



Academic Senate
Meeting Agenda Package
Date: September 5, 2024

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Academic Senate Membership Table

Current Voting Membership Count: Twenty-three—22

Required Quorum: 12

Faculty Vacancies 🌻: (a) Social Sciences One—1, (b) BIST Two-2, (c) STEM One—1, (d) HPS Two—2, (e) Adjunct Faculty One—1.

Note: 7 voting vacancies as of 8-30-24 and may change after 9-3-24 Division Meeting Elections. As a result, quorum may change.

| Compton Community College Academic Senate Membership 2024-2025 | | | | |
|--|--|--------------------------|---------------------|----------------|
| Officers | | | | |
| Position | Name | Email | Term Fall/Spring | Vote |
| President | Sean Christopher Moore | smoore@compton.edu | 2024/2026 | To Break A Tie |
| Vice President | Minodora Moldoveanu | mmoldoveanu@compton.edu | 2024/2025 | No |
| Secretary | Michael Vanoverbeck | mvanoverbeck@compton.edu | 2024/2027 | No |
| Fine Arts, Communication and Humanities Count: 1 | | | | |
| Senator | Mayela Rodriguez (does not double count as FDC Chair) | mrodriguez36@compton.edu | 2021/2024 | Yes |
| Senator | Juan Tavarez | jtavarez@compton.edu | 2023/2026 | Yes |

| | | | | |
|---|---|--------------------------|-----------|-----|
| Senator | Mandeda Uch | much@compton.edu | 2023/2026 | Yes |
| Senator | Andree Valdry | avaldry@compton.edu | 2023/2026 | Yes |
| Senator | Susan Johnson | sjohnson@compton.edu | 2024/2027 | Yes |
| Counselors Count: 5 | | | | |
| Senator | Eckko Blake | eblake@compton.edu | 2023/2026 | Yes |
| Senator | Carlos Maruri | cmaruri@compton.edu | 2024/2027 | Yes |
| Senator | Janette Morales | jmorales13@compton.edu | 2024/2027 | Yes |
| Senator | Liliana Huerta | lhuerta@compton.edu | 2024/2027 | Yes |
| Senator | Bria Roberts (Interim for Karina Lopez) | broberts2@compton.edu | 2024/2027 | Yes |
| Social Sciences Count: 3 | | | | |
| Senator | Nathan Lopez | nlopez11@compton.edu | 2023/2026 | Yes |
| Senator | Pam West | pwest@compton.edu | 2023/2026 | Yes |
| Senator 🌻 | Vacant | | | Yes |
| Business and Industrial Studies Count: 3 | | | | |
| Senator | Michael Vanoverbeck | mvanoverbeck@compton.edu | 2023/2026 | Yes |
| Senator 🌻 | Vacant | | | Yes |
| Senator 🌻 | Vacant | | | Yes |
| Science, Technology, Engineering, and Mathematics Count: 5 | | | | |
| Senator | Hassan Elfarissi | helfarissi@compton.edu | 2023/2026 | Yes |
| | | | | Yes |

| | | | | |
|--|-------------------|--------------------------|-----------|-----|
| Senator | Jose Martinez | jvillalobos@compton.edu | 2023/2026 | |
| Senator and Parliamentarian | Kent Schwitkis | kschwitkis@compton.edu | 2023/2026 | Yes |
| Senator | Jose Villalobos | jvillalobos@compton.edu | 2023/2026 | Yes |
| Senator 🌻 | Vacant | | | Yes |
| Health and Public Services Count: 6 | | | | |
| Senator 🌻 | Roza Ekimyan | rekimyan@compton.edu | 2023/2026 | Yes |
| Senator | Vacant | | | Yes |
| Senator | Vacant | | | Yes |
| Adjunct Faculty Count: 2 | | | | |
| Senator 🌻 | Vacant | | | Yes |
| Senator | Victoria Martinez | vmartinez@compton.edu | 2023/2026 | Yes |
| Ex Officio—Voting Members Count: 4 | | | | |
| Union President | David Chavez | dchavez14@compton.edu | 2023/2025 | Yes |
| Sub-Committee of the Academic | | | | |
| Curriculum Chair | Charles Hobbs | chobbs@compton.edu | 2024/2026 | Yes |
| Sub-Committee of the Academic Senate | | | | |
| Faculty Development Committee Chair | Mayela Rodriguez | mrodriguez36@compton.edu | 2024/2026 | Yes |
| Sub-Committee of the Academic Senate | | | | |

| | | | | |
|---|------------|-------------------|----------------------------------|-----|
| Distance Education Faculty Coordinator | Bradd Conn | bconn@compton.edu | 2026 | Yes |
| Frequency | Day | Time | Modality | |
| Every 1st and 3rd | Thursday | 2:00 – 3:30 p.m. | In-Person—Brown Act Committee | |

Compton College 2024/2025 Academic Year
Academic Senate and College Curriculum Committee Meeting Schedule

| Academic Senate | College Curriculum Committee |
|---|---|
| Frequency 1st & 3rd Thursday of Each Month | Frequency 2nd & 4th Tuesday of Each Month |
| Time & Location 2:00 p.m. - 3:30 p.m. Room: IB1 - 106 | Time 2:00 p.m. - 3:30 p.m. |
| Semester Fall 2024 | Semester Fall 2024 |
| Date | Date |
| 9-05-2024 | 09-10-2024 |
| 9-19-2024 | 09-24-2024 |
| 10-03-2024 | 10-08-2024 |
| 10-17-2024 | 10-22-2024 |
| 11-07-2024 | 11-12-2024 |
| 11-21-2024 | 11-26-2024 |
| 12-05-2024 | 12-10-2024 |
| Semester Spring 2025 | Semester Spring 2025 |
| 02-20-2025 | 02-25-2025 |
| 03-06-2025 | 03-11-2025 |
| 03-20-2025 | 03-25-2025 |
| 04-03-2025 | 04-08-2025 |
| Spring Recess | 04-22-2025 |
| 05-01-2025 | 05-13-2025 |
| 05-15-2025 | 05-27-2025 |
| 06-05-2025 | 06-10-2025 |

Note: Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda.
Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.



Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda.
Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.

Academic Senate Agenda—September 5, 2024

Facilitator: Sean Moore—Academic Senate President

Recorder: Michael Vanoverbeck **Time Keeper:** Michael Vanoverbeck

Date: September 5, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

Location: 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.

Attendees: Sean Christopher Moore __; Minodora Moldoveanu __; Michael Vanoverbeck __; Mayela Rodriguez __; Juan Tavarez __; Mandeda Uch __; Andree Valdry __; Susan Johnson __; Eckko Blake __; Carlos Maruri __; Janette Morales __; Liliana Huerta __; Bria Roberts __; Nathan Lopez __; Pam West __; Hassan Elfarissi __; Jose Martinez __; Kent Schwitkis __; Jose Villalobos __; Roza Ekimyan __; Victoria Martinez __; David Chavez __; Charles Hobbs __; Brad Conn __; Sheri Berger __; Katherine Marsh __; and Jennifer Burchette __.

AGENDA:

1. **Approval of Agenda:** September 5, 2024.
2. **Approval of Minutes:** June 6, 2024.
3. **Reports and Follow-up Questions From Attendees:**
 - a) President Report, Academic Senate
 - b) Vice President, Academic Senate
 - c) College Curriculum Committee Chair
 - d) Distance Education Faculty Coordinator
 - e) Faculty Development Chair
 - f) Vice President, Academic Affairs
4. **Curriculum Consent Agenda Item(s):** None at this time.
5. **Presentations:**
 - a) Jennifer Burchette—EEO Annual Certification Summary (10 minutes).

b) Amari Williams—Mission Statement Review Process (10 minutes).

6. Discussion Item(s):

- a) Ombudsman: [IOA Modern Ombuds Messaging Introduction video](#), and [International Ombuds Association webpage](#).
- b) Updating syllabus template to include mandatory and optional items.
- c) Continuing to disperse via email ASCCC announcements, or sign up for Listservs independently: [ASCCC Listserv Sign Up For Newsletters webpage](#) embedded link in the webpage's title.
- d) Future Academic Senate agenda recommendation items.

7. Administrative Regulation(s) (AR) First Read:

- a) AR 4222 Remedial Coursework
- b) AR 4225 Course Repetition
- c) AR 3200 Accreditation

8. Informational Items:

- a) Civility Champion Faculty Award: Susan Johnson, Assistant Professor, English
- b) Outstanding Faculty Award: Theresa Barragan-Echeverria, Associate Professor, Counseling
- c) Compton College Syllabus Checklist document: Updated hyperlinks, sections (XVI) *Mandatory Reporting*, and (XVII) *Title IX Information*.
- d) Vacancy Committee Membership Tables: (a) Institutional Effectiveness Committee One-1; (b) Enrollment Management Committee One-1; (c) Guided Pathways Committee Two-2, (d) Health and Benefits Committee Two-2.
- e) Zero Textbook Cost Program: Acceleration II, Impact, and OER Expansion Grants.
- f) Compton College Academic Senate—Summary of Decisions June 10, 2024
- g) Dr. Curry's Response to Academic Senate Decisions From the June 6, 2024 Meeting.
- h) Dr. Curry's Response to Senate Decisions From the March 7, March 21st, and April 4th Senate Meeting.

9. Academic Senate Senator Comments and/or Future Agenda Item

Recommendation(s):

- a) Academic Senate Senators may provide a comment or future agenda item recommendation(s).

10. Public Comment(s):

- a) Public comments may be presented.



Academic Senate Minutes—June 6, 2024

Facilitator: Dr. Minodora Moldoveanu, President
 Monterroso, Secretary
Date: June 6, 2024
IB1-106

Recorder: Noemi

Time: 2:00-3:30 p.m.
Location: **In Person –**

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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.

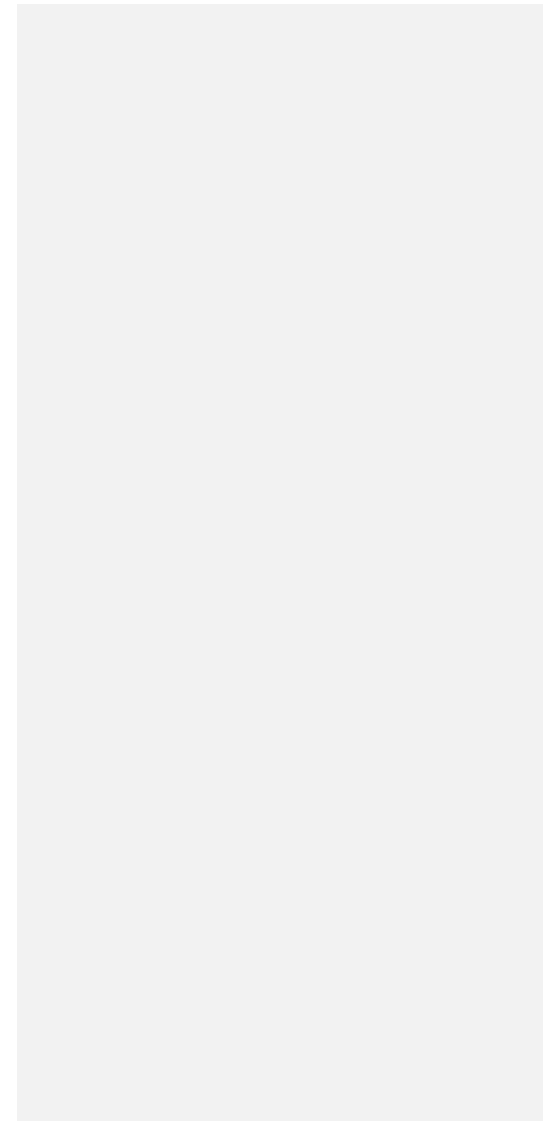
Guests

- Berger, Sheri-VP Ac. Aff.
- SGT Melvin, CPL Jones, Peterson,
- Susan Johnson, Judy Crozier

Senators

- Barragan-Echeverria, Theresa
- Ekimyan, Roza
- 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
- Ornelas, Miguel
- Schwitkis, Kent
- Tavaréz, Juan
- Thomas, Shirley

- Van Overbeck, Michael
- Villalobos, [unclear]
- West, Pamela
- Woodward, Valerie
- Ex-Officio Voting Members**
- Conn, Brad
- Moore, Sean
- Morales, Janette
- Diaz, Corina
- Guests**
- Berger, Sheri
- DeLilly, [unclear]



Agenda

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

1. Call to Order at 2:06pm
2. Approval of Agenda
 - Amendments:
 - Add to New Business: DEAC recommendation for district to use/purchase LTIs - Vista Higher Learning and Perusal
 - Add to New Business: BP 2510 - Participation in Local Decision Making
 - Consent agenda item 6a: strike out “Conditions of Enrollment”
 - Change AR 4255→ BP 4255
 - **Michael V. motioned to approve agenda as amended. Jose V. seconded. Approved**
3. Review and Approval of Minutes from May 16, 2024
 - Amendment to item 7a: Change Hassan E. Nay to Abstain
 - **Sean M. motioned to approve minutes as amended. Carlos M. seconded. Approved**
4. Presentation
 - a. Protests at Compton College & Student Safety – Marcus Thompson, Chief of Police, Compton College
 - Sargeant Melvin, Corporal Jones, and Dispatcher/Clerk Peterson provided presentation regarding Campus Police services and safety tips
 - Protesting on Campus: refer to BP3900 & AR3900 which outlines process and guidelines
 - In case of medical emergencies, best to notify campus police for faster services. Dispatch can send police officer faster and get fire department the necessary information
 - AED machines around campus does not notify campus police when they are opened (only make alarm noise). If you need it, take it. In emergency situation, make sure to tell someone to call campus police/emergency services
 - Process for AED: Turn on machine and wait for its instructions
5. Reports
 - a. President’s Report
 - There has been a lot of celebrations towards end of semester and was able to attend a few
 - Able to implement service learning project for COMS 140 course. One area students completed project was at Watts Empowerment Center – Kendra C. is working with them to create a partnership and potential internship opportunity for students
 - It was an honor to serve 4 years as Senate President. Advised Senate to trust in the power that the group has in decision making process. Senate should be the higher power, no individual faculty should think themselves above. Thank you for showing up in meetings, stepping up in committees, e-board for being a sounding board, and for forgiving mistakes

- b. Vice President's Report
 - o No Report
- c. Curriculum Report
 - o No Report
- d. Academic Affairs Report
 - o Academics Affairs has moved into IB 2, room 140 – sign says Waiting Room
 - o Faculty move into IB2 offices on June 14th

6. Consent

- **Sean M. motioned to approve Consent Agenda Items as amended. Charles H. seconded. Approved**

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
 - o **Jose V. motioned to open discussion on item 7a. Pamela W. seconded**
 - o Under Process for forming the PVT: remove “shall have a consultative role”
 - o Include student as a non-voting member to taskforce?
 - o Include a senator to taskforce
 - o Include clause regarding voting faculty members being outside the area/program under review
 - o Under criteria section:
 - Include language that the criteria will not be limited to listed items
 - Include student feedback (student survey)
 - ~~Remove last bullet point as it is mentioned in other areas~~
 - o **Sean M. motioned to approve amended AR 4021. Pam W. seconded. Approved**

- b. 3rd Read/Approve: BP 4255 – Dismissal and Readmission
 - **Sean M. motioned to open discussion on item 7b. Brad C. seconded**
 - **Kent. S. motioned to approve BP 4255. Carlos M. seconded. Approved**
- c. First/Second/Approve: BP 2510 – Participation in Local Decision Making
 - **Michael V. motioned to open discussion on item 7c. Sean M. seconded**
 - **Michael V. motioned to approve BP 2510. Kent. S seconded. Approved (Abstain: Janette M.)**
- d. Distance Education Substantive Change
 - **Brad C. motioned to open discussion on item 7d. Jose V. seconded**
 - **Kent S. motioned to approve item 7d. Michael V. seconded. Approved**

- **Sean M. motioned to extend meeting by 15 minutes and address next agenda item. Brad C. seconded. Approved**

8. New Business

- a. First/Second/Approve: Senate Constitution Language Issues: Can the Senate President run for a second term without being a senator?
 - There is an inconsistency in the Senate Constitution regarding who is eligible to run for president. Current language has been used in the past where president wasn't able to run for second term due to not technically being a senator. Senators agreed that any current senator and current president serving their first term can run for president
 - **Sean M. motioned to approve that any current senators and current executive board members can run for president. Kent S. seconded. Approved**
- b. Compton College Goals 2024-2025
 - **Michael V. motioned to open item 8b. Roza E. seconded**
 - **Roza E. motioned to approve item 8b. Juan T. seconded. Approved**

9. Resolutions

- a. Dr. Roach Honorary Resolution
 - **Jose V. motioned to approve resolution. Carlos M. seconded. Approved**
- b. Prof. Steven Ellis Honorary Resolution
 - **Pam W. motioned to approve resolution. Victoria M. seconded. Approved**
- c. Additional Resolutions
 - **Pam W. motioned to approve Carlos Maruri Resolution. Victoria M. seconded. Approved**

- **Sean M. motioned to approve Noemi Monterroso Resolution. Victoria M. seconded. Approved**
- **Michael V. motioned to approve Susan Johnson Resolution. Carlos M. seconded. Approved**
- **Roza E. motioned to approve all remaining resolutions. Sean M. seconded. Approved**

- **Meeting adjourned at 3:48pm**

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 Tatlilioglu
 - v. Poli Sci 100 – Steven Gonzales
 - 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

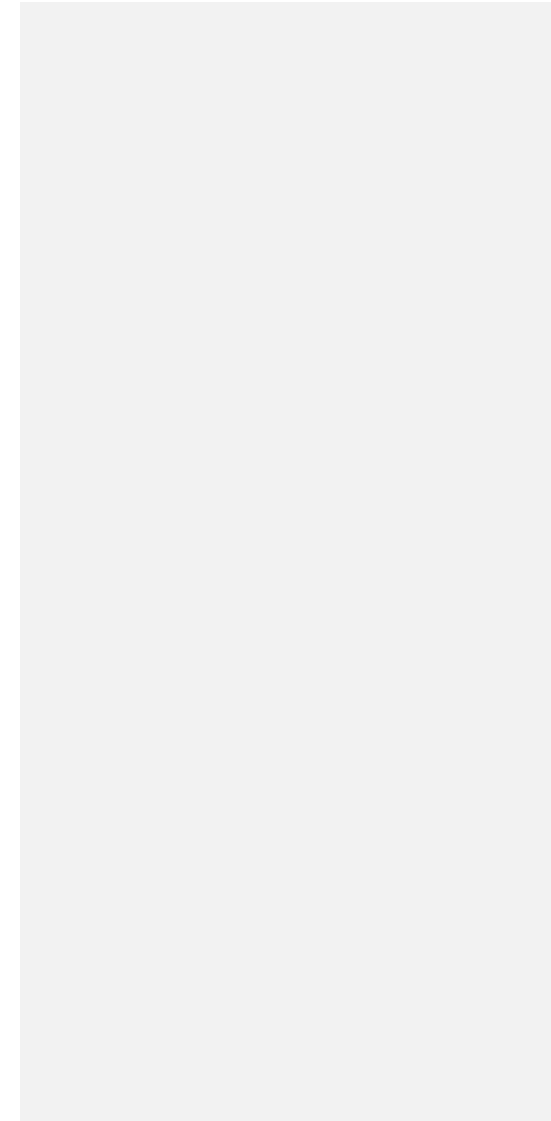
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
- v. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
- vi. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
- vii. Student Success 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

12. Future Agenda Items

13. Public Comment

14. Adjournment at 3:48pm

Next Scheduled Meeting: Fall 2024





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

BP 1200 Mission, Vision, and Strategic Initiatives

Issued: October 20, 2009

Revised: December 15, 2015

Revised: April 16, 2019

Reference:

WASC/ACCJC Standard One

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 is 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.

Institutional Effectiveness Outcomes

Institutional Effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater Institutional Effectiveness—more students from our diverse communities attaining educational success and achieving their academic and career goals.

The Tartar Completion by Design provides a framework for the student experience, which is organized around the College's outcomes and strategies: student connection (how a student learns about the college through when they apply), entry (enrollment through gatekeeper courses), progress (through 75% of program of study), completion (the last 25% of coursework to earning a degree or certificate), and transition (into employment or transfer to a four-year institution).

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at Compton College:

Connection

Successful Enrollment
Number of Dual Enrollment Students

Entry
Student Readiness Rate
Completion of transfer-level English in first year Completion of transfer-level math in first yea

All student fall to spring persistence rate
 Three-Term Persistence Rate (first-time, full-time students)

Progress

Successful Course Completion Rate

Average Units Completed per Academic Year

Completion

Number of Associate Degrees awarded Average units acquired per Associate Degree

Number of Associate Degrees for Transfer awarded Average units acquired per Associate Degree for

Transfer Number of Certificates awarded

Number of students completing 9+ CTE units

Number of CTE students employed in their field of study

Transition

Number of Transfers

The College originally developed improvement goals through a consultation process from the 2015-2016 through the 2019-2020 academic year, and comparing annual progress with a baseline year. In spring 2019, the College updated its improvement outcomes and align them with the California Community College State Chancellor's Office Vision for Success. Institutional effectiveness outcomes will be monitored annually for progress on each outcome. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision from 2017 to 2024, Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative.

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

Objective 1. Tailor degree and certificate programs to meet the needs of our students. Objective 2.

Educate students about pathways to graduation.

Objective 3. Enhance student preparation for academic success and completion. Objective

4. Provide a student-centered environment that leads to student success.

Support the success of all students to meet their education, and career goals. Objective 1.

Attract and retain traditional students, and focus on retaining non-traditional students.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

Support the success of students through the use of technology.

Objective 1. Implement an early alert program to identify and notify students of support services



and programs in a timely manner.

Objective 2. Provide robust distance education course and service offerings.

Objective 3. Enhance technology for teaching and learning through professional development.

Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.

Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.

Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

Establish partnerships in the community and with the K-12 schools. Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.

Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.

Objective 3. Strengthen the broader needs of the community served by Compton Community College District.



COMPTON



COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4222 Remedial Coursework

Issued: TBD

References:

- Education Code Section 78213;
- Title 5 Section 55035;
- ACCJC Accreditation Standard II.A.4

Remedial coursework consists of pre-collegiate basic skills courses. A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures. No student shall receive more than 30 semester units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

The District shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics courses requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

The District shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year timeframe.

The District shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. When using multiple measures, the District shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur: (1) low performance on one measure shall be offset by a higher performance on another measure; (2) multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it; (3) any one measure may demonstrate a student's preparedness for transfer-level coursework; (4) the multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning; and (5) the multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

Commented [SM1]:

Commented [SM2R1]: document to be reviewed by faculty during division meetings and then sent for deans and directors to review.

Commented [SM3R1]:

Commented [SB4]: We are on semester. No need to include quarter units.

Deleted: [or 45 quarter units]

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Commented [SB5]: Duplicate word.

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A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

Compton College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Deleted: If the District places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the [designate position] shall determine that (1) the student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major and (2) the enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.¶

Commented [SLB6]: This is about transfer-level class and not appropriate for this AR on remedial coursework.

Deleted: The District may require a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the [designate position] determines the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

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Commented [SB7]: There is no district catalog - only a college catalog

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Deleted: College]



COMPTON COMMUNITY
COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4225 Course Repetition Procedure

Issued: June 19, 2018
Revised: October 19, 2021

References:

Education Code 76225
Title 5, Sections 55040, 55045, 55252, 55253, 56029, 58161

Students may retake a course not designated as repeatable in which they have one unsuccessful attempt only once without college intervention. An unsuccessful attempt occurs when a student receives a Withdrawal (“W”) or a substandard grade (“D,” “F,” and “NP”). Students may retake a course not designated as repeatable in which they have two unsuccessful attempts only after completing college intervention. Repeatable courses may be repeated per the education code and the district policy.

Deleted: or

In general, students are not permitted to repeat courses in which they have earned a grade of “A,” “B,” “C,” and “P” except as described below in section IV for Special Circumstances.

Deleted: or

- I. Course Repetition to Alleviate Substandard Academic Work. All courses are considered non-repeatable unless otherwise stated in the College Catalog (noted in course description). Courses that are not designated as repeatable may be repeated to alleviate substandard work.
 - A. Original Attempt
 1. If a substandard grade or a “W” is received, the student may retake that course.
 2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.
 - B. Second Attempt
 1. If a student receives a substandard grade or a “W” on the original attempt, a second attempt is permissible.
 2. A passing or substandard grade received in the retake shall replace the original grade and credit in the calculation of the grade point average. This will be annotated on the student’s academic transcript.
 3. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
 4. If a “W” is received on the second attempt, no grade alleviation would apply.
 - C. Third Attempt
 1. If a student attempts a course not designated as repeatable twice and in both attempts the student receives either a substandard grade or a “W” or a combination,



then the student may be permitted a third attempt-retake with the completion and approval of an Excessive Repeat Petition.

2. A passing or substandard grade received in the third attempt shall replace the grade and credit received in the second attempt or original attempt if the second attempt was a “W” in the calculation of the grade point average.
3. The new grade shall be annotated on the student’s academic transcript.
4. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
5. If a “W” is received, no grade alleviation would apply.

D. College Intervention

Students with two unsuccessful attempts must submit an Excessive Repeat Petition.

II. Repeatable Courses

Repeatable courses are those listed in the College Catalog and noted in the course description.

A. Scope and Limitations of Repeatable Courses

1. Compton College designates only the following types of courses to be repeatable per Title 5, Section 55041:
 - a. Courses for which repetition is necessary to meet the lower-division major requirements of California State University (CSU) or University of California (UC) for completion of a Bachelor's Degree
 - b. Intercollegiate athletics and related conditioning
 - c. Intercollegiate academic or vocational competition.
2. For repeatable courses, students may repeat a course the maximum number of times that course has been approved for repetitions. Substandard grades and grades of “W” earned each count as an attempt.
3. When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average, except if the course is repeated pursuant to section IIB of this article that permits district policy to allow the previous grade(s) to be disregarded.

B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the attempt does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.
2. No more than two substandard grades may be alleviated for a repeatable course.
3. When a student repeats a course to alleviate substandard academic work, the previous grade and credit will be disregarded in the calculation of grade point average.
4. If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:
 - a. that last grade cannot be alleviated, and
 - b. lapse of time can never be used for that course.

Deleted: a Plan for Student Success

Commented [SB8]: Per Richette, this is now repetitive of C above. She suggested striking it out.

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Deleted: and a Plan for Student Success signed by a counselor...

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Note: Extenuating circumstances described in section V.B below do not apply to repeatable courses. A student may not petition on the grounds of extenuating circumstances for a repeatable course.

C. Active Participatory Courses and Repeatability

“Active participatory courses” are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in “content” (also known as “families”) 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. Courses eligible to be included in “families” are limited to physical education, visual arts, and performing arts.

While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content a maximum of four times. This limit applies even if the student receives a substandard grade or “W” during one or more enrollments or if a student petitions for repetition due to extenuating circumstances in section IV.B.

Discipline faculty will be responsible for determining which courses will comprise families and these families of courses will be designated in the College Catalog along with enrollment limitations.

III. Variable Unit Courses

If a credit course is offered for variable units on an open-entry/open-exit bases, a student may enroll in the course as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. A student may repeat the class until the maximum number of units is earned.

IV. Special Circumstances

Students may only petition to repeat a course beyond the maximum allowed enrollments under the following conditions. Maximum allowed enrollments include any combination of withdrawals and repetitions.

A. Significant Lapse of Time

1. A student may petition to repeat a course in which they previously earned a grade of C or better if there has been a significant lapse of time. An [Excessive Repeat Petition for a significant lapse of time](#) may be filed when
 - a. No fewer than 36 months have passed or
 - b. The district has established a recency prerequisite that is less than 36 months or
 - c. Another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question, and where less than 36 months has elapsed

B. Extenuating Circumstances

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- **Students may submit an Excessive Repeat Petition to repeat courses in which a C or better grade was earned under extenuating circumstances. Such course repetition requires a finding that extenuating, emergency, or extraordinary circumstances exist which justify such repetition. Emergency conditions or extraordinary conditions are those meeting the requirements of Title 5 Section 58146, subdivision (b). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions shall be included when calculating a student's grade point average. When a course is repeated pursuant to this section the previous grade and credit may be disregarded in computing the student's GPA.**
- **A student may submit an Excessive Repeat Petition to enroll in a course for a fourth attempt due to extenuating circumstances to alleviate substandard work. The student must provide the burden of proof to support a claim. Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at Compton College or if the course was used in academic renewal. Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.**
- **Final decision on extenuating circumstances will be made by Admissions and Records.**

C. Educational Assistance for Students with Disabilities

1. Educational assistance designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case-by-case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
 - a. When continuing success of the student in other general and/or special classes is dependent on additional repetitions of an educational assistance class.
 - b. When additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or educational assistance classes.
 - c. When the student has an educational contract which involves a goal other than completion of the educational assistance class in question and repetition of the course will further achievement of that goal.
3. When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

• D. **Students may enroll in work-experience education up to the limits described below.**

1. Students may earn up to a total of 16 units. A maximum of eight (8) credit hours may be earned in **work-experience education** during one semester.

E. Legally Mandated Training

Deleted: 1.→ A student may petition to repeat a course for extenuating circumstances. ¶
 2.→ Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.¶
 3→ The student has the burden of proof to support a claim.¶
 4.→ Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at Compton College or if the course was used in academic renewal.¶
 5.→ Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.¶
 6.→ Final decision on extenuating circumstances will be made by Admissions and Records.

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Commented [SB9]: Sentence reworded for clarity.

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Deleted: which would justify the District providing the student a refund

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Deleted: [NOTE: *When a course is repeated pursuant to this section, the District may allow the previous grade and credit to be disregarded in computing the student's GPA – select*

Deleted: or may]

Commented [SB10]: This was added back in from the original strikethrough to be clear about what students need to do to petition for a fourth attempt in a class.

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Deleted:

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Deleted: repeat an cooperative work experience course pursuant to District policy any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a)

Deleted: Cooperative Work Experience Education (CWEE)

Deleted: CWEE



1. Course repetition shall be permitted, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. Students must submit an Excessive Repeat Petition and provide documentation that course repetition is necessary to complete legally mandated training.

Commented [SB12]: Added for clarity.

F. Significant Change in Industry or Licensure Standards

1. A student may petition to repeat a course where there has been a change in industry or licensure standards requiring that repetition of the course is necessary for employment or licensure.
2. The student must submit an Excessive Repeat Petition and document the following two provisions:
 - a. that there has been a significant change in the industry or licensure standards since the student previously took the course, and
 - b. the student must take this course again for employment or licensure.

Commented [SB13]: Added for clarity.

V. Other Provisions

A. Grade Alleviation with Courses from Other Colleges

1. Grade alleviation with courses from other colleges will be allowed provided the following conditions are met:
 - a. the course is from a regionally accredited college
 - b. the course is comparable
 - c. the course is of equal value in units.

B. In addition, all evaluative and non-evaluative grades count toward the four enrollment limitation and all grades and credits received count in computing a student's grade point average. Nothing in these procedures shall conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5, or district procedures relating to the retention and destruction of records.



**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

**AR 3200 Accreditation
2024**

Issued: XXXX XX,

References:

Title 5 Section 51016;
ACCJC Accreditation Eligibility Requirement 21

As described in Administrative Regulation 2511 - Council and Committee Structure, the Accreditation Standing Committee (ASC) will serve as a standing committee to the Consultative Council and be responsible for all aspects of the accreditation process. The primary purpose of the ASC is to guide and supervise the College's accreditation activities, including the following, among others:

1. Accreditation reports:
 - a. Institutional Self-Evaluation Report (ISER)
 - b. Midterm Report
 - c. Follow-Up Reports
 - d. Substantive Change Reports
 - e. Annual Reports
 - f. Any other special reports requested by the Accrediting Commission for Community and Junior Colleges (ACCJC)
2. Education of the campus on the Accreditation Standards and the accreditation process.
3. Regular assessment of the College's compliance with the Accreditation Standards and Eligibility Requirements.
4. Recommendations to the Consultative Council regarding accreditation-related issues.

Composition of the ASC

1. The President/CEO
2. The Accreditation Liaison Officer (ALO)
3. Compton College Vice Presidents
4. Accreditation Faculty Coordinator (AFC)
5. Standard Team Leads
6. A representative from Institutional Effectiveness
7. Non-voting: Other interested individuals

Accreditation Liaison Officer (ALO)

1. The ALO is appointed by the College's President/CEO to work with appropriate individuals or agencies on matters of accreditation.
2. The ALO co-chairs the ASC with the AFC.

Accreditation Faculty Coordinator (AFC)



1. The AFC works with the ALO to plan, organize, and coordinate faculty support to assist Compton College and Compton Community College District in accreditation-related tasks.
2. The AFC co-chairs the ASC with the ALO.

ISER Preparation and Review

The ASC will establish specific timelines within each of the terms identified below.

1. Three years prior to the ACCJC Focused Site Visit
 - b. Establish the ISER Timeline
 - c. ASC to review ISER Timeline
 - d. Draft ISER Timeline sent to constituent groups for feedback:
 - i. Academic Senate
 - ii. Classified Union
 - iii. Associated Student Body
 - iv. Consultative Council
 - e. ISER Timeline sent to Board of Trustees for Review and Approval
 - f. Identify Evidence/Writing Team Leads
2. Two and a half years prior to the Focused Site Visit
 - a. Solicit for Evidence/Writing Team members
 - b. Conduct ACCJC College training
 - c. Evidence/Writing Teams begin collecting evidence
3. Two years prior to the Focused Site Visit
 - a. Evidence/Writing Teams begin writing first draft around collected evidence
 - b. By June of that term, first draft submitted to ALO and AFC
 - c. By July of that summer, the ASC reviews first draft of standard responses
 - d. ALO and AFC continue to write/synthesize draft into a singular document
4. One and a half years prior to Focused Site Visit
 - a. Evidence/Writing Teams revise first draft into second draft by October of that term
 - b. ASC continues review of Standard drafts
 - c. By November of that term, ASC feedback provides to Evidence/Writing teams
 - d. In November of that term, hold an Accreditation Open House and provide update in a campuswide meeting
 - e. By January after that term, the ALO/AFC posts draft of ISER on Compton College Accreditation webpage and solicits community feedback
5. One year prior to Focused Site Visit
 - a. In February of that term, final draft of ISER sent to constituent groups for first read and additional feedback
 - b. In April of that term, ASC reviews final drafts
 - c. After ASC review, final draft sent to constituent groups for second read and approval
 - d. In May of that term, any last feedback is integrated into ISER, final evidence, and evidence linking
 - e. In June of that term, ISER sent to Board of Trustees for a first read



- f. In July of that summer, ISER sent to Board of Trustees for approval
 - g. ISER sent to ACCJC by established deadline
6. One semester prior to Focused Site Visit
 - a. Peer Review Team meets for the team ISER review
 - b. ALO responds to additional evidence requests
 - c. Peer Review Team provides Core Inquiries
 7. January prior to Focused Site Visit
 - a. ALO submits responses to Core Inquiries
 8. Semester of Focused Visit
 - a. Focused Site Visit held in February or March of that term
 - b. ACCJC takes action at the June meeting

Site Visit Preparation

1. The ALO will lead the campus as it prepares for and moves through the Focused Site Visit. The ALO and AFC will provide the College community guidance on the contents of the ISER and the process for the site visit.

Annual, Midterm, Follow-up, and Other Accreditation Reports

1. Preparation of the Midterm Report, any required Annual or Follow-up Reports, and any other reports shall be the responsibility of the ALO in consultation with the AFC, appropriate college faculty, staff, and administration, and the Consultative Council.
2. Review Process
 - a. The ALO oversees the production of a draft of each necessary report and submits it to the ASC for review and comment
 - b. ASC members solicit input on pertinent issues from their respective constituent groups and make appropriate suggestions regarding the content of the Reports
 - c. When the ASC approves the report, the ALO submits it through the Consultative Council to the President/CEO, who, after review, will submit a copy to the Board of Trustees to ensure the Board has received the report before its submission
3. The ALO is responsible for the timely submission of all Annual, Midterm, Follow-Up, and any other Accreditation reports

The Board of Trustees will be informed in a timely manner about the status of the College's accreditation, as well as the status of any specialized accreditations held by instructional programs of the College. Additionally, the Board of Trustees will be informed about any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.



COMPTON COLLEGE

ACADEMIC AFFAIRS

Syllabus Outline Checklist

Action item: Please fill in page numbers where each item below is located in your syllabus and email the checklist along with your class syllabus to your division instructional coordinator and your Dean.

Instructors Name:

Semester and Year:

Course Name and Number:

CRN:

Page Number Section

Heading: Compton College

Semester and year

Compton College's Mission Statement

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

Course Name

Course Record Number

Course Title

Instructor Name

Section Number

Lecture Meeting Days

Lecture Time

Meeting Room



_____ Instructor Contact Information (310) 900-1600 ex XXXX

_____ Email _____@compton.edu

_____ Instructor's Office Location

_____ Office Hours

_____ I. Required Text

_____A. Title of Text

_____B. Author's Name

_____C. Edition

_____D. Optional Text Requirements

_____E. Supplemental Requirements

_____F. OER Materials/Free or Low-Cost Statement

_____ II. Course Description (*found in the CC catalog & course outline of record*)

_____ III. Course Prerequisites (*found in the CC catalog & course outline of record*)

_____ IV. Course Objectives from CC Course Outline of Record

_____ V. Student Learning Outcomes

_____ VI. Assessment Activities (*list all the ways a student will be assessed in this course*)

_____ VII. Evaluation Criteria

_____ VIII. Grading Scale

_____ IX. Attendance Requirements (*Include text of College Policy*)

_____A. Tardy Policy

_____B. Absence Policy

_____C. Excused or unexcused absences



___ X. Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <https://www.compton.edu/student-support/index.aspx>.

___ XI. Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect

their performance at Compton College is urged to contact The Tartar Support Network at tartarsupport@compton.edu or (310) 900-1600 ext. 2538 help.

___ XII. Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx> for more information.

___ XIII. Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <https://www.compton.edu/admissions-aid/financial-aid/index.aspx>.

___ XIV. Statement of Conduct *(include text of college policy)*

___ A. Instructor expectation of student conduct

___ B. Late/Missed assignment policy



___C. Academic Honesty (*choose one of the following options*)

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500.

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means.

Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

___D. Recording in the Classroom

The use of any recording device during class without the prior consent of the



instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District Administrative Procedure 5520: Standards Discipline Procedures.

____ E. If applicable, include a policy regarding the use of machinery or tools with safety regulations.

____ XV. Special Accommodations Statement (*choose one of the following options*)

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

____ XVI. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.



_____ XVII. Title IX Information

Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: [Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.

_____ XVIII. Disclaimer Statement

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

_____ XIX. Semester schedule of topics and assignments.



Syllabi Checklist Track Changes Revision Areas

1. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you ~~reveal~~ disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including ~~or~~ gender-based discrimination or sexual misconduct (~~including~~ harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) ~~to me or any instructor~~, we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department ~~or both based upon the circumstances~~. However, due to their confidential status based upon federal and state laws, psychologists are not required to ~~report your incident~~ share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <http://www.compton.edu/student-services/healthcenter/> <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

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2. Title IX Information

Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: Federal Register :: Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance
Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.

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Ombuds Brochure

The Modern Ombuds:



Empowering People & Institutions to Reach Their Full Potential

From Fortune 500 companies to professional associations, organizations worldwide are experiencing the disruption of national crises, and the power of rapid social, political and technological change. Today, a growing number of institutions and individuals are turning to ombuds as a source of insight and guidance.

At a time of dynamic change, organizational ombuds help manage risk and assist people at all levels of an organization with navigating complex relationships, policies and work environments – while working to promote civility, fairness and justice for the communities they serve.



WHAT IS AN OMBUDS?

An organizational ombuds acts as a no-barrier, first-stop for employees, executives, managers and others seeking guidance, information and insight from a trusted advisor who is:

INDEPENDENT.

An ombuds functions independently of formal channels and other services, and provides options and guidance.

IMPARTIAL.

An ombuds does not take sides and instead works to develop options to address or surface issues that support empowerment and fair process -- for those seeking assistance and for the organization.

CONFIDENTIAL.

An ombuds will protect your identity and the confidential information you share, unless the ombuds determines there is an imminent threat of serious harm.

INFORMAL.

Visiting an ombuds doesn't trigger a formal investigation often typical of HR or legal processes. Speaking with an ombuds is always off-the-record. Ombuds do not retain permanent records of confidential communications.

Ombuds help individuals who:

Experience a conflict with a co-worker, peer or supervisor.

Have compliance, ethical, legal or policy concerns about the workplace.

Experience sexual harassment or workplace misconduct.

Need a safe place to go for information and confidential guidance.

Ombuds serve many industries and sectors, including:

Academic Institutions | Insurance
Banking & Financial Services | Energy
Government | Secondary Education
Non-Profit | Pharmaceuticals | Healthcare
Research & Development | Manufacturing



Ombuds today serve as trusted navigators to inform critical & complex decision-making for a lasting and positive impact.

To learn more visit ombudsassociation.org



FOR ORGANIZATIONS:

- Ombuds help public and private sector organizations anticipate and avoid risk, litigation and costly damage to brands and reputations.
- Conduct training, education, coaching, and facilitation.
- Supplement traditional HR, legal and compliance channels and departments.
- Build employee loyalty and a culture of engagement that can save costs and improve workplaces.
- Identify systemic trends and risks that help leaders make informed business, policy and management decisions.
- Build and strengthen productive and effective relationships between organizational departments, partners and professionals.
- Perform outreach to diverse constituencies and stakeholders about alternatives to traditional conflict resolution.
- A listening post and sounding board for new ideas, initiatives and proposed actions of large, complex and high-stakes organizations.

FOR INDIVIDUALS:

- Ombuds offer a safe place that permits confidential communications.
- Are a place for individuals to discuss options and process before they take action.
- Listen and help frame issues to navigate a broad spectrum of situations and issues.
- Offer a confidential resource to discuss options for reporting misconduct or managing and resolving conflicts.
- Conduct coaching, mediation and dispute resolution.

WHAT OMBUDS DON'T DO:

- Receive notice of claims against an organization.
- Conduct investigations.
- Make management decisions or policy.
- Advocate or take sides.
- Substitute for formal channels.
- Testify or produce documents in legal or other proceedings.

OMBUDS ROI

With the cost of workplace conflict estimated at \$359 billion per year¹, ombuds can yield a high return on investment:

\$1 invested returns
\$22 in savings/cost avoidance.²

Companies with highly engaged employees have **10%-15%** higher profits.³

More than **\$144,000** per day is lost due to interpersonal conflict, miscommunication and poor decision-making.⁴

34% of employee salary is lost for each disengaged employee⁵

1. CPP Global Human Capital Report, July 2008, pg. 3. Based on average hourly earnings of \$17.95, seasonally adjusted, non-farm workers. Bureau of Labor Statistics, May 2008.
 2. John Zirsser, Pacifica Human Communications, LLC; Jonathan E. McBride & James S. Hostetler, Board Champions for the Ombudsman, NACD-Directors Monthly, May 2008.
 3. MIT Sloan Management Review: Measuring the Benefits of Employee Engagement, Summer 2015, page 5.
 4. Harvard Business Review, "Putting a Price on People Problems at Work," by Tanya Menon and Leigh Thompson, August 23, 2016.
 5. McLean & Company/Gallup: <https://www.linkedin.com/business/learning/blog/learner-engagement/how-to-calculate-the-cost-of-employee-disengagement>, cited by Paul Petrone, Head of Academic and Government Marketing, LinkedIn Learning, March 24, 2017.



Compton College Academic Senate Summary of Decisions Letter—June 10, 2024

During the June 6th meeting, the Academic Senate approved the following:

A. Consent

15. Curriculum approved May 14, 2024

- a. Course Review—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.

16. Curriculum approved May 28, 2024

- a. CTE Two-Year Course Review—Course Description—Revise Conditions of Enrollment/Requisites: NURS 146 - Health Assessment.
- b. Course Review—Articulation/Transfer Updated Requirements—Course Description—SLOs—Textbooks: COMS 120 - Argumentation and Debate.
- c. New Programs: Non-credit Nursing Assistant Program - Certificate of Competency.
- d. New Courses: ESTU 102 - Introduction to African American Studies; ESTU 104 - Introduction to Native American Studies; and ESTU 106 - Introduction to Asian American Studies.

B. AR 4021 – Program Discontinuance

C. BP 4255 – Dismissal and Readmission

D. Distance Education Substantive Change

E. BP 2510 – Participation in Local Decision Making

F. Compton College Goals

Warm regards,
Minodora Moldoveanu, Ed.D.
Academic Senate President
Compton College



Dr. Curry's Response to Academic Senate Summary of Decisions From—June 6, 2024,

Meeting

DR. SHARONI LITTLE
Member



SONIA LOPEZ
Member

SHONIQA THOMAS
Student Trustee

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

KEITH CURRY, Ed.D.
President/CEO

1111 East Artesia
Boulevard Compton, CA
90221-5393
Phone: (310) 900-1600
Fax: (310) 605-1458
www.compton.edu

**BARBARA J.
CALHOUN**
President

ANDRES RAMOS
Vice-President

**JUANITA
DOPLEMORE**
Clerk



Thursday, June 13, 2024

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Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary of Decisions Made at the **June 6, 2024**, Meetings:

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: COMS 120, CSCI 101, and NURS 146. **Accepted as presented.**
2. New Courses: ART 170, ESTU 102, ESTU 104, ESTU 106, LSKL 2, LSKL 3, LSKL 4, LSKL 5, LSKL 6, LSKL 7, LSKL 8, LSKL 9, and PE 108. **Accepted as presented.**
3. New Program: Certified Nursing Assistant – Certificate of Competency. **Accepted as presented.**

Other Items:

1. Administrative Regulation 4021 – Program Discontinuance. **Not accepted at this time.** The Academic Senate has recommended significant changes, which will require more discussion during the fall 2024 semester before a decision can be made.
2. Board Policy 4255 – Dismissal and Readmission. **Accepted as presented.**
3. Board Policy 2510 – Participation in Local Decision Making. **Accepted as presented.**
4. Distance Education Substantive Change. **Accepted as presented.**
5. Compton College Goals. **Accepted as presented for the College’s 2024-2025 goals.**

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'KC', is placed over a light blue rectangular background.

Keith Curry
President/CEO

c. Vice Presidents, Academic Senate Executive Committee

Dr. Curry's Response to Senate Decisions From—March 7, March 21st, and April 4th
Senate Meetings

**Serving the Communities of
Compton, Lynwood, Paramount and**
Dr. Minodora Moldoveanu President, Academic Senate Compton College

Dear Dr. Moldoveanu:

Saturday, May 18, 2024

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

SONIA LOPEZ
Member

KENDRA CARNES
Student Trustee

KEITH CURRY, Ed.D.
President/CEO

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**BARBARA J.
CALHOUN**
President

ANDRES RAMOS
Vice-President

**JUANITA
DOPLEMORE**
Clerk

DR. SHARONI LITTLE
Member

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

pton College CCCC 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

- 1. Course Inactivations: BUS 103, BUS 104, BUS 109.

Accepted as presented.

Other Items:

- 1. C
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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
Vice Presidents, Academic Senate Executive Committee