



Academic Senate Agenda

President: Paul Flor
Date: April 5, 2018

Time: 1:00-2:30pm

Secretary: Nikki Williams
Location: Board room

Vision

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

Mission Statement

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

Accreditation Standards

This division meeting aligns to the following:

- 1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

___ E. French Preston
___ J. Evans
___ A. Gillis
___ C. Halligan
___ M. Khan
___ B. Kooiman
___ V. Haynes
___ P. Richardson
___ N. Williams

___ H. Estrada
___ H. Pham
___ J. Villalobos
___ K. Schwitkis
___ R. Sidhu
___ A. Valdry
___ M. Roeun
___ K. Radcliffe
___ E. Craigg-Walker

___ S. Thomas
___ D. McPatchell
___ R. Ekimyan
___ A. Cortez-Perez
___ A. Maradiaga
___ M. Moldoveanu
___ B. Perez
___ S. Atkinson-Alston
___ P. Flor

Agenda Items

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

March 15, 2018 Minutes

IV. REPORTS

Senate:

President

Paul M. Flor

- Acknowledgement

Vice President

Chris Halligan

Board Representative and External Liaison

Jerome Evans

V. ACTION ITEMS-UNFINISHED BUSINESS

1. Second reading of Board Policies.

i. Board Policy 4100 - Graduation Requirements for Degrees and Certificates

ii. BP 4100.1 - Catalog Rights

iii. BP 4101 - Independent Study

iv. BP 4115 - Limitation to Remedial Coursework

VI. NEW BUSINESS

1. First reading of Board Policies

i. Board Policy 4021 - Program Discontinuance

Administrative Regulation 4021- Program Discontinuance

ii. Board Policy 4220 - Standards of Scholarship

iii. Board Policy 4222 - Limitation to Remedial Coursework

iv. Board Policy 4231- Grade Change

Admin Regulation 4231- Grade Change

VII. INFORMATION-DISCUSSION ITEMS

1. Guided Pathways Taskforce Multi-Year Plan

VIII. Events/Meetings

1. Equity and Diversity Action Committee (EDAC) Regional Meeting South, April 7

2. Career and Noncredit Education Institute, May 3-5, Costa Mesa

IX. FUTURE AGENDA ITEMS

1. Strong Work force

X. ADJOURNMENT

The Next Scheduled Meeting

April 19, 2018

1:00pm / Board room



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

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

FALL 2017

| | |
|-------------------------|------------|
| September 7 | Board Room |
| September 21 | Board Room |
| October 5 | Board Room |
| October 19 | Board Room |
| November 2 | Board Room |
| November 16 | Board Room |
| December 7 | Board Room |

SPRING 2018

| | |
|------------------------|------------|
| February 22 | Board Room |
| March 1 | Board Room |
| March 15 | Board Room |
| April 5 | Board Room |
| April 19 | Board Room |
| May 3 | Board Room |
| May 17 | Board Room |

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2017

| | |
|-------------------------|--------------------|
| September 5 | Dist. Ed. room 166 |
| September 19 | Dist. Ed. room 166 |
| October 3 | Dist. Ed. room 166 |
| October 17 | Dist. Ed. room 166 |
| November 7 | Dist. Ed. room 166 |
| November 21 | Dist. Ed. room 166 |
| December 5 | Dist. Ed. room 166 |

SPRING 2018

| | |
|------------------------|--------------------|
| February 20 | Dist. Ed. room 166 |
| March 6 | Dist. Ed. room 166 |
| March 20 | Dist. Ed. room 166 |
| April 3 | Dist. Ed. room 166 |
| April 17 | Dist. Ed. room 166 |
| May 1 | Dist. Ed. room 166 |
| May 15 | Dist. Ed. room 166 |

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.



ACADEMIC SENATE MINUTES

Thursday, March 1, 2018 1:00 p.m. Board Room

ATTENDANCE

| <u>Senators</u> | <u>Visitors</u> |
|----------------------|---------------------|
| Harvey Estrada | Don Roach |
| Essie-French Preston | Jessie Mills |
| Paul Flor | Judy Crozier |
| Amber Gillis | Aurora Cortez-Perez |
| Christopher Halligan | David Maruyama |
| Nikki Williams | Axa Maradiaga |
| Kent Schwitkis | Vanessa Madrid |
| Mahbub Khan | |
| Brent Kooiman | |
| Hoa Pham | |
| Rajinder Sidhu | |
| Shirley Thomas | |
| Kendahl Radcliffe | |
| Jose Villalobos | |
| Andree Valdry | |

- I. **CALL TO ORDER** – Paul Flor 1:05 p.m.
- II. **APPROVAL OF AGENDA** – Schwitkis/Sidhu - Approved
- III. **APPROVAL OF MINUTES** – Halligan/Schwitkis- Approved

IV. **REPORTS**

President's Report- Paul Flor reporting.

- Flor was present at the Board meeting and noted that a resolution was passed to support student housing and the information is included in the Senate packet. So far 11 California Community Colleges provide housing to their students. This resolution is aimed at helping the college discover ways to provide housing opportunities here at Compton. A Student Residential Hall Study was presented. This dormitory could also be connected to the 2024 Olympics where this housing could be funded by other sources. Flor stated this would likely be for students that are enrolled full time. Radcliffe asked how single families would be supported with this plan and Flor noted that there is no discussion about this right now.

Vice President- Christopher Halligan

- Halligan was excused from El Camino Friday meetings. Jonathan Lightman is retiring and is coming to Compton to visit Senate here on April 19th. We will be presenting him with a commendation from both the Senate and Dr. Curry is preparing a commendation to come from the Board. Flor stated that thanks to FACCC, we have a job here at Compton, so we should give them credit for all of their help.

Board Representative – Jerome Evans reporting

- No report

Accreditation: Amber Gillis reporting.

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V. ACTION ITEMS-UNFINISHED BUSINESS

Board Policies in second read.

- BP 4040 – Valdry had comments on the fourth paragraph to change the wording to signify library(ies) in case we have an additional library in the future.
- BP 4045- Flor made the comment to Dr. A that BP 1600 needs to be included for consideration this semester at some point which relates to BP 4045. We do not have BP 1600 for Compton College and have been using El Camino's. Flor asked if everyone is OK with the wording of this policy.
- BP 4055- Flor asked for concerns or comments.
- BP 4070- Flor asked for concerns or comments.
- Flor called for a motion to approve the four policies French-Preston/Halligan. Vote taken and the motion passes.

VI. NEW BUSINESS

- We should consider the new BP for first read and be prepared to discuss them at our next meeting. Flor indicated that he referenced the BPs of other colleges to draft the BPs that we are reviewing now.
- BP 4101 – Cosmetology is in the works to develop an independent study. Perez said that what Cosmetology is doing is not truly independent studies. Independent study does not impact faculty load and should go through the bargaining agreement and not necessarily a BP.
- Flor cited an article that claimed students were “shackled” to remedial classes and therefore we are introducing BP 4115 - Limitation to Remedial Coursework.

VII. Information- Discussion Items

- Crozier announced the Compton Book Club: meetings will be held in SSC 220, so no food or water are allowed during the lunch hour. Five spots are still available. The first meeting is March 20, 2018 from 1-2pm. Mentioned that Williams will be offering a Flipped Classroom presentation/workshop on the 27th. The Food Pantry desperately needs staffing on Tuesday and Wednesday from 11-12 to help with stocking and manning the pantry. She is looking for two people per shift. Volunteers should be expected to arrive 15 min early and stay 15min after to clean up. Donations are also desperately needed as well specifically proteins and grab-and-go's.
- David Maruyama spoke about a memo from FYE faculty that requests the program be moved from Student Services to Academic Affairs. He gave this memo to members of the senate and then discussed the problems with the schedule. Halligan stated that the problem that he sees with this is the fact that the class/link was cancelled or not assigned. Flor noted that he did not see any requests for a history class from FYE. Perez- FYE creates the course and then requests the schedules from the academic dean. This is supposed to come from the FYE Coordinator and the FYE advisory committee. She questions the reason behind linking three courses as opposed to two. She also claimed that courses at other campuses have generally two courses linked. David – the three courses link came from Washington to link an HD class. Perez – Was the FYE advisory committee consulted on the schedule changes? Curry found out about this problem with this schedule on Tuesday. He agrees that this was never discussed and the three class cohort will return. He said that administration was not responsible for the schedule. He said administration was not aware of this schedule change as well. Curry said that the FYE faculty

has not been talking to him and could be talking to him about these problems. Perez claimed that FYE was asked to be placed under her specifically. But she said that over the years, recruitment has always been a problem. Flor – Where does the program belong? Perez – It really fits under both because there are academics via instruction, but the rest of the program is originally designed to interact with the parents and community. Curry – Addressed the letter presented to the Board and said that he is 100% behind FYE. The College Promise feeds right into FYE. Claims that the budget for FYE has steadily increased over the last five years. Flor – this motion on the memo will be tabled to a future meeting.

Keith Curry Presented:

- Curry presented the funding formula for Compton Community College. He explained the formula to the senate. Brought the attention to page 6 for the implementation of Equitable Success Metrics and said that they are asking for a year to count students that are non-credit. Curry asked the Senate to read this document and provide comments. Flor asked about DACA students that cannot get a job after completing courses.
- Online College Update –The governor is giving \$100M for the 115th college and \$20M ongoing. Curry wants to be at the table early on and accept that money into our community college base. He wants to work with the state to see what platform they are going to use.
- Curry addressed a comment about professionalism. He said that there are a few people having to do too much of the work. We need more people to step up. We have a lot to do to separate from El Camino and we need people to work as a team to be sustainable. An email will be sent out about the obligation to the 33.75 hours work.
- The Educational Task Force will be coming back. Certain programs are consistently low enrolled and curriculum changes do not happen. Money was given through Strong Workforce for Data Coding but no curriculum was ever written by our program to participate.
- Curry reiterated that he would like to meet with the FYE faculty. A meeting with administration will be called with FYE faculty. He supports FYE and wants to see the program thrive.

VIII. Events/Meetings

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MOTION TO ADJOURN – Approved – 2:18 p.m.

Proposed 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)
Measures:
 - Arrange faculty representation on campus committees and periodic updates,
 - Recruit faculty co-chairs for Institutional Standing Committees
 - Ensure divisions have required number of senators
 - Review and begin revising Academic Senate By-laws to reflect curriculum reforms
 - Adopt a Distance Education Handbook for Compton College

2. Strengthen faculty involvement in the activities of the Academic Senate
Measures:
 - Provide an orientation at the start of the academic year
 - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and committees
 - Encourage greater participation of senators in meetings and other activities of Senate
 - Establish initiatives to recognize faculty achievements

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.
Measures:
 - Support Enrollment Management initiatives through ongoing communication and faculty involvement
 - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion

For Second Reading

BP 4100

Graduation Requirements for Degrees and Certificates

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) 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.

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 to develop certain capabilities that may be related to career or general education.

The Superintendent/President shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the College Curriculum Committee. The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

References:

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

The Compton College catalog specifies the general education, major, and unit requirements which students must satisfy to qualify for an Associate Degree or a Certificate of Achievement. The catalog delineates the rights and responsibilities of enrolled students, including the catalog rights of students transferring into the College from any other accredited institution of higher education.

- 1) Catalog rights permit students who are continuously enrolled at the institution to select the catalog year the student will follow for general education and degree/certificate requirements.
- 2) For degree and certificate purposes, continuous enrollment is defined as enrolling at Compton College at least one semester, (excluding summer and winter terms) each academic year and receiving a letter grade, a “W” (Withdrawal), CR/NC (Credit/No Credit), or Pass/No Pass on the transcript.
- 3) Students who have maintained continuous enrollment may choose the catalog requirements in effect at the time they began attending Compton College continuously or at the time they graduate from Compton College.
- 4) When a break in enrollment occurs, graduation requirements are determined according to the catalog in effect at the time of re-entry into continuous enrollment.
- 5) Each new catalog year begins with the fall semester. If a student enrolls in summer, he or she has rights under the catalog in effect for the previous year.
- 6) Students may not complete general education requirements under one catalog and major requirements under another catalog.
- 7) Students may petition for an exception to this policy through the Office of Admission and Records, with final approval by the Vice President of Student Services.

Catalog rights do not apply to entrance requirements for certain programs, e.g., Nursing.

References:

Title 5, Section 55063

The Compton Community College District shall provide enhanced educational opportunities for students wishing to explore a subject area more fully by establishing an Independent Study program. Under the guidance of a supervising instructor qualified to teach in the specific subject area, students in Independent Study courses will complete projects that reflect scholarly or creative efforts of an advanced nature that go beyond the scope of a regular course. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study Course is being attempted.

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

Reference:

CCR, Title 5, Section 55230 et seq.

The Compton Community College District shall that a student shall not receive credit for more than 30 units of remedial (pre-collegiate basic skills) course work at Compton College. This limitation does not apply to:

1. A student enrolled in an English as a Second Language course or
2. A student identified as having a learning disability.

A student may be granted a waiver to the 30-unit limit upon petition. Waivers will be granted only if the student shows measurable progress towards the development of skills necessary for success in college-level courses.

Procedures for implementing this policy will be developed by the Superintendent/President in collegial consultation with the Academic Senate.

Reference: CCR Title 5, Section 55756.5

For First Reading

Board Policy 4021

Program Discontinuance

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.

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

References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

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.

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

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.

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.

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.

Factors such as the following may initiate this program discontinuance 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;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or ECC 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 to Discontinue

A recommendation to discontinue 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/CEO, 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.

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.

References: Educational Code 78016,
Title 5, Sections 51022, 55000, 55130
ACCJC Accreditation Standard II.A.15 & 16

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.

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.

Reference:

Education Code Section 70902(b)(3);

Title 5, Sections 55020, et seq., 55031 et seq., 55040, et seq.

Basic skills refers to non-degree-applicable pre-collegiate level coursework.

A student's need for basic skills coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for basic skills coursework. A student who exhausts this unit limitation shall be referred to appropriate noncredit education courses and services. Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the basic skills unit limitation.

A student who successfully completes basic skills coursework or who demonstrates skill levels which ensure eligibility in college-level courses may enroll in college level coursework for which those courses serve as a pre- or co-requisite.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may petition for a waiver of the unit limitation on basic skills coursework.

The catalog shall include a clear statement of the limited applicability of basic skills coursework toward fulfilling degree requirements and any exemptions that may apply to this unit limitation.

Reference: Title 5 Section 55035, ACCJC Accreditation Standard II.A.4

When grades are awarded for any course of instruction taught at Compton College, the determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence as defined below:

- Mistake: an unintentional act, omission, or error by the instructor or the Compton College.
- Fraud: a deception deliberately practiced in order to secure unfair or unlawful gain.
- Bad Faith: an intentional dishonest act.
- Incompetence: a lack of fitness to perform required duties.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was posted.

Upon determination by the Compton Community College District that a grade in a course was given as a result of fraud, the Superintendent/President or designee may change or remove the fraudulent grade from the student's transcript of record based on the recommendation of a faculty committee. Such action may be initiated upon determination of the fraud without regard to the time limits imposed on other grade appeal actions.

The Superintendent/President shall implement procedures to assure the accuracy and integrity of all grades awarded by the faculty and maintained by the Compton Community College District. Procedures for changing or removing grades in accordance with this policy have been developed by the Superintendent/President or designees in collegial consultation with the Academic Senate.

Citation: Education Code Sections 76224(a) and 76232, Title 5 Section 55025

Determination of Final Grades

The instructor of record for the course shall determine the grade to be awarded to each student. The Evidence/Records of Achievement shall justify the final grade assigned. The grade assigned shall be considered to be final and is not subject to reconsideration, in the absence of mistake, fraud, bad faith, or incompetency. Each instructor of record may be expected to explain a grade to a student who makes inquiry.

The instructor of record shall report final semester grades to Admissions & Records by the due date given by Admissions & Records.

Student Initiated Grade Change Requests

For student initiated requests for grade changes see AP 5530 Student Rights and Grievances.

AP 5530 Student Rights and Grievances requires that a student first request a grade change from the instructor. It also details the provisions to allow another faculty member to substitute for the instructor if the student has filed a discrimination complaint, if the instructor is not available, or where the District determines that it is possible that there may have been gross misconduct by the original instructor.

In all cases, the instructor who first awarded the grade will be given written notice if a change of grade is made.

Student requests for grade changes will only be accepted for grades recorded within the previous calendar year. The exception to this would be academic renewal which would have no time limit. (See BP/AP 4240 Academic Renewal)

Faculty Initiated Grade Changes

Faculty initiated grade changes must be submitted to Admissions & Records with an accompanying written justification for the grade change from a lower to a higher grade. Requests for changing a grade from a higher to a lower grade are prohibited except for exceptional circumstances that must be documented.

Grade changes are not permitted based on coursework submitted after the end of the course.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

Faculty initiated grade changes will only be accepted for grades recorded within the previous calendar year.

All grade changes must be clearly indicated on the student's educational record in such a way that the original grade remains visible.

Security of Grade Records

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Chief Student Services Officer or designee. No more than eight District employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Vice President of Student Services or designee immediately. The Vice President of Student Services or designee shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify:

- 1) the student;
- 2) the instructor who originally awarded the grade;
- 3) any educational institution to which the student has transferred;
- 4) the accreditation agency; and
- 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

References: Education Code Sections 76224 and 76232; Title 5 Section 55025

Sharing the Information

2018 Career and Noncredit Education Institute

Early Registration/Last Day to cancel without penalty: April 20, 2018

Early Registration: \$100

Event Date: May 3-5, 2018

Event Location: [The Westin South Coast Plaza](#) 686 Anton Blvd. Costa Mesa, CA 92626.

The 2018 Career and Noncredit Education Institute will be held May 3-5, 2018.

With the creation of the Strong Workforce Program, there has been increased focus on career education and noncredit education. Furthermore, the rollout of the first Integrated Plan for SSSP (credit and noncredit), Basic Skills, and Student Equity has served to encourage collaboration across our colleges and a bridging of programs to better serve all of the students in our community college system. The ASCCC Career and Noncredit Education Institute is the first ASCCC event to bring faculty together from these areas to collaborate on a statewide level on how best to integrate the services, practices and instruction of these areas. Presentations will cover topics in areas such as career education, noncredit education, counseling and student services, Adult Education Block Grant (AEBG), and apprenticeship. Colleges are encouraged to send teams of practitioners and leaders to include career education faculty, noncredit faculty, counselors, senate presidents, and faculty and administrative leaders involved in career education, noncredit education, and AEBG.

CCCD Academic Senate Roster

2017-2018 (19 members)

Officers:

| | |
|--|------------------------------|
| President/ <i>Chairperson</i> | Paul M. Flor (17-18) |
| Past President/ <i>Past Chairperson</i> | Michael Odanaka |
| President-Elect/ <i>Chairperson-Elect</i> | Amber Gillis |
| Vice President/ <i>Vice Chairperson</i> | Chris Halligan (18-19) |
| Secretary/ <i>Secretary</i> | Nikki Williams (18-19) |
| Curriculum/ <i>Curriculum Representative</i> | Essie French-Preston (18-19) |
| <i>Adjunct Representative</i> | Mahbub Khan (18-19) |
| Board Representative | Jerome Evans (18-19) |

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)

Pamela Richardson (17-18)

Health and Human Services (2)

Shirley Thomas (18-19)

Hoa Pham (19-20)

Humanities (2)

Chris Halligan (17-18), Vice President/*Vice Chairperson*

Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)

Kendhal Radcliff (17-18)

Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)

Jose Villalobos (18-19)

Science (2)

Kent Schwitkis (18-19)

Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (17-18)

Counseling (2)

Essie French Preston (17-18), Curriculum/*Curriculum Representative*

Vanessa Haynes (18-19)

Michael Odanaka, Past President/*Past Chairperson*

At-Large (2)

Jerome Evans (17-18), Board Representative

Amber Gillis (18-19)

Adjunct Representatives (2)

Mahbub Khan (18-19), *Adjunct Representative*

Elizabeth Craigg Walker (17-18)