



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: October 7th, 2021

Time: 12:30-2:00 p.m.

Location: Zoom Conference

<https://compton-edu.zoom.us/j/99348460077>

Vision:

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

Mission Statement:

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

Senators

___ Barragan-Echeverria, Theresa
 ___ Ellis, Steven
 ___ Estrada, Harvey
 ___ Ramirez, Desiree
 ___ Hobbs, Charles
 ___ Kahn, Mahbub
 ___ Madrid, Vanessa
 ___ Mason, Don
 ___ Martinez, Jose Manuel
 ___ Martinez, Victoria

___ Maruri, Carlos
 ___ McPatchell, David
 ___ Mills, Jesse
 ___ Moldoveanu, Minodora
 ___ Monterroso, Noemi
 ___ Moore, Sean
 ___ Morales, Janette
 ___ Phillips, Jasmine
 ___ Phillips, Marjerrita
 ___ Schwitkis, Kent
 ___ Sidhu, Rajinder

___ Skorka, Evan
 ___ Thomas, Shirley
 ___ Van Overbeck, Michael
 ___ Villalobos, Jose
 ___ Woodward, Valerie

Guests

___ Berger, Sheri (VP Acc. Aff.)
 ___ Schumacher, Holly (Ex Officio
 Voting Member, Union Pres.)
 ___ Delilly, Carol (Dean of Nurs.)

Agenda

(Public comment will be allowed on each agenda item).

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from September 30th, 2021**
- 4. Reports**
 - a. President's Report
 - b. ASB President's Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
- 5. Presentations**
 - a. Dr. Curry & Chris Ferguson (Dept. of Finance) – Compton College Future Budget and Enrollment
 - b. Union – The Writing Process of the Vote of No Confidence Resolution
- 6. Unfinished Business**
 - a. Second Read/Vote: Vote of No Confidence Resolution for President/CEO Dr. Keith Curry and VP of Academic Affairs Sherry Berger
 - b. Second Read/Vote: BP 4225 – Course Repetition
 - c. Second Read/Vote: AR 4225 – Course Repetition
- 7. Consent Agenda**
- 8. New Business**
- 9. Discussion Items**
 - a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – Update
 - b. Equity Definition – Senate Feedback on the Equity Definition – Equity Survey Taskforce
 - c. New Title 5 – EW – Changes Proposed
 - d. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
 - e. Academic Senate Goals – 2021-2022
 - f. Reimagining the Compton College Mascot – What should the process of selecting a new mascot be?
 - g. Propose New Programs to Be Added at Compton College
- 10. Informational Items**
 - a. Enrollment Fraud Risk Prevention – Best Practices
 - b. Summer Enrichment Activities Proposals – Due 11/19
- 11. Future Agenda Items**
- 12. Public Comment**
- 13. Adjournment**

Next Scheduled Meeting: October 21st, 2021, at 12:30 pm

Zoom Link:

<https://compton-edu.zoom.us/j/99348460077>

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	zoom	March 3	In-Person
September 16	Zoom	March 17	In-Person
September 30	Zoom	April 7	In-Person
October 7	In-Person	April 21	In-Person
October 21	In-Person	May 5th	In-Person
November 4	In-Person	May 19	In-Person
November 18	In-Person	June 2nd	In-Person
December 2	In-Person		

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Citlali Gonzales (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (20-21)
 Vacant (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 Sean Moore (20-23)
 Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Rajinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Mahbub Kahn (20-21)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: September 30th, 2021

Time: 12:30-2:00 p.m.

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Agenda

(Public comment will be allowed on each agenda item).

1. Call to Order at 12:41pm

2. Approval of Agenda

- Michael Van Overbeck: Change the dates for approval of minutes from Sept 2nd to Sept 16th
- Minodora Moldoveanu: correction from Sherry to Sheri Berger on Agenda Item 7
- **[Marjeritta Phillips] moves to approve agenda as amended. [Valerie Woodward] seconded. Approved**

3. Review and Approval of Minutes from September 16th, 2021

- **[Kent Schwitkis] motioned to approve minutes. [Carlos Maruri] seconded. Approved**

4. Reports

- a. President's Report – Minodora Moldoveanu
 - i. Not all divisions submitted a Teaching and Learning Action Plan. 2 divisions did not submit one. In the future, she hopes all divisions can submit some. Not all funding was used; there is still about \$40k left
 - 18 action plans that were submitted have been approved.
 - ii. Tenure Dinner Reception last week was poorly attended by faculty. It is sad that not more faculty were present to show support to newly tenured faculty. Hopefully in the future more faculty can attend to show newly tenured faculty that we are there when it counts, to celebrate the good and the bad
- b. ASB President's Report – Not present
- c. Vice President's Report – Carlos Maruri
 - i. Undocumented student action week is 10/18. More info to come.
- d. Accreditation Faculty Coordinator Report – Amber Gillis
 - i. No report
- e. Academic Affairs Report – Not Present
- f. Curriculum Report - Sean Moore
 - i. Team approved 24 courses as well as new ESL Certificate of Completion. Special thanks to Professor Olayele for all her hard work with ESL courses and programs.
 - ii. Sheri provided training during last curriculum meeting regarding Title X curriculum information as required by the CCC Chancellors Office
 - iii. AB361 information was shared with the curriculum team as meetings continue remotely
 - iv. As courses are launched, the list of courses will be updated. Feel free to reach out to Sean More with any questions
 - Attended the Deans and Divisions meetings last week to review the list of courses that required review and answered any questions. Looking forward to attending BIS, Social Sciences, and FACH meetings to review list of courses and answer faculty questions.
 - v. Will attend Fall Plenary in-person on NOV 4-6 as the college's voting designee
 - vi. Today on agenda, Curriculum Committee is brining 81 courses (5 of which are new courses) for approval. Thanks to VP Berger, Maya Medina, Melain McIntosh, and curriculum team for their hard work
- g. Faculty Development Report – Andree Valdry
 - i. Book Club for 2022 are taking suggestions for book titles. Email avaldry@compton.edu with any suggestions.

5. Unfinished Business

6. Consent Agenda

- **[Sean Moore] motioned to approve Consent Agenda Items. [Charles Hobbs] seconded.**
- Vanessa Madrid: Why are we discontinuing Biology courses?
 - i. Sean Moore: Courses have not been offered and have been requested to be inactivated by the course originator.
 - ii. Vanessa: Has been looking at AltaSea in San Pedro and their partnerships with UCLA and Santa Monica College. Why don't we have a partnership with this business that is so close to us? Has this been explored or can someone provide understanding of why the courses are being discontinued?
 - iii. Sean: The course originator [not present] might be able to provide more information. Note that when a course is inactivated it can always be reactivated when the department decides as a whole to relaunch them into the system. It would still take around 2 semesters for it to relaunch.
- Holly Schumacher: Once the courses are inactivated, will the courses be removed from the college catalog?
 - i. Sean: Correct, they will no longer be in the catalog. If they are reactivated, then we would add them back.
 - ii. Sean: This is also a way to clean up the catalog for our students. There are a lot of courses in the catalog even though we haven't offered them for years.
- Harvey Estrada: What is the process of inactivation? How long between the inactivation and when the courses are going to stop being offered? Is there a way to look at the reason why they are going to be inactivated?
 - i. Sean: There is a justification field in the COR that the course originator has to fill to start the process of inactivation. Can bring the COR during next meeting to review the reason.
 - ii. Harvey: What is the reasoning behind some of the inactivations? Many of the course subject/material is important for students to know and it's important to offer a variety of courses to attract students
 - iii. Marjeritta Phillips: Agrees there are important subjects for students to learn like Natural Disasters and Basic Arithmetic.
 - Minodora: Laws have changed and the college cannot offer so many basic skills courses.
 - Jose Villalobos: If it's illegal to offer the basic skills courses, why are other colleges like El Camino College and LBCC still offering them? Even if it's only a few sections, they still offer the basic skills courses.
 - Minodora: Thinks it's more to do with the proportion of college level offerings vs basic skills courses.
 - Jose: We shouldn't offer a lot but we don't even offer one. If we inactivate the course, then there's no chance of offering them again.
 - Minodora: Technically we can offer them but we cannot make them prerequisites to any transfer level course.
- **[Holly Schumacher] motioned to remove Consent Agenda Item 6a from the Consent. [Kent Schwitkis] seconded. Approved**
- **[Carlos Maruri] motioned to approve Consent Agenda as amended. [Marjeritta Phillips] seconded. Approved.**

- a) Course Inactivations: BIOL 111 - Fundamentals of Zoology; BIOL 117 - Marine Biology; BIOL 118 - Marine Biology Laboratory; GEOL 102 - History of Planet Earth; GEOL 115 - Natural Disasters; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 12 - Basic Arithmetic Skills; MATH 17A - Math Academy: Arithmetic; MATH 23 - Pre-Algebra; MATH 27A - Math Academy: Pre-Algebra; MATH 37 - Basic Accelerated Mathematics; and MATH 47A - Math Academy - Elementary Algebra.
- b) Course Review – Revised Codes: MUSI 181A - Introduction to Electronic Music Studio
- c) Course Review – Revised Conditions of Enrollment: CDEV 169 - Special Education Practicum

- d) 2-Year CTE Course Review No Proposed Changes: ACRP 150 - Beginning Automotive Painting I; ACRP 152 - Beginning Automotive Painting II; JOUR 101 - News Writing and Reporting; RE 111 - Real Estate Principles; RE 113 - Real Estate Practice; and RE 114 - Real Estate Finance I.
- e) 6-Year Standard Course Review-No Proposed Changes: ANAT 130 - Essentials of Anatomy and Physiology; ART 101 - Art and Visual Culture: A Global Perspective; ART 110 - Drawing Fundamentals I; ART 130 - Two-Dimensional Design I; ART 209 - History of African Art; ART 210 - Drawing Fundamentals II; ENGL 123 - Creative Writing: Introduction to Poetry; ENGL 128 - Creative Writing: A Workshop in Fiction and Nonfiction; ENGL 238 - Survey of Film: 1950 to the Present; ENGL 239 - Literature and Film; HIST 105 - Women and American History from the Colonial Era to 1877; HIST 106 - Women and American History from 1877 to the Present; HIST 111 - The African American in the United States from 1877 to the Present; HIST 183 - Introduction to African History, Prehistory to 1885; HIST 184 - Introduction to African History, 1885 to the Present; PHIL 103 - Ethics and Society; POLI 103 - Introduction to Principles and Methods of Political Science; POLI 105 - Ethnicity in the American Political Process; POLI 106 - Civil Rights and Liberties in the United States; POLI 107 - Political Philosophy; POLI 110H - Honors Introduction to International Relations; and SPAN 106 - Advanced Spanish II.
- f) CSU/IGETC Articulation Review: ECON 101H - Honors Principles of Economics: Macroeconomics; HIST 110 - The African American in the United States to 1877; and HIST 111 - The African American in the United States from 1877 to the Present.
- g) Distance Education: ACRP 150 - Beginning Automotive Painting I; ACRP 152 - Beginning Automotive Painting II; ANAT 130 - Essentials of Anatomy and Physiology; ART 101 - Art and Visual Culture: A Global Perspective; ART 110 - Drawing Fundamentals I; ART 130 - Two-Dimensional Design I; ART 209 - History of African Art; ART 210 - Drawing Fundamentals II; CDEV 169 - Special Education Practicum; COSM 126 - Cosmetology Applications and Theory; CSCI 108 - Foundation of Data Science; CSCI 114 - Computer Programming in Python; CSCI 117 - Computer Programming in MATLAB; ENGL 123 - Creative Writing: Introduction to Poetry; ENGL 128 - Creative Writing: A Workshop in Fiction and Nonfiction; ENGL 238 - Survey of Film: 1950 to the Present; ENGL 239 - Literature and Film; HIST 105 - Women and American History from the Colonial Era to 1877; HIST 106 - Women and American History from 1877 to the Present; HIST 108 - United States History: The American Indian Experience; HIST 110 - The African American in the United States to 1877; HIST 111 - The African American in the United States from 1877 to the Present; HIST 183 - Introduction to African History, Prehistory to 1885; HIST 184 - Introduction to African History, 1885 to the Present; JOUR 101 - News Writing and Reporting; MUSI 181A - Introduction to Electronic Music Studio; PHIL 103 - Ethics and Society; POLI 103 - Introduction to Principles and Methods of Political Science; POLI 105 - Ethnicity in the American Political Process; POLI 106 - Civil Rights and Liberties in the United States; POLI 107 - Political Philosophy; POLI 110H - Honors Introduction to International Relations; and SPAN 106 - Advanced Spanish II.
- h) New Courses: CSCI 108 - Foundation of Data Science; COSM 126 - Cosmetology Applications and Theory; CSCI 114 - Computer Programming in Python; and CSCI 117 - Computer Programming in MATLAB (please see attached documents).

7. New Business

- Vote of No Confidence Resolution for President/CEO Dr. Keith Curry and VP of Academic Affairs Sheri Berger
[Holly Schumacher] motioned to open discussion on this item. [Carlos Maruri] seconded.
 - i. Rules for this discussion:
 - Will have a roll call vote if the item goes to a vote. Each senator will be called by name and they will say their response
 - If you would like to make a comment or ask questions, you need to “Raise Hand” and you will be added to the queue

- Each person will be granted 1 minute to comment or question. “Lower Hand” so the next person on queue can go up
 - If you need to speak more, “Raise Hand” again to be placed on queue again
 - We will close item in 45 minutes. If possible, please try to keep comments short
 - Public comment will be allowed but only Senators will vote
 - If you have any questions on the resolution itself, you can address the authors of the resolution and one of them will answer question
 - If requested, recording of meeting can be provided
- ii. Discussion: ***The comments/questions below have not been written verbatim***
- **Citlali Gonzales:** This is the first time this document has been shared in any official format to the larger faculty body and because of the seriousness of this action, there should be a second and third read of this document with a safe space to have a collegial and constructive dialogue. Many of the statements in resolution ignore the innovations that have been brought to this campus by Dr. Curry such as the hiring of the Director of black and males of color of success, the advocacy that went into securing FTES protection in the first place, or the way in which Compton College is leading the way in the Basic Needs movement. Ask the body to be well balanced in the review of this course of action as it reflects on all of us.
 - **David Maruyama:** Reflect on something serious. In 2005, we lost accreditation. At the time of the loss of accreditation, we had 4718.95 FTES. When we loss accreditation, FTES went down to 2704.43. We are currently tracking to barely making those numbers or be below those numbers this semester. In the past, there was 2-3 people per class in order to make load. There were also March 15 letters issued to everyone. We are currently way worse than those numbers.
 - **Sean Moore:** Dr. Curry is known in the state of CA as the proponent of equity. Is concerned about the optics on how this is going to appear to the BOT, the community, and to the public without first trying all possible solutions. Doesn’t think this is a good idea and we need to look at Recruitment and those recommendations, not a vote of no confidence. Believes that the college is financially sound and doesn’t need to be saved.
 - **Michael Van Overbeck:** Would like to see the Senate propose an Action Plan to prioritize resources for outreach efforts before we just jump straight into a vote of no confidence.
 - **Sean Moore:** Agrees with Michael’s recommendation.
 - **Holly Schumacher:** The senators are elected representatives of the faculty. We are representing our divisions and the individuals that voted us in. Vote the way that the faculty already voted for. The faculty members across campus have already voted on the vote of no confidence. Had the highest voter turnout rate for the vote of no confidence that we’ve ever had. Dr. Curry has had 10 years to prove himself and the evidence is in his performance. The vote of no confidence speaks specifically to his lack of performance in the last decade.
 - **Noemi Monterroso:** First time going through this process. If we are to do a vote of no confidence, we should prove to the BOT and community that we have done everything we could to address concerns. Have some concerns with the appendices. # 1-3 uses projections from 2019-2020 which they’ll attribute to El Camino separation and 2020-2021 which they’ll attribute to COVID-19. #4 doesn’t have any data source: should include that information to make more valid. #5, not sure who decides FTES goals when we were partnered with El Camino, El Camino College vs Compton Center. #6 provides a recommendation letter from Dr. Curry about a projected loss in revenue; stronger argument would be to include a copy of the annual budget report that highlights that loss.
 - **Amber Gillis:** What recommendations has this Academic Senate body made regarding budget and enrollment management processes at the college?
 - **Jasmine Phillips:** Over the past 10 years, there has been many efforts from the faculty to support the plans that were set forth. For example, FYE was a strong robust program that

was bringing in students and recruiting. Went to the high schools and did the visibility tables to get people into the program. Other faculty supported on campus by joining to co-teach the classes in the program. The FYE program folded because of mismanagement from the top, not because of faculty or students. The program has closed down with no real plan. The same thing has happened with the Honor's program.

- **Jennifer Hill:** Mention about the data, unfortunately we did have COVID and there was a bit of slippery math in Appendix 1. Dr. Curry is one of the highest paid single-school district presidents in the entire state. Because of that, we expect him to perform at a high standard. These numbers are from the Chancellors office, there is no room for error. You'll see in appendix 3, we held the top 3 in terms of losses in the entire state. There are many districts on the list that come from disadvantaged communities and they did not have nearly the losses that we have. This is a 10-year pattern of poor performance that is leading the college to layoffs.
- **Noemi Monterroso:** Will continue with concerns on the appendices. #7: couldn't access link. There was non-compliance in different areas, who should shoulder that responsibility? Is it solely Dr. Curry & Sheri Berger or the areas like Financial Aid and SRC that didn't meet compliance? #8 supporting document is the civility and mutual respect document. Thinks better supporting document would be summary or document of pending investigations or the well documented instances mentioned in resolution. #9: we shouldn't include personal meeting notes. A more objective supporting document can be link to the recording of meeting and official minutes for the meeting. #11: Couldn't access links to read the policies. A better supporting document can be to outline the ways that they have failed to meet COVID protocols.
- **Sean Moore:** Question addressed to the Executive Board, authors of resolution: Why was the Vote of No Confidence no separated into two resolutions? One for VP Berger and one for Dr. Curry so we can vote separately? -- No response from authors of resolution
- **David Maruyama:** When there was a drive for "One More Class", it was an administrative decision. Those students are not going to get a financial aid package for that extra class. They will have to pay for it out of pocket.
- **Minodora Moldoveanu:** In response to Noemi. We cannot include the actual complaints that have been filed against either of the two leaders due to protection of privacy. But they are factual claims and if the Chancellor decides to investigate, they will find those documents.
- **Jasmine Phillips:** Honors Transfer Program was brought to our campus as a way to have faculty support students. In the end, the program was chopped up from the top-down. There were hundreds of contracts with students. It hurt to promote this program to students and then tell them it was no longer available without giving them a reason why. This program was active when we were partnered with El Camino College so when we no longer had it, students continued with El Camino to be involved in their Honors Transfer Program for the benefits it provides. This is due to mismanagement from the top. Faculty have supported the efforts that have been brought to us (including DE) but then repeatedly get chopped down and pulled apart.
- **Jennifer Hill:** Response to Amber's question about why we don't take our recommendations from Senate to Dr. Curry. We don't have the purview that is guaranteed to us by law. Page 14-15 (appendix 9-10 of Resolution) say we have dominion over 11 key areas by law. The Board is required to come to an agreement or accept our recommendations absent very extreme circumstances. We don't even have the freedom to do that. The idea that we haven't attempted to work with Dr. Curry at all in the last decade is erroneous. He makes all of the decisions on our campus. It's a very odd way to run a school, it's not a normal procedure. Faculty are supposed to have purview and we do not have that at our campus.
- **Sean Moore:** As Chair of the Curriculum Committee, he has the opportunity to meet with Dr. Curry with the e-board. At every meeting, he asks "Is there anything else?"

Feels confident if we provide him with formal recommendation, he will seriously consider them.

- **Minodora Moldoveanu:** Response to Sean's comment. The issue with rewriting senate approved policies before sending them to the board, that is an issue that has been addressed with administration repeatedly, even before her time. CCLC and ASCCC have come over in the past. Dr. Curry would not approve a meeting with CCLC to provide additional guidance on how things should be done. You can only make recommendations for so long and they constantly get shot down. For how many more years would it be enough recommendations for you to see that our recommendations don't make it to the board. It's already been 10 years; do you need another 10?
- **Citlali Gonzales:** We should let due process do its job. Thinks it's premature to add those to the document. If anyone else was in this situation and students were complaining about your work, believes we would want the honor of due process to follow its course and allow for that truth to come out. Agrees that resolution should be separated because we are lumping different situations together. In terms of enrollment numbers, there is a difference between trends and outliers. We need to take a closer look at that.
- **Michael VanOverbeck:** Agrees with Sean. The Senate can put together an Action Plan and submit it to Dr. Curry officially. Looked back to the priorities in the Academic Senate goals and hasn't seen any outreach being prioritized. This document just came to us on Monday. We should have an opportunity to discuss this with our constituents during Division meetings before we come to a vote.
- **Holly Schumacher:** Response to the non-compliance in Financial Aid Audit comment. They found material weaknesses in all of our federal financial aid programs. This is serious and can cause us to lose our ability to offer financial aid to students at our college. We did not report giving out financial aid in 2019-2020 and we gave out over half million dollars in loans, Pell, CalGrant, etc. This is the responsibility of the President/CEO to ensure that our programs are in compliance. If we lose our ability to provide financial aid, they will not attend our college. We will lose the rest of the students that we have.
- **Sean Moore:** Vote of No Confidence should be illustrated in the OCT 7 meeting agenda for a second read until after Dr. Curry presents the Compton College future budget and enrollment plan. We can hear what he says, ask him questions, and hear both sides so we can make a fair decision.
- **Jasmine Phillips:** One of the reasons that we have one resolution is to advocate for our students. One simple example, Canvas cannot publish courses so our students can see them prior to the start date in the system. This is something that should have been advocated through DEAC while we had a DE Faculty Coordinator. It has been months since the District has continued negotiations for the DE Faculty Coordinator job description and have stalled in essence to hire someone. If they had hired someone last semester like they should have, there would have been someone in the position to advocate for faculty and students for these types of issues.
- **Roza Ekimyan:** One major concern is our recruitment. We are losing students. Even though the entire state may be losing students, it's not to our degree not to our area. If this continues, we are not only losing students but also our positions in life. If we are sitting in our class with 5 students, how long is that going to carry us? If these decisions are being made from the top... the infrastructure of our college is falling apart. That is what we need to wake up, so wake up.
- **Sean Moore:** VP Berger, 1st bullet on resolution. It's not within the 10+1 area of academic senate decisions and it is a union issue. We cannot in good conscious vote on the entire resolution.
- **Holly Schumacher:** Continuing on Roza's comment on losing our positions. In 2017, two tenure faculty members were fired from the district in the Business department because of low enrollment. It's already happened. Dr. Curry has no problem getting rid of us even though we are tenured. Our enrollment is so much worse now than it was in 2017, so it is absolutely possible that more of us will lose our jobs.

- **Nikki Williams:** Several faculty have asked what we have done to do something about recruitment or to bring these issues up. We have been very active in the past few years with the BOT to bring these issues to light with them. BOT completely ignore comments during public comment, will pass gum around. We get no response whatsoever from them. Also, we have asked what we can do for recruitment. Faculty have asked to go to high schools to recruit and we are shut down.
- **Michael VanOverbeck:** Concerned about low enrollment. I think that's what this is all about, the lack of outreach. Went from full classes to zero one semester. If the issue is outreach, then that is what we need to focus on. Doesn't think vote of no confidence is going to help our outreach. Thinks we need to come up with an Action Plan.
- **Nikki Williams:** Faculty have asked to do outreach and were told that it is not our place. It was brought up with Senate and we were presented with an outreach strategy plan and faculty is not in it. Faculty are shut down from being able to recruit and don't get approval to get onto campus. We are also asked to innovate and bring ideas. Brought idea to Dr. Curry about a grant that was awarded to colleges to bring Cyber Security program to campus 6 years ago and nothing has happened. Similarly, brought idea for a Solar Panel program 4 years ago and nothing has happened.
- **Sean Moore:** Follow-up to Michael's recommendation of an Action Plan. As an e-board member, would be willing to collaborate with e-board to create an action plan to present to Dr. Curry for his consideration. In regards to 1st bullet on the vote of no confidence for Dr. Curry; this information is not based on Dr. Curry's formal performance evaluation and as a result should not be in the resolution.
- **David Maruyama:** To clarify Holly's comment on two faculty members that were fired. They were at their 19th year when they were released. One of them was being treated for cancer at the time. Outreach has always been an issue. We have attempted to address this. FYE had asked what we could do and were refused. It all depends on Outreach but they have no plan. Press Telegram... what student actually reads the Press Telegram?
- **Vanessa Madrid:** Is one of the faculty members that approached Outreach during first 2 years and was ignored. No response to phone calls or emails. Dr. Curry is great for listening to ideas but those ideas go nowhere. It's extremely frustrating to do the work and provide recommendations to not have those recommendations listened to. This is a community effort and it can't just be one person running the show.
- **Minodora Moldoveanu:** The success of this college is the responsibility of Dr. Curry and has been his responsibility from the moment he stepped into that role. If he had an underperforming department like Enrollment and Recruitment, why not do anything different for 10 years? It makes no sense and continuously provide positive evaluations to the person in charge of the department.
- **Charles Hobbs:** Mixed feelings reading through appendices. Doesn't know if he broke the law and if he did then needs to be investigated. On the other hand, if he leaves, then we need to find someone else to replace him and it may be more disruptive there.
- **Jose Villalobos:** Keeps hearing people say that we should give recommendations to Dr. Curry. Believes they are delusional, doesn't know Dr. Curry, or are his best friend/buddy. Has been in many committees and they haven't taken any recommendations they have given so why continue to provide more. Experienced that in the planning and budget committee, they didn't approve the budget but Dr. Curry approved it anyways. If things don't change, he can see half the faculty gone in 5 years.
- **Citlali Gonzales:** Keeps hearing mixed messages. In prior meetings we heard faculty arguing it's not our job to do recruiting but now we are hearing that we have been recruiting. We need to get on the same page on what is the role of faculty in recruitment. Also agrees we should be looking at persistence on the drop rates of what's happening and how students are completing. Also, the Guided Pathways Committee met 2 years ago in the summer and there were 10 recommendations that came out of there. That is proof that recommendations can be taken, it's how we go about it and agree that we need to make formal recommendations. Also, concerned with the way people speak to each other;

Calling others delusional or attacking each other on the side for having different thoughts. People should be able to hear feedback and work together to create something that's a great campus for students.

- **Janette Morales:** As a former FYE Coordinator, requested numerous times to be able to do recruitment and was always denied. Recruitment and Financial Aid are huge issues. If there is no financial aid or it's being mismanaged, then there will be no students. If there are no students there will be no college. Dr. Curry has had a decade to address issues including recruitment. Enough is enough.
- **Liza Rios:** The college is dying. The community and students deserve a leader with a track record of success. Dr. Curry was appointed by El Camino College; he was not vetted, there was no national recruitment. There wasn't the regular parameters that are set when you hire a president of a college. We deserve someone that has innovative ways for recruitment, will ask for collaboration on ideas, and who has proven that when a college needs to have guidance or areas that need to be resurrected they can deliver. That person should be leading us. He has had 10 years to prove himself. Enough is enough.
- **David Maruyama:** Clarification on consultation. The Technology Committee did not recommend Banner. Banner was build on old programming language that is no longer taught in colleges. Dr. Curry made that decision.
- **Michael VanOverbeck:** Doesn't think it should be faculty responsibility to outreach. More resources need to be focused to Outreach. There needs to be due process. Academic Senate needs to make it one of our prioritized goals to focus on outreach. We need to do this officially. We need to set our goals and send them to president. We need to show some sort of process.
- **Marjeritta Phillips:** It is not our responsibility to recruit. It's okay to put out flyers but recruitment is not our job. The recruitment has gone down.
- **Liza Rios:** Successful robust colleges that have high numbers pay marketing firms, professionals in communication in knowing how to recruit. When recommendation is given to Dr. Curry, his response is that we don't have the money. We have millions in reserve. We have money for pay raises for himself and managers but shouldn't our students and potential students be at the top of that list. Invest in our community and ideas from professionals. We have the money, we don't have a leader to make wise choices that affect the community. Compton College should be a source of pride in Compton. We still have time to make that happen with a different leader.

[Holly Schumacher] motioned to close discussion on this agenda item. [Jasmine Phillips] seconded.

[Holly Schumacher] motioned to do the Vote of No Confidence for the resolution today. [Jasmine Phillips] seconded.

- Theresa Barragan-Echeverria: No
- Steve Ellis: No
- Harvey Estrada: Yes
- Desiree Corona Ramirez : No
- Charles Hobbs: No
- Khan Mahbub: Not Present
- Vanessa Madrid: Yes
- Don Mason: Not Present
- Jose Manuel Martinez: Not Present
- Victoria Martinez: No
- Carlos Maruri: Yes
- David McPatchell: No
- Jesse Mills: Not Present
- Noemi Monterroso: No

- Sean Moore: No
- Janette Morales: Yes
- Jasmine Phillips: Yes
- Marjeritta Phillips: Yes
- Kent Schwitkis: No
- Rajinder Sidhu: Not Present
- Evan Skorka: No
- Shirley Thomas: Not Present
- Michael VanOverbeck: No
- Jose Villalobos: Yes
- Valerie Woodward: Yes
- Holly Schumacher: Yes

- Summary: No (11), Yes (8)

- Based on results, tabling discussion and bringing it to future Senate meeting.
- Harvey Estrada recommended item to be added after next union meeting. Best place to discuss items of this nature would be in the next union meeting since a lot of information needs to be discussed and faculty missed the last meeting.

- **[Sean Moore] motioned that Vote of No Confidence be postponed to a specific time on our Oct 7th meeting until after Dr. Curry presents the Compton College Future Budget and Enrollment Plan so we can hear what he says, ask him questions, hear his side, and make a fair decision. [Michael VanOverbeck] seconded.**

[Carlos Maruri] motions to adjourn meeting. [Marjeritta Phillips] seconded.

Meeting adjourned at 2:09pm

8. Discussion Items

- a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – Update
- b. Senate Meetings After October 1st - Update
- c. New Title 5 – EW – Changes Proposed
- d. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
- e. Academic Senate Goals – 2021-2022
- f. Reimagining the Compton College Mascot – What should the process of selecting a new mascot be?
- g. Propose New Programs to Be Added at Compton College

9. Informational Items

- Enrollment Fraud Risk Prevention – Best Practices
- Summer Enrichment Activities Proposals – Due 11/19

10. Future Agenda Items

- October 7th - Dr. Curry & Chris Ferguson (Dept. of Finance) - Compton College Future Budget and Enrollment
- Develop Compton College Definition of Equity

11. Public Comment

12. Adjournment

Next Scheduled Meeting: October 7th, 2021, at 12:30 pm

Zoom Link:

<https://compton-edu.zoom.us/j/99348460077>

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	zoom	March 3	In-Person
September 16	Zoom	March 17	In-Person
September 30	Zoom	April 7	In-Person
October 7	In-Person	April 21	In-Person
October 21	In-Person	May 5th	In-Person
November 4	In-Person	May 19	In-Person
November 18	In-Person	June 2nd	In-Person
December 2	In-Person		

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Citlali Gonzales (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (20-21)
 Vacant (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 Sean Moore (20-23)
 Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Rajinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Mahbub Kahn (20-21)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President

VOTE OF NO CONFIDENCE

A Joint Resolution by the Compton College Academic Senate;
The Compton Community College Federation of Employees, Certificated Unit, Local 3486,
and The Compton Community College Federation of Employees, Classified Unit, Local 3486A

Dr. Keith Curry, President/CEO

- Whereas, Dr. Curry has failed to perform satisfactorily the normal and reasonable duties of his position, resulting in a decade of consistent enrollment declines that imperil the financial security and future of Compton College ([1](#), [4](#)).
- Whereas, Dr. Curry's decade-long record of substandard performance has resulted in a 50-percent loss of full-time equivalent students since 2011, a far greater deficit than any other local district, and the third-highest loss of FTES in the entire California Community College system ([2](#), [3](#)).
- Whereas, Dr. Curry has failed to meet self-authored enrollment goals, falling short of his own targets in actual-earned FTES every semester of his employ. In 2016-2017, this continued failure to meet modest projections resulted in an approximate \$4-million loss of revenue ([5](#), [6](#)).
- Whereas, Dr. Curry has failed for the past decade to ensure competent outreach, marketing, and recruitment efforts at Compton College, resulting in plummeting enrollments and an inability to compete with neighboring community college districts ([1](#)).
- Whereas, Dr. Curry has failed to identify and allocate capable personnel and appropriate resources to maintain enrollment, persistence, and retention rates comparable to other local community college districts since his initial appointment by El Camino College in 2011.
- Whereas, Dr. Curry has failed consistently in the development and execution of vital District operations, including the disastrous Banner implementation, resulting in significant barriers to student registration and enrollment, and an inability to compete with neighboring community college districts.
- Whereas, Dr. Curry has failed to sustain fundamental academic and student-support programs to meet instructional needs, promote equity, and guarantee access to courses required for graduation, resulting in an inability to compete with neighboring community college districts and a loss of fundamental opportunities for Compton College students ([2](#), [4](#)).
- Whereas, Dr. Curry has failed to ensure compliance with federal law, significantly jeopardizing funding due to the grave mismanagement of multiple federal aid programs, which harms our most vulnerable students and puts the accreditation of the college at serious risk. According to multiple findings of a third-party auditor and a succession of several CFOs, standard internal control mechanisms are lacking or absent in the Compton College Business and Financial Aid offices. ([7](#))
- Whereas, Dr. Curry has failed to support maintenance personnel and to dedicate sufficient resources for the reasonable upkeep and safe operation of campus facilities and preservation of basic infrastructure, endangering students and staff, and resulting in an inability to compete with neighboring community college districts

- Whereas, Dr. Curry has failed to prepare and implement a coordinated, competent administrative response to the pandemic as mandated by county, state, and federal law, putting the lives of students and staff at risk. There was no plan for the orderly, formal distribution of PPE; in addition, rampant HVAC violations are present in Instructional Building I, Math/Science, Vocational Technology, and other areas on campus ([11](#)).
- Whereas, Dr. Curry has created, encouraged, and perpetuated an abusive campus culture that destroys morale, prevents equity, and discourages innovation. Widespread harassment, bullying, intimidation, and threats are well documented, resulting in disproportionate legal and financial consequences for the college in addition to excessive employee turnover and loss of crucial resources ([8](#)).
- Whereas, Dr. Curry has failed to adhere to Educational Code and Title 5 regulations by overriding the legally mandated 10+1 recommendations of the Academic Senate absent the “compelling reasons” and “exceptional circumstances” clearly required by state law ([9](#), [10](#)).
- Whereas, Dr. Curry has failed to honor the prescribed community college structure mandated by the California legislature by manipulating and usurping the rightful independent judgment of the Board of Trustees. When confronted by Academic Senate representatives about his changes to Senate recommendations to the Board without the “compelling reasons” and “exceptional circumstances” required by law, he stated, “I am the Board” ([9](#), [10](#)).

Sheri Berger, Vice President of Academic Affairs

- Whereas, Sheri Berger has perpetuated a hostile work environment, resulting in multiple Title IX complaints within her brief period of service. Disrespect, abuse, and malice are commonplace, destroying morale and causing an inability to recruit and retain competent staff in crucial special assignments. This has led to a significant loss of opportunity for students and a further erosion of the fundamental infrastructure required for success and retention ([8](#)).
- Whereas, Sheri Berger has violated Educational Code and Title 5 by nullifying Academic Senate-ratified policies and submitting unauthorized modifications to the Board of Trustees without the explicit senatorial consent required by law ([10](#)).
- Whereas, Sheri Berger has failed to support and foster satisfactorily a coordinated, competent, orderly administrative response to the pandemic as mandated by county, state, and federal guidelines, resulting in an unsafe work environment that jeopardizes the safety of students and staff. ([11](#)).

Therefore, be it resolved that due to catastrophic losses caused by a prolonged failure of leadership, the Compton Community College Federations of Employees and the Compton College Academic Senate have lost confidence in the leadership of Keith Curry, President/CEO, and Sheri Berger, Vice President of Academic Affairs; and

Be it resolved, the Compton Community College Federations of Employees and the Compton College Academic Senate affirm a vote of no confidence in Keith Curry, Compton College President/CEO. Allowing him to continue as President threatens the reputation of the college and guarantees the institution's fiscal insolvency and lack of viability; and

Be it resolved, the Compton Community College Federations of Employees and the Compton College Academic Senate affirm a vote of no confidence in Sheri Berger, Compton College Vice President of Academic Affairs. Allowing her to continue as Vice President of Academic Affairs jeopardizes the integrity of the institution, squanders human capital, and exposes the District to legal peril; and

Therefore, be it resolved that Keith Curry, President/CEO and Sheri Berger, Vice President of Academic Affairs, should be terminated by the Special Trustee and/or the Board of Trustees effective immediately in accordance with Education Code 87732(c) to rescue Compton College.

_____ on September 10, 2021
Holly Schumacher, President, Compton Community College Federation of Employees, Certificated Unit,
Local 3486

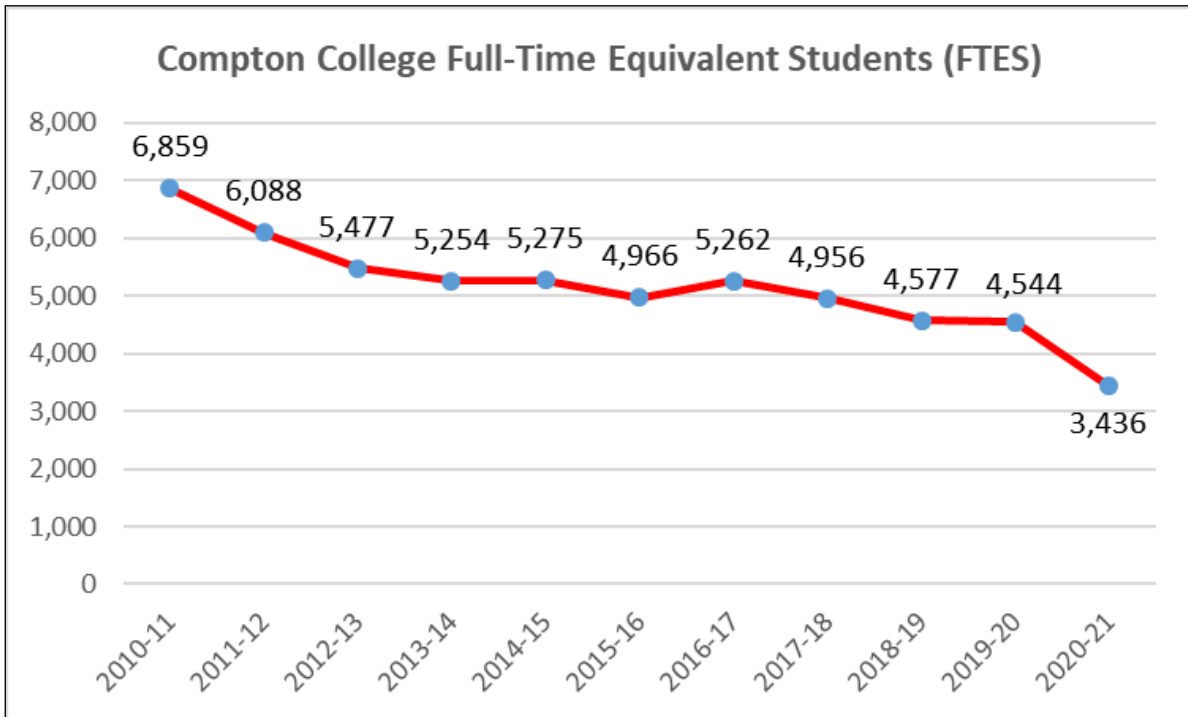
_____ on September 23, 2021
Amankwa McKinzie, President, Compton Community College Federation of Employees, Classified Unit,
Local 3486A

_____ on September 30, 2021
Minodora Moldoveanu, President, Compton College Academic Senate

Appendices

1. [FTES decline since Dr. Curry assumed leadership of Compton College according to Chancellor's Office Datamart](#)
2. [FTES Loss under Dr. Curry's stewardship compared to nearby community college districts over the past decade according to Datamart](#)
3. [FTES Comparison for CCCs Statewide in 2010-11 vs. 2020-21 per Datamart](#)
4. [FTES Projections through the End of "Hold Harmless" Status in 2025 based on Dr. Curry's Prior Performance](#)
5. [Dr. Curry's Projected FTES Goals vs. Actual FTES Results](#)
6. [Revenue Loss of \\$4 Million in 2016-2017 due to failure to meet modest enrollment targets](#)
7. [Third-Party Audit Report Findings: Non-Compliance with Fundamental Accreditation Requirements and Federal Law](#)
8. [Compton College Civility Statement and Board Policies on Harassment](#)
9. [First-person notes from Educational Policy Committee meeting on November 17, 2020](#)
10. [Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations](#)
11. [State, County, and Federal Covid Protocols for Higher Education and other Organizations](#)

Appendix 1: FTES decline since Dr. Curry assumed leadership of Compton College



Data retrieved from the California Community College Chancellor's Office Datamart, 8/2021. *Current projections forecast actual FTES at Compton College below 2,800 for the 2021-22 school year.*

Appendix 2: FTES loss under Dr. Curry’s stewardship compared to nearby community college districts over the past decade

	2010-2011	2020-2021	% loss since 2011
<i>District Name</i>	<i>Total FTES</i>	<i>Total FTES</i>	
Cerritos	18881	16859	-11 percent loss
El Camino	19153	16060	-16 percent loss
LACCD	99851	83065	-17 percent loss
Long Beach	21167	20226	-4 percent loss
NOCCD	40538	33960	-16 percent loss
Compton	6859	3436	-50 percent loss

Per the California Community College Chancellor’s Office Datamart, 8/2021

Appendix 3: FTES Comparisons for CCCs Statewide 2010-11 vs. 2020-21

Compton College has more than double the losses of 48 out of 70 CCC districts since 2011.

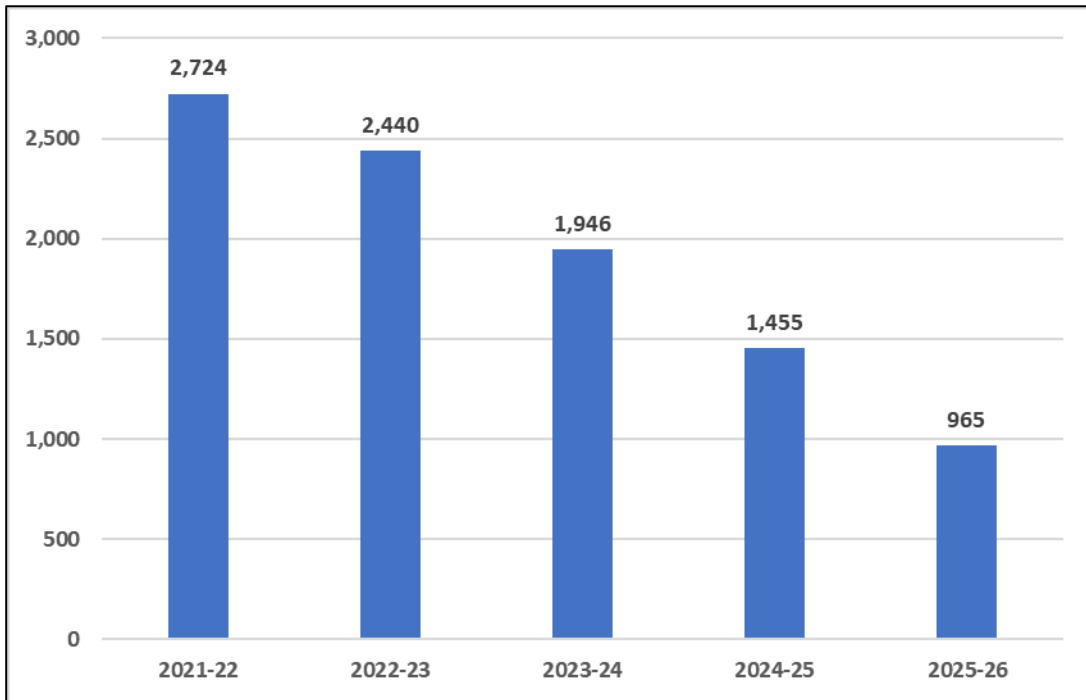
Per Datamart, 8/21	Annual 2010-2011	Annual 2020-2021	% Loss/Gain
	Total FTES	Total FTES	Since 2011
San Francisco CCD	35794	12107	-66%
West Valley CCD	17789	6749	-62%
Compton CCD	6859	3436	-50%
Lassen CCD	2431	1396	-43%
Redwoods CCD	5432	3137	-42%
South OCCC	40200	23984	-40%
Shasta Tehama CCD	9994	6164	-38%
Marin CCD	5082	3212	-37%
Grossmont CCD	19366	12413	-36%
Siskiyou CCD	2362	1549	-34%
Palomar CCD	20843	13857	-34%
Butte CCD	12607	8469	-33%
Napa CCD	6468	4351	-33%
Glendale CCD	18177	12309	-32%
Gavilan CCD	5595	3868	-31%
Santa Barbara CCD	17355	12038	-31%
Cabrillo CCD	11302	7918	-30%
West Hills CCD	6721	4714	-30%
Yuba CCD	9027	6440	-29%
Solano CCD	9610	6883	-28%
Sonoma CCD	20506	14765	-28%
Peralta CCD	22365	16382	-27%
San Jose CCD	15759	11608	-26%
Copper Mountain	1743	1322	-24%
Southwestern CCD	17407	13263	-24%
Foothill CCD	35514	27369	-23%
Los Rios CCD	59275	45757	-23%
Allan Hancock CCD	10540	8302	-21%
Coast CCD	37434	29509	-21%
Victor Valley CCD	10010	7910	-21%
Mendocino CCD	3455	2740	-21%
San Luis Obispo CCD	9262	7358	-21%
Santa Monica CCD	27303	22135	-19%
Contra Costa CCD	33584	27234	-19%
Monterey CCD	6836	5655	-17%
Los Angeles CCD	99851	83066	-17%

Appendix 3: FTES Comparisons for CCCs Statewide 2010-11 vs. 2020-21, *continued*

Compton College has more than double the losses of 48 out of 70 CCC districts since 2011.

Per Datamart, 8/21	Annual 2010-2011	Annual 2020-2021	% Loss/Gain
	Total FTES	Total FTES	Since 2011
North Orange CCD	40538	33960	-16%
El Camino CCD	19153	16060	-16%
Sierra CCD	15915	13350	-16%
Yosemite CCD	17591	14818	-16%
San Mateo CCD	22255	18800	-16%
Palo Verde CCD	1823	1551	-15%
Ventura CCD	30384	26232	-14%
Chabot-Las Positas CCD	17859	15420	-14%
Sequoias CCD	10965	9538	-13%
Merced CCD	11033	9615	-13%
Antelope CCD	10570	9278	-12%
Feather River CCD	1775	1584	-11%
Cerritos CCD	18881	16859	-11%
Citrus CCD	11859	10709	-10%
San Bernardino CCD	14920	13614	-9%
Rio Hondo CCD	13285	12202	-8%
Ohlone CCD	9401	8711	-7%
Mt. San Jacinto CCD	11695	10914	-7%
Imperial CCD	7811	7419	-5%
State Center CCD	31197	29741	-5%
MiraCosta CCD	11069	10553	-5%
Long Beach CCD	21167	20226	-4%
Pasadena CCD	24374	23568	-3%
Chaffey CCD	15061	14653	-3%
West Kern CCD	2508	2445	-3%
Riverside CCD	30243	29941	-1%
Hartnell CCD	6888	7002	+2%
Mt. San Antonio CCD	32540	33823	+4%
San Diego CCD	44482	46258	+4%
Santa Clarita CCD	14156	14914	+5%
Rancho Santiago CCD	35437	38021	+7%
Desert CCD	8715	9464	+9%
San Joaquin Delta CCD	16183	17612	+9%
Kern CCD	20831	24804	+19%
Lake Tahoe CCD	1884	2377	+26%
Barstow CCD	1273	2169	+70%

Appendix 4: Five-year projections of total FTES for 2021-2026 based on Dr. Curry’s past decade of enrollment performance



Anticipated FTES decrease from 2016-17 to 2025-2026 and projected loss of revenue when “hold harmless” status expires

Projected FTES decrease from 2016-2017 to 2022-2023			
		36%	
Projected FTES decrease from 2016-2017 to 2023-2024			
		47%	
Projected FTES decrease from 2016-2017 to 2024-2025			
		55%	
Projected FTES decrease from 2016-2017 to 2025 -2026			
		84%	
Projected loss in revenue for 2025-2026 when hold harmless expires.			
		\$ 31,850,460.00	

Appendix 5: Dr. Curry's Projected FTES Goals vs. Recorded FTES Results

Recorded FTES retrieved from Datamart, Chancellor's Office, 8/21

FTES Goals retrieved from Compton College Five-Year Planning Documents

School Year	2011-12	2012-13	2013-14	2014-15	2015-16
FTES Goal	6000	6000	6060	6060	6060
Recorded FTES	6088*	5477	5254	5275	4967

School Year	2016-17	2017-18	2018-19	2019-20	2020-21
FTES Goal	6060	6060	5980	5980	5980
Recorded FTES	5262	4956	4577	4544	3436

**The District borrowed 174 FTES from 2012-2013 onward to "meet" the 6000-FTES target for funding purposes, but this figure does not reflect actual enrollment numbers, which were below the stated goal. Note that all recorded FTES numbers through 2016-2017 include "borrowing" from future fiscal years, after which a change in the funding formula disallowed this practice starting in 2018-2019."*

**Appendix 6: Revenue Loss of Approximately \$4 Million in 2016-2017
Due to Failure to Meet Modest Enrollment Targets**

**Provost/CEO Recommendations to Address concerns declining Compton
Center FTES for the 2016-2017 year**

Background: Over the past couple of years' enrollment at the ECC Compton Center has been declining. For the 2016-2017 fiscal year, the Compton Center is projecting funding for 6,060 Full-time Equivalent Students (FTES), which includes borrowing 787 FTES from summer 2017. Due to declining enrollment, the Compton Center entered stabilization funding in the 2014-2015 year. Stabilization is covered in Senate Bill (SB) 361, the legislation that provided for equalization of funding among community colleges. Under SB 361, the application of stability allows for a "hold harmless" in the initial year of decline in FTES.

Existing law provided a year of stabilization funding during which the Compton Center receives at least the same funding for enrollment from the previous year. In 2014-2015, the Compton Center received stability funding at the 2013-2014 FTES level of 6060 FTES. There was no drop in apportionment revenues associated with FTES reduction for that year.

In the subsequent three years following stabilization (2015-2016, 2016-2017, 2017-2018 years), the Compton Center is eligible for FTES restoration. Restoration allows the Compton Center to restore FTES and potentially earn any reductions in apportionments during the three years following the initial year of decline (Education Code Section 84750.5). Restoration of revenue between the year of decline and the year of restoration will be made at the Compton Center marginal growth-funding rate. The marginal funding rates per FTES are revised annually based on Cost-of-Living Adjustments (COLA). The

Compton Center is in year two of FTES restoration and our last year of eligibility for FTES restoration is the 2017-2018 year.

Provost/CEO Recommendations: I am recommending the Compton Center/District implement the following to address concerns with declining enrollment at the El Camino College Compton Center:

1. Continue to implement and evaluate the activities outlined in the 2015-2018 Compton Center Enrollment Management Plan. Lead: Elizabeth Martinez and Barbara Perez. Timeline: Ongoing.
2. If the Compton Center is unable to achieve the 6,060 FTES during the 2016-2017 year which includes borrowing 787 FTES from summer 2017, the Compton Center will not borrow the summer 2017 FTES and would transfer the summer 2017 FTES into the 2017-2018 year. This would result in a projected loss of revenue of approximately \$4 million dollars for the 2016-2017 fiscal year. Lead: Keith Curry, Barbara Perez, and Steve Haigler. Timeline: June 30, 2017.
3. The Compton District will revise Board Policy 6250 - Budget Management and Administrative Regulations – 6251 Budget Management to include direction regarding FTES planning (i.e., transferring and borrowing of FTES).

Supported by the Enrollment Management Committee on January 31, 2017

**Appendix 7: Third-Party Audit Report Findings:
Significant Non-Compliance with Fundamental Accreditation Requirements and Federal Law**

http://www.compton.edu/district/administration/businessadmin/docs/2020_Annual_Financial_Report.pdf

- Page 102: Material weakness in all Federal Aid programs
- Page 105: Significant deficiency and non-compliance for CARES Act funding
- Page 106: Non-compliance with cash flow management for HEERF monies
- Page 108: Non-compliance in fundamental reporting; the District did not report financial aid disbursements to NSDLS for the entire 2019-2020 academic year, representing 3,765 students who received approximately \$500k in unreported loans.
- Pages 113-114: Non-compliance for Disabled Student Programs and Services (DSPS) due to a lack of student contract reports for those who received services, seriously jeopardizing the special funding provided for this purpose.

**Appendix 8: Compton College Statement of Civility and Mutual Respect
and District Policy on Harassment**

**COMPTON COLLEGE STATEMENT
OF CIVILITY & MUTUAL RESPECT**

The manner in which we interact with one another is critical to cultivating and maintaining a meaningful and effective intellectual environment.

- Compton College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility.
- Compton College encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse.
- Compton College uses contributions of the community to promote diversity, creativity, accountability, and transparency. Through Collaborative Governance, all constituent groups work together, in good faith, to make decisions related to policies, procedures, and practices for the benefit of the students and community that we serve.

Our community can only continue to thrive when we approach each interaction and conversation with an open mind and when each member can contribute fully. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

Approved by the Compton Community College District Board of Trustees on December 10, 2019 and the Compton College Academic Senate on December 5, 2019.

- **[Compton College Board Policy 3430, Prohibition of Harassment](#)**
- **[Compton College Administrative Regulation 3430, Prohibition of Harassment](#)**

**Appendix 9: Meeting Notes prepared by Holly Schumacher,
member of the Educational Policies Committee**

Note: This meeting was recorded in Zoom. [See text of the law here.](#)

On November 17, 2020, Dr. Curry invited himself to the Educational Policies Committee meeting where he was asked to be put on the agenda after receiving pushback for overriding Senate purview with regard to 10+1 matters.

When it was his turn to address the committee, Dr. Curry stated that he would take into consideration what the committee “recommended,” but that he was, “*not obligated to agree with it or allow it to be taken to the Board of Trustees.*”

When Schumacher explained that, by law, this is not the case, that it is Dr. Curry’s legal obligation to “come to mutual agreement” with the Academic Senate on BPs and ARs as required by Title 5 and Ed Code, Curry stated that he, “*relies primarily on the Senate for its recommendations, but does not have to follow said recommendations.*” He said he would put into writing what he did not agree with.

He also stated that he would be ignoring the recommendation of the Senate to have counselors assist students in filling out forms for Credit for Prior Learning - AR 4235, a policy in the 10+1 purview that was due to be presented to the Board of Trustees at its next meeting.

Curry said he “struck that language” and was going to move AR 4235 forward with his recommendations, thus, completely overriding the Senate’s purview for 10+1 without meeting the legally required “compelling reasons” and “exceptional circumstances” for such rejections established by state law and reaffirmed in multiple court cases since the passage of AB-1725 in 1988.

Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Page 1/5)



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

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KEITH CURRY, Ed.D.
President/CEO

June 15, 2021

Dr. Minodora Moldoveanu
President, Academic Senate
Compton College

Dear Dr. Moldoveanu:

As previously mentioned, I have been working on this new format to respond to the Academic Senate - Summary of Decisions. Below are my responses to the Academic Senate – Summary of Decisions made at the June 3, 2021, meeting.

Response to Approved Board Policies:

- 1. Board Policy 4100 - Graduation Requirements for Degrees and Certificates. *Accepted with Modification.*** The Academic Senate recommended changing some of the “may” statements in the policy to “will” statements. For example, the newly added statement “Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree” was suggested as “Students will be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.” On the surface this seems reasonable. However, a student may expect that their degree or certificate will be automatically awarded once they have completed all requirements. That is not the case. Students must petition for graduation for each degree or certificate. I accepted the recommendation from the Vice President of Academic Affairs, Sheri Berger, and utilized the terms “may” for Board Policy 4100 - Graduation Requirements for Degrees and Certificates.
- 2. Administrative Regulation 4100 - Graduation Requirements for Degrees and Certificates. *Accepted as Presented.*** The Administrative Regulation includes the following sentence that operationalizes the word “may” from the Board Policy to an appropriate “will” statement: Students qualifying for more than one AA, AS, or ADT degree and who successfully complete the graduation application process will receive each diploma and have them posted on their transcripts.
- 3. Board Policy 4106 - Nursing Program. *Accepted with Modification.*** The associate dean of nursing/nursing director and the Deans and Directors Council recommended changes to Board Policy 4106 – Nursing Program, which were forwarded to you and the vice president of the Academic Senate on May 19, 2021. These changes were recommended by the nursing faculty, through their Admission Committee. The first paragraph was reworded to comply with existing Board of Registered Nursing (BRN) requirements. The fifth bullet is being recommended for deletion as nursing faculty have found this criterion serves as a disadvantage to applicants

Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the [“compelling reasons and exceptional circumstances” required by law.](#) (Continued, page 2/5)

who do not meet this criterion. This negatively impacts our Black student population, which comprises a quarter of the student body. I support the version recommended by the nursing program's department faculty through their Admission Committee. However, per our conversation today, June 14, 2021, you stated that Board Policy 4106 –Nursing Program was not approved by the Academic Senate as stated in your June 7, 2021 memo. Since Board Policy 4106 –Nursing Program was not reviewed by the Academic Senate at your June 3, 2021, meeting, I will remove this item from the June 15, 2021, Board of Trustees meeting agenda. Hopefully, in fall 2021, the Educational Policy Committee and the Academic Senate consider the recommendation from the Nursing Admissions Committee, the Associate Dean of Nursing/ Nursing Director, and the Deans and Directors Council for Board Policy 4106 - Nursing Program.

4. **Board Policy 4250 - Probation, Dismissal, and Readmission. *Accepted with Modification.*** The revisions proposed by the Deans and Directors Council, which were forwarded to you and the vice president of the Academic Senate on May 13, 2021, were not considered. The wording changes involved those statements where the phrase "enrolled" or "enrolled in" were changed to "attempted" throughout the policy. I accepted the recommendations from the Deans and Directors Council.
5. **Administrative Regulation 4250 - Probation, Dismissal, and Readmission. *Accepted with Modification.*** The revisions proposed by the Deans and Directors Council, which were forwarded to the president and vice president of the Academic Senate on May 13, 2021, were not considered. The wording changes involved those statements where the phrase "enrolled" or "enrolled in" were changed to "attempted" to align with changes in Board Policy 4250. Minor corrections and language cleanup were made. For example, the definition of "NP" was corrected from “No Progress” to “No Pass.” The Academic Senate suggested removing the composition of the Reinstatement Committee, stating that the committee does not exist. However, the committee does exist, and therefore the language will remain. Lastly, the Academic Senate proposed the sentence, “Students on probation participating in programs on campus (such as SRC, CalWORKs, EOPS/CARE, Financial Aid) may have to submit additional appeals for each program.” The Deans and Directors Council, which includes the directors from these programs, did not accept the language since this regulation is specifically about college dismissal and each special program has its own guidelines. I accepted the recommended changes from the Deans and Directors Council.
6. **Board Policy 4245 - Academic Rank- *Accepted as Presented.***
7. **Board Policy 5050 - Student Success and Support Program.** This was included in your May 24, 2021 memo. Please confirm if this was also approved at the June 3, 2021, Academic Senate meeting. I believe your memo referred to Board Policy 5052 - Open Enrollment, which is *Accepted with Modification*. The Academic Senate had proposed changing "Schedule of Classes" to "Schedule of Courses." This was not accepted as the title of the College's publication is "Schedule of Classes."

Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 3/5)

Response to Approved Academic Senate Documents:

- 1. The Chancellor's Accessibility Standard. *Accepted as Presented.*** It would be helpful if the Academic Senate provided additional information related to the next step regarding your approval of these standards.
- 2. 504/508 Committee – Accessibility Committee Recommendation. *Not Accepted at This Time.*** The District will review this recommendation in fall 2021 along with the roles and responsibilities of the 504/508 Workgroup and the Technology Committee.
- 3. CNET course review proposal and new course proposal revised templates. *Accepted as Presented.*** The Vice President of Academic Affairs, Sheri Berger, has been working with the Curriculum Committee on revising these templates.
- 4. OER Goals. *Accepted as Presented.***

Response to Academic Senate Recommendations:

- 1. That Administration considers making the new Student Success – Black Men and Men of Color Success position be a faculty release position, which could offset the fact that many of our full-time faculty are struggling to make load due to low student enrollment. *Not Accepted.*** The position title is Director of Black and Males of Color Success. As it relates to the Academic Senate recommendation, the California State Education Code, section 87003 states, “ ‘Faculty’ or ‘faculty member’ means those employees of a community college district who are employed in academic positions that are not designated as supervisory or management...” Therefore, faculty may not supervise staff or faculty (except for “serving as a faculty member on hiring, selection, promotion, evaluation”). Supervisory or management positions are those defined under educational or classified administrator (Ed Code 87002). The proposed position would supervise and direct faculty and staff. Furthermore, this position would evaluate assigned staff. Faculty assignments are 10-month assignments, and this position is proposed for a 12-month assignment.

In fall 2021, we should discuss how faculty in the Guided Pathways Divisions could support Black and Males of Color Success.

- 2. The adoption of Badgr as a system to keep track of the knowledge and skills our students, faculty, and staff earn through formal coursework, or professional development engagements, that could lead to the creation of a personal portfolio. Such a portfolio would be transferable as students further their education at four-year institutions, or to their place of employment, and faculty and staff can accrue badges to show mastery of certain knowledge and skills. Earning badges and building such portfolios is highly motivating for students, faculty, and staff and can lead to increased performance. *Not Accepted at This Time.*** More information is needed to understand the recommendation. If the recommendation is to implement a badging system for faculty and training, this can be done through the California Community Colleges Vision Resource Center once it is fully implemented. It would be best if this were discussed by the Professional Learning and Engagement Committee. They can

Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 4/5)

make a recommendation on how it should be used for badging and the process to determine what the badges are and how requests for badges will be handled. If the recommendation is to implement a badging system for students, there are many more considerations that need to be addressed by the District and the Academic Senate.

3. **The adoption of Play Posit, which would help increased interactivity in the online environment and would help our campus successfully meet Title 5 language regarding regular and effective contact. *Not Accepted.*** While it is currently free, at some point there will be a cost associated with it. Compton College and Compton Community College District will then be committed to something that wasn't thoroughly vetted through program review or our annual planning process. Additionally, much of the functionality is covered in Canvas Studio which is already fully integrated. Below is the Canvas Studio usage for this year.

Canvas Studio Usage Data			
Month	Uploaded Media	Storage Used [GB]	Media Length [Hours]
2020-09	74	5.5	20.4
2020-10	92	2.4	6.1
2020-11	114	11.7	13.4
2020-12	65	3.5	6
2021-01	78	19.3	24.2
2021-02	94	15.1	10.7
2021-03	168	17	18.8
2021-04	106	9.3	19.7
SUM	791	83.9	119.4
	Total Space Available (GB)	4500	
	Remaining (GB)	4416.1	

Based on this, there is no reason to add the Play Posit software.

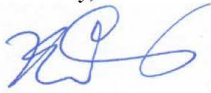
4. **The adoption of Pope Tech as the next accessibility checker to ensure faculty meet accessibility standards in Canvas. *Accepted as Presented.*** This software would assist faculty in ensuring their modules meet accessibility standards in Canvas. This is free through the California Community Colleges Accessibility Center.
5. **That our campus receives professional development in using LibreTexts, a great online, free database of Open Educational Resources containing materials for a great variety of courses. This would be a big step forward to our campus reaching our newly adopted OER goals. *Not Accepted at This Time.*** More research should be conducted this summer and in fall 2021, and if not already done so, the OER Committee should review this recommendation.
6. **The formation of the Innovative Experience Subcommittee, which would be a sub-committee of the Technology Committee. *Not Accepted at This Time.*** This fall, the Consultative Council will need to review the Technology Committee and 504/508

Appendix 10: Letter from Dr. Curry to Minodora Moldoveanu, Academic Senate President, outlining unauthorized changes to Senate recommendations without meeting the “compelling reasons and exceptional circumstances” required by law. (Continued, page 5/5)

Workgroup to review their roles and responsibilities and if there is a need for another subcommittee/workgroup.

Hopefully, this new format is helpful to you and the Academic Senate. Moving forward, this will be the format I will utilize to respond to the Academic Senate - Summary of Decisions. If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000 or via email at kcurry@compton.edu.

Sincerely,



Keith Curry
President/CEO

c. Vice Presidents

Appendix 11: State of California Covid Protocols

- [“Interim guidance for Ventilation, Filtration, and Air Quality in Indoor Environments”](#), published February 2021, by the California Department of Public Health for use by non-healthcare organizations, including schools.
- [CDC Cleaning and Disinfecting Protocols](#), published June 2021, by the United States Centers for Disease Control for use at public facilities
- [CDC Ventilation in Buildings](#), published June 2021, detailing ventilation system improvements to increase the delivery of clean air and dilute potential contaminants.
- [Guidance for Institutions of Higher Education Requirements and Best Practices](#), published August 2021, by the Los Angeles County Department of Public Health. See pages 3-5.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4225 Course Repetition

Issued: June 19, 2018
Revised: ~~June~~ October 15, 2021

Commented [CM1]: add, "revised: enter date"

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Reference:

Title 5, Sections ~~53200, 55000, 55024,~~ 55040, ~~55041, 55042, 55044-55045,~~ 58161

Commented [CM2]: League template shows Title 5 Sections 55040, 55041, 55042, 55044, and 58161 as referenced

The President/~~CEO~~ Chief Executive Officer or designee, relying primarily on faculty expertise, will have the authority to develop and implement policy and procedures with regards to repeatable and non-repeatable courses. Such policies and procedures will be developed in accordance with state, federal and/or district regulations.

Commented [CM3]: Edit from D&D

Repeatable courses ~~with the designation of "ab, abc, or abcd"~~ may be taken more than once for credit. Compton College designates as repeatable courses for which repetition is necessary to meet the lower-division major requirements of California State University (CSU) or University of California (UC) for completion of a Bachelor's Degree, intercollegiate athletics and related conditioning courses, and intercollegiate academic or vocational competition courses.

~~Non-repeatable courses~~ Courses not designated as repeatable may be taken only once for credit. Students may retake a ~~non-repeatable~~ course not designated as repeatable in which they have received a substandard grade ("D," "F," or "NP" ~~or NC~~) or Withdrawal ("W") only once before college intervention.

Commented [CM4]: Edit from D&D

Under special circumstances, students may repeat courses in which a grade of C or better was earned. These special circumstances and other specific exceptions to the above policies are detailed in ~~administrative procedures~~ Administrative Regulation 4225.

Commented [CM5]: Edit from D&D

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

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

Applicable Administrative Regulation:
AR 4225 Course Repetition

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COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4225 Course Repetition Procedure

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

Commented [CM1]: add, "revised: enter date"

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References:

Title 5, Sections 55040, 55045, 55252, 55253, 56029, 58161

Commented [CM2]: League template has lists Ed Code Section 76224 before title 5 sections

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

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Commented [CM4]: D&D Edit

Commented [CM5]: D&D Edit

In general, students are not permitted to repeat courses in which they have earned a grade of "A," "B," "C," or ~~CR~~ "NP" except as described below in section IV for Special Circumstances.

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I. ~~Non-Repeatable Courses~~ ~~Course Repetition to Alleviate Substandard Academic Work~~
~~Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. (Examples of non-repeatable courses include History 101, English 1A (101), and Political Science 1 (101).) All courses are considered non-repeatable unless otherwise stated in the College Catalog (noted in course description). Courses that are not designated as repeatable may be repeated to alleviate substandard work.~~

Commented [CM7]: D&D Edit

Commented [CM8]: nothing in our catalog has a lowercase letter. Few subjects do contain an uppercase letter. Strike through?

Commented [CM9]: D&D Edit

A. Original Attempt (~~first attempt~~)

1. If a substandard grade or a "W" is received, the student may retake that course.
2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.

B. Second Attempt (~~first retake~~)

1. If a student receives a substandard grade or a "W" on the ~~first original~~ attempt, a ~~second attempt~~ ~~retake~~ is permissible.
2. A passing or substandard grade received in the retake shall replace the original grade and credit in the calculation of the grade point average. This will be annotated on the student's academic transcript.
3. The original grade, alleviated by the new grade, must remain on the student's academic transcript.
4. If a "W" is received on the second attempt, no grade alleviation would apply.

Commented [CM10]: include "EW"? Does it have to be said?

Commented [CM11]: I couldnt find a student transcript as proof but would an F in the second attempt replace a D in the first? I want to say no... asked Felecia.

C. Third Attempt (~~second retake~~)

1. If a student attempts a ~~non-repeatable second retake of a~~ course ~~not designated as repeatable~~ ~~two times~~ ~~(the original attempt and the retake)~~ ~~twice~~ and in both attempts the student receives either a substandard grade or a "W" or a combination, then the student may be permitted a ~~third attempt~~ ~~(second retake)~~ with the completion and approval of a ~~college intervention plan~~ ~~Plan for Student Success~~.

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Commented [CM13]: D&D Edit

2. A passing or substandard grade received in the ~~second retake~~third attempt shall replace the grade and credit received in the ~~first retake~~second attempt or ~~first~~original attempt if the second attempt was a “W” in the calculation of the grade point average.
3. The new grade shall be annotated on the student’s academic transcript.

1

4. The original grade, alleviated by the new grade, must remain on the student's academic transcript.
5. If a "W" is received, no grade alleviation would apply.

D. College Intervention

Students with two unsuccessful attempts must submit ~~an repeat petition~~ Excessive Course Repeat Petition and, ~~if required by the academic division,~~ a Plan for Student Success signed by a ~~district division designee or~~ counselor.

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II. Repeatable Courses

Repeatable courses are those listed in the College Catalog and noted in the course description ~~that have lowercase letters in the course number. The lowercase letters indicate the number of times a course may be repeated. Examples of repeatable courses include Physical Education 60abe (Women's Intercollegiate Soccer Team), and Music 267abed (Concert Jazz Band). In these examples, students may enroll in Physical Education 60abe three times and Music 267abed four times.~~

Commented [HS15]: This is the Permission to Repeat form that is turned in to Admissions and Records, correct?

Commented [CM16R15]: change to "Excessive Course Repeat Petition" (that is the name on A&R webpage) and add "to the Admissions and Records Office" at the end.

Commented [CM17]: Didn't see any "ab, abc, abcd" courses in our catalog. It is listed in course rep policy (pg 39) but no course have that designation

Commented [HS18R17]: We got rid this. Each course now has a separate number.

Commented [CM19]: not really delineated in the catalog which courses are repeatable

A. Scope and Limitations of Repeatable Courses

1. Compton College designates only the following types of courses to be repeatable per Title 5, Section 55041:
 - a) Courses for which repetition is necessary to meet the lower-division major requirements of California State University (CSU) or University of California (UC) for completion of a Bachelor's Degree
 - b) Intercollegiate athletics and related conditioning
 - c) Intercollegiate academic or vocational competition.
2. ~~Courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree may include a recency requirement which the student has not been able to satisfy without repeating the course. A student may petition for repetition if less than 36 months have elapsed and the student provides documentation that the repetition is necessary for transfer.~~
3. ~~For intercollegiate athletics and related conditioning courses and for intercollegiate academic or vocational competition~~ all repeatable courses, students may repeat a course the maximum number (within the discipline) of times that course has been approved for repetitions. Substandard grades and grades of "W" earned each count as an attempt.
3. When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average, except if the course is repeated pursuant to another section IIB of this article that permits district policy to allow the previous grade(s) to be disregarded.

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B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the attempt does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.
2. No more than two substandard grades may be alleviated for a repeatable course.
3. When a student repeats a course to alleviate substandard academic work, the

previous grade and credit will be disregarded in the calculation of grade point average.

4. If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:
 - a) that last grade cannot be alleviated, and
 - b) lapse of time can never be used for that course.

2

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

C. Active Participatory Courses and Repeatability

“Active participatory courses” are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in “content” (also known as “families”) are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation. Courses eligible to be included in “families” are limited to physical education, visual arts, and performing arts.

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

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

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III. Variable Unit Courses

Title 5 regulations shall guide Compton College on variable unit courses. If a credit course is offered for variable units on an open-entry/open-exit bases, a student may enroll in the course as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. A student may repeat the class until the maximum number of units is earned.

Commented [CM28]: D&D edit

IV. Withdrawals

A. Withdrawal from a Course

1. Students who are withdrawn from a course after the census date (20% of the course section) shall receive a “W” on their transcript. The period to receive a “W” is from the deadline to drop without notation to the 75% point of the course section.

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B. Military Withdrawals

1. Military withdrawals shall not be counted towards the permitted number of withdrawals or attempts.
2. A student who is a member of an active or reserve United States military service may receive a military withdrawal when the student receives orders from the military.
3. The orders must be verified by the Veteran’s Services Office with appropriate documentation provided by the student.
4. The military withdrawal may be assigned at any time.
5. The symbol for military withdrawals shall be “MW.”

Commented [HS30]: Do we do this?

~~6. Military withdrawals shall not be counted in progress probation or dismissal calculations.~~

~~7. Neither an "F" nor an "FW" can be assigned in lieu of a military withdrawal.~~

~~C. Withdrawal Due to Extraordinary Conditions~~

~~1. A "W" may be removed and "no notation" assigned to any student who withdrew from one or more classes where such withdrawal was necessary, verified through documentation, and approved by the Director of Admissions & Records due to:~~

~~a) fire~~

~~b) flood~~

~~c) other extraordinary conditions such as:~~

~~(1) earthquake~~

~~(2) riot~~

~~(3) terrorism~~

~~(4) acts of war~~

~~(5) other consequential and significant acts.~~

Commented [CM31]: change to " An F cannot"

Commented [CM32]: Change to EW?

Commented [CM33]: add, "reasons beyond their control, which include but are not limited to, the following:"

Commented [CM34]: Match with EW form

Commented [CM35R34]: • Job transfer outside the geographical region;

• Illness in the family where the student is the primary caregiver;

• An incarcerated student in a California State Prison or County Jail is released from custody or involuntarily transferred before the end of the term (In the case of an incarcerated student an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer);

• The student is the subject of an immigration action;

• Death of an immediate family member;

• Chronic or acute illness;

• Verifiable accidents; or

• Natural disasters directly affecting the student.

Commented [CM36R34]: do we mention the verifiable documentation requirement?

Commented [CM37R34]: how about time limit,, one year I believe (or 18 months?)

Commented [CM38]: D&D edit

IV. Special Circumstances

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

3

A. Significant Lapse of Time

1. A student may petition to repeat a course in which they previously earned a grade of C or better if there has been a significant lapse of time. A significant lapse of time petition may be filed when
 - a) No fewer than 36 months have passed or
 - b) ~~The nature of the course (i.e. skill, knowledge, technology) requires repetition sooner.~~ The district has established a recency prerequisite that is less than 36 months or
 - c) Another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question, and where less than 36 months has elapsed
2. ~~A student will forfeit significant lapse of time if:~~
 - a) ~~Three standard grades were received for non-repeatable courses.~~
 - b) ~~The maximum number of attempts in a repeatable course was reached and the last attempt resulted in a substandard grade.~~
3. ~~Lapse of time can only be used once per course.~~

Commented [CM39]: do we make these match our form? V.A.1.b. is not listed on the form. Instead this is listed: Another institution of higher education to which I am seeking to transfer requires me to have taken the course more recently than my last enrollment. I acknowledge that if I completed the course less than 36 months ago, I must provide proof to the academic division that the college I wish to transfer to has a completion requirement of less than 36 months. I acknowledge that the burden of proof is on me

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Commented [CM41]: D&D edit

B. Extenuating Circumstances

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

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C. ~~Special Classes~~ Educational Assistance for Students with Disabilities

1. ~~Special classes~~ Educational Assistance designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case by case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
 - a) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of ~~a special class~~ an educational assistance class.
 - b) When additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or ~~special classes~~ educational assistance classes.

Commented [CM43]: not listed on form, form needs to change?

Commented [CM44R43]: unless "special class course repeatability" on the form is referencing this

Commented [CM45R43]: is listed in title 5

Commented [CM46]: D&D edit

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- |
- c) When the student has an educational contract which involves a goal other than completion of the special class educational assistance class in question and repetition of the course will further achievement of that goal.
 - 3. When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

Commented [CM49]: D&D edit

4

~~D. Occupational Work Experience~~ Cooperative Work Experience Education (CWEE)

1. ~~Cooperative Work Experience Education (CWEE)~~

Students may earn up to a total of 16 units. A maximum of eight (8) credit hours may be earned in CWEE during one semester.

Commented [CM50]: not listed on form, form needs to change?

Commented [CM51R50]: is listed in title 5

Commented [CM52]: D&D edit

~~E. Legally Mandated Training~~

1. Course repetition shall be permitted, ~~without petition and regardless of whether the student recorded substandard work,~~ in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. ~~The governing board of a district may establish policies and procedures requiring students~~ Students must to certify or provide documentation that course repetition is necessary to complete legally mandated training pursuant to the California Code of Regulations.

Commented [CM53]: not listed on form, form needs to change?

Commented [CM54R53]: is listed in title 5

Commented [CM55]: D&D edit

Commented [CM56]: D&D edit

F. Significant Change in Industry or Licensure Standards

1. A student may ~~petition to repeat a course re-enroll in a course~~ where there has been a change in industry or licensure standards requiring that repetition of the course is necessary for employment or licensure.
2. The student must document the following two provisions:
- a) that there has been a significant change in the industry or licensure standards since the student previously took the course, and
 - b) the student must take this course again for employment or licensure.
- ~~3. The change should be one that without the updated course, the student could not obtain or maintain his or her employment or license.~~

Commented [CM57]: D&D edit

Commented [CM58]: D&D edit

VI. Other Provisions

A. Grade Alleviation with Courses from Other Colleges

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

2. ~~Grade alleviation with a course from other colleges cannot take place if:~~
- a) ~~three substandard grades have been received in a non-repeatable Compton College course. However, the course may be used for subject credit to meet prerequisites and the course will count toward graduation subject requirements.~~
 - b) ~~the student had reached the maximum number of attempts in a repeatable course and the grade in the final attempt was substandard.~~

Commented [CM59]: Not a fan of this... this portion seems to be under "Provisions for repeating a course taken at another accredited college or university for which substandard academic performance is recorded" in the League template under "suggested as good practice" section. Still need to look up Title 5

Commented [CM60R59]: Cerritos: Students may use an equivalent course from an accredited college or university to replace a Cerritos College course in which a substandard grade was recorded, if earned subsequent to the substandard grade at Cerritos College. Nothing about it not being able to take place is mentioned

Commented [CM61R59]: didnt read anything in title 5 that requires this

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~~B. Course Repetition and Academic Records~~

1. ~~Courses that are repeated will be recorded in the student's permanent academic record using an appropriate symbol.~~

~~2. Annotating the permanent academic record will be done in a manner that all work remains legible, insuring a true and complete academic history.~~

~~C. Academic renewal is not an exception that permits a student to repeat a credit course.~~

VII. Enrollment Limitations for Courses Related in Content

~~A. Students are limited in the number of active participatory courses they can take if the courses are related in content (also referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content. Families of courses are published in the college catalog.~~

~~B. Students will be limited to taking a maximum of four courses in any one family of courses.~~

~~1. For example, the Band Ensemble family of courses contains Music 265abed (Symphonic Band, repeatable up to four times) and Music 267abed (Jazz Band, repeatable up to four times). A student who has already enrolled in Music 265abed two times can enroll only twice more in either Music 265abed or Music 267abed. A student who has already enrolled in Music 265abed two times and Music 267abed two times will not be permitted to enroll in additional courses from the family.~~

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

Commented [C62]: keep? Yay or nay

Commented [CM63]: Get rid? We do not have those courses...

Commented [CM64]: Ask Richette if there are any classes we provide credit for repeats

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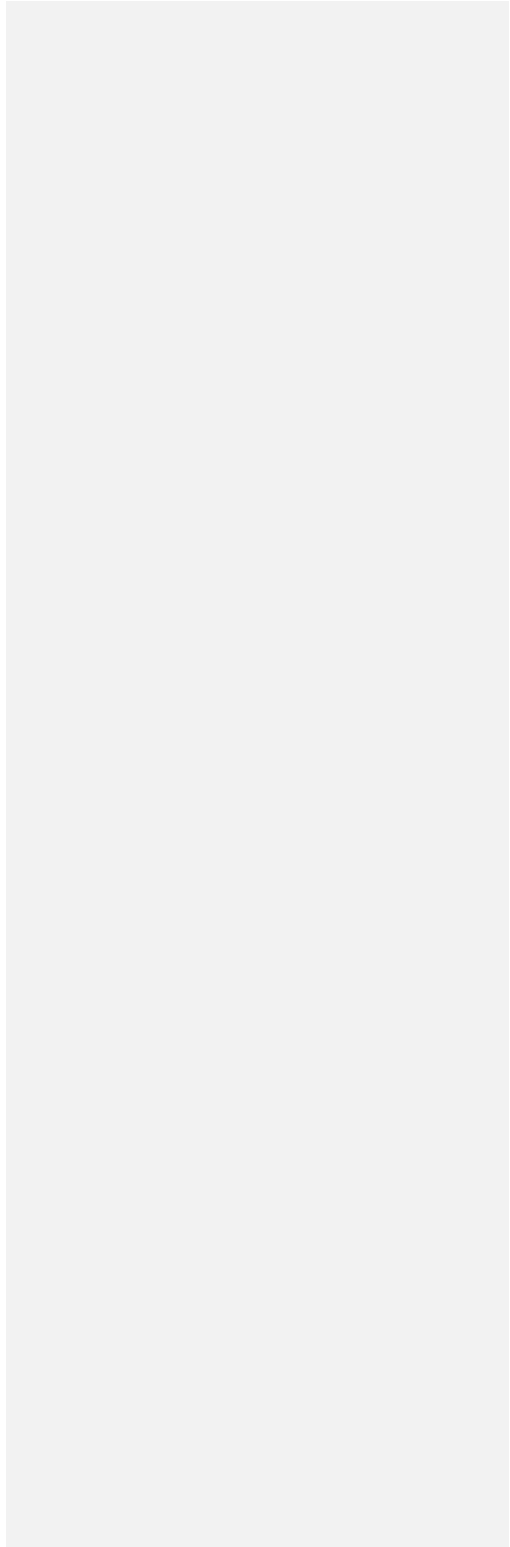
Commented [HS66]: Strike this?

Commented [CM67]: I noticed Cerritos & PCC included this:
Nothing in these procedures shall conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5, or district procedures relating to the retention and destruction of records.

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6



Equity Survey Taskforce

Definition of Equity

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Compton College identifies and removes barriers that produce inequity and intentionally designs or refines services to provide each student with what they need to be successful in their college experience. Compton College students actively define needs and solutions to equity problems on the campus. Equity processes ensure that all people have the opportunity to engage and succeed in a high-quality educational experience and all students have tools to support their academic career and personal goals.



**NOTICE OF PROPOSED RULEMAKING
TO CALIFORNIA CODE OF REGULATIONS, TITLE 5 REGARDING
EXCUSED WITHDRAWAL AND PASS-NO PASS GRADING OPTION**

45-Day Notice published September 9, 2021

NOTICE IS HEREBY GIVEN, pursuant to Chapter 2 of the Board of Governors Procedures and Standing Orders, that the Board proposes to adopt the regulatory action described below after a public hearing and considering all comments, objections, or recommendations received regarding the proposed action.

PUBLIC HEARING

A public hearing will be held via Zoom videoconferencing during the next regularly scheduled Board of Governors meeting on September 20, 2021. The hearing will commence at or about 12:30 p.m.

To prevent the spread of novel coronavirus (COVID-19), the Board of Governors is temporarily offering an additional method for public comment. The public is encouraged to watch the board meeting online and either submit a written public comment or provide public comment to the Board of Governors, details are below.

Public Comment: Members of the public wishing to comment on specific board items or during the Public Forum may do so in advance or during the live board of governors meeting. All comments will be limited to three minutes and the following policies:

a) You may submit your comment in advance via email to boardcomments@cccco.edu. In the email subject line, specify the item number you wish to comment on or indicate "Public Forum". You may identify yourself or specify that you wish to remain anonymous at the top of your email. All written public comments for the Board of Governors meeting must be received by the end of business on September 15, 2021. Comments meeting the deadline will be provided to the Board of Governors and posted for public viewing.

b) During the live board of governors meeting, you may use the Raise Hand feature on the Zoom platform to make a verbal comment to the Board. A Chancellor's Office employee will announce your name and grant you the ability to speak to the Board. You are requested to identify yourself and present your comment at that time.

ZOOM VIDEOCONFERENCING

Please use the link below to join the webinar:

<https://cccconfer.zoom.us/j/381430034>

Dial US: +1 669 900 6833 | Webinar ID: 381 430 034

Password: **234632**

International numbers available: <https://cccconfer.zoom.us/u/acIPAzrcGq>

WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the proposed regulatory action. To help ensure comments are understood as they are intended, we suggest that they clearly identify the proposed regulatory action that each comment addresses, with reference to specific section and subparagraph numbers where appropriate. Please arrange comments in the same order as in the proposed regulatory action. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549
regcomments@cccoco.edu

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on October 24, 2021. All written comments received by CCCCO staff during the public comment period are subject to disclosure under the Public Records Act.

CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

Following the public hearing and considering all timely and relevant comments received, the Board of Governors may adopt the proposed regulatory action substantially as described in this Notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposed regulatory action will be

available for 15 days prior to its adoption, and will be provided to those persons who have requested or are required to receive notification of regulatory actions, or who have provided written or oral comments relevant to the proposed regulatory action.

INFORMATIVE DIGEST

The Board of Governors of the California Community Colleges proposes regulatory amendments to certain provisions of title 5 of the California Code of Regulations related to excused withdrawals (EW) and Pass-No Pass grading options.

Pass-No Pass Regulation Changes

The proposed changes to title 5, section 55022, stem from Executive Order 2020-02, which temporarily suspended various grade-related regulations in response to the COVID-19 pandemic. Upon review of the Spring 2020 enrollment, persistence, and completion data, and the strategies utilized to support student retention, system stakeholders questioned the purpose, function, and benefit of the time constraints for selecting a Pass-No Pass grading option. Stakeholders also continued to acknowledge that community college students, who balance multiple competing priorities and demands, may find themselves in crisis outside of the COVID-19 context and choose to drop a course rather than attempt to persist due to these same concerns.

In consultation with system stakeholders, the proposed regulation changes extend the allowable time period for students to select the Pass-No Pass grading option up to the last day of instruction. These changes would provide students with greater grading flexibility and support student persistence during periods of time when external constraints present barriers. These changes will also assist students with preserving or maintaining their GPA.

As part of this regulation change, title 5 sections 55022, 55000, 55023, 55031, 55032, 55033, of the California Code of Regulations are also included with minor, non-substantive changes to bring them into alignment with the proposed substantive changes.

Excused Withdrawals Regulation Changes

Executive Order 2020-01, temporarily suspended student withdrawal regulations during the COVID-19 pandemic related to the use of the “EW” grading symbol.

The flexibility to provide excused withdrawals surfaced regulatory discrepancies between regulations detailing two distinct types of emergency scenarios, “extraordinary conditions” and “extenuating circumstances”. A withdrawal related to an extraordinary condition is primarily connected to external factors that can impact both the college and the student. A classic example would be a fire that closes a campus. With respect to the student, this type of withdrawal involves a fee refund and allows for repeatability, and for the college, there is no limit on claiming apportionment, and an emergency condition allowance may apply. **A withdrawal due to extenuating circumstances is more student focused and limits repeatability and apportionment.** An added complication is that the general withdrawal regulation allows for both a “withdrawal” and an “excused withdrawal,” but they have different outcomes even though they are both tied to an extenuating circumstances. The intent of the proposed regulation change is to align these two regulatory schemes to reduce confusion and administrative burdens by providing that:

1. State aid and repeatability rules are the same for withdrawals under both types of emergency situations; and
2. withdrawals for extenuating circumstances are all treated as excused withdrawals.

Proposed regulation changes related to withdrawals for extraordinary conditions include the following:

- Change section 58509 to more accurately reflect the purpose of the regulation.
- Remove language in section 58509, subdivision (a)(2) that purports to exclude apportionment for colleges when students withdraw due to an extraordinary condition as this language conflicts with section 58161.
- Delete section 58509, subdivision (b) because it is duplicative.
- Delete section 58509, subdivision (c) related to waiver, and create a new section, 58509.1.
- **Add pandemics to list of** extraordinary conditions in section 58146.
- Modify the definition of extraordinary conditions.
- **Add a provision allowing the college to record an “EW” grading symbol when a student withdraws from a course due to an extraordinary condition.**

Proposed regulation changes related to withdrawals for extenuating circumstances include the following:

- Eliminate W,” or withdrawal, for extenuating circumstances and follow the EW subdivision.
- Modify the verification requirements to focus on college efforts to mitigate withdrawal.
- Delete limits on apportionment and repeatability in section 58161, similar to section 58509 and extraordinary conditions.

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

The estimated cost or savings of the proposed amendments are anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None*.

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4 title 2 of the Government Code: *None*.

Other non-discretionary cost or savings imposed on community college districts: *None*.

Cost or savings in federal funding to state agencies: *None*.

The proposed amendments to title 5 would result in no fiscal impact to local or state governments, nor will it have any fiscal impact on any federal funding.

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the language of the proposed regulatory action, and all of the information upon which the proposal is based, may be obtained online at:

[Office of General Counsel - Pending Regulatory Actions](#)

Those who receive the Board of Governors Agenda package for the September 20, 2021, meeting can find a further description of the proposal and the full text of the regulatory action. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

2020-2021 Approved Academic Senate Goals

1. Establish a diverse representation on all campus committees.
2. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.
3. Establish an orientation for Academic Senate senators.
4. Encourage division chairs to add Senate Updates on their division meeting agendas, in order to increase communication between Senators and their constituents.
5. Increase faculty attendance and involvement at Academic Senate meetings.
6. Support the growth of faculty professional development activities on campus.
7. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.
8. Increase transparency and communication between faculty and administration.
9. Establish an Equity Certificate Program
 - a. The Equity Centered Syllabus
 - b. Equity Centered Pedagogy
 - c. Culturally relevant pedagogy
10. Add more Ethnic Studies courses.
11. Increase reliance on OER across all subjects.
12. Alter CORs to demonstrate focus on diversity, equity, and inclusion.
13. Focus on increasing accessibility to all course material to achieve 504/508 compliance.
14. Continue to work on making our campus more inclusive and more equitable.
15. Implement data driven decision-making.
 - a. Increase awareness of available student success and student retention data.
 - b. Create dialogue based on the data.
 - c. Change practices to improve student success and retention.
16. Implement evidence-based practices in the classroom.
17. Improve cultural education and cultural intelligence (CQ) on our campus.

Using Labor Market Data for Program Planning

Centers of Excellence (COE) for Labor Market Research



About the Centers of Excellence (COE)

California Community Colleges need to ensure that CTE curriculum produces workers with the skills relevant to the regional and statewide economies.

The COE provide **quality labor market data and information** to help colleges respond to workforce needs.

Colleges use the data for:



Investing in new and relevant programs



Assessing labor market needs



Reviewing existing programs



Pursuing grants

Today's Conversation

- The what and why of labor market information
- Compton area job market
- Overview of LaunchBoard
- Q&A

Where Colleges Use LMI

- Creating or substantially revising career education (CE) programs
- Retiring CE programs
- Required 2-year internal review of CE programs
- Applying for grant funding
- Developing college- or district-wide strategic plans
- Planning for a new off-campus center
- Providing career planning counseling services

Most Useful Data in Analysis

Occupational Demand

- Identifying SOC codes with most relevance to curriculum
- Typical educational requirements (BLS)/CPS attainment by occupation
- Current employment, projections, potential salary range

Industry Concentration

- Staffing patterns (industries that typically employ these types of workers)
- # of firms in study area

Educational Supply

- List of TOP code(s) relevant to the occupation(s) selected
- Supply estimates in CCC system and non-CCC institutions in region by certificate or degree

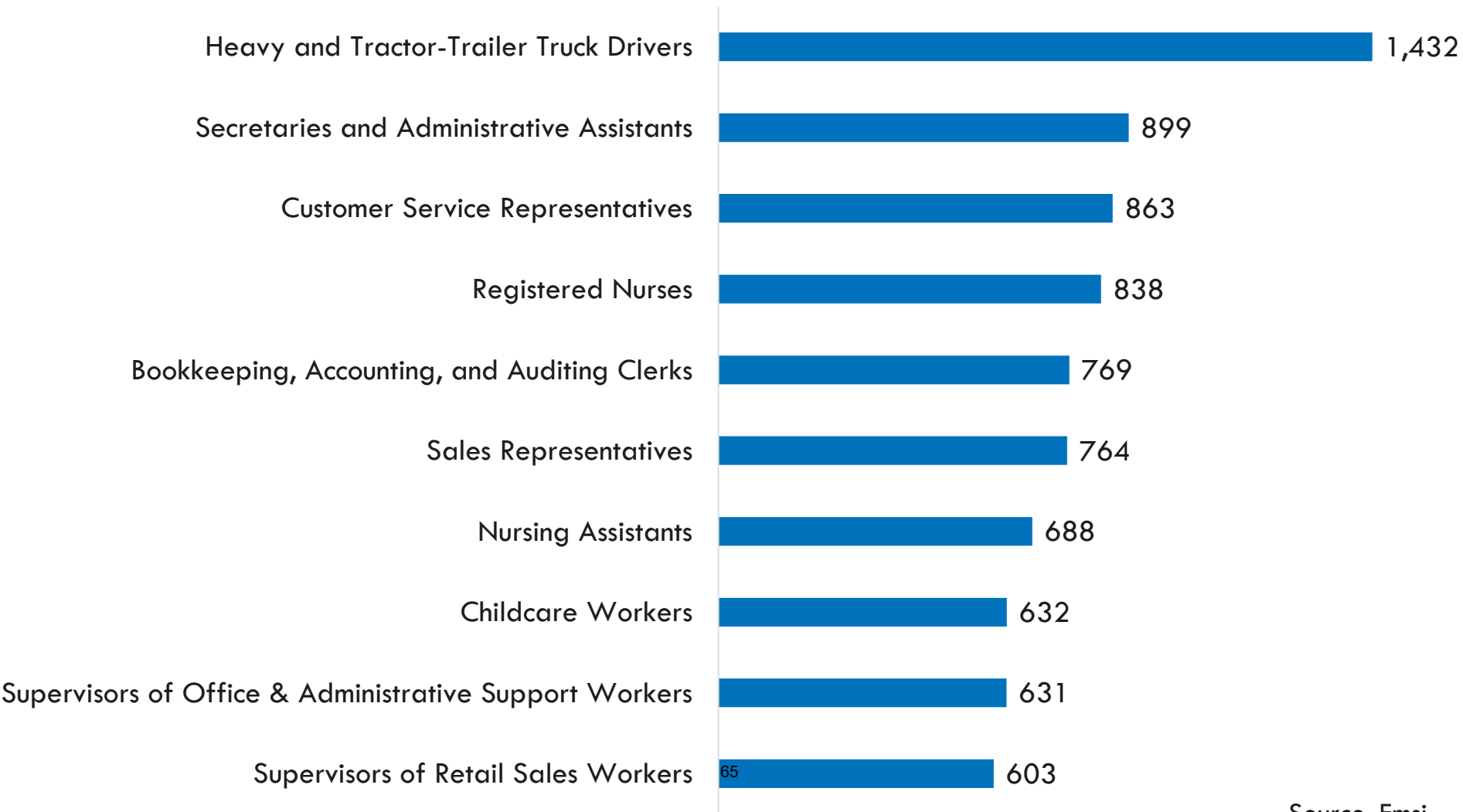
Student Outcomes

- Related state or region-level data on student outcomes (from UI wage matching data and CTE Outcome Survey)

Summary Analysis

- Indicate under/over supply, not enough data, further research needed, etc.

Middle-Skill Occupations by Annual Openings in Compton



Industry in Compton

Industry <i>Local Area Employers</i>	2017 Jobs	2022 Jobs
Local Government <i>Public hospitals, schools and colleges</i>	69,621	71,356
Food Services and Drinking Places <i>Aramark, Sodexo, Restaurant Depot</i>	44,667	49,074
Administrative and Support Services <i>Allied Universal, Securitas, G4S</i>	42,198	42,454
Social Assistance <i>The Mentor Network, ChildNet Youth Family Services, Children's Institute</i>	30,401	37,017
Ambulatory Health Care Services <i>Kaiser Permanente, Davita Inc., Telecare Corp.</i>	27,672	31,711

Industry in Compton

Industry	Location Quotient	Local Area Employers
Apparel Manufacturing	8.66	Advantage Products, Nygard International, Nature USA
Petroleum and Coal Products Manufacturing	6.98	SC Fuels, Phillips 66, Marathon Petroleum
Support Activities for Transportation	4.07	Yusen Logistics, AAA, DB Schenker
Furniture and Related Product Manufacturing	3.52	Diamond Mattress, Armstrong World Industries, The Beautiful Bed Company
Air Transportation	3.32	Forward Air Inc., JetBlue, Delta Air Lines

Industry in Compton

Industry	Location Quotient	Local Area Employers
Textile Mills	3.13	Texollini, Inc., Eagle Fabrics
Pipeline Transportation	2.78	Crimson Midstream, Kinder Morgan, MPLX
Fabricated Metal Product Manufacturing	2.19	Valmont Industries, Techni-Cast Corporation, McStarline Company
Truck Transportation	2.10	Reddaway, CEVA Logistics, NEXT Trucking
Social Assistance	2.00	California Mentor, ChildNet Youth and Family Services, Children's Institute

LMI by Guided Pathway

- **Public Health and Social Services**
- **Business and Industrial Studies**
- **Social Sciences**
- **Fine Arts, Humanities & Communication**

Public Health and Social Services

Nursing

Occupations registered nurses; nursing assistants; LVNs; home health aides

20,596 jobs in 2017

2,040 annual openings

Administration of Justice

Occupations police and sheriff's patrol officers; detectives and criminal investigators; supervisors of police and detectives; supervisors of correctional officers

5,465 jobs in 2017

398 annual openings

Business and Industrial Studies

Business and Marketing

Occupations administrative services managers; buyers and purchasing agents; sales representatives, wholesale and manufacturing, except technical and scientific products

11,118 jobs in 2017

1,084 annual openings

Computer Info. Systems

Occupations computer user support specialists; computer systems analysts; network and computer systems administrators; computer network architects; information security analysts

4,324 jobs in 2017

307 annual openings

Business and Industrial Studies

Automotive Technology/ Collision Repair

Occupations automotive service technicians and mechanics; automotive body and related repairers

4,554 jobs in 2017

439 annual openings

Cosmetology

Occupations hairdressers, hairstylists, and cosmetologists; first-line supervisors of personal service workers; manicurists and pedicurists; skincare specialists; barbers

4,154 jobs in 2017

557 annual openings

Business and Industrial Studies

Machine Tools/Welding

Occupations machinists; welders, cutters, solderers, and brazers; computer-controlled machine tool operators, metal and plastic; welding, soldering, and brazing machine setters, operators and tenders

5,096 jobs in 2017

529 annual openings

HVAC

Occupations heating, air conditioning, and refrigeration mechanics and installers; sheet metal workers

1,743 jobs in 2017

196 annual openings

Social Sciences

Early Childhood

Education/Development

Occupations childcare workers; preschool teachers, except special education

6,011 jobs in 2017

812 annual openings

Fine Arts, Humanities & Communication

Music

Occupations sound engineering technicians; audio and video equipment technicians

319 jobs in 2017

32 annual openings

Employer Job Postings in Compton Area

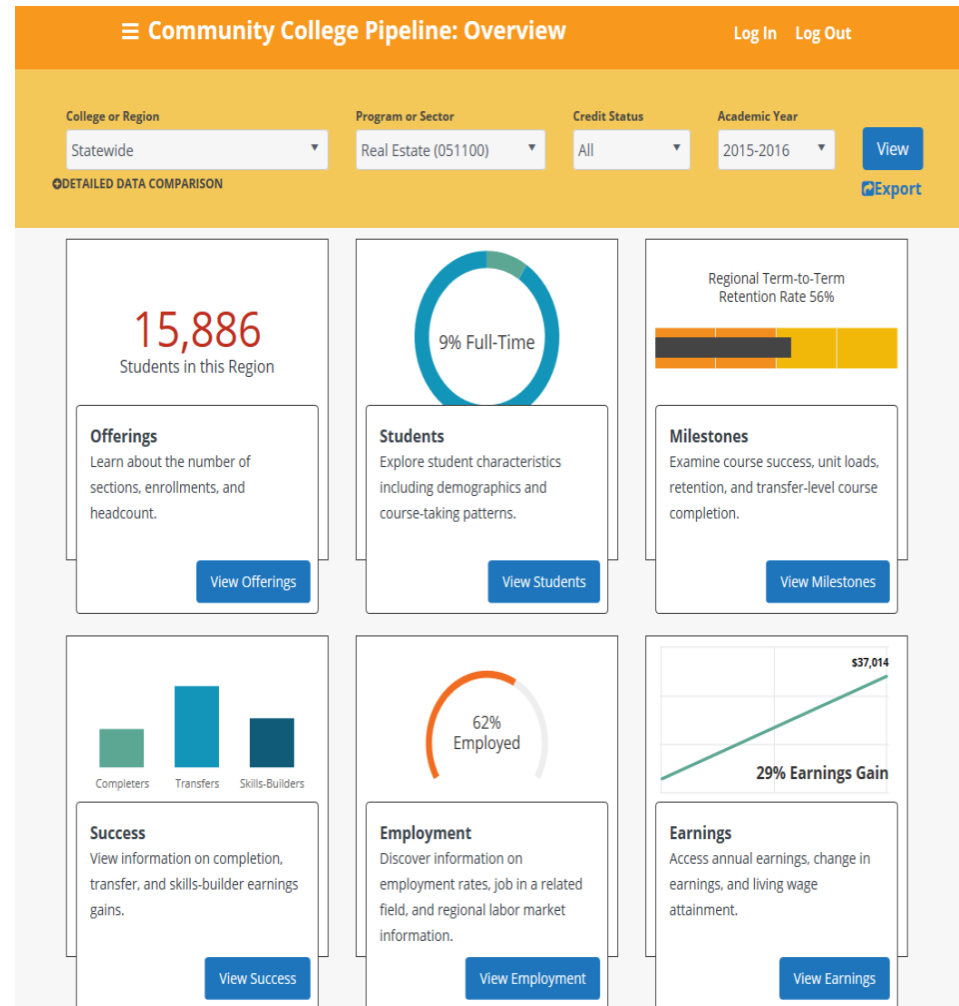
Top CE occupations by job postings in the
last 12 months

- Registered Nurses
- Sales Representatives
- Nursing Assistants
- Maintenance and Repair Workers
- Computer User Support Specialists

Cal-PASS Plus LaunchBoard

www.calpassplus.org/LaunchBoard

- Data system supported by the CCCCO
- Data sets include:
 - Community College Pipeline
 - Adult Ed Pipeline
 - Guided Pathways
 - Strong Workforce
 - K-14 CTE Transitions



COE Website

www.coecc.net

- Search for LMI reports by occupation, industry and/or region
- Resources include TOP-SOC Crosswalk and Supply/Demand tables

The screenshot displays the COE website interface. At the top left is the COE logo with the tagline "CENTERS OF EXCELLENCE Inform Connect Advance". To the right are navigation links for "SEARCH", "ABOUT US", and "CONTACT US". The main header features the text "Decision-Making Data" and a sub-header: "Our products and services offer a competitive advantage in: creating new and relevant programs and curriculum, pursuing grants, and accessing data." Below this is a prominent yellow "SEARCH" button, which is highlighted by a large green arrow pointing left. Underneath the search bar is a section titled "TOOLS FOR YOU" containing three cards: "Supply and Demand Tables", "TOP-SOC Crosswalk", and "LMI Guides", each with a representative icon and a brief description. At the bottom of the page is a "QUICK RESOURCE PANEL" with three columns: "New Additions" (listing reports on Accounting, Cybersecurity, Welding, and Office Technology), "Top Resources" (listing reports on Far North Regional Labor Market, Top 100 Occupations in Los Angeles, Computer Information Systems, and Cyber Security Occupations), and "Search History" (with the prompt "Start your search today to populate your recent history!"). A dark footer bar at the very bottom contains the text "STUDIES BY REGION" with a right-pointing arrow.

For more information, contact:

Lori Sanchez

Director, Center of Excellence (COE) for Labor Market Research

Los Angeles/Orange County Region

lsanchez144@mtsac.edu

www.coecc.net

Labor Market Data by Guided Pathway (Compton Service Area)

Public Health and Social Services – Nursing

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Registered Nurses	11,664	12,827	1,163	10%	838
Nursing Assistants	5,056	5,580	524	10%	688
Licensed Vocational Nurses	2,944	3,197	253	9%	264
Home Health Aides	932	1,530	598	64%	250
Total	20,596	23,134	2,538	12%	2,040

Public Health and Social Services – Administration of Justice

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Police and Sheriff's Patrol Officers	4,693	4,898	205	4%	342
Detectives and Criminal Investigators	622	644	22	4%	44
First-Line Supervisors of Police and Detectives	121	133	12	10%	10
First-Line Supervisors of Correctional Officers	29	32	3	10%	2
Total	5,465	5,707	242	4%	398

For more information, contact: Lori Sanchez, Director | lsanchez144@mtsac.edu | 909.274.6106

Business and Industrial Studies – Business/Marketing

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Administrative Services Managers	1,209	1,242	33	3%	104
Buyers and Purchasing Agents	2,371	2,209	(162)	(7%)	216
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	7,538	7,356	(182)	(2%)	764
Total	11,118	10,807	(311)	(3%)	1,084

Business and Industrial Studies – Computer Information Systems

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Computer User Support Specialists	1,530	1,572	42	3%	122
Computer Systems Analysts	1,321	1,323	2	0%	88
Network and Computer Systems Administrators	995	992	(3)	(0%)	63
Computer Network Architects	287	284	(3)	(1%)	19
Information Security Analysts	191	202	11	6%	15
Total	4,324	4,373	49	1%	307

Business and Industrial Studies – Automotive Technology/Collision Repair

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Automotive Service Technicians and Mechanics	3,694	3,715	21	1%	351
Automotive Body and Related Repairers	860	885	25	3%	88
Total	4,554	4,600	46	1%	439

For more information, contact: Lori Sanchez, Director | lsanchez144@mtsac.edu | 909.274.6106

Business and Industrial Studies – HVAC/Machine Tools/Welding

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Machinists	2,465	2,376	(89)	(4%)	248
Welders, Cutters, Solderers, and Brazers	1,583	1,592	9	1%	175
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,329	1,416	87	7%	147
Computer-Controlled Machine Tool Operators, Metal and Plastic	784	759	(25)	(3%)	79
Sheet Metal Workers	414	440	26	6%	49
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	264	235	(29)	(11%)	27
Total	6,839	6,818	(21)	(0.3%)	725

Business and Industrial Studies – Cosmetology

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Hairdressers, Hairstylists, and Cosmetologists	1,918	2,123	205	11%	276
First-Line Supervisors of Personal Service Workers	1,355	1,487	132	10%	159
Manicurists and Pedicurists	593	666	73	12%	84
Skincare Specialists	212	234	22	10%	29
Barbers	76	85	9	12%	9
Total	4,154	4,595	441	11%	557

For more information, contact: Lori Sanchez, Director | lsanchez144@mtsac.edu | 909.274.6106

Social Sciences – Early Childhood Education/Development

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Childcare Workers	4,374	4,245	(129)	(3%)	632
Preschool Teachers, Except Special Education	1,637	1,726	89	5%	180
Total	6,011	5,971	(40)	(1%)	812

For more information, contact: Lori Sanchez, Director | lsanchez144@mtsac.edu | 909.274.6106

Fine Arts, Humanities, and Communication

Occupation	2017 Jobs	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings
Audio and Video Equipment Technicians	278	289	11	4%	29
Sound Engineering Technicians	41	40	(1)	(2%)	4
Total	319	329	10	3%	33

For more information, contact: Lori Sanchez, Director | lsanchez144@mtsac.edu | 909.274.6106



TO: Academic Senate for California Community Colleges
Academic Senate Presidents
Chief Instructional Officers
Chief Student Services Officers
Curriculum Chairs

FROM: Marty J. Alvarado, CCCCO Executive Vice Chancellor
Dolores Davison, ASCCC President
Don Miller, CCCCIO President

RE: Mitigating Enrollment Fraud – Instructional Practices & Reporting Obligations

The past year has presented numerous challenges for students and colleges as they have supported the continuation of instruction throughout the pandemic. Unfortunately, the shift in course delivery format and remote work has contributed to an increase in external efforts to undermine cyber integrity and has caused an increase in fraudulent activity. The Academic Senate for California Academic Senate for California Community Colleges (ASCCC), the California Community College Chief Instructional Officers (CCCCIO), and the Chancellor's Office remain committed to the prevention of fraud while minimizing the potential impact to students. This memo details the types of fraud currently affecting the system, the role that faculty play in fraud detection and mitigation, and the partnership required to ensure fraud prevention protocols are not inadvertently harming students.

Background

The Chancellor's Office has been made aware of the perceived increases in application fraud over the past few months and has been working to increase the security measures in place for fraud mitigation and prevention. Details related to admission application fraud and financial aid-related fraud can be found in the June 2021 guidance memo [DII 21-200-02](#), issued by the Vice Chancellor of Digital Innovation & Infrastructure. However, as part of the continued effort to characterize points for fraud mitigation, three related but different types of fraudulent activity have been identified:

1. Admission application fraud, which occurs during the creation of a CCCApply account;
2. Enrollment fraud, which occurs after a college has accepted an admission application and enabled access and registration into one or more courses; and
3. Financial aid-related fraud, which occurs after a college has accepted an admission application, confirmed student identity, and begun the process for disbursing local, state, and/or federal financial aid.

While there is a certainly a human interface to admissions and financial aid activities, the fraud prevention strategies largely include technology solutions and automated processes designed to note suspicious patterns and flag for college personnel.

Placed between these two types of fraudulent activities, enrollment fraud detection relies on faculty identification, confirmation, and reporting of student non-participation in the enrolled course or suspicious classroom behavior.

Enrollment Fraud Mitigation

Faculty play a critical role in enrollment fraud mitigation in that faculty have the responsibility to verify active student engagement within their respective courses. Verification should take place through regular and effective contact between the instructor and students, such as class attendance, class participation, direct engagement with the instructor for asynchronous courses, completion of assignments, or general communication through any medium.

For online distance education courses, title 5 CCR § 55204 requires regular and effective contact between the instructor and students, and among students. Again, this can occur in a variety of formats including virtual or in-person activities. Faculty are required to proactively engage with each student enrolled in an online course to both verify and support the student's active engagement in the course. While this engagement is required throughout the duration of the course, faculty should prioritize confirmation of student engagement early in the course and multiple times prior to the census date.

Per title 5 CCR § 58004(c), districts and colleges are required to eliminate inactive enrollments by the Census date. Inactive enrollments have been defined as students that have been 1) identified as a no show, 2) officially withdrawn from the course, or 3) been dropped from the courses due to no longer participating in the course or excessive unexcused absences. College leaders should ensure that they are actively providing updates on the process and timelines for addressing inactive enrollments at the beginning of each term, including posting this information in an easily accessible and high-traffic location. Faculty should be aware of their college processes, procedures, and deadlines for reporting inactive enrollments by Census. Meeting these deadlines significantly reduce the likelihood that financial aid is disbursed fraudulently or that colleges receive state funding fraudulently. Working to meaningfully engage with students well prior to these deadlines is encouraged as it both improves the likelihood of retaining and supporting real students and clears non-students early enough to allow real students to enroll. Faculty should be aware that failing to report inactive enrollments prior to Census carries implications for apportionment or college funding allocations. Deliberately or knowingly failing to report inactive or fraudulent enrollments by the Census deadline is considered engaging in or contributing to a fraudulent activity.

Student-Centered Approach

As we work to improve our fraud prevention and mitigation strategies, it is important to make explicit that ***students are not committing fraud***. Bad actors looking to take advantage of the current health crisis, and obtain financial resources meant for students, are the individuals committing fraud. It is therefore critical that any fraud prevention or mitigation approach aim to prevent harm to real students. With this in mind, we recommend engaging with students in

authentic, meaningful, and diverse ways. A multilayered and varied approach to student engagement is an important strategy that facilitates support for real students while establishing multiple data points for identifying inactive or suspicious student participation. A short list of recommended strategies include the following:

- Proactively reach out to students that have not engaged prior to dropping them from the course
- Hold and encourage early attendance in virtual office hours
- Review, at least briefly, any work submitted prior to Census to ensure it matches the subject matter being taught, or relates in other ways to the assignment the student was to complete.
- Be aware of oddities in enrollment, such as multiple students with the same phone number.
- Review student engagement and login frequency data in Canvas for online courses.
- Include real-time or near real-time interaction with students either during or outside of class
- For larger online classes, consider activities that are harder to automate responses to, including those that are separate from the course delivery platform, e.g., incorporating polling questions in Poll Everywhere or iClicker or using options within your local Learning Management System, such as a Canvas quiz.

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