Education Policy Minutes

Facilitator: Carlos Maruri   **Recorder:** Jennifer Hill

Date: April 7, 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	X Clifford Seymour
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 include AR 4100. Holly motioned to approve the agenda with changes. Tom seconded. Approved.

3) **Review and Approval of Previous Meeting Minutes:** Melain moved to approve the minutes as corrected. Tom seconded. Approved.

1) **Unfinished business:**

   a. **Third Read: BP/AR 4070 - Course Auditing and Auditing Fees (Appendix A, page 5.)**
   Minor edits from the Deans and Directors Meeting. There was a question about Title 5, but it was unchanged. Repetitive language was removed from the AR, and Richctte Bell made a change to match what language in the catalog. There were also comments about audits in the summer term as well as appropriate fees as noted in Appendix A. Melain suggested that we need an additional read, as these are technical items with many different approaches at other CCCS. Melain made a motion to table and review at the next meeting. Kendahl seconded. Approved.

   b. **Third Read: BP 3200 – Accreditation (Appendix B, page 7.)**
   The editing recommendations from the Deans and Directors Meeting are shown in Appendix B, however, some of the language was rejected and/or changed by the committee as noted. Carlos moved to approve with edits and send to Academic Senate. Holly seconded. Approved.

   c. **Third Read: BP/AR 4230 - Grading and Academic Record Symbols (Appendix C, page 8)**
   The Deans and Directors Meeting netted minor edits as noted in the document. There was some discussion about meeting the Board deadline, but this can be handled in Senate. The changes would take effect beginning in summer term. Tom made a motion to approve. Holly seconded. Approved.

d. **Second Read: BP 4222 - Limitation to Remedial (Appendix D, page 13)**
Carlos presented the edits from our last meeting. There was a recommendation not to make any substantial changes because BP 4220 has the exact same language. Carlos suggested that we discontinue BP/AR 4222 and retain the language we developed for next fall when 4220 comes up for review. Melain suggested that we have BP 4222 archived for easy access, and Jennifer said the documented will be appended to the minutes. Holly made a motion to save the language in BP 4222 and use it when we revisit BP 4220 and develop the related AR. Tom seconded. Moved.

e. **Second Read: BP 5050 - Student Success and Support Program (Appendix E, page 14)**
The Deans and Directors Meeting made a number of edits as noted in the document. Carlos felt that we should bring the document back for a third read since there are a number of legal requirements. Sheri said the changes were made for strict compliance with Title 5. Holly made a motion to review again at our next meeting. Melain seconded. Approved.

2) **New Action Items**

a. **First Read: BP/AR 4021 - Program Viability (Appendix F, page 16)**
Holly presented new language based on primarily on approaches used at other colleges where program revitalization is prioritized. This document provides a detailed three-step procedure for careful review and consideration that includes all campus stakeholders participating in the process. Minodora moved to close discussion. Holly seconded. Approved.

b. **First Read: BP/AR 4100 - Graduation Requirement for Degree and Certificates (Appendix G, page 23)**
Carlos reported that these policies are fairly standard and had only minor changes based on approaches at Mt. Sac. and Diego, particularly including potential certificates of completion, which will apply to non-credit courses. The AR was based on language from El Camino's policy as well as some material from Pasadena, who does not require students to petition for degrees. Minodora pointed out that this could create a barrier to financial aid in cases where degree is granted, necessitating an appeal process. Holly moved to close. Minodora seconded. Approved.

4) **Future Agenda Items:**

a. First Read: BP 4106 - Nursing Program

b. First Read: BP/AR 4225 - Course Repetition

c. First Read: BP/AR 4250 - Probation, Dismissal and Readmission

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

9) **Adjournment:** Meeting adjourned at 2:21 p.m.

Next Scheduled Meeting: April 28, 2021

Spring 2021 BP/AR Schedule

BP/AR/AP Title	Accompanying BP/AR/AP	Last Updated/ Reviewed	Deadline for Board Review
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 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

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.

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~~ the Compton Community College District.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in ~~CCR §Title 5 Section~~ 53200 and as stated in Board Policy 2510.

Applicable Administrative Regulation:
    AR 4070   Course Auditing and Auditing Fees

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.[CM1] 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 be processed by Admissions and Records ~~occur~~ no sooner than the ~~second~~ ~~first~~ second [CM2]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).~~ [SLB1] ~~To that end, the College, through the consultation process, has established procedures to maximize the effectiveness~~ [SLB2] ~~of the accreditation process, and promote the participation of the campus community in that process.~~ [SLB3] *provides quality educational programs and services to its community and demonstrates its commitment as an accredited institution of higher learning by ensuring the following:*

The President/Chief Executive Officer (CEO) shall

- ~~confirm~~ *eEnsure that the District complies with, and ~~where feasible~~strive to exceeds, 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.*

~~Compton College~~ [CM4]~~will promote the participation of the campus community in the accreditation process.~~ [CM5] *Compton Community College District shall ensure the participtpation of the campus community in the accreditation process. Procedures for implementing the accreditation policy and to maximize the effectiveness of these procedures will be developed in collegial consultation with the Academic Senate and ~~in collegial consultation with the Academic Senate~~ through the collaborative governance process involving campus stakeholders.*

Applicable Administrative Regulation:
        AR 3200 – Accreditation

Appendix C

BP 4230 Grading and Academic Record Symbols   Issued: June 19, 2018
                                                        Revised: May 18, 2021

References:
    Title 5 *Sections* §-55021 and §55023

Courses shall be graded using the grading system established by Title 5 sSection 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.

Applicable Administrative Regulation:
    AR 4230 Grading and Academic Record Symbols

APPENDIX C, Continued

AR 4230 Grading and Academic Record Symbols   Issued: June 19, 2018
Revised: March 19, 2020
Revised: April 20, 2021

References:
Title 5 §Sections 55021 and §55023

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

Semester Unit of Credit

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.

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.

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.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, ILess than satisfactory	1 point for each unit
F	Failing	0 points for each unit

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P	Pass, at least satisfactory (formerly CR for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
SP	*Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)*	*See Note 1*

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
EW	Excused Withdrawal	See Note 6
RD	Report Delayed	See Note 7

Notes:

I. **1. P/NP – Pass/No Pass and *SP – Satisfactory Progress* (formerly Cr CR/NC for Credit/No Credit)**

A certain number of *credit* 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 *Noncredit* courses may also be offered P/*SP/*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.

II. **2. 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

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Records Office through the ~~sixth week~~ *last day* of the next regular semester. 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.~~ 3. 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.~~ 4. 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.~~ 5. MW – Military Withdrawal

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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. **6. 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 *(SAP)* calculation for Financial Aid purposes. *Students must petition with the Financial Aid Office to ensure the "EW" is not counted in the SAP calculation.*

VII. **7. 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.

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BP 4222[CM1] **Limitation to Remedial Coursework**   Issued: May 15, 2018
                                                                    Revised: April 20, 2021

Reference:

   Title 5 Section 55035[CM2], 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~~f~~ 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 cour~~e~~se 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 waiver~~s~~ will be granted only if a student shows ~~signficant~~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.[CM3]

~~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

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

BP 5050[SLB1] **Student** s̶Success and s̶Support p̶Program~~sEquity and Achievement~~

Issued: December 13, 2016
Revised: April 21, 2020
Revised: April 20, 2021

References:
Educational Code Section 78210, et seq[CM2][SLB3]. Title 5 Section *55500*
ACCJC Accreditation Standard II.C.2

The Compton Community College District shall provide Student Success and S̶upport~~Equity and Ach~~eveei̶vement Program ~~(formerly Student Success and Support Program)~~ services to students for the purpose of furthering *equity in o̶f* education~~al opportunity~~ and academic *success.*
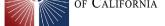
The Board of Trustees' commitment to Student ~~Equity and Achievement~~Achievement *Success and Support Program services is to identify and close equity achievement gaps.*

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 implement*ed~~inged~~ ~~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. Academic Senate in collaboration[CM4]

Applicable Administrative Regulation:
AR 5050 Student ~~Equity and Achievement~~Achievement Success and Support Program

APPENDIX E, continued

BP 5050 Student Success and Support Program

References:
 Education Code Sections 78210 et seq.;
 Title 5 Sections 55500 et. seq.;
 ACCJC Accreditation Standard II.C.2

NOTE: *This policy is **legally required**.*

NOTE: *The California Community Colleges Chancellor's Office is working on streamlining the reporting requirements for the Student Success and Support Program along with other programs. One change has been to submit information related to the Student Success and Support Program to the California Community Colleges Chancellor's Office as part of an "Integrated Plan." However, because Title 5 Regulations addressing Student Success and Support Programs have not been repealed, districts are still required to comply with the Student Success and Support Program requirements.*

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements.

The [CEO] shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

Revised 2/08, 10/13, 4/15, 3/19

APPENDIX F

BP 4021 Program ~~Discontinuance~~ Viability   **Issued: May 15, 2018**
                                                                                Revised: ~~April 20~~May

18, 2021

Reference:
Education Code, Section 78016
Title 5, Sections 51022, 53200 and 55130
ACCJC Accreditation Standard II.A.15 & 16

Compton Community College District has established its Program Viability Policy in accordance with Title 5,
Section 51022. The purpose of this policy is to establish criteria and guidelines for a decision-making process; it is not intended to target programs for revitalization, suspension or discontinuance.

Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program viability recommendations should be considered only after serious deliberation by all stakeholders. This policy should not be construed as an inducement to look for programs to revitalize, suspend or discontinue, or as a threat to honest participation in an academic process such as program review.

~~The purpose of this program discontinuance policy is to provide the District with a process to review its credit and non-credit educational programs on a systematic basis for institutional effectiveness and compliance with state and federal requirements. In response to realignment of educational or strategic objectives, fluctuations in program quality or demand, resource availability, budget constraints, and other external factors, the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Regulation 4021.~~

~~The District endorses the principle of collegial consultation with the Academic Senates regarding the establishment of a process for educational program discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District's educational programs in accord with BP2510, Participation in Local Decision-Making.~~

~~A joint task force of faculty and administrators shall convene to develop the methodology, criteria and guidelines that will apply to evaluating educational programs. The task force, in its process of evaluation, shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.~~ [1]

~~The discontinuance of any educational program is subject to approval by the Board.~~

Applicable Administrative Regulation:
AR 4021 Program ~~Discontinuance~~ Viability

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4021 Program ~~Discontinuance~~ Viability   Issued: May 15, 2018
                                                         Revised: May 18, 2021

Reference:
     Title 5, Sections 51022, 55000, 55130
     Program Discontinuance: A Faculty Perspective Revisited (ASCCC adopted Fall 2012)
     ACCJC Accreditation Standard II.A.15 & 16

Purpose of Administrative Regulation 4021
~~This administrative regulation provides general principles and guidelines for the process of assessing program effectiveness to determine whether or not the college should discontinue an educational program. The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.~~

For the purposes of this AR, programs at Compton College are groups of courses taught by faculty within a discipline; these courses may lead to one or more degrees, certificates, and/or transfer. Programs must support the California community college mission, as well as complete a program review report. Any program included in the instructional program review list as recommended and maintained ~~by the Program Review Committee~~[1] is subject to this procedure.

For the purposes of this AR, *viability* outcomes may include revitalization, suspension, and discontinuance of a program.

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

Process for ~~Discontinuance~~ Review of Viability
~~Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.~~

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

~~Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee.~~

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

Program viability discussions can begin in the Academic Senate as well as the following offices and/or departments: Academic Affairs, Student Services, and individual programs, disciplines, divisions, departments or advisory committees.

The Academic Senate and its committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program viability, recognizing the District's legal requirement to rely primarily on the Academic Senate's advice in academic and professional matters.

Formation and Charge of a Program Viability Committee
When a formal discussion regarding the viability of a program is initiated, the Academic Senate will vote on the formation of a Program Viability Committee. If the Senate recommends formation of a Program Viability Committee, the Committee will be charged with:
1. Gathering all qualitative and quantitative evidence into a written report with the assistance of the offices of Academic Affairs and Institutional Research.
2. Conducting and participating in all public meetings and discussions as detailed in this procedure.
3. Recommending to the Academic Senate one of the three potential outcomes of the program viability process: revitalization, suspension, or discontinuation.

When a formal discussion is initiated, the Academic Senate will form an eleven (11) member Program Viability Committee which shall include:
1. Academic Senate President or designee - who shall chair the committee
2. Compton Community College Federation of Employees (CCCFE) President or designee
3. Curriculum Committee Faculty Chair
4. Distance Education Faculty Coordinator
5. Associated Student Body President or designee
6. Vice President of Academic Affairs
7. Program Dean
8. Program Division Chair
9. One full-time or adjunct faculty member from the program
10. One Counseling faculty member
11. One Classified staff member

Formal Discussion Criteria
Discussion concerning program viability must have two components: qualitative and quantitative data. Both qualitative indicators and quantitative indicators must be discussed in order to ensure a fair and complete review leading to a decision to revitalize, suspend, or discontinue a program. Indicators that directly impact success of students in the program should be most heavily weighted.

1. Qualitative indicators are based on the mission, vision, values, and goals of the institution, as well as access and equity for students. Program Review, the Comprehensive Master Plan, and other strategic planning documents shall be referenced and considered among sources of data and direction within these indicators. These indicators include, but are not limited to:
    a. The pedagogy of the discipline.

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b. The balance of college curriculum.
c. The effect on students of discontinuing the program.
d. The potential for a disproportionate impact on diversity at Compton College.
e. The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committees, and the community.
f. The ability of students to complete their degree or certificate or to transfer.
g. The duplication of programs in the region.
h. The regional effects of the program's discontinuance.
i. The effects on local businesses and in meeting workforce demand.
j. The ability of the program to meet standards of outside accrediting agencies, licensing boards, and governing bodies.

2. Quantitative indicators are based on the mission, ~~vision,values~~vision, values and goals of the institution; as well as access and equity for students. These indicators include, but are not limited to:
   a. The projected future demand for the program.
   b. Student program completion.
   c. Enrollment trends over a sustained period.
   d. Change in graduation, transfer, or certificate requirements.
   e. Frequency of course section offerings.
   f. Term-to-term persistence of students within the program.
   g. Retention or success rates of students within the program.
   h. Productivity in terms of enrollment such as: FTES per FTEF ratio.
   i. Disproportionate impact on underrepresented students within the program.
   j. Disproportionate impact on student diversity.
   k. Service to other programs.
   l. Success rate of students passing state and national licensing exams and industry-based certification.
   m. Labor market demand.

3. Discussion Criteria for the Program Viability Committee
   a. The Committee must solicit feedback from all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Efforts must be made, if necessary, to ensure that student and community input is received.
   b. Discussion of program viability will culminate in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications.
   c. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
   d. A written record of all discussions and recommendations will be kept by the Academic Senate for review and will be published.
   e. Deliberations and conclusions shall rely primarily on the advice of the Academic Senate.

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

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Factors such as the following may initiate this program discontinuance or reduction process and may be used by the task force in its deliberation:

- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program courses;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or Compton College advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

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

The task force will forward its report to the President/Chief Executive Officer, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

Possible Outcomes of Program Viability Discussion
The Program Viability Committee will make recommendations, which will be obtained through consensus. If consensus cannot be reached, a two-thirds majority vote of committee members will determine the recommendation.

The three possible recommendations are:
1. Revitalization
   A program undergoing revitalization will continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occuroccur, and expected outcomes will be outlined in advance; these interventions and outcomes will be called the Revitalization Plan and will be completed within two primary semesters. All interventions and timelines will be published in writing

by the Program Viability Committee, maintained by the Academic Senate. After the specified revitalization period is completed, the Program Viability Committee will review the program again.

The Dean, in good faith, will ensure assignment of appropriate resources to support the program during the revitalization, in particular assignment of adequate personnel.

The Revitalization Plan is developed by the Program Viability Committee in consultation with program or discipline faculty and is driven by practical, discussion-specific goals.

The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

The Revitalization Plan will address all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access/equity issues. The use of the U.S. Department of Education "Five Step Process for Improving Performance," is recommended as a format for developing a Revitalization Plan. This five-step process involves:
   a. Documenting program results.
   b. Analyzing key performance indicators by a variety of comparisons.
   c. Identifying direct or root causes of concerns.
   d. Selecting best solutions to impact desired program performance.
   e. Pilot-testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

2. Suspension
   After all provisions of the aforementioned Formal Discussion Criteria have been met, a recommendation to suspend a program will occur when the committee concludes that the program cannot currently support student success due to a variety of factors. These factors may include, but are not limited to, inability to recruit qualified faculty, lack of sufficient fiscal resources, lack of sufficient physical resources, and/or insufficient enrollment. This recommendation will include a timeline to reevaluate the decision to suspend within three years[2], at which point a recommendation for either revitalization or discontinuance will be decided. Any recommendation for program suspension will include the following:
   a. The criteria used to arrive at the recommendation.
   b. A detailed plan and timeline during suspension of the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
   c. A plan for the implementation of all requirements of collective bargaining for faculty and staff.

3. Discontinuance
   After all provisions of the aforementioned Formal Discussion Criteria have been met, a recommendation to discontinue a program will occur when the committee concludes that the program falls outside the college's mission and/or the program's goals and objectives. The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by

the Program Viability Committee and maintained by the Academic Senate. A recommendation to discontinue may be mandated if so ordered by an external regulatory, governing, or licensing body to which the program is subject. No program will be recommended for discontinuation without first being given a Revitalization Plan and allowed implementation of that plan for two primary terms.

Any recommendation for program discontinuance will include the following:
a. The criteria used to arrive at the recommendation.
b. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
c. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.
d. The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.
e. The final recommendation will be submitted to the Chancellor's office and accrediting bodies as needed.

Conclusion
The recommendations of the Program Viability Committee will be documented in writing and will include the signatures of the Vice President of Academic Affairs, the President/CEO, CCCFE President, and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval.

Consideration of Collective Bargaining Rights
Nothing contained in this regulation is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

BP 4100 [CM1][HS2]**Graduation Requirement for Degrees**   Issued: June 19, 2018
and Certificates   Reviewed: May 18, 2021

References:
    Education Code Section 70902(b)(3); Title 5, Sections 55060 et seq.

The District grants the degrees of Associate in Arts, Associate in Science, Associate in Arts for
Transfer (AA-T), and Associate in Science for Transfer (AS-T)[CM3] to those students who have
completed the subject requirements for graduation and who have maintained a 2.0 grade point
average in subjects attempted. Students must also complete the general education residency and
competency requirements set forth in Title 5 regulations[CM4][HS5]. Students may be awarded
multiple degrees provided that minimum requirements are satisfactorily met for each degree.

Students may be awarded Certificates of Achievement upon successful completion of a
minimum of 18 or more semester units of degree-applicable coursework designed as a pattern of
learning experiences designed[HS6] to develop certain capabilities that may be related to career or
general education[CM7][CM8][CM9].

ADD Certificates of Accomplishement

ADD Certificate of Completion/Competency (non credit)

The President/CEO shall establish procedures to determine degree and certificate requirements
that include appropriate involvement of the Academic Senate. [HS10]Procedures for
implementing this policy will be developed in collegial consultation with the Academic Senate.
The procedures shall assure that graduation requirements are published in the College Catalog
and included in other resources that are convenient for students.

AR [CM1]4100 Graduation Requirement for Degrees   Issued: April 20, 2021
and Certificates   Reviewed: May 18, 2021

References:
     Title 5 Sections 55060 et seq.

For the purposes of meeting degree or certificate requirements, students may elect to meet the requirements of either:
- The catalog that was in effect at the time they began and maintained continuous enrollment at Compton College; or
- The catalog that is in effect at the time they file an application for a degree or certificate

For degree and certificate purposes, continuous enrollment is defined as enrolling at Compton College at least one semester (fall or spring), each academic year and receiving a letter grade, "W" (Withdrawal), CR/NC (Credit/No Credit, or Pass/No Pass on the transcript.

1. Graduation requirements for degrees include:
   a. Satisfactory completion of at least 60 semester units of college work. "College work" is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.
      i. Courses taken at a California Community College may be used to satisfy general education and/or major requirements.
      ii. If the[HS2] a course is offered at Compton College, but the originating California Community College uses it in a different area than Compton College, the course will be used in the area that benefits the student.
      iii. If the a course is not offered at Compton College, the college will honor the course in the same general education area in which the originating California Community College places the course.
      iv. Courses taken at other than a California Community College[HS3] may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.
      v. If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty and/or the dean of the division in which the course(s) in question would normally be placed.[HS4][CM5][CM6]
   b. Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges' "Taxonomy of Programs." The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
   c. Completion of at least 12 semester units of study in residence within requirements for either the general education and/or major.
   d. Demonstrated competence in reading, written expression, and mathematics.

2. Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Policy 4235 – Credit by Exam. Advanced Placement Exams with a score of 3, 4, or 5 may be used toward general education as approved by the Academic Senate for California Community Colleges document entitled "Standardized Template for Advanced Placement Examination Information." Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.
3. District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the State Chancellor's Office.
4. Requirements for Certificates of Achievement include[CM7]:
   a. Successful completion of a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
      i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
   b. Content and assessment standards that ensure the certificate programs are consistent with the mission of the Compton Community College District.
   c. Shorter credit programs that lead to a certificate may be established by the District. Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.
5. Students qualifying for more than one AA, AS, or ADT degree will receive each diploma and have them posted on their transcripts.
6. Students qualifying for more than one certificate of achievement will receive each certificate and have them posted on their transcripts.
7. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.