by the California State University Multimedia Educational Resource for Learning and Online Teaching (MERLOT) program.

VIII. [Open for Antiracism Program](#) is a year-long professional development program focused on using Open Education to make content and classroom practices antiracist.

IX. [Libretexts](#) is an online textbook platform open to students, faculty, and scholars.

X. [OpenStax](#) is a repository of textbooks available to instructors and students.

For questions regarding this memo or the ZTC program, contact ZTC@CCCCO.edu.

cc: John Hetts, Executive Vice Chancellor
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