



# Education Policy Minutes



**Facilitator:** Carlos Maruri

**Recorder:** Jennifer Hill

**Date:** March 31, 2021

**Time:** 1:00 p.m. - 2:00 p.m.

**Location:** [Zoom](#)

**Vision:**

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

**Mission Statement:**

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

**ATTENDEES:**

X Domenic Capozzolo	X Kendahl Radcliffe	X Minodora Moldoveanu
X Jennifer Hill	X Andree Valdry	X Carlos Maruri
X Melain McIntosh	X Holly Schumacher	Clifford Seymour
X Janette Morales	X Tom Norton	Guests: Sheri Berger

- 1) **Call to Order:** Meeting called to order at 1:05 PM. Carlos displayed the agenda and noted that it is posted in advance on the Ed. Policy webpage.
- 2) **Approval of Agenda:** Carlos amended the agenda to remove 4221 and 4230, and to add BP3250. Tom motioned to approve the agenda with changes. Minodora seconded. Approved.
- 3) **Review and Approval of Previous Meeting Minutes:** Sheri mentioned a correction in item 5A to change Title “V” to Title 5. Minodora moved to approve the minutes as corrected. Tom seconded. Approved.
- 4) **Unfinished Business:**
  - a. **Fourth Read and Vote: BP/AR 4240 Academic Renewal (See Appendix A, page 5.))**  
Melain met with Admissions, who suggested a change to the academic renewal policy to disallow petitions after a student earns an associates degree. Carlos and Holly felt this would be problematic since circumstances vary. See attached edits in Appendix A. Minodora made a motion to approve revisions. Tom seconded. Approved. Carlos asked for a second motion to send AR 4240 to the Senate for approval. Holly motioned; Minodora seconded. Approved.
  - b. **Second Read and Vote: BP/AR 4230 - Grading and Academic Record Symbols (See Appendix B, page 7.)**  
Tom suggested a few minor edits in AR-4230, and there was some discussion about how to note the “D” grade. See attached Appendix C for specific changes. Tom moved to close discussion. Minodora seconded. Approved. Carlos asked for a second motion to send BP and AR 4230 to the Senate for approval. Melain motioned; Kendahl seconded. Approved.
  - c. **Second Read and Vote: BP 4070 and potential AR 4070 - Course Auditing and Auditing Fees (See Appendix C, page 12.)**  
Regarding the AR, Melain met with Richette Bell and used the catalog wording fairly verbatim. Melain noted that the two-week waiting period was due to system limitations at ECC rather than any state requirement. She suggested other minor changes as noted, including removing the reference to a “specific” list of classes that can be audited, as this limitation does not exist, as well as issues with registration fees and procedures. (See Appendix D.) Minodora made a motion to close discussion on AR 4070. Kendahl seconded. Melain made a motion to approve BP 4070, Mindora seconded. Moved.

**d. Second Read and Vote: BP 3200– Accreditation (See Appendix D, page 14.)**

The committee suggested only minor edits, as this was discussed extensively at the last meeting. Holly moved to close. Minodora seconded. Holly moved to forward to Senate. Andree seconded. Approved.

**5) New Discussion Items**

**a. First Read: BP 4222- Limitation to Remedial (See Appendix E, page 15.)**

Minodora worked extensively on Title 5 references as noted in Appendix F. Carlos noted that many schools have this material under 4220. In fact, we have both posted, exactly the same word-for-word, in our current Board policies, an apparent error. The committee suggested minor edits. Minodora motioned to close first reading. Melain seconded. Approved.

**b. First Read: BP/AR 5050 Student Success and Support Program (See Appendix F, page 16.)**

Carlos noted that there is not yet an AR, but that he and Janette feel that it should be developed. None of the schools have changed the name for triple-SP, but that the policies he found were fairly out of date. Carlos presented in-progress changes as noted in Appendix F including extensive Title 5 language, some of which is appropriate to the BP, and other material which would fit better in an AR document. Holly moved to close. Melain seconded. Approved.

**6) Future Agenda Items:**

- a. First Read: BP 4100 - Graduation Requirement for Degree and Certificates
- b. First Read: AR 4102- Career and Technical Education Programs
- c. First Read: AR 4103- Cooperative Work Experience
- d. First Read: AR 4105- Distance Education
- e. First Read: BP/AR 4021 - Program Discontinuance

**7) Discussion:** None

**8) Public Comment via Brown Act:** None

**9) Adjournment:** Meeting adjourned at 2:23 p.m.

**Next Scheduled Meeting:** April 7, 2021

## Spring 2021 BP/AR Schedule

<b>BP/AR/AP Title</b>	<b>Accompanying BP/AR/AP</b>	<b>Last Updated/ Reviewed</b>	<b>Deadline for Board Review</b>
Board Policy 4055 - Academic Accommodations for Students with Disabilities		17-Apr-18	17-Mar-21
Administrative Regulation 4240 Academic Renewal	BP 4240 - Academic Renewal	17-Apr-18	17-Mar-21
Board Policy 4240 - Academic Renewal	AR 4240 - Academic Renewal	17-Apr-18	17-Mar-21
Board Policy 4070 - Course Auditing and Auditing Fees	AR 4070 Course Auditing and Auditing Fees	17-Apr-18	14-Apr-21
Board Policy 4222 - Limitation to Remedial Coursework		15-May-18	14-Apr-21
Board Policy 4230 - Grading and Academic Record Symbols	AR 4230 - Grading and Academic Record Symbols	19-Jun-18	14-Apr-21
Administrative Regulation 4021 - Program Discontinuance	BP 4021 - Program Discontinuance	15-May-18	14-Apr-21
Administrative Regulation 4070 - Course Auditing and Auditing Fees	BP 4070 - Course Auditing Auditing Fees		14-Apr-21
Administrative Regulation 4230 - Grading and Academic Record Symbols	BP 4230 - Grading and Academic Record Symbols		14-Apr-21
Board Policy 4100 - Graduation Requirement for Degree and Certificates	AR 4102, AR 4103, AR 4105	19-Jun-18	12-May-21

Board Policy 4106 - Nursing Program		19-Jun-18	12-May-21
Board Policy 4225 - Course Repetition	AR 4225 - Course Repetition Procedure	19-Jun-18	12-May-21
Board Policy 4250 - Probation, Dismissal and Readmission	AR 4250 - Probation, Dismissal and Readmission	19-Jun-18	12-May-21
Board Policy 5052 - Open Enrollment		19-Jun-18	12-May-21
Administrative Regulation 4100 - Graduation Requirements for Degrees and Certificates	BP 4100 - Graduation Requirement for Degree and Certificate		12-May-21
Administrative Regulation 4225 Course Repetition Procedure	BP 4225 - Course Repetition Procedure	19-Jun-18	12-May-21
Administrative Regulation 4245 Academic Rank	BP 4245 - Academic Rank		12-May-21
Administrative Regulation 4250 - Probation, Dismissal, and Readmission	BP 4250 - Probation, Dismissal, and Readmission		12-May-21
Administrative Regulation 7211 - Administrative Regulation Equivalency	BP 7120 - Recruitment and Selection		12-May-21
Administrative Regulation 4227 - Repeatable Courses	BP 4225 - Course Repetition Procedure	17-Jul-18	16-Jun-21

Appendix A

AR 4240 Academic Renewal

Issued: April 17, 2018

Revised: April 20, 2021

Reference:

Title 5, Section 55046

~~Beginning July 1, 2019 (enter new date)~~ Beginning July 1, 2021, a student may petition to have up to 24 ~~30~~ semester units of substandard work (~~D, or F or WF~~ grade assigned) taken at Compton College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

- The student must have earned a GPA of ~~2.25 or higher in the last 30 units of graded work, or 2.5~~ 2.0 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.
- At least ~~two~~ one years must have passed since the substandard grade(s) was awarded (including summer/winter).
- Academic Renewal shall be granted to a Compton College student only one time.
- If another accredited college has removed previous course work through academic renewal, such action shall be honored by Compton College.
- Course work with disregarded grades may not be used to meet degree or certificate requirements.
- If a student has received an associate degree at Compton College, academic renewal may be granted ~~allowed upon petitioning through~~ after review by the Admissions and Records Office, ~~and reviewed by the Special Circumstance Petition Process Committee.~~ [CM1]

Academic renewal actions are irreversible.

Students initiate the academic renewal process through the Admissions and Records Office by obtaining and submitting the Academic Renewal Petition.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from Compton College.



COMPTON COMMUNITY COLLEGE DISTRICT  
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BP 4240 Academic Renewal

Issued: April 17, 2018

Revised: April 20, 2021

Reference:

Title 5, Section 55046, 53200

The President/Chief Executive Officer shall, in consultation with the appropriate groups, develop procedures that provide for academic renewal. It is the policy of Compton Community College District to allow previously recorded substandard academic course work to be disregarded in the computation of a student's grade point average if it is not reflective of a student's more recently demonstrated ability, and if repetition is not appropriate to the current objectives of the student. The student's permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Compton Community College District will honor academic renewal actions by other regionally accredited institutions.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as stated in Board Policy 2510.

Applicable Administrative Regulation:

AR 4240 Academic Renewal

Appendix  
B



COMPTON COMMUNITY COLLEGE DISTRICT  
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BP 4230 Grading and Academic Record Symbols

Issued: June 19, 2018

**Revised: April 20, 2021**

References:

Title 5 § 55021 and §55023

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students.

Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.<sup>[1]</sup>

Applicable Administrative Regulation:

AR 4230 Grading and Academic Record Symbols

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[El Camino](#)  
[Cerritos](#)  
[Santa Monica](#)  
[Citrus](#)[1]

**AR 4230 Grading and Academic Record Symbols**

Issued: June 19, 2018  
Revised: March 19, 2020

**Revised: April 20, 2021**

References:

Title 5 §55021 and §55023

The grading practices of the Compton Community College District shall be as follows:

**Semester Unit of Credit**[2]

College work at Compton College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The ~~amount-number~~ of credits awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.[3]

**Grade Records**

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.[4]

**Grades, Grade Points, and Grade Point Average**

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for-credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.[5]

**Evaluative Symbols**

<b>A</b>	Excellent	4 points for each unit
[6] <b>B</b>	Good	3 points for each unit
[7] <b>C</b>	Satisfactory	2 points for each unit
[8] <b>D</b>	<del>Passing, -L</del> Less than satisfactory	1 point for each unit



[9] <b>F</b>	Failing	0 points for each unit
[10] <b>P</b>	Pass, at least satisfactory (formerly C for Credit)	See Note 1
[11] <b>NP</b>	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
[12] <b>SP</b>	<i>Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)</i>	

### **Non-Evaluative Symbols**

<b>I</b>	Incomplete	See Note 2
[13] <b>IP</b>	In Progress	See Note 3
[14] <b>W</b>	Withdrawal	See Note 4
[15] <b>MW</b>	Military Withdrawal	See Note 5
[16] <b>EW</b>	Excused Withdrawal	See Note 6
[17] <b>RD</b>	Report Delayed	See Note 7

#### **Notes:**

#### **I. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)**

A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.[18]

#### **II. I - Incomplete**

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the [Admissions and Records Office](#) through the sixth week of the next regular semester.[CM19]. If the

student does not complete the required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions and Records Office.

### III. **IP - In Progress**

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student’s permanent record for the course.

### IV. **W - Withdrawal**

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16-week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for the assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “W’s” shall be used as factors in course repetition and probation and dismissal procedures.

### V. **MW – Military Withdrawal**

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

VI. **EW – Excused Withdrawal**

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s). Such events ~~and~~ may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, a pandemic event (e.g. Novel Coronavirus) when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the Director of Admissions and Records or their designee and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

An Excused Withdrawal ~~will~~shall not be counted in the Satisfactory Academic Progress calculation for Financial Aid purposes.

VII. **RD – Report Delayed**

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.



**BP 4070 Course Auditing and Auditing Fees**

**Issued: April 17, 2018**

**Revised: April 20, 2021**

Reference:  
Education Code Section 76370

It is the policy of Compton Community College District to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted<sup>[MM1]</sup>.

Students who are enrolling in a class for credit have enrollment priority over students intending to audit. The fee for auditing courses shall be \$15.00 per unit. Students enrolled in classes to receive credit for ten or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

Students who enroll in a class as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200 and as stated in Board Policy 2510.

Applicable Administrative Regulation:  
AR 4070 Course Auditing and Auditing Fees



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**AR 4070 Course Auditing and Auditing Fees**

**Issued: April 20, 2021**

**References:**

Education Code Section [76370](#)

*Board Policy 4070 – Course Auditing and Auditing Fees*

Education Code Section 76370 permits the Board of Trustees to authorize a person to audit a community college course.

A student may audit ~~selected~~ Compton College courses with **the** following provisions:

- Priority in class enrollment shall be given to students desiring to take the course for credit.
- No student auditing a course shall be permitted to change their enrollment in that course to receive credit for the course. Students will not be permitted to earn Credit by Examination for audited courses. **Audited courses cannot be used to meet course prerequisites requirements.**
- Fee for auditing a class shall be \$15 per unit per semester **and \$6 per unit during intersessions.** Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per **term.** Fees are to be paid ~~before attending~~ **according to the class schedule** and are non-refundable.
- A student wishing to audit a course must first obtain a Petition to Audit form from the Admissions and Records office.
- Auditing a course is on a space- available basis **and is subject to the approval of the instructor.** The instructor is not obligated to approve an audit.
- Registration for audit will occur no sooner than the ~~second~~ **first** week of classes.



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**BP 3200 Accreditation**

**Issued: April 20, 2021**

**References:**

Title 5 Section 51016;  
ACCJC Accreditation Eligibility Requirement 21  
ACCJC Accreditation Standards I.C.12 and 13

~~The Compton Community College District shall meet and, where feasible, exceed the accreditation Standards established by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). To that end, the College, through the consultation process, has established procedures to maximize the effectiveness of the accreditation process, and promote the participation of the campus community in that process. provides quality educational programs and services to its community and demonstrates its commitment as an accredited institution of higher learning by ensuring the following:~~ [CMH]

The President/Chief Executive Officer (CEO) shall

- ~~confirm e~~Ensure that the District complies with the accreditation processes and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.
- ~~keep~~Keep the Board of Trustees informed of approved accrediting organizations and the status of accreditations of various programs at Compton College.
- ~~ensure~~Ensure that the Board of Trustees is involved in any accreditation process in which Board participation is required.
- ~~provide~~Provide the Board of Trustees with regular status updates and summaries of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

~~Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.~~



BP 4222 Limitation to Remedial Coursework

Issued: May 15, 2018  
Revised: April 20, 2021

Reference:

Title 5 Section 55035<sup>[CM1]</sup>, ACCJC Accreditation Standard II.A.4

It is the policy of Compton Community College District that a student ~~should~~ shall not receive credit for more than 30 semester units of remedial coursework (nondegree-applicable basic skills courses) at Compton College. The limitation does not apply to the following:

- a. A student enrolled in one or more course of English as a Second Language courses; or
- ~~b. A student identified by the district as having a documented learning disability.~~

A student may be granted a waiver to the 30-unit limit. A waivers will be granted only if a student shows ~~significant~~ significant measurable progress towards the development of skills appropriate to enrollment in degree-applicable credit courses.

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5.<sup>[CM2]</sup>

~~The Board will determine a uniform grading practice for the District, based on sound academic principles.~~

~~Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalogs and made available to students.~~

Applicable Administrative Regulation:

AR 4222 Limitation to Remedial Coursework



BP 5050 Student ~~Success and Support Program~~ Equity and Achievement<sup>[CM1]</sup>

Issued: December 13, 2016

Revised: April 21, 2020

Revised: April 20, 2021

References:

Educational Code Section 78210, et

seq<sup>[CM2]</sup>. Title 5 Section 55500

ACCJC Accreditation Standard II.C.2

The Compton Community College District shall provide Student ~~Success and Support~~ Equity and Achievement Program (~~formerly Student Success and Support Program~~) services to students for the purpose of furthering equity ~~in~~ of educational ~~opportunity~~ and academic success.

*The Board of Trustees' commitment to Student ~~Equity and Achievement~~ Achievement ~~Success and Support~~ Program services is to identify and close equity achievement gaps.*

The purpose of Student ~~Equity and Achievement~~ Achievement ~~Success and Support~~ Program services is to bring the student and the District into agreement regarding the student's educational goals through the District's established programs, policies, and requirements. *The agreement is implementing activities and practices through the educational planning process guided pathways framework.*

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

Applicable Administrative Regulation:

AR 5050 Student ~~Equity and Achievement~~ Achievement ~~Success and Support~~ Program





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**AR 5050 Student Success and Support Program Student Equity and Achievement December 13, 2016**  
**Issued: Revised: April 21, 2020**

**References:**

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.

Board Policy 5050 - Student ~~Success and Support Program~~ Equity and Achievement

Student ~~Success and Support Program~~ Equity and Achievement services bring the student and the College into agreement regarding the student's educational goal through the College's established programs, policies, and requirements as outlined in the guided pathways framework. The agreement is implemented through the educational planning process.

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

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

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

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

1. Orientation on a timely basis covering information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.
2. Assessment and counseling either prior to or after enrollment, which shall include, but is not limited to, all of the following:
  - a. Utilize multiple measures to determine student competency in computational and language skills.



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

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

Student Equity and Achievement Program  
SEC. 1 Add Education Code Section 78222.

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in implementing activities and practices pursuant to the California Community Colleges' Guided Pathways Grant Program and activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups.

(b) As a condition of the receipt of funds, a district shall comply with all of the following:

(1) Maintenance of a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

(2) Delivery of student matriculation services pursuant to Sections 78212, including implementation of orientation, counseling and advising, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in development of an education plan. The Chancellor's Office shall establish guidelines, on student matriculation services including, but not limited to, the development of an education plan leading to a course of study.

(3) Adoption and implementation of placement policies consistent with the requirements of Section 78213.

(c) (1) If the total amount of funds appropriated is equal to or greater than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in 2017-18.

(2) If the total amount of funds appropriated is less than the amount of funds appropriated in the 2017-18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in 2017-18.

(3) The chancellor may allocate up to 5 percent of the total funds appropriated for purposes of this program for state administrative operations to carry out the intent of this section.

(4) Up to one percent may be used for faculty and staff development to improve curriculum, instruction, student services, and program practices in basic skills and English as a Second Language program pursuant to Section 88815 of the Education Code.

SEC. 2 Amend Education Code Section 78220.

78220. (a) As a condition for receiving Student Success and Support Program Student Equity and Achievement Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students by gender, that uses the percentage point gap methodology established by the Chancellor's Office for measurement of student equity and disproportionate impact of disaggregated subgroups of the student population of the California Community Colleges: methodology established pursuant to subdivision (d) of Section 78221:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) First-generation students.

(E) (F) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

- (vi) White.
- (vii) Some other race.
- (viii) More than one race.
- (F) (G) Homeless students.
- (G) (H) Lesbian, gay, bisexual, or transgender students.
- (H) (I) Additional categories of students determined by the governing board of the community college district.

(2) To the extent that student data described in paragraph (1) has been collected, the Office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.

(3) Goals for access and retention, degree and certificate completion, English as a Second Language and basic skills, completion, and transfer outcomes using the system's goals and leading indicators for the overall student population and for each population group of high-need or disadvantaged students pursuant to paragraph (1), and a determination of what activities and strategies are most likely to effectively meet those goals.

(4) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (3) based on the percentage point gap methodology and guidelines established pursuant to subdivision (d) of Section 78221, by the Chancellor's Office for measurement of student equity and disproportionate impact of disaggregated subgroups of the student population of the California Community Colleges, measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (3), including, but not necessarily limited to, the adoption of evidence-based models of remediation, implementation of assessment and placement policies that more accurately predict student success and identify students' remedial needs, placement policies pursuant to Section 78213 that more accurately predict student success in transfer-level English and Math courses, the use of evidence-based practices and research to inform the delivery of additional academic and financial aid support services in order to improve student success, and a means of coordinating with, at a minimum, the following student equity-related categorical programs or campus-based programs:

- (A) Students with disabilities.
- (B) Extended Opportunity Programs and Services and Special Services.
- (C) Fund for Student Success.
- (D) Student Success and Support Program. Student Equity and Achievement Program
- (E) Programs for foster youth.
- (F) Programs for veterans.
- (G) Special Services for CalWORKs Recipients.
- (H) Student Financial Aid Administration.
- (I) Student Success for Basic Skills Students.

(5) Sources of funds for the activities in the plan.

(6) A schedule and process for evaluation.

(7) An executive summary that includes, at a minimum, the student groups for whom goals have been set, the goals, the initiatives that the community college or community college district will

undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information. Commencing with the 2016-17 2020-21 academic year, the executive summary shall also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals and strategies.

(b) Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.

(c) The plan shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges on or before January 1, 2015 December 1, 2019, who shall publish all executive summaries, sending copies to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision (b) that so requests, and additional individuals and organizations as deemed appropriate.

(d) The Chancellor's Office is authorized to review plans and request additional information

from the college to determine if the college needs technical assistance to implement data-driven solutions to help address disparities among its student population.

(d) (e) The plan shall be updated and maintained locally every two academic years and plan updates shall be submitted to the Chancellor of the California Community Colleges for publication and distribution as provided for in subdivision (c) at the request of the Chancellor.

(f) The Chancellor's Office shall provide guidelines to colleges on the process and timeline for submitting plan.

(g) (1) The chancellor shall, consistent with the goal of eliminating any achievement disparities that are identified pursuant to the requirements of Section 78220, provide guidance to community college districts regarding expenditures and activities to ensure that funding is used to support evidence-based practices to implement student equity plan goals and coordinate services for the targeted student populations through evidence-based practices.

(2) On or before March 15, 2020, and on or before March 15 annually thereafter, the chancellor shall report to the Department of Finance, the Legislative Analyst, and the appropriate policy and fiscal committees of the Legislature, on student success outcomes, progress towards closing disparities among student subgroups, strategies and plans to address disparities among student subgroups, and the expenditure of funds for purposes of this article during the previous fiscal year.