Compton College Academic Senate
Agenda

President: Amber Gillis
Date: November 15, 2018
Location: Boardroom

Secretary: Nikki Williams
Time: 1:00-2:30pm

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	___H. Estrada	___S. Thomas
___J. Evans	___H. Pham	___D. McPatchell
___A. Gillis	___J. Villalobos	___R. Ekimyan
___J. Mills	___K. Schwitkis	___A. Cortez-Perez
___M. Khan	___R. Sidhu	___M. Moldoveanu
___B. Kooiman	___A. Valdry	___S. Atkinson-Alston
___V. Haynes	___M. Roeun	
___P. Richardson	___ H. Schumacher	
___N. Williams	___ P. Flor	

Agenda Items

I.   CALL TO ORDER (1:00)

II.   APPROVAL OF AGENDA (1:00)

III. APPROVAL OF MINUTES (1:00-1:05)
   November 1, 2018 Minutes

IV.   Reports (1:05-1:25)
   1. President's Report
   2. Vice President's Report
   3. Faculty Representative
   4. Curriculum Chair
   5. Guided Pathways
   6. Academic Affairs
   7. FACCC Representative

V.   ACTION ITEMS-UNFINISHED BUSINESS (1:25-1:30)

   1. Revised Curriculum Handbook (*Review and Vote to Approve*) – Roza Ekyiman, Curriculum Chair

VI.   NEW BUSINESS (1:30-1:45)
   1. First Read: Most Popular Majors and Programs Document
   2. First Read: AR4100 – Graduation Requirements for Degrees and Certificates
   3. First Read: AR4101 – Independent Study
   4. First Read: AR4250 – Probation, Dismissal, and Readmission
   5. First Read: Compton College Making Decisions Document (Edits due to Consultative Council on 11/21/18

VII. INFORMATION-DISCUSSION ITEMS (1:45-2:15)
   1. Honors Contract and Program Status Inquiry
   2. Revisions to BPs and ARs for AP Credit and Credit by Examination
   3. Board Policies and Administrative Regulations Process/Flow Chart
   4. CCCD 2018 BP and AR Review Schedule

VIII. Events/Announcements (2:15-2:30)
   1. Real #114 Conference on Food and Housing Insecurities – Dec 7, 2018
   2. Holiday Celebration – Date and Time TBA
   3. Miscellaneous Guest Announcements

IX.   FUTURE AGENDA ITEMS
   1. Academic Senate Mace
   2. Diversifying Faculty Representation on Campus-Wide Committees
   3. Academic Senate Meeting Time Change – Spring 2019
   4. Compton College Academic Senate Retreat – Spring 2019

X.   ADJOURNMENT

The Next Scheduled Meeting: December 6, 2018
1:00pm / Boardroom

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 2018		SPRING 2019	
~~August 30~~	Board Room	February 21	Board Room
~~September 6~~	Board Room	March 7	Board Room
~~September 20~~	Board Room	March 21	Board Room
~~October 4~~	Board Room	April 4	Board Room
~~October 18~~	Board Room	April 18	Board Room
~~November 1~~	Board Room	May 2	Board Room
November 15*	Board Room	May 16	Board Room
December 6	Board Room	June 6	Board Room

*Adjusted for the holiday

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

FALL 2018		SPRING 2019	
~~September 4~~	Dist. Ed. room 166	February 19	Dist. Ed. room 166
~~September 18~~	Dist. Ed. room 166	March 5	Dist. Ed. room 166
~~October 2~~	Dist. Ed. room 166	March 19	Dist. Ed. room 166
~~October 16~~	Dist. Ed. room 166	April 2	Dist. Ed. room 166
~~November 6~~	Dist. Ed. room 166	April 16	Dist. Ed. room 166
November 20	Dist. Ed. room 166	May 7	Dist. Ed. room 166
December 4	Dist. Ed. Room 166	May 21	Dist. Ed. Room 166
December 11 (Tentative)	Dist. Ed. room 166	June 4 (Tentative)	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.

CCCD Academic Senate Roster

2018-2019 (19 members)

Officers:

President/*Chairperson*	Amber Gillis (18-21)
Past President/*Past Chairperson*	Paul M. Flor (18-19)
President-Elect/*Chairperson-Elect*	
Vice President/*Vice Chairperson*	Jesse Mills (18-19)
Secretary/*Secretary*	Nikki Williams (18-19)
Curriculum/*Curriculum Representative*	Roza Ekyiman (18-19)
Adjunct Representative	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)
Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)
Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)
Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)
Jesse Mills (20-21)
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 (20-21)

Counseling (2)
Holly Schumacher (20-21)
Vanessa Haynes (18-19)
Paul M. Flor, Past President/*Past Chairperson*

At-Large (2)
Jerome Evans (20-21)
Amber Gillis (18-19)

Adjunct Representatives (2)
Mahbub Khan (18-19), *Adjunct Representative*
_____ (20-21)

ACADEMIC SENATE MINUTES
Thursday, November 1st, 2018 1:00 p.m. Board Room

Attendance

Senators	Visitors
Harvey Estrada	David McPatchell
Jerome Evans	Vanessa Madrid
Roza Ekimyan	Aurora Cortez-Perez
Paul Flor	Rashid Yahye
Amber Gillis	Gayathri Manikandan
Hoa Pham	Kendahl Radcliffe
Vanessa Haynes	Judy Crozier
Mahbub Khan	Liza Rios
Jesse Mills	Thomas Norton
Minodora Moldoveanu	Stephanie Atkinson-Alston
Kent Schwitkis	
Pamela Richardson	
Rajinder Sidhu	
Shirley Thomas	
Andree Valdry	
Nikki Williams	

I. **CALL TO ORDER –**1:05 p.m. Amber Gillis

II. **APPROVAL OF AGENDA –** Approved- Mills/Schwitkis

III. **APPROVAL OF MINUTES** –Approved- Schwitkis/Evans

IV. **REPORTS**

President's Report- Amber Gillis reporting.
- We will begin the meeting with a Q and A with Chancellor Eloy Oakley. Notes on the Q and A are attached.

Vice President- Jesse Mills reporting.

- No report

Board Representative – Jerome Evans reporting.

- No report

Accreditation: Amber Gillis reporting.
- No report

Vice President of Academic Affairs: Stephanie Atkinson-Alston reporting.

- Curriculum Daze- November 9, 2018 from 9 am- 12pm in the Staff Lounge. Make sure you sign up on Flex Reporter.
- Faculty Initiated Outreach- We will be discussing how we can do better outreach. November 16, 2018 from 9am-12pm.

Guided Pathways- Vanessa Haynes reporting.
- No report

V.   ACTION ITEMS-UNFINISHED BUSINESS
- Academic Senate goals- Gillis asked if there were any additional comments or suggestions. We should include various initiatives such as Guided Pathways with meta-majors. Motion to approve the Senate goals as modified Schwitkis/ Mills. Motion passes. We have a lot of work to do. Some of the goals will be divided into sub-groups which will cover the work that we are doing.
- We are looking at BP 5010 Admissions and Concurrent Enrollment as well as BP 5052 and BP 5055. These are in the 5000s which means they are coming from Student Services which are not really in our purview, but these specific board policies have elements that are in our area so it is important that we look at these. The main reason why we are bringing these forward is that the policies will be printed in our college catalog so we need to ensure they are accurate. H. Estrada asked to explain how we currently have concurrent enrollment. S. Atkinson-Alston stated that any student in 9th and 10th grade can apply for special admit and they have to complete an essay and a process of meeting with and getting for 11-12 we have a MOU that requires less paperwork. Discussion followed. H. Estrada discussed his concerns with his music workshops and how little success they are having with enrollment. What is the goal of being able to conduct these workshops when people that are attending are in middle school and still 5 years away from being able to enroll in the music program. Is the music department being set up for failure with the music workshops? H. Estrada and M. Uch were not given much advance warning and were not allowed to contribute to the design of the workshops that were originally scheduled to take place in spring 2019. V. Haynes asked for the flow of the BPs and APs. This was something that was requested last semester and Flor stated that he will fulfill his promise that he made in May to make a flowchart of the procedure for consulting on and passing BPs. He will also identify which BPs must go through the senate.
- Call for a vote on BP 5010, BP 5052, BP 5055, BP 5410, BP 5420, BP 5500. Motion to approve the BPs Mills/Estrada. Motion carries.
- Event planning checklist- We will not vote on this today. Is there any additional input? Gillis made the recommendation for this to become a fillable pdf. H. Pham asked for clarification on which events will use this document? Are we talking about campus events, events in our area, and students in our program? This form will be used for all events. V. Madrid asked how she can get a student worker to help with an event. Discussion followed on the best way to do this. There is an approved list of vendors in the Business Office for your event needs. J. Crozier suggested the form should state who needs to use this.

VI.   NEW BUSINESS
- Tabling the Curriculum Handbook.

VII.   Information- Discussion Items
- Planning Summit is this Friday, November 2, 2018. There is room at the table for 5 faculty.
- FAAAC Part-time Symposium. This is not just for part-time faculty. Any faculty can attend.
- Taste of Thanksgiving is on Tuesday, November 13, 2018.

VIII.   Events/Meetings

MOTION TO ADJOURN – Approved – 2:26 p.m.

Notes from Senate Q&A with Eloy Oakley, Chancellor of the California Community Colleges:

He introduced his staff: Daisy Gonzalez- Deputy Chancellor; Laura Hope- Executive Vice Chancellor for Educational Services; Christian Osmeña- Vice Chancellor for Finance and Facilities Planning; and Ebony Lopez- Chancellor's Assistant. He thanked us for having him here. He is here to answer questions and to express what his team is doing but certainly to answer questions. Thanked the faculty of Compton College. He is a product of California community college and he would not be here is it were not for the California community colleges. Many colleges, like Compton, is the reason that he is here. It is about creating opportunity for the members of our community who do not have the greatest opportunities presented to them. He has made it a central theme for his time in the Chancellor's Office to make equity the center of the conversations with his team. There may be disagreements but the idea we can agree on is to see more students in communities like Compton gaining opportunities and doing better for themselves and their families. The only reason that he is here is to serve the students in communities such as this. With all of the strategies that are being worked on, the end goal for all is equity and beginning the conversation in an honest and courageous manner. We need to be honest with why students have not succeeded. This may be for many reasons (race, community, etc). We need to close the equity gaps that exist in California. There are regions that have been left behind for decades. This has caused some consternation. He is a loving critic of our system, but believes in our system. He spent some time with the University of California and it is a tremendous system. The faculty of the California community colleges are solely committed to helping people; this is the difference between us and them. When concern is expressed about the system, it is a concern for the system not the people in the system. He wants to be able to do everything possible to be able to say that they closed the equity gap. As we go through this process, we should focus our debates on this process. He is not here to make the lives of Compton College faculty harder but to focus on data and improve the outcomes for our students. Your college has been working on a lot of the initiatives that are out there. I was at Long Beach City College when Compton's accreditation was taken. His boss was the head of the accreditation group that pulled the accreditation. He has a long history of knowledge of our loss of accreditation and it

gives him great pride to know that we have done the work necessary to gain our independence. This community deserves its own college. He congratulates us. He opened the floor for questions.

P. Flor- Acknowledged what the Chancellor's Office has done in support with us in funding. In regards to the 115th college initiative, what is going to be included in that to ensure that the students who are enrolled in that are going to succeed? Anyone can tell you that the success and retention of students in these classes is lower.

Chancellor Oakley: 1. Students can succeed online especially in a competency based program like Western Governors or SNHU. Courses that have gone through OEI have a smaller gap of less student success. The quality of online instruction shows that we do have significant opportunity for success.

2. The 115th college will have the same types of faculty that the other 114 colleges have and will be based on competency based micro-credentialing. Certain workforces need workers and the 115th college is focused on getting more people into the California Community College System, catering to specific needs of certain work groups. The challenge today is focusing on work and the work force. The people who are in the workforce that have only a high school education are in jeopardy. We are adding another tool to the tool box of community colleges. The Online Education Initiative will continue to work on online success so that students who want to continue to work online will be able to do this. OEI is a different entity; this will continue. Laura Hope stated that we have about 130 faculty and 29 new colleges coming on board in 2019 in the Consortium and it will exponentially grow.

M. Khan-We have been hearing about equity for many years; do you see any difficulties in implementing your equity plans?

Chancellor Oakley: We cannot allow ourselves to believe that we cannot achieve equity for our students. We must change our mindsets. In the visions of success, we want to have high expectations but also high levels of support. We need to align our policies and make sure that we find additional resources as well as make sure that students have access to the Cal grant system. We want to align funding to this issue of equity. We must commit to providing resources, changing polices and we will be deliberate about this. These issues will not be solved in the next year, but we need to commit to changing the scenario. It is necessary for our state to continue to be able to have prosperity.

G. Manikandan- I am a math instructor and I am in support of AB 705. How do we keep the use of the funding formula from turning into a watering down of standards for classes?

Chancellor Oakley: 1. Even students who place in transfer level math need support. Before we made it so that students had to prove that they were ready for a transfer level course, now the onus is on the college that the student cannot be in those classes. 2. The facts of the funding formula is that it was designed for colleges like Compton. 60% of funding will come from enrollment. 20% of funding is for colleges that enroll the most underserved students. 80% of your funding is already aligned with what Compton already does every day. We are rewarding you for implementing AB 705 for getting students to complete math and English in

the first year and then for getting them to complete their credentials in a certain period of time.

J. Mills- Thank you for coming and visiting our campus; we are rebuilding. Do you have words of wisdom that you can give us as we move forward?

Chancellor Oakley: The work that we are doing is hard even if we were not rebuilding. We work in an area where people have been better served by the correctional system. The "Compton Colleges" of California have the opportunity to help people get an economic foothold and support each other. It is very easy to tear into each other when we are doing difficult work. We are all here for the same reasons no matter what our positions are on campus. We should continue to work for the students. There are people who are waiting to see Compton College fail and who believe that if given the opportunity you will do the same as before.

T. Norton- There has been a word that is going on "In through and Out" when will we begin to focus on the in-through?

Chancellor Oakley: We have been emphasizing the outcomes, but this is not going to happen if we are not supporting our students. This is what we are trying to doing with Guided Pathways.

President/CEO Message- November 3, 2018

Curry, Keith

Sent: Saturday, November 03, 2018 12:02 PM
To: COM Managers; COMAllFaculty; COM Staff

Campus Community,

Compton College has adopted the Completion by Design (also referred to as the "Tartar Completion by Design") framework to guide our priorities, decision-making, and evaluations. This framework reflects the students' postsecondary journey using the concepts of Connection, Entry, Progress, Completion, and Transition. Included in the Tartar Completion by Design framework is the implementation of Guided Pathways, which is being coordinated on our campus by the Tartar Focused & Directed Pathways to Completion Committee. Guided Pathways has four main goals, also referred to as the Four Pillars of Guided Pathways:

1. Create clear curricular pathways to employment and further education.
2. Help students choose and enter their pathway.
3. Help students stay on their path.
4. Ensure learning is happening with intentional outcomes.

Through Guided Pathways, by fall 2019 Compton College will develop "Meta-Majors" to support students' early academic exploration in broad areas of interest. Meta-Majors typically involve an entire program of courses that happen to overlap or cross between similar disciplines, ideally allowing students to take classes that will count towards their degree or certificate before they have decided on a specific course of study to pursue. The potential Compton College Meta-Majors are included in the Most Popular Majors and Programs Report prepared by our Institutional Research Office. However, before deciding on the Compton College Meta-Majors, we want to hear feedback from the campus community about potential Compton College Meta-Majors and the Most Popular Majors and Programs Report. Below is our consultation timeline and constituent group meetings where we will have discussions on potential Compton College Meta-Majors and the Most Popular Majors and Programs Report:

When	Campus Committee or Constituent Group	Action	Responsible Person(s)
September 26, 2018	Guided Pathways Committee	Initial Conversation	Vanessa Haynes
TBD	ASB Meeting	Initial Conversation	Vanessa Haynes
TBD	Student Forum	Conversation and Feedback	Dr. Stephanie Atkinson-Alston/Vanessa Haynes/Elizabeth Martinez/Lauren Sosenko
November 9, 2018	Compton College Faculty Curriculum Day Event	Campus community conversation (faculty, staff & students) invited to attend.	Dr. Stephanie Atkinson-Alston/Vanessa Haynes/Lauren Sosenko

November 12, 2018	Consultative Council	Information	Dr. Stephanie Atkinson-Alston/Vanessa Haynes
November 15, 2018	Academic Senate	Initial Conversation	Dr. Stephanie Atkinson-Alston/Amber Gillis/Vanessa Haynes
November 20, 2018	Curriculum Committee	Review	Dr. Stephanie Atkinson-Alston/Dr. Roza Ekimyan/Vanessa Haynes
November 27, 2018	President/CEO Cabinet	Review and Feedback	Dr. Keith Curry/Dr. Stephanie Atkinson-Alston
December 6, 2018	Academic Senate	Review and Final Feedback	Dr. Stephanie Atkinson-Alston/Amber Gillis/Vanessa Haynes
December 11, 2018	Compton Community College Board of Trustees Meeting	Information	Dr. Keith Curry/Dr. Stephanie Atkinson-Alston
April 1, 2019	Marketing (Fall 2019)	Catalog/Web	Dr. Stephanie Atkinson-Alston/Heather Parnock

Please forward your feedback on potential Compton College Meta-Majors and the Most Popular Majors and Programs Report to Lauren Sosenko, Director of Research and Planning at lsosenko@compton.edu. If there is another campus committee or constituent group that is not included in the above consultation timeline, please let me know. Your opinions and views on potential Compton College Meta-Majors and the Most Popular Majors and Programs Report are welcomed and needed.

Sincerely,

Keith Curry, Ed.D.
(*preferred pronouns: he/him/his*)
President/CEO
Compton College

Compton College
Most Popular Majors and Programs
2012-13 through 2016-17

Executive Summary

The Office of Institutional Research (IR) analyzed student completion data at Compton College to inform current decision making by faculty, staff, and administrators. The College is adopting the Completion by Design framework to guide its priorities, decision-making, and evaluation. This framework reflects the students' postsecondary journey using the concepts of Connection, Entry, Progress, Completion, and Transition. This report is designed to inform issues related to student Completion, and is based upon students who identified Compton College as their home campus on their application.

This report will be continuously updated based on feedback received from the Tartar Focused & Directed Pathways to Completion Committee, which is responsible for planning and discussing implementation of the Guided Pathways Initiative at Compton College. The original list of potential meta-majors (i.e., prior to any feedback from the Tartar Focused & Directed Pathways to Completion Committee) is reproduced in the Appendix of this report, and the list of potential meta-majors included in the body of this report will reflect continuous feedback and updates from the committee. Likewise, the data tables in the Appendix will reflect the current version of the meta-majors list presented in the body of the report.

What are the most often conferred degrees and certificates at Compton College?

The most popular degrees awarded are in General Studies with an emphasis in a general education program. Over the last five years, 388 students earned a degree in General Studies with an emphasis in Social and Behavioral Sciences, 234 students earned a degree in General Studies with an emphasis in Arts and Humanities, and 137 students earned General Studies awards in Biological and Physical Sciences. The other most popular degree-granting programs are in Career Technical Education (CTE), such as Nursing (203 degrees), Business Administration (123 degrees), Administration of Justice (105 degrees), and Childhood Education (100 degrees). The top 10 certificate of achievement granting programs are all considered Career and Technical Education and range from 219 certificates in Air Conditioning & Refrigeration to 11 certificates in Accounting.

How do the degrees and certificates awarded align with student majors and what meta-majors might the college develop?

Generally, the larger programs measured by the number of students who have declared the major are producing the larger number of completers. For many disciplines, there are hundreds of students who are pursuing a degree and very few completers. Faculty and administration can

investigate why more students are not progressing to a degree. The largest categories of degrees are in General Studies, and it is unclear who is responsible for reviewing these degrees. There also is a misalignment between some majors and no local degree option. For example, there are hundreds of students majoring in pre-dentistry, pre-medicine, or biology, but there are no local degrees in these disciplines. Development of meta-majors and alignment between major options and degrees offered will help simplify student choice. Potential meta-majors could be:

- Business and Industrial
- Fine Arts, Humanities, and Communication
- Health & Public Safety
- Science, Technology, Engineering, and Math (STEM)
- Social Sciences & General Studies

Introduction

Compton College has undergone several significant changes recently, culminating in the movement to become an independent college as of June 2019. With this transition, it is vital for Compton College faculty to design the courses and programs of study offered at the college. The College also is adopting the Completion by Design framework to guide its priorities, decision-making, and evaluation. This framework reflects the students' postsecondary journey using the concepts of Connection, Entry, Progress, Completion, and Transition. To get students to progress further and more quickly, Compton is implementing the Guided Pathways initiative to simplify and streamline students' entry into and progression through courses of study. Through Guided Pathways, Compton College will develop "meta-majors" to support students' early academic exploration in broad areas of interest.

To support decision-making regarding course and program development, as well as Guided Pathways implementation, the Office of Institutional Research developed this report detailing the most popular majors from the previous five academic years (2012-13 through 2016-17) according to students who received an award from Compton College (i.e., students who received an award through the El Camino Community College District but had identified Compton College as their home campus).

This report provides a summary of the programs conferring the most awards, followed by a description of the most popular programs based on the number of students selecting that program as a major. This report also includes a discussion of majors that are popular but have not yet produced a large number of awards. The report offers suggestions for curriculum planning under the new funding formula, as well as possible meta-major offerings based on current students' selection of majors. Finally, the report concludes with recommendations for potential next steps to be taken by Compton College faculty and administrators to improve student progress and completion outcomes.

Findings

What are the most often conferred degrees at Compton College?

The most popular majors according to degree awards tend to be from general education programs (e.g., Social and Behavioral Sciences, Arts and Humanities, and Biological and Physical Sciences). Although these are popular majors focusing on social sciences, humanities, and natural sciences respectively, the program award is still considered an "emphasis" within General Studies rather than a degree in the emphasized field. It is unclear which department is responsible for the General Studies degree. The College may consider reviewing the student educational plans for the students with a "General Studies" major and transition them to an available Associate Degree for Transfer (AD-T) in their area of emphasis.

The other most popular degree-granting programs are considered Career Technical Education (CTE) programs, such as Nursing, Business Administration, Administration of Justice, and Childhood Education. The most popular non-CTE degree-granting programs outside of General Studies are Sociology and Psychology, which have both shown a steady increase in the number of degrees awarded, and a significant increase in the number of student majors listed for the 2016-17 academic year. See the Appendix for detailed trends of awards conferred each year.

Table 1: Most Popular Programs by Degree Counts from 2012-2017

Program	Degree Count, 2012-13 to 2016-17
Social & Behavioral Sciences – General Studies	388
Arts & Humanities – General Studies	234
Nursing[CTE]	203
Biological & Physical Sciences General Studies	137
Business Administration[CTE]	123
Administration of Justice[CTE]	105
Childhood Education[CTE]	100
Sociology	77
Psychology	72

Note: Counts may include multiple degrees awarded to individual students.

What are the most often conferred certificates of achievement at Compton College?

The most popular certificate of achievement programs (18+ units) are all located within CTE, as most non-CTE programs do not award certificates. The top 10 certificate-granting programs account for 94% of all certificates awarded in the past five years, ranging from 219 Air Conditioning & Refrigeration) to 11 in Accounting. Some programs have seen large increases in the awards offered particularly within recent years. For example, three-quarters of the five-year total for Air Conditioning & Refrigeration and Auto Collision Repair/Painting certificates were awarded in the past two years.

Table 2: Most Popular Programs by Certificate of Achievement Counts from 2012-2017

Major	Certificate Count, 2012-13 to 2016-17
Air Conditioning & Refrigeration	219
Childhood Education	208
Automotive Technology	78
Auto Collision Repair/Painting	28
Music (Commercial Music)	19
Administration of Justice	17
Welding	14
Machine Tool Technology	13
Business Management	12
Accounting	11

Note: Counts may include multiple certificates awarded to individual students.

When considering the total number of awards granted (i.e., both degrees and certificates), there are no significant changes among which programs are the most popular. However, Childhood Education is the most popular program outside of General Studies, awarding a substantial number of degrees as well as certificates (100 and 208 awards, respectively). See the Appendix for detailed trends of awards conferred each year.

How do the degrees and certificates awarded align with the majors students select?

The number of student majors per academic year provides a context for the number of awards offered by a given program. Some programs have a large number of students who are majoring in their discipline, but few awards conferred; these departments should look at how well students are progressing through their programs for roadblocks to completion or consider opportunities for lower-level certificates (e.g., if students are leaving to work before completing). Examining trends in student majors for programs that do not typically result in a large number of awards may also help inform the development of meta-majors, potentially increasing the number of awards. Consult the Appendix for a full listing of programs according to student major counts and awards conferred.

Table 3: Most Popular Programs by Major Counts from 2014-2017

Major	3-Year Total of Major Counts	Unduplicated Total of Major Counts	Count of Awards in the Last 5 Years	Award Offered at Compton College
Nursing[CTE]	4,231	2,832	203	AS
Childhood Education[CTE]	1,911	1,342	308	AS-T, AA, Cert
Business Administration[CTE]	1,386	1,006	123	AS-T, AS, Cert
Administration of Justice[CTE]	1,295	901	122	AS-T, Cert
Business Management[CTE]	858	655	32	AS, Cert
English	828	623	8	AA-T
Pre-Dentistry or Pre-Medicine	532	399	--	None
General Science	532	389	8	AS
Physical Education/Kinesiology	468	380	4	AA-T, Cert
Biology	494	362	3	None

Note: Majors are counted according to application and/or education plan records provided by students. Three-year totals may include duplicate records (i.e., students who did not change their major but were counted each year). Unduplicated totals reflect how many unique students selected the given major within the three-year period.

It is clear that many students are pursuing awards at the College, but few make it across the finish line, but we do not know the specific reasons why students do not complete. Institutional Research will implement an exit survey for stop-out students (i.e., those students who have left the college without an award) to unpack the reasons that students are leaving without an award. Further, all programs should consider their award data annually in their department planning. All programs should set a target to increase degrees/certificates conferred in 2019-20 and identify strategies and necessary resources to meet those goals.

In many cases, there is a clear misalignment between what students have identified as their major and the possible awards offered at Compton College. Some of the most popular programs according to student majors do not result in a degree or certificate that can be obtained from Compton College under the current curriculum. Faculty may consider adopting an ADT program in Biology, as Associate Degree for Transfer programs exist in other community colleges in this discipline. Major options, such as "Pre-Dentistry" or "Pre-Medicine" may be realigned to another science program that Compton does offer.

What are potential meta-major options for Compton College?

The Office of Institutional Research reviewed programs at Compton College in addition to the award and major information in this report and developed potential meta-major categories for faculty to review and consider in the local implementation of Guided Pathways. Although this is presented as a list of potential meta-majors, it is important to understand the concept of meta-majors thoroughly as it relates to developing programs of study with the intended outcome of improving students' ability to complete their educational goals in a timely and efficient manner.

Jobs for the Future[1] defines meta-majors as:
- Broad collections of majors grouped together that have related courses
- Designed to allow students to explore a broad area of interest
- Creating sets of courses that meet academic requirements across a broad discipline, and guiding students through early requirements
- Designed with the end goal of college completion in mind
- Providing structure to help narrow choices for undecided students
- Designed to help students choose a program of study within their first year
- Including program maps of default course sequences

Meta-majors typically involve an entire program of courses that happen to overlap or cross between similar disciplines, ideally allowing students to take classes that will count towards their degree or certificate before they have decided on a specific course of study to pursue. Although some of these disciplines may be related, it is difficult to propose meta-majors without first examining the potential overlap in curriculum for these disciplines.

By this definition, it is essential to have faculty curriculum experts design and lead meta-major development at Compton College. The following categorizations are simply meant to be a starting point for discussion by faculty development leaders. For example, faculty on the Tartar Focused & Directed Pathways to Completion Committee reviewed a draft meta-major categorization and recommended moving Childhood Education/Dev and Liberal Studies to Social Sciences & General Studies instead of Fine Arts, Humanities, and Communication. These faculty also suggested moving Pre-Dentistry and Pre-Medicine to the STEM meta-major instead of Health & Public Safety. These changes are reflected in this report.

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[1] Jobs for the Future. October 2016, "Implementing Meta-Majors as a Guided Pathways Strategy" Retrieved on 9-5-18 at: http://www.njccc.org/wp-content/uploads/2016/11/Juncos-Meta-Majors-presentation-10.21.16.pdf

Potential Meta-Majors for Compton College

Business and Industrial	Fine Arts, Humanities, and Communication	Health & Public Safety
Business Administration Business Management Computer Information Systems Marketing Air Conditioning & Refrigeration Auto Collision Repair/Painting Automotive Technology Cosmetology Machine Tool Technology Welding Accounting Office Administration Real Estate Electronics/CPU Hardware Construction Technology Manufacturing Technology Fashion	Music Speech Communication Studio Art Communication Studies Culture & Communication Fine & Applied Arts Arts & Humanities History Transfer Studies English Spanish English as a Second Language Dance Film/Video Theatre Philosophy French Japanese Sign Language/Interp Journalism	Kinesiology & Wellness Nursing Physical Education Administration of Justice Pre-Nursing Radiologic Technology Respiratory Care Fire & Emergency Technology Paralegal Studies Contemporary Health First Aid Medical Terminology Recreation Human Development
	Science, Technology, Engineering, and Math (STEM) Astronomy General Science Physical Science Physics Biological & Physical Sciences Mathematics Pre-Engineering Architecture CPU Aided Design/Drafting Chemistry Biology Anatomy Geography Earth Science Physiology Pre-Dentistry Pre-Medicine	**Social Sciences & General Studies** Childhood Education/Dev. Political Science Psychology Sociology Social & Behavioral Sciences General Studies Ethnic Studies Liberal Studies Anthropology Economics Women's Studies

Note: Light grey text denotes programs that cannot be completed entirely through Compton College's current curriculum. **This list is only a placeholder to help organize the data, and the official meta-majors for Compton College should be determined by curriculum experts.**

Next Steps and Recommendations

The Office of Institutional Research offers the following next steps and recommendations for college leadership:

Institutional Research:	• Revise this report to better inform new funding formula discussions: disaggregate Associate Degree for Transfer (ADT) degrees from Associate Degrees; add 9+ CTE credit completion; and, add a university transfer analysis. • Create department reports with award counts and student progress metrics toward a degree/certificate. • Analyze the existing programs and the number of units for each degree and examine other potential barriers to progress through a student exit survey.
Faculty:	• All departments should consider how many awards their programs are producing and understand what kind of progress students are making toward their awards. Departments should set targets to increase their award rates and include strategies and needed resources in their annual plan. • Counselors may consider a review of all students who are declared as "General Studies" students to see if these students can qualify for a more specific Associate degree for Transfer degree. • Counselors may review all current majors and identify those students who are majoring in a discipline for which Compton does not have a current award and consider alternatives in the existing offering. • Faculty may consider adopting a Biology ADT. • The Tartar Focused & Directed Pathways to Completion Committee and Compton College faculty curriculum experts should consider meta-major concepts and plan to develop and implement them locally.

Appendix

Most Popular Non-CTE Majors (by Degrees Awarded)

Major	5 Years	2012-13	2013-14	2014-15	2015-16	2016-17
Social & Behavioral Sciences (GS)	388	52	59	81	77	119
Arts & Humanities (GS)	234	55	42	45	61	31
Biological & Physical Sciences (GS)	137	13	26	28	30	40
Sociology	77	10	12	12	14	29
Psychology	72	4	6	10	22	30
Liberal Studies	22	6	3	4	5	4
Speech Communication	17	0	0	4	7	6
Culture & Communication (GS)	16	1	1	6	4	4
General Studies	15	10	4	1	0	0
Kinesiology & Wellness (GS)	15	2	5	1	2	5
Mathematics	13	3	1	2	4	3
Physical Science	10	3	0	1	4	2
History	10	1	0	5	1	3
Spanish	9	1	2	1	4	1
English	8	0	2	2	2	2
General Science	8	1	0	1	3	3
Political Science	8	1	1	2	2	2
Pre-Nursing	7	1	2	1	0	3
Physics	5	2	0	1	2	0
Fine & Applied Arts (GS)	4	2	1	0	1	0
Physical Education/Kinesiology	4	0	0	2	1	4
Pre-Engineering	4	2	0	0	2	0
Art (Various Majors)	4	2	0	0	1	1
Communication Studies (GS)	3	1	2	0	0	0
Anthropology	3	0	1	0	1	1
Biology	3	1	0	1	0	1
French	3	0	1	0	0	2
Chemistry	2	2	0	0	0	0
Economics	2	0	0	1	0	1
Dance	1	0	0	0	0	1
Ethnic Studies	1	0	1	0	0	0
Music	1	0	0	0	0	1
Philosophy	1	0	0	0	1	0
Total Awards	*1,107*	*177*	*172*	*212*	*251*	*299*

Note: Counts include multiple degrees and/or certificates awarded to individual students. Some programs that have awarded degrees within the last five years may not currently be active. GS = General Studies.

Most Popular Non-CTE Majors (by Student Major Counts)

Major	3-Year Major Total	2014-15	2015-16	2016-17	5-Year Award Count	Award Offered at Compton College
English	623	274	300	254	8	AA-T, Cert[1]
Pre-Dentistry or Pre-Medicine	399	165	169	198	--	None
General Science	389	169	183	180	8	AS
Physical Education	380	137	130	201	4	AA-T, Cert[2]
Biology	362	159	164	171	3	None
Psychology	319	122	73	211	72	AA-T
Music	282	139	110	123	1	AA-T, AA, Cert[3]
Sociology	181	36	24	147	77	AA-T
Mathematics	174	84	80	72	13	AS-T
Studio Art	96	72	68	96	4	AA-T
Spanish	95	49	36	38	9	AA-T
History	93	35	40	43	10	AA-T
Pre-Engineering	85	32	52	47	4	AS
Chemistry	81	31	41	35	2	None
Political Science	79	33	20	44	8	AA-T
Speech Communication	71	10	4	59	17	AA-T
Theatre	61	28	27	30	--	None
Physical Science	59	26	33	21	10	AS
Philosophy	59	27	34	18	1	None
Anthropology	55	22	26	28	3	None
Dance	50	24	22	14	1	None
Ethnic Studies	46	15	20	16	1	AA[4]
Economics	33	12	16	15	2	None
Recreation	30	16	14	11	--	None
Physics	21	7	5	15	5	AS-T
Geography	12	5	8	5	--	None
Liberal Studies	1,042*	853*	152	174	22	AA-T, AA[5]
General Studies	1,219	494	684	609	797	AA
Total Majors	*6,396*	*3,076**	*2,535*	*2,875*	*1,082*	

Note: Majors are counted according to application and/or education plan records provided by students. Yearly counts reflect all students who listed the major in the given year. Three-year totals reflect unduplicated counts of students who selected the major in the three-year period. Awards listed under "General Studies" are an aggregate of General Studies emphases, including: Social & Behavioral Sciences; Arts & Humanities; Biological & Physical Sciences; Culture & Communication; Kinesiology & Wellness; Fine & Applied Arts; and Communication Studies.
*Liberal Studies awards were coded incorrectly in AY 2014-15, resulting in many other programs (e.g., General Studies, Childhood Education) being listed as Liberal Studies instead.

[1] The English program offers awards in two disciplines: English (AA-T) and English as a Second Language (Certificate)
[2] The Physical Education program offers awards in two disciplines: Kinesiology (AA-T) and Fitness Trainer (Certificate)

[3] The Music program offers awards in two disciplines: Music (AA or AA-T) and Commercial Music (Certificate)
[4] The Ethnic Studies program offers awards in three disciplines: African American Studies (AA), American Cultures (AA), and Chicano Studies (AA)
[5] The Liberal Studies program offers awards in three disciplines: Teacher Preparation (AA), Liberal Studies for Transfer (AA-T), and Elementary Teacher Education (AA-T).

Most Popular CTE Majors (by Degrees Awarded)

Major	5 Years	2012-13	2013-14	2014-15	2015-16	2016-17
Nursing	203	45	33	36	45	44
Business Administration	123	17	11	20	29	46
Administration of Justice	105	16	9	18	23	39
Childhood Education	100	14	19	17	16	34
Business Management	20	3	6	5	0	6
Fire & Emergency Technology	10	3	0	1	2	4
Accounting	7	1	1	0	4	1
Welding	6	1	1	1	2	1
Computer Information Systems	6	1	0	2	2	1
Machine Tool Technology	6	1	1	1	2	1
Sign Language Interp. Training	6	1	1	2	0	2
Paralegal Studies	5	0	0	1	1	3
Air Conditioning & Refrigeration	4	1	0	1	1	1
Real Estate	3	1	2	0	0	0
Automotive Technology	3	0	1	2	0	0
Film/Video	3	0	1	1	0	1
Marketing	3	0	1	0	0	2
Respiratory Care	2	0	0	1	1	0
Office Administration	2	0	0	0	0	2
Architecture	1	0	0	0	1	0
Auto Collision Repair/Painting	1	0	1	0	0	0
Construction Technology	1	0	1	0	0	0
Cosmetology	1	0	0	0	1	0
Journalism	1	0	0	0	0	1
Radiologic Technology	1	0	0	0	0	1
Total Awards	*623*	*105*	*89*	*109*	*130*	*190*

Note: Counts include multiple degrees and/or certificates awarded to individual students. Some programs that have awarded degrees within the last five years may not currently be active.

Most Popular CTE Majors (by Certificates Awarded)

Major	5 Years	2012-13	2013-14	2014-15	2015-16	2016-17
Air Conditioning & Refrigeration	219	10	12	37	74	86
Childhood Education	208	40	40	36	42	50
Automotive Technology	78	14	10	8	27	19
Auto Collision Repair/Painting	28	2	5	0	13	8
Music (Commercial Music)	19	4	5	4	4	2
Administration of Justice	17	7	1	4	3	2
Welding	14	5	1	2	3	3
Machine Tool Technology	13	0	7	1	3	2
Business Management	12	0	5	2	0	5
Accounting	11	3	1	1	4	2
Cosmetology	8	3	0	1	0	4
Office Administration	8	0	2	2	3	1
Sign Language Interp. Training	6	1	0	2	1	2
Marketing	4	0	2	0	0	2
Paralegal Studies	4	0	1	1	0	2
Real Estate	2	1	1	0	0	0
Fire & Emergency Technology	2	0	1	0	0	1
Respiratory Care	2	0	0	1	1	0
Architecture	2	1	0	0	1	0
Cabinet/Fine Woodworking	1	0	1	0	0	0
Total Awards	*658*	*91*	*95*	*102*	*179*	*191*

Note: Counts include multiple degrees and/or certificates awarded to individual students. Some programs that have awarded certificates within the last five years may not currently be active.

Most Popular CTE Majors (by Student Major Counts)

Major	3-Year Major Total	2014-15	2015-16	2016-17	5-Year Award Count	Award Offered at Compton College
Nursing	2,832	1,397	1,400	1,434	203	AS
Child Development	1,342	635	639	637	308	AA, AS-T, Cert[1]
Business Administration	1,006	487	491	408	123	AS-T, AS
Administration of Justice	901	431	450	414	122	AS-T, Cert
Business Management	655	323	289	246	32	AS, Cert[2]
Electronics/Computer Hardware	276	122	118	131	--	None
Welding	272	129	112	90	20	AS, Cert
Automotive Technology	261	124	139	130	81	AS, Cert[3]
Fire & Emergency Technology	260	132	105	90	12	None
Accounting	259	114	123	115	18	None
Radiologic Technology	202	96	101	103	1	None
Air Conditioning & Refrigeration	183	88	84	82	223	AS, Cert[4]
Cosmetology	179	51	54	106	9	AS, Cert[5]
Computer Information Systems	177	96	77	66	6	AS, Cert[6]
Auto Collision Repair/Painting	142	77	65	63	29	AS, Cert[7]
Sign Language/Interp. Training	121	57	61	55	12	None
Film/Video	119	52	51	51	3	None
Office Administration	114	51	57	44	10	None
Real Estate	113	47	48	44	5	None
Fashion	106	64	51	36	--	None
Machine Tool Technology	103	63	52	35	19	AS, Cert[8]
Paralegal Studies	101	43	52	44	9	None
Architecture	88	47	40	35	3	None
Respiratory Care	83	42	40	22	4	None
Journalism	74	33	36	31	1	None
Construction Technology	46	18	32	11	1	None
Marketing	45	17	22	21	7	AS, Cert
Computer Aided Design/Drafting	38	16	16	15	--	None
Total Majors	*10,098*	*4,852*	*4,805*	*4,559*	*1,261*	

Note: Majors are counted according to application and/or education plan records provided by students. Yearly counts reflect all students who listed the major in the given year. Three-year totals reflect unduplicated counts of students who selected the major in the three-year period.

[1] The Child Development program offers awards in four disciplines: Child Development (AA), Early Childhood Education (AS-T or Certificate), Early Intervention Assistant (Certificate), and Special Education Assistant (Certificate)

[2] The Business Management program offers awards in two disciplines: Business Management (AS or Certificate) and Retail Management (Certificate)

[3] The Automotive Technology program offers awards in eight disciplines: Automotive Technology (AS), Automotive Air Conditioning Technician (Certificate), Automotive Brakes and Suspension Technician (Certificate), Automotive Engine Rebuilding and Repair Technician (Certificate), Automotive Transmission and Drive Train Technician (Certificate), Automotive Technician I (Certificate), Automotive Technician II (Certificate), and Automotive Tune-Up Technician (Certificate)

[4] The Air Conditioning & Refrigeration program offers awards in five disciplines: Air Conditioning and Refrigeration (AS or Certificate), Air Conditioning (Certificate), Air Conditioning and Refrigeration Electric Controls (Certificate), Energy Management and System Controls (Certificate), and Refrigeration (Certificate)

[5] The Cosmetology program offers awards in three disciplines: Cosmetology (AS), Cosmetology Level I (Certificate), and Cosmetology Level II (Certificate)

[6] The Computer Information Systems program offers awards in two disciplines: Computer Information Systems (AS) and Computer Systems Applications (Certificate)

[7] The Automotive Collision Repair/Painting program offers awards in six disciplines: Automotive Collision Repair/Painting (AS), Automotive Accident Reconstruction (Certificate), Automotive Collision Damage Estimating (Certificate), Automotive Collision Investigation (Certificate), Automotive Collision Repair (Certificate), and Automotive Painting & Refinishing (Certificate)

[8] The Machine Tool Technology program offers awards in three disciplines: Machinist Option (AS or Certificate), Numerical Control Programmer (AS or Certificate), and CNC Machine Operator (Certificate)

Most Popular Meta-Majors (by Degrees Awarded)

Meta-Major	5 Years	2012-13	2013-14	2014-15	2015-16	2016-17
Business & Industrial	186	26	26	32	41	61
Fine Arts, Humanities, & Communication	321	64	53	66	82	56
Health & Public Safety	352	67	49	61	75	103
Science, Technology, Engineering, & Math (STEM)	183	27	27	34	46	49
Social Sciences & General Studies	688	97	106	128	137	220
Total Awards	*1,730*	*281*	*261*	*321*	*381*	*489*

Most Popular Meta-Majors (by Certificates Awarded)

Meta-Major	5 Years	2012-13	2013-14	2014-15	2015-16	2016-17
Business & Industrial	398	38	47	54	127	132
Fine Arts, Humanities, & Communication	25	5	5	6	5	4
Health & Public Safety	25	7	3	6	4	5
Science, Technology, Engineering, & Math (STEM)	2	1	0	0	1	0
Social Sciences & General Studies	208	40	40	36	42	50
Total Awards	*658*	*91*	*95*	*102*	*179*	*191*

Most Popular Meta-Majors (by Student Major Counts)

Meta-Major	3 Year Total		2014-15		2015-16		2016-17	
	Offered	Not Offered	Offered	Not Offered	Offered	Not Offered	Offered	Not Offered
Business & Industrial	3,023	924	1,455	416	1,385	429	1,247	381
Fine Arts, Humanities, & Communication	1,374	484	579	221	558	231	613	199
Health & Public Safety	4,113	676	1,965	329	1,980	312	2,049	270
Science, Technology, Engineering, & Math	728	980	318	423	353	438	335	459
Social Sciences & General Studies	3,009*	88	1,694*	34	928	42	1,229	43
Total Majors	*12,247*	*3,152*	*6,011**	*1,423*	*5,204*	*1,452*	*5,473*	*1,352*

Note: Majors are counted according to application and/or education plan records provided by students. Yearly counts reflect all students who listed the major in the given year. Three-year totals reflect unduplicated counts of students who selected the major in the three-year period. Numbers listed in gray represent programs or majors that do not currently offer awards at Compton College.

*Several programs were incorrectly coded as "Liberal Studies" in AY 2014-15.

Original List of Potential Meta-Majors for Compton College (09.2018)

Business and Industrial	**Fine Arts, Humanities, and Communication**	**Health & Public Safety**
Business Administration	Music	Kinesiology & Wellness
Business Management	Speech Communication	Nursing
Computer Information Systems	Studio Art	Physical Education
Marketing	Childhood Education/Dev.	Administration of Justice
Air Conditioning & Refrigeration	Communication Studies	Pre-Dentistry
Auto Collision Repair/Painting	Culture & Communication	Pre-Medicine
Automotive Technology	Fine & Applied Arts	Pre-Nursing
Cosmetology	Arts & Humanities	Radiologic Technology
Machine Tool Technology	History	Respiratory Care
Welding	Liberal Studies	Fire & Emergency Technology
Accounting	Transfer Studies	Paralegal Studies
Office Administration	English	Contemporary Health
Real Estate	Spanish	First Aid
Electronics/CPU Hardware	English as a Second Language	Medical Terminology
Construction Technology	Dance	Recreation
Manufacturing Technology	Film/Video	Human Development
Fashion	Theatre	
	Philosophy	
	French	
	Japanese	
	Sign Language/Interp	
	Journalism	

	Science, Technology, Engineering, and Math (STEM)	**Social Sciences & General Studies**
	Astronomy	Political Science
	General Science	Psychology
	Physical Science	Sociology
	Physics	Social & Behavioral Sciences
	Biological & Physical Sciences	General Studies
	Mathematics	Ethnic Studies
	Pre-Engineering	Anthropology
	Architecture	Economics
	CPU Aided Design/Drafting	Women's Studies
	Chemistry	
	Biology	
	Anatomy	
	Geography	
	Earth Science	
	Physiology	

Note: Light grey text denotes programs that cannot be completed entirely through Compton College's current curriculum. **This list is only a placeholder to help organize the data, and the official meta-majors for Compton College should be determined by curriculum experts.**

AR 4100 Graduation Requirements for Degrees and Certificates
Issued: November 13, 2018

References: Title 5, Sections 55002(a) and 55060 et seq.; Board Policies 4100.1 and 4235

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 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 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 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 Compton 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.

   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." Catalog rights do apply per Board Policy 4100.1 (Catalog Rights). 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 Board Policy 4235 (Credit by Examination). Advanced Placement Exams may be used toward general education as determined by the

faculty in their respective subject matters. Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.

3) Compton Community College District (CCCD) Board Policies and Administrative Regulations 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:

   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.
   b) Content and assessment standards that ensure the certificate programs are consistent with the mission of CCCD.
   c) Shorter credit programs that lead to a certificate may be established by CCCD. 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 or AS degree will have all degrees posted on their transcripts; however, they will only receive one diploma for an achieved AA degree and one diploma for an achieved AS degree.

6) Students qualifying for more than one certificate of achievement will receive the certificates 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.

AR 4101 Independent Study   **Issued: November 13, 2018**

Independent Study projects must be approved by a supervising instructor qualified to teach in the specific subject area and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between Compton Community College District and the Compton Community College Federation of Employees in effect at that time. In accordance with the Agreement, the Dean of the Division in which the Independent Study will be offered shall approve or disapprove each independent study request.

To be eligible for Independent Study, a student must be in good academic standing and
- Have completed at least 12 degree-applicable units at Compton College;
- Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least 6 degree applicable units in this discipline at Compton College with a GPA of 3.0 or higher in the discipline;
- Be concurrently enrolled in at least one other course at Compton College.

Independent Study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rules must be approved by the Dean of the Division of the student's academic major. 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.

The supervising instructor will scrutinize proposed projects for appropriate depth and rigor. The supervising instructor will provide appropriate orientation, guidance, and information regarding course content materials and services and will document progress toward project completion. The instructor will provide each Independent Study student with a consultation schedule for the semester. Procedures for evaluation of student progress will be the same as those applied to other courses in the discipline. Projects will be evaluated by the supervising instructor, and the basis for evaluation will be kept on file for at least one semester.

Each Independent Study project can range from one to three units per semester; one unit of credit will be granted for 54 hours of work devoted toward the project. A student may earn a maximum of 6 units of Independent Study at Compton College.

Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Independent Study courses will be accepted by Compton College toward completion of an associate degree.

The University of California (UC) determines credit after transfer, which means that Independent Study courses are not counted for admission. California State University (CSU) accepts Independent Study units towards admission as elective units. Specific credit will be determined by CSU after admission.

Students are advised to see a counselor for details, including any changes in requirements for transfer.

AR 4250 Probation, Dismissal, and Readmission **Issued:** **November 13, 2018**

References: Title 5, Sections 55031, 55032, 55033, 55034

A student who is placed on Academic or Progress Probation or who is dismissed from Compton College will be notified in writing and will be informed of support services available.

A student who is on Academic or Progress Probation for two or more consecutive semesters is limited to no more than 12 units in any semester of 16 weeks or more, and no more than 5 units in any session shorter than 16 weeks (i.e. winter or summer session). Under special circumstances a student may petition for additional units through Admissions and Records.

A student who is on Academic or Progress Probation for two or more consecutive semesters or who is returning to Compton College after having been dismissed is required to see a counselor before registering for subsequent semesters. If the student has not attended for one or more semesters, an application for readmission is necessary.

The student has the right to appeal dismissal.

> a. The student must file the written petition of appeal with Admissions and Records within the time limit noted on the dismissal letter. If the student fails to file a written petition within the specified period, the student waives all future rights to appeal the dismissal and must sit out that semester.

> b. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

> c. Petitions will be reviewed by the Reinstatement Committee. The student will be notified of the Committee's action in a timely manner (usually within 7 business days).

> d. The student may appeal the Committee's decision, in writing, to Admissions and Records within 21 calendar days of the date of notification. The decision of the Admissions and Records is final.

A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of "W," "I," and "NC/NP" entries are below 50%. A student who withdraws from Compton College voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal.

Making Decisions at El Camino College, 2015-2020[1]

Table of Contents

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[1] The overall structure and some specific language in this document have been drawn from the following two sources: *Making Decisions at Orange Coast College, 2012-2014* (March 2012) and *Making Decisions at Moorpark College, 2008-2010.*

Section 1

Introduction – A Message from College Council

In an effort to improve our understanding of the collegial consultation process at El Camino College, a special Board of Trustees meeting was held on April 3, 2012. Representatives from the Community College League of California (CCLC) and the Academic Senate of California Community Colleges were invited to provide an informational session on collegial consultation to members of the college community and the Board of Trustees. Throughout the summer, College Council met to review the presentation and to engage in dialogue regarding collegial consultation at El Camino College. It was a catalyst for a candid discussion regarding our perspectives on how decisions are made at El Camino College.

A Task Force was charged to write *Making Decisions at El Camino College,* a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. *Making Decisions* also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.

Making Decisions at El Camino College was created as part of an effort by College Council to evaluate itself, to recommend improvements and to redesign processes to make decision-making efficient and effective. It is the result of collegial consultation between representatives of faculty, staff, students and administrators, and it has been presented to these groups for feedback. We believe that it represents the united voice of all campus constituents, and we are committed to adhering to its precepts.

It is our desire that this document will build the goodwill and trust that are essential for an effective consultation process.

Signatures of College Council members:

_____   _____
Thomas Fallo   Rafeed Kahn
El Camino College Superintendent/President   Associated Students Organization President

_____   _____
Erika Solorzano   Jeanie Nishime
Police Officers Association   Vice President, Student & Community
                                          Advancement

_____   _____
Susan Pickens   Francisco Arce
Confidential   Vice President, Academic Affairs

_____   _____
Chris Jeffries   Jo Ann Higdon
Co-President, Academic Senate   Vice President, Administrative Services

_____   _____
Claudia Striepe   Linda Beam
Co-President, Academic Senate   Vice President, Human Resources

_____   _____
Irene Graff   Luukia Smith
Director, Research & Planning   El Camino Classified Employees

_____   _____
Estina Pratt   Julio Farias
Compton Center   El Camino College Federation of Teachers

El Camino College is committed to including staff, faculty, students and administrators in the development of recommendations that impact their constituent groups, as required by California state law and regulation. By including campus constituents in decision-making, "there is a greater understanding and acceptance of decisions, a greater commitment to their implementation, and an understanding of and commitment to the goals and objectives of the organization. Shared decision-making promotes trust, cooperation, a team identity, and coordination of efforts."[2] In addition, the decision-making process is strengthened by the unique talents and knowledge of each constituent group. In other words, our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement.

The following points describe the philosophy and practices El Camino College strives to attain during the decision-making process. While the main focus of this document relates to collegial consultation committees, our approach to decision-making could be applied to other College committees and processes.

Collegial Consultation

In a spirit of problem solving and with the goal of institutional improvement, members of collegial consultation committees come together to resolve issues and strategize for the future. When applicable, the decision-making process begins in consultation committees and the President makes a final decision or recommendation to the Board after fully considering the input of the consultation committee.

To ensure trust and goodwill, campus members engaged in collegial consultation must treat each other respectfully and recognize the unique perspectives, skills, and abilities of our colleagues and students. All committee members will be given the opportunity to speak and to express their constituent's point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success.

When consensus or majority opinion is reached, the committee's recommendation (including a full rationale for the recommendation) will be forwarded to the Superintendent/President by the committee chair.   In the event that a recommendation of a consultation committee is not accepted, the Superintendent/President or his/her designee will provide a written response in a timely manner. Written responses demonstrate that the recommendation was carefully considered by administration and explain why another alternative was chosen. If appropriate, the Superintendent/President will forward his/her recommendation

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[2] Community College League of California, *Trustee Handbook* (2012), p. 114.

to the Board of Trustees whose decisions are final. All committee members will respect the final decision, regardless of whether or not they agree with the decision. That decision will not be revisited unless compelling statutory, fiscal, organizational, or educational reasons exist to do so.

Inclusiveness and Communication

Every constituency that will be affected by a collegial consultation committee recommendation is invited to participate in the process. With participation comes the responsibility to keep an open mind, respect differing opinions, strive for consensus, and support the final outcome. Consultation committee members act as conscientious representatives of their group and keep their colleagues informed.

The main vehicle for intra-campus communication is committee minutes which are posted on the web (http://www.elcamino.edu/cmte_minutes/display.asp). The website is used to document and make all committee materials accessible to the campus community. Currently, all committees have their Purpose Statement, membership, and minutes posted.

In addition, e-mails, Senate meetings, ASO meetings, division meetings and paper memos distributed in mail boxes are consistently used as additional vehicles of communication to keep the ECC community involved and updated.

Evidence and Planning

The College utilizes evidence to support decisions. Sources of evidence include institutional data, including those found in program review and planning documents; student learning outcomes and academic performance assessments; state and local demographic and economic trends; and a variety of educational research. Robust research data is made available to the college community via the Institutional Research & Planning web page (http://www.elcamino.edu/administration/ir/) among other sources. While many decisions must be made to ensure compliance with State and Federal policy and regulations, we strive to link our recommendations to existing evidence whenever possible.

All committee members are expected to review the evidence provided in advance of the meeting in order to contribute a well-informed, campus-wide point-of-view to the dialogue.

Student Success

We are united by our ultimate prioritization of El Camino College students and their success. Student opinions are invited and respected to ensure that they have a significant impact on the way El Camino College functions. All decisions, whether they involve facilities, academic programs, or student services, must be mindful of the impact on current and future students. We evaluate new policies, procedures, and processes in terms of promoting student success.

Section 3

The Role of Students, Faculty, Staff, and Administrators

In the Decision-making Process

According to ECC Administrative Procedure (AP) 2510, "Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College Board of Trustees." The role and function of each constituent group is outlined below.

Role of Students

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Student committee members are selected by the Associated Students Organization.

Students have the right to participate in processes for jointly developing recommendations to the Board, especially those which have a significant impact on students. Decisions that have a significant impact on students include, but are not limited to:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Instructional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Any other policy or procedure that the Board determines has a significant impact on students

Except in emergency situations, the Board shall not take action on a matter that has significant impact on students until it has provided students a reasonable opportunity to participate in the formulation of the policy or procedure, or in the joint development of recommendations to the Board.

Role of Faculty

At El Camino College, faculty members play an integral role in the collegial consultation process contributing specialized knowledge of education and instruction. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the following areas:

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 the accreditation process, including self-evaluation 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.[3]

At El Camino College, the Academic Senate works in mutual agreement with the Board of Trustees and its designees in the 10+1 areas listed above. This means that the Academic Senate and the designees of the Board of Trustees will work together in good faith to reach agreement on academic and professional matters. Our senate and board are typically able to easily reach agreement. However, Board Policy 2510, *Participation in Local Decision Making*, stipulates that "if the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board." If the Board and the Senate cannot agree, things remain status quo and no changes can be made. Only under exceptional and demonstrated conditions of substantial fiscal hardship or exposure to legal liability may the Board move forward with a change in the 10+1 areas without Academic Senate agreement.

For the purposes of collective bargaining, ECC faculty is represented by the El Camino College Federation of Teachers. The federation's purview includes salary, benefits and working conditions. There are some areas of overlap in responsibilities between the Academic Senate and the Federation. These two groups operate under a Memorandum of Understanding which explains how the groups will consult on these overlapping responsibilities.

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[3]California Administrative Code, Title 5, Sub-Chapter 2, section 53200.

Faculty members also sit on campus-wide consultation committees alongside students, classified staff and administrators. Faculty members who sit on consultation committees typically are appointed by either the Academic Senate or the Federation.

Role of Staff

Classified andconfidential staff are valued for the critical role that they play in providing support to the other constituency groups (i.e., faculty, administration, and students). They are expected to have a strong voice in governance matters because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the college. Staff participation in the collegial consultation process shall include the following:

1. Staff representation and participation on college committees;

2. Recognition of the need for all college constituencies to participate in the decision-making process;

3. Opportunities for staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff;

4. College encouragement and support of staff to participate in the collegial consultation process made possible by support from supervisors that allows and encourages staff participation by considering:
   a. Adjusting workloads, exercising flexibility and substitution when possible;
   b. Providing release time, compensatory time and/or overtime pay;

5. Classified committee members selected by El Camino Classified Employees (ECCE); Police representatives selected by the POA.

Role of Administrators

El Camino College's administrative staff includes senior administrators (vice presidents), deans, associate deans, directors, assistant directors, and supervisors (classified managers). ECC's organizational charts highlight the general scope of responsibility for each position. As contributors to the collegial consultation process, administrators should:

1. Anticipate and plan for the future direction of college programs and services;
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives, and comprehensive planning;
3. Accept educational and fiscal accountability and responsibility for college programs and services;
4. Remain current on law and regulations governing community colleges;

5. Promote the interest of students and student success while considering the wellbeing of employees;
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
7. Guide and collaborate with faculty and staff in developing, coordinating, and evaluating the college's programs and services;
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services;
9. Represent the interests of managers and supervisors while privileging the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

Role of Board of Trustees, Superintendent/President and Cabinet

In the Decision-Making Process

Role of the Board of Trustees (BoT)

The BoT of the El Camino Community College District are comprised of five individuals who represent the constituencies of five areas within the District. According to the Community College League Trustee Handbook,

> Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust… Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit… The most important board responsibility is to make good policy, which then provides guidance for college staff. (p. 24)

The Chief Executive Officer (CEO) is the only employee hired by the BoT. The CEO is responsible for preparing meeting agendas and for the recommendations that are brought to the BoT. Recommendations that require Board approval typically include changes to policy, curriculum, calendar, budget, and hiring. According to BP2510, the BoT designates the Vice President-Academic Affairs as the liaison to the Academic Senate for all academic and professional matters. The Board makes the final decision in those areas assigned to it by state and federal laws and regulations.

Role of Superintendent/President (President)

The President is the CEO of the District and is responsible to the Board for the implementation of its policies. The President is also responsible for assuring that the academic and student services programs are responsive to the needs of the community and meet all accreditation standards, for the fiscal integrity of the district, the hiring of all faculty and staff and for maintaining a positive relationship with the community. S/he determines which recommendations from consultation to accept, reject, or return for more discussion and information. Some recommendations from committees (whether consultation, advisory or operational) only require the President's approval to move forward. Other recommendations are brought forward to the BoT by the President for their approval.

Role of Cabinet

Cabinet is comprised of the vice presidents and designees appointed by the President and serves to advise him/her on operational and consultative matters. Recommendations arising from consultation are discussed by the vice presidents, data and information are reviewed and then the item is agendized by the vice presidents for Cabinet. Discussion ensues in Cabinet to ensure that the President is able to make an informed decision. In addition, operational issues in regards to accreditation, education and enrollment services, planning and budget, facilities, staffing, and the Compton Center are routinely discussed as part of the Cabinet agenda.

Section 5

ECC Consultation, Operational and Advisory Committees

The decision-making process at El Camino College is grounded in respect for the roles and scope of authority of each of the college's constituencies. Groups that contribute recommendations to the decision-making processes are organized into three categories: consultation, advisory, and operational committees. The membership of each committee crafts a brief purpose statement that describes its purpose and scope. The purpose statement appears below and on the agenda of each meeting. Collegial consultation agendas also list committee members and the groups they represent.

Collegial Consultation Committees

Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made.

Annually, chairs of consultation committees should perform the following:

1. Provide an orientation for members,
2. Review the committee's purpose statement, purview and goals,
3. Conduct a self evaluation to determine the committee's effectiveness, and
4. Review the *Making Decisions at El Camino College* document.

College Council
To facilitate communication and serve as a forum to exchange information that affects the college community.

Facilities Steering Committee
To provide program planning input, review and make recommendations for the Facilities plans, and disseminate information to constituents represented by the members.

Academic Senate
To provide an organization through which the faculty will have the means for full participation in the formulation of policies and procedures on academic and professional matters relating to the college. (Subcommittees that advise the Senate include the College Curriculum Committee, the Academic Technology Committee, the Faculty Development Committee, the Educational Policies Committee and ad hoc task forces.)

Planning & Budgeting Committee (PBC)

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Calendar Committee

To develop and recommend the El Camino Community College District School Year Calendar.

ECC Technology Committee

To coordinate all aspects of Information Technology throughout the campus.

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Area and Division Councils

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College Council is supported by four Area Councils and their respective Division Councils which coordinate and fulfill operational, procedural and policy implementation at the college. The purpose of these committees is to provide an opportunity for faculty, staff, students, and managers to share information and to identify issues that require resolution. Issues not resolvable within a Division Council may be brought forward to its Area Council, and likewise Area Council issues may be brought forward to College Council for discussion and resolution.

Area Councils

Administrative Services

To solicit input from Administrative Services staff members that will assist in developing District policy and to disseminate information to constituents represented by the members.

Student & Community Advancement

To facilitate communication between the Vice President and the divisions represented by Student & Community Advancement.

Academic Affairs

To facilitate communication vertically and horizontally throughout the college to agreed upon constituencies.

Human Resources

To solicit input from staff of Human Resources that will assist in developing District policy and to disseminate information to all staff.

Division Councils

All Division Councils solicit input and recommendations on issues of concern in that division. Each of the following areas has a Division Council:

- Behavioral and Social Sciences
- Business
- Campus Police Services
- Community Advancement
- Counseling
- Enrollment Services
- Fine Arts
- Health Sciences and Athletics
- Humanities
- Industry and Technology
- Information Technology Services
- Learning Resources Unit
- Mathematical Sciences
- Natural Sciences
- Purchasing and Business Services

Advisory Committees

Advisory committees perform specific functions that benefit the college community or respond to issues of importance to college constituencies. Recommendations from these committees are made to the appropriate manager and, when applicable, brought to Cabinet by the area Vice President for consideration. Periodically, task forces or ad hoc committees are formed to address specific issues needing immediate resolution.

Council of Deans

To solicit input and recommendations on policy matters from Academic Affairs and Student & Community Advancement deans, directors and staff, from managers from other areas, and the Academic Senate and Associated Students Organization through their designated liaisons, and to disseminate information to the campus.

Career Technical Education Act (CTEA)

To plan the usage of CTEA funds received from the Chancellor`s Office.

Distance Education Advisory Committee

The Distance Education Advisory Committee (DEAC) has responsibility for developing guidelines, policies, and procedures for distance education courses that comply with local, state and federal guidelines and regulations and recommending program goals. The objectives are to

ensure commitment to quality assurance and continuous improvement of the distance education program.

Emergency Planning
To develop and implement hazard analysis and capability assessment, the District's Emergency Operations Plan, Emergency Operations Center, Emergency Training Exercises according to NIMS, ICS and FEMA standards, and the Hazard Mitigation Plan required by the State in order to be prepared when a Disaster strikes.

Enrollment Management
To plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management.

Insurance Benefits
The Insurance Benefits Committee (formerly Health Benefits Committee) is responsible for the design and implementation of a health benefits package which is cost-effective and which provides quality benefits for El Camino College employees.

Parking and Traffic Advisory Council
To discuss issues related to parking and traffic and make recommendations to resolve matters and improve parking and traffic services.

Student Equity Committee
Purpose statement pending.

Student Success Advisory Committee
The Student Success Advisory Committee is an advisory body to the Superintendent/President to plan and oversee the implementation of the Student Success Act of 2012.

Operational Committees

Operational committees function to assure that each department provides quality services to students, the community and college constituencies. Formation of operational committees is up to each manager based upon the needs of the department or division.

ECC Mission and Strategic Plan 2015-2020

Mission Statement
El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Vision Statement
El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Strategic Initiatives
In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives.

A - STUDENT LEARNING
Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

B - STUDENT SUCCESS & SUPPORT
Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

C - COLLABORATION
Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

D - COMMUNITY RESPONSIVENESS
Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

E - INSTITUTIONAL EFFECTIVENESS
Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F - MODERNIZATION
Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Section 7

Consultation in ECC Planning and Budgeting Processes

The College's five-year Strategic Plan (see Board Policy 1200[4]) includes the College Mission, Vision, Statement of Values, Institutional Effectiveness Outcomes, and Strategic Initiatives (areas of focused improvement). The Mission and Strategic Initiatives (see Section 6) guide planning, decision-making, and resource allocations for the College. Measurable Objectives for each Strategic Initiative determine how well the College achieves these initiatives, with the overall goal of greater college improvement through the progress on Institutional Effectiveness Outcomes (student achievement targets). These are detailed in BP 1200. In the current Strategic Plan, review of the *Making Decisions* document is an objective of Strategic Initiative C (Collaboration), ensuring that this document remains current for the period (2015-2020).

The Strategic Plan is developed through a College-wide collegial consultation and planning process that includes work by the Strategic Planning Committee (SPC) and College-wide Planning Summits. SPC membership and Planning Summit attendees consist of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, and Division leadership. In addition, the planning summit brings together stakeholders from ECC and Compton Center to evaluate the institution's progress on strategic initiatives and institutional effectiveness outcomes.

The Comprehensive Master Plan (CMP) is a detailed five-year plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. College constituents provide input into the development of the Comprehensive Master Plan, by way of participation on the Strategic Planning Committee, Technology Committee, Facilities Steering Committee, and Planning & Budgeting Committee (PBC).

Finally, PBC provides oversight in planning and budgeting. Among its many responsibilities, PBC ensures that budgetary decisions support the college mission, strategic initiatives, and long-term plans. Members of PBC also review the funding recommendations to affirm that the process for prioritization of requests follows the college's established planning procedures.

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[4] http://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf

Planning Model and Calendar

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—*more students from our diverse community attain educational success and achieve their academic and life goals.*

Annual Planning & Prioritization

The following is adapted from Administrative Procedure 3250 (Institutional Planning).[5]

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

1. Annual Plans

Annual plans contain prioritized planning and resource allocation recommendations for all programs, units, and areas. Recommendations are based on Program Review, College-wide plans and priorities, emerging needs, or outcomes assessments, where applicable. Recommendations at all levels are linked to strategic initiatives to ensure that planning prioritizes the College mission and carries out the Strategic Plan. Resources are allocated through the mechanism of the annual plan.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized program recommendations and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized recommendations of unit-level plans or from area-level evaluations, where applicable. The College Plan consists of a final set of annual funding priorities developed jointly by Area VPs (see 2. below). Other college-wide plans include those described in BP/AP 3250 (Institutional Planning).

Requests for funding are divided into permanent (staffing), enhancement requests (ongoing), and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar* (see below). The College's online Program Review and Planning (PRP) system records all annual plans and the integration of processes described in AP 3250.

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[5] http://www.elcamino.edu/administration/board/boarddocs/3250%20Institutional%20Planning.pdf

2. Plan and Budget Development Process

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) recommendations to develop a Unit plan (December-January). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan recommendations to create prioritized Area plans (February-March). All Vice Presidents then develop a College Plan, a single list of final recommendations to be funded in the next fiscal year, utilizing criteria described under 3. below. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded recommendations to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved and allocated funding requests are incorporated into the College Budget (see Financial and Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

3. Financial and Operational Plan (Annual Budget)

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar (see below).

Costs for operational necessities such as utilities, insurance, regular payroll (including step and column and other negotiable items) are budgeted and funded prior to identifying moneys for priorities developed through the planning process.

Resources are allocated based on established criteria and budget assumptions described below and in the Final Budget ("Budget Book") for each fiscal year. Budget recommendations are funded using one or more of the following guidelines:

1. Maintain current level of revenue produced for the District, i.e., achieving FTES target, outreach activities, grant development.
2. Directly impacting institutional effectiveness outcomes.
3. Maintain the integrity of a program.
4. Fulfill legal mandate requirements.
5. Recognize District employees as valued professionals.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

The chart below illustrates the steps of the annual planning process.
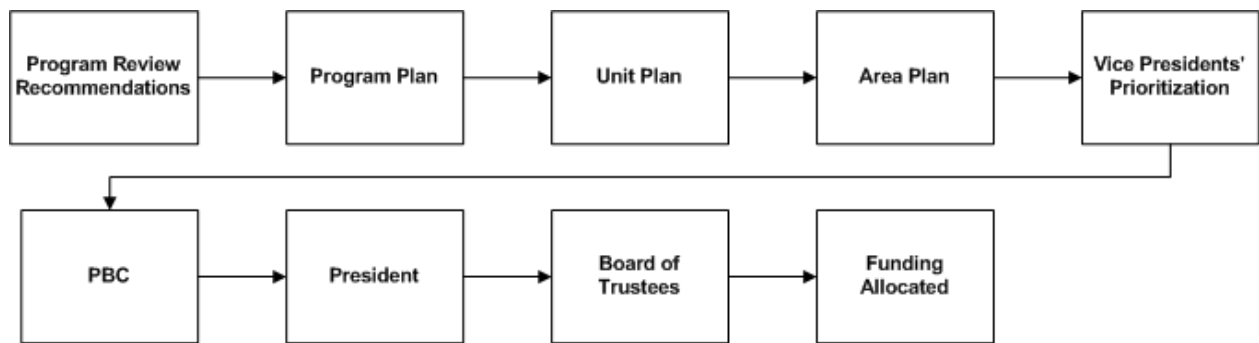
Planning and Budgeting Calendar

Dates	Activities	Responsible
September – November	Review and revise planning priorities. Identify budget development assumptions.	PBC Cabinet
November 15th	Submit Program plans for the next fiscal year.	Program faculty and managers
January - February	Determine preliminary revenue estimates Begin assessment of key budget issues—including the funding of high priority planning initiatives	Vice President of Administrative Services PBC
January 31st	Mid-year evaluation of current fiscal year program/unit/area plan objectives	Program faculty and managers
February 15th	Submit Unit plans for the next fiscal year.	Deans/Directors

Planning and Budgeting Calendar (cont'd.)

Dates	Activities	Responsible
March - April	Determine enrollment targets, sections to be taught, and full-and part-time FTEF.	VP Academic Affairs with Cabinet approval
	Vice presidents jointly determine ongoing operational costs including: 1. Full-time salaries 2. Benefits, Utilities, GASB 3. Legal and contract obligations	Vice President of Administrative Services and Cabinet for full-time positions
	Develop Line Item Budgets for Operational Areas.	Vice Presidents
March 31ˢᵗ	Vice President submittal of Area plans	Vice Presidents
April	Tentative budget information completed for PBC review.	Vice Presidents
April – second meeting	Prioritized Area plan recommendations for the next fiscal year presented to PBC and Cabinet.	Vice Presidents
	Proposed tentative budget reviewed and discussed for recommendation.	PBC
	Initial planning and budget assumptions finalized.	Cabinet
May	PBC submits recommended funding request to the President.	PBC
June	Tentative Budget is presented to the Board.	President
July 1ˢᵗ	Tentative Budget is rolled into active status (purchasing can begin).	Accounting
July 31ˢᵗ	Final evaluation of current year recommendations entered into plans.	Program faculty, staff, and managers
July/August	Final revenue and expenditure adjustments made to budget.	PBC and Cabinet
August	Review and discussion of the final budget assumptions by the President with the PBC	President and PBC
	Final Budget line item review with PBC.	Vice President Administrative Services
September	Final Budget submitted to Board. PBC conducts annual evaluation.	President PBC

Revised 04/18/13 rkn

Appendix: Board Policy/Administrative Procedure 2510

Board Policy 2510   Participation in Local Decision Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206.)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate 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 Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a "significant effect on students" include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:
Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students), Accreditation Standard IV.A and IV.D.7

Replaces Board Policy 3605

El Camino College
Adopted: 7/15/02
Amended: 11/19/07, 1/15/15

I.   **Purpose**

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure.

II.   **Statement**

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

B. Classified, Confidential, Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation and advisory committees, councils and task forces to College Council for review and/or information through the appropriate Vice President. This provides effective participation in the development of recommendations that ultimately may result in policy.

C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to all consultation committees. That representative has an equal standing with the representatives from other campus-wide constituencies.

D. Background.

1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:
    a. Ensure faculty, staff and students the right to participate effectively

in district and college governance;

    b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

2. Assembly Bill 1725 authorizes:

    a. Responsibility for faculty members in duties that are incidental to their primary professional duties;

    b. Faculty involvement in institutional governance and decision making;

    c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.

3. Title 5 states the requirements for governing boards to:

    a. Require effective participation of students and staff in development of recommendations to the governing board;

    b. Consult collegially with the Academic Senate on academic and professional matters.

III. <u>Role and Functions of the College Council</u>

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

1. Reviews recommendations from collegial consultation, and other standing and ad-hoc committees;
2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;
4. Focuses on broad issues, not day-to-day administration of the College;
5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
6. Supports and abides by areas governed by collective bargaining agreements;
7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;
8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

IV.   Membership and Process of College Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The four vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

*In addition, there will be one faculty representative from the El Camino College Compton Education Center during the partnership.

V.   Collegial Consultation Groups

Collegial consultation groups shall include the College Council, Academic Senate, Planning and Budgeting Committee, Calendar Committee, El Camino College Technology Committee, and Facilities Steering Committee.

Collegial consultation groups are created to make recommendations to the Superintendent/President or to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The Planning and Budgeting Committee makes recommendations on all planning and budgeting issues. The Calendar Committee recommends the El Camino Community College District School Year Calendar. The El Camino College Technology Committee coordinates all aspects of information technology through the campus. The Facilities Steering Committee reviews and makes recommendations for the facilities plans.

The College Council is supported by four Area Councils – Academic Affairs, Student and Community Advancement, Human Resources, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation or advisory groups.

VI.   Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

VII.   Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A link to all consultation committees with current minutes and membership is available on the El Camino College Administration webpage at: http://www.elcamino.edu/cmte_minutes/display.asp. All collegial consultation committees will review and evaluate its operations annually.

Reference:
Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students);
Accreditation Standard IV.A.2, IV.A.5

Revised: 7-17-14, 4-20-14

AR 4235 Credit by Examination   **Issued: October 16, 2018**

References:
> Title 5 section 55050
> The Academic Senate for California Community Colleges, "Awarding Credit Where Credit
>   is Due," Spring 2014.

The purpose of credit by examination is to allow a student to gain credit for a specific course by demonstrating mastery of the course content, objectives, and outcomes as listed in the college catalog and on Course Outlines of Record.

Faculty who normally teach the course, in consultation with the appropriate academic dean, shall determine how courses are selected and those courses eligible for credit by examination. Courses eligible for credit by examination shall be listed in the college catalog.

Credit by examination may be obtained by one of the following methods:

- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.

- Achievement of an examination administered by other agencies approved by the college.

Eligibility Requirements

1. A student must have completed 12 semester units at Compton College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at Compton College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed.

2. Students shall only be allowed to petition to receive credit by examination one time per course. Students may not petition for credit examination for a course in which they have previously enrolled and received a grade, unless statutorily required to renew a license or certification required by State or Federal governments.

3. Students may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester, except under special circumstances as determined by the faculty who normally teach the course, in consultation with the academic dean.

4. Students must petition for credit by examination no later than the middle of the term except under special circumstances as determined by faculty who normally teach the course, in consultation with the academic dean.

5. Only those courses listed in the catalog and approved for credit by examination at the time of the petition shall be available to students for such credit.

6. Credit is not available for any course that is lower in a sequence than a course for which credit has already granted, except under special circumstances determined by the faculty who normally teach the course, in consultation with the academic dean.

7. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more that 50% of the credit required for the major subject field.

Fee Requirements

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Students involved in high school or occupational center articulated programs will be exempted from paying this fee.

Procedure for Earning Credit by Examination

Students shall complete a petition for credit by examination and submit it to the Admissions Office along with satisfactory evidence of knowledge, skills or experience. Students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

The Admissions Office shall forward petitions, with supporting documentation, to the respective dean of the academic division concerned. The faculty who normally teach the course, in consultation with the academic dean, shall determine the eligibility of the student for such an examination. If a consensus cannot be reached between the faculty who normally teach the course and the academic dean in the respective area regarding the eligibility of the student for such an examination, an adhoc committee shall be formed to determine student eligibility. This adhoc committee shall composed of the Vice President of Academic Affairs, one dean outside the area, and two full-time faculty members. These faculty members will be approved by the Compton College Academic Senate President and will include one full-time faculty member in the subject area and one full-time faculty member outside the subject area. In the event that there is only one full-time faculty member in the subject area, then either a) a full-time faculty member in a related subject area or b) another full-time faculty member in the subject area may be selected from another local, accredited college. This outside faculty member will be selected by the Compton College Academic Senate President and approved by the Vice President of Academic Affairs. The findings of this committee are final and are not eligible for appeal.

Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes for which credit is requested.

If the petition is approved, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set forth in the Course Outline of Record.

Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the Course Outline of Record, may be established by written examination, portfolio, skills demonstration or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at Compton College. The academic division chair or dean shall notify the student of the examination arrangements.

Grading shall be according to the regular grading system used by the college, including a "pass/no pass" option if that option is ordinarily available for the course.

If credit is granted and all eligibility requirements have been met, the student's academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.

Restrictions on Units Earned through Credit by Examination

Units earned by credit by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more that 50% of the credit required for the major subject field. Units earned by examination are not to be considered part of the student's unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran's or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.

AR 4236 Advanced Placement Credit   **Issued: July 17, 2018**

Reference:
    Education Code Section 79500

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination to meet Intersegmental General Education Transfer Curriculum, CSU General Education Breadth, Associate of Arts and Associate of Science General Education requirements. The maximum number of units granted toward the associate degree will be 15.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

Faculty in the discipline, in consultation with the appropriate academic dean, shall determine the requirements to receive course credit for major requirements. Course Credit and units granted by Compton College may differ from course and unit credit granted by transfer institutions.

The District shall post its Advanced Placement Credit procedure and course equivalencies in the catalog and on its Internet Web site.

COMPTON COMMUNITY COLLEGE DISTRICT
2018 BOARD POLICIES and ADMINISTRATIVE REGULATIONS REVIEW SCHEDULE

Board Policy #	Policy	Responsible	Board Review *First Reading**	Completed
BP 2110	Filing Qualification Statement for Trustee Candidate	Curry	May 15, 2018	X
BP 2432	CEO Succession	Curry	May 15, 2018	X
BP 2450	CEO Evaluation	Curry	February 20, 2018	X
BP 3515	Reporting of Crimes	Lt. Box	March 13, 2018	X
BP 4021	Program Discontinuance	Flor/ Atkinson	May 15, 2018	X
BP 4040	Library and Learning Support Services	Flor/ Atkinson	April 17, 2018	X
BP 4045	Textbook and Instructional Materials	Flor/ Atkinson	April 17, 2018	X
BP 4055	Academic Accommodations for Students with a Disability	Flor/ Atkinson	April 17, 2018	X
BP 4070	Course Auditing and Auditing Fees	Flor/ Atkinson	April 17, 2018	X
BP 4100	Graduation Requirements for Degrees and Certificates	Flor/ Atkinson	June 19, 2018	X
BP4100.1	Catalog Rights	Flor/ Atkinson	June 19, 2018	X
BP 4101	Independent Study	Flor/ Atkinson	June 19, 2018	X
BP 4106	Nursing Program	Flor/ Atkinson	June 19, 2018	X
BP 4220	Standard of Scholarship	Flor/ Atkinson	May 15, 2018	X
BP 4222	Limitation to Remedial Coursework	Flor/ Atkinson	May 15, 2018	X
BP 4225	Course Repetition	Flor/ Atkinson	June 19, 2018	X
BP 4226	Multiple and Overlapping Enrollments	Flor/ Atkinson	June 19, 2018	X
BP 4230	Grading and Academic Record Symbols	Flor/ Atkinson	June 19, 2018	X
BP 4231	Grade Change	Flor/ Atkinson	May 15, 2018	X
BP 4235	Credit by Examination	Flor/ Atkinson	April 17, 2018	X
BP 4240	Academic Renewal	Flor/ Atkinson	April 17, 2018	X
BP 4250	Probation, Dismissal and Readmission	Flor/ Atkinson	June 19, 2018	X
BP 4400	Community Services	Flor/ Atkinson	June 19, 2018	X
BP 5010	Admissions and Concurrent Enrollment	Bell	November 13, 2018	X
BP 5015	Residence Determination	Bell	August 21, 2018	X
BP 5020	Non-Resident Tuition	Bell	August 21, 2018	X
BP 5032	Student Activities Fee	Domingo	August 21, 2018	X
BP 5035	Withholding of Student Records	Bell	December 11, 2018	

Board Policy #	Policy	Responsible	Board Review First Reading*	Completed
BP 5040	Student Records, Directory Information and Privacy	Bell	December 11, 2018	
BP 5052	Open Enrollment	Bell	June 19, 2018	X
BP 5055	Enrollment Priorities	Bell	November 13, 2018	X
BP 5310	Student Activity Fee	Domingo	September 11, 2018	X
BP 5410	Associated Student Body Elections	Martinez	December 11, 2018	
BP 5420	Associated Student Body Finance	Domingo	September 11, 2018	X
BP 5500	Standards of Student Conduct	Domingo	November 13, 2018	X
BP 5510	Off-Campus Student Organization	Domingo	August 21, 2018	X
BP 5570	Student Credit Card Solicitations	Haigler	May 15, 2018	X
BP 5700	Intercollegiate Athletics	Domingo	July 17, 2018	X
BP 7330	Tuberculosis Examinations	Sasser	May 15, 2018	X
AR 4050	Articulation	Martinez	October 16, 2018	X
AR 4100	Graduation Requirements for Degrees and Certificates	Gillis/ Atkinson	December 11, 2018	
AR 4101	Independent Study	Gillis/ Atkinson	December 11, 2018	
AR 4102	Career and Technical Education	Murray	June 19, 2018	X
AR 4103	Work Experience	Murray	June 19, 2018	X
AR 4105	Distance Education	Murray/Flor/ Atkinson	June 19, 2018	X
AR 4222	Remedial Coursework	Flor/ Atkinson	May 15, 2018	X
AR 4223	Withdrawal from Courses	Gillis/ Atkinson/ Bell	December 11, 2018	
AR 4225	Course Repetition Procedure	Gillis/ Atkinson	December 11, 2018	
AR 4227	Repeatable Courses	Gillis/ Atkinson	June 19, 2018	X
AR 4231	Grade Change	Gillis/ Atkinson	December 11, 2018	
AR 4235	Credit by Examination	Gillis/Atkinson	October 16 2018	X
AR 4236	Advance Placement Credit	Gillis/ Atkinson	July 17, 2018	X
AR 4237	Credit by Military Service	Gillis/ Atkinson	October 16, 2018	X
AR 4240	Academic Renewal	Flor/ Atkinson	April 17, 2018	X
AR 4250	Probation, Dismissal and Readmission	Atkinson	December 11, 2018	
AR 5011	Admission and Concurrent Enrollment of High School and Other Young Students	Bell/ Alvarado/ Martinez	December 11, 2018	
AR 5012	International Students	Bell	December 11, 2018	
AR 5015	Residence Determination	Bell	December 11, 2018	
AR 5020	Non-Resident Tuition	Bell	December 11, 2018	

Board Policy #	Policy	Responsible	Board Review First Reading*	Completed
AR 5030	Fees	Martinez	December 11, 2018	
AR 5031	Instructional Materials Fees	Martinez	December 11, 2018	
AR 5045	Student Records - Challenging Content and Access Log	Bell	December 11, 2018	
AR 5055	Enrollment Priorities	Bell	*December 11, 2018*	
AR 5070	Attendance Accounting	Bell	November 13, 2018	X
AR 5075	Course Adds and Drops	Bell	November 13, 2018	X
AR 5050	Standards of Student Conduct	Domingo	December 11, 2018	
AR 5520	Student Discipline Procedures	Martinez	December 11, 2018	
AR 5530	Student Rights and Grievances	Martinez	December 11, 2018	
AR 5610	Voter Registration	Domingo/ James	September 11, 2018	X
AR 6311	Attendance and Time Reporting	Haigler	August 21, 2018	X
AR 6331	Purchasing	Haigler	May 15, 2018	X
AR 6332	Use of Credit Cards	Haigler	April 17, 2018	X
AR 6333	Revolving Fund Purchases	Haigler	March 13, 2018	X
AR 6341	Contracts	Haigler	May 15, 2018	X
AR 7400	Reimbursement of Travel Expenses	Haigler	May 15, 2018	X

11.9.18

* Second reading and approval will occur at the following Board meetings