



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: May 16, 2024

Time: 2:00-3:30 p.m.

Location: **In Person – IB1-106**

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.

23 Voting Members

- Blake, Eckko
- Elfarissi, Hassan
- Ekimyan, Roza
- Hobbs, Charles
- Lopez, Karina
- Lopez, Nathan
- Martinez, Jose
- Martinez, Victoria
- Maruri, Carlos
- Moldoveanu, Minodora
- Monterroso, Noemi

- Moore, Sean
- Morales, Janette
- Radcliffe, Kendahl
- Schwitkis, Kent
- Tavaréz, Juan
- Uch, Mandeda
- Valdry, Andree
- Van Overbeck, Michael
- West, Pamela
- Woodward, Valerie
- Wyatt, Joanna

Ex-Officio Voting Members

- Conn, Brad-DEFC
- Moore, Sean-Curric. Chair
- Morales, Janette-Un. Pres.

Guests

- Berger, Sheri-VP Ac. Aff.

Senators

- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- Martin

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. Call to Order
2. Approval of Agenda
3. Review and Approval of Minutes from May 2nd, 2024
4. Presentations
 - a. Military Articulation Program (MAP) –Implementation Update
 - b. Campus Awards Nomination Process -Updates
5. Reports
 - a. President’s Report
 - b. Associated Student Government (ASG) Report
 - c. Vice President’s Report
 - d. Curriculum Report
 - e. Academic Affairs Report
6. Unfinished Business
 - a. 4th Read/Approve: AR 4021 – Program Discontinuance
 - b. 2nd Read/Approve: BP 4250 - Probation
 - c. 2nd Read/Approve: BP 4255 – Dismissal and Readmission
7. New Business
 - a. AR 4231 – Grade Change
 - b. Distance Education Substantive Changes
 - c. Senate Constitution Language Issues: Can the Senate President run for a second term without being a senator?
 - d. Senate Elections – Nomination of Candidates
 - a. Senate Secretary
 - b. Curriculum Chair
 - c. Faculty Development Committee Chair
8. Discussion Items
 - a. Potential Future Buildings Added to the College –What amenities would we like to see added?
 - b. Ideas of Issues to Tackle as a Senate
9. Informational Items
 - a. New Senators:
 - a. FACH: Mayela Rodriguez & Susan Johnson
 - b. Counseling: Carlos Maruri & Jovani Gaucin
 - c. All Other Divisions: No newly elected senators
 - b. Committee Vacancies
 - i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
 - ii. Enrollment Committee – 1 Faculty Co-Chair – Meets 4th Tuesday of the month 12-1 pm on zoom

- iii. Faculty Development Committee Members: Meeting 3rd Tue of month 1-2 pm - need faculty from BIST, STEM, Counseling
- iv. FYE Taskforce – 1 Faculty Co-Chair – Meetings 3rd Friday of the month from 9:30-10:30am via zoom
 - v. Equitable Approaches to Community Safety and Health Taskforce – need several faculty
- vi. DEAC - Student Rep, HEPS, BIST. Meets the last Tue of month, at 1 pm, in person.
- vii. Student Success Committee - 1 faculty; meets every 3rd Thursday 1:00 p.m. -2:00 p.m.
- viii. PLEC - 1 faculty - meets 1st Friday at 11:00 a.m. via Zoom
- ix. Health Benefits Committee – 1 faculty (as co-chair)
- x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

2. Future Agenda Items

- i. Elections: Voting for
 - 1. Senate Secretary
 - 2. Curriculum Chair
 - 3. Faculty Development Committee Chair

3. Public Comment

4. Adjournment

Next Scheduled Meeting: June 6th, 2024
Location: IB1-106

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

<u>FALL 2023</u>	<u>LOCATION</u>	<u>SPRING 2024</u>	<u>LOCATION</u>
September 7	Board Room	February 22	IB1-106
September 21	Board Room	March 7	IB1-106
October 5	Board Room	March 21	IB1-106
October 19	Board Room	April 4	IB1-106
November 2	Board Room	April 18	IB1-106
November 16	Board Room	May 2	IB1-106
December 7	Board Room	May 16	IB1-106
		June 6	IB1-106

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 2023-2024 (26 Voting Members)

Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Pres. Elect	Sean Moore (23-24)
Secretary/Secretary	Noemi Monterroso (22-24)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Juan Tavarez (23-26)
 Mandeda Uch (23-26)
 Andree Valdry (23-26)
 Valerie Woodward (20-24)

Counseling (5)

Eckko Blake (23-26)
 Vacant (23-26)
 Carlos Maruri (21-24)
 Noemi Monterroso (21-24)
 Karina Lopez (23-26)

Social Sciences (3)

Nathan Lopez (23-26)
 Kendahl Radcliffe (21-24)
 Pam West (23-26)

Business and Industrial Studies (3)

Vacancy (21-24)
 Sean Moore (23-26)
 Michael Van Overbeck (23-26)

Science, Technology, Engineering and Mathematics (5)

Hassan Elfarissi (23-26)
 Jose Martinez (23-26)
 Kent Schwitkis (23-26)
 Jose Villalobos (23-26)
 Vacancy (22-25)

Health and Public Services (3)

Vacancy (23-26)
 Vacancy (21-24)
 Roza Ekimyan (23-26)

Adjunct Faculty (2)

Joanna Wyatt (22-25)
 Victoria Martinez (23-26)

Ex Officio Voting Members

Janette Morales – Union President (23-25)
 Sean Moore – Curriculum Chair (22-24)

Corina Diaz – Faculty Development Committee Chair (22-24)
Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President
Date: May 2nd, 2024

Time: 2:00-3:30 p.m.

Recorder: Noemi Monterroso, Secretary
Location: **In Person – IB1-106**

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

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 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.

23 Voting Members	<input checked="" type="checkbox"/> Moore, Sean	Ex-Officio Voting Members	Senators
<input checked="" type="checkbox"/> Blake, Eckko	<input checked="" type="checkbox"/> Morales, Janette	<input checked="" type="checkbox"/> Conn, Brad-DEFC	<input type="checkbox"/> Barrag
<input type="checkbox"/> Elfarissi, Hassan	<input checked="" type="checkbox"/> Radcliffe, Kendahl	<input checked="" type="checkbox"/> Moore, Sean-Curric. Chair	<input type="checkbox"/> Ekimy
<input checked="" type="checkbox"/> Ekimyan, Roza	<input checked="" type="checkbox"/> Schwitkis, Kent	<input checked="" type="checkbox"/> Morales, Janette-Un. Pres.	<input type="checkbox"/> Ellis, S
<input checked="" type="checkbox"/> Hobbs, Charles	<input checked="" type="checkbox"/> Tavarez, Juan		<input type="checkbox"/> Estrada
<input checked="" type="checkbox"/> Lopez, Karina	<input checked="" type="checkbox"/> Uch, Mandeda	Guests	<input type="checkbox"/> Corona
<input checked="" type="checkbox"/> Lopez, Nathan	<input checked="" type="checkbox"/> Valdry, Andree	<input checked="" type="checkbox"/> Berger, Sheri-VP Ac. Aff.	<input type="checkbox"/> Hobbs
<input type="checkbox"/> Martinez, Jose	<input checked="" type="checkbox"/> Van Overbeck, Michael	Rebekah Blonshine,	<input type="checkbox"/> Kahn,
<input checked="" type="checkbox"/> Martinez, Victoria	<input checked="" type="checkbox"/> West, Pamela	Dolores Davison, Ding-Jo Curri	<input type="checkbox"/> Madric
<input checked="" type="checkbox"/> Maruri, Carlos	<input type="checkbox"/> Woodward, Valerie	Lorena Villarreal, Melain McIn	<input type="checkbox"/> Mason
<input checked="" type="checkbox"/> Moldoveanu, Minodora	<input type="checkbox"/> Wyatt, Joanna	Dinesh Payroda	<input type="checkbox"/> Martin
<input checked="" type="checkbox"/> Monterroso, Noemi			<input type="checkbox"/> Martin

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. Call to Order at 2:02pm
2. Approval of Agenda
 - **Kent S. motioned to add DEFC report to agenda. Nathan L. seconded**
 - **Michael V. motioned to approve amended agenda. Eckko B. seconded. Approved**
3. Review and Approval of Minutes from April 18th, 2024
 - **Brad C. motioned to approve minutes. Victoria M. seconded. Approved**
4. Reports
 - a. President’s Report – Minodora Moldoveanu

- Welcomed guest speakers/consultants that will lead discussion on shared governance: Dr. Ding-Jo Currie and Dolores Davison
 - b. Associated Student Government (ASG) Report
 - c. Vice President's Report – Sean Moore
 - Link to BP 4021 was sent via email to Dean and Division Chairs to review in next division meetings. Use track changes on document
 - d. Curriculum Report – Sean Moore
 - Curriculum Committee approved to increase local general education pattern from 21 to 24 units in an effort to maintain Health and Physical Education area
 - e. Academic Affairs Report – Sheri Berger
 - Introduced interim Associate Dean of Distance Education – Dinesh Payroda, office in VT 151
 - Reminder of AR 3900 Speech: Time, Place, and Manner. Important to keep in mind that the college wants to honor everyone's freedom of speech and wants to make everyone aware of AR 3900, especially with what has been happening in different demonstrations on other campuses. Regulation provides guidelines on where free speech activities can take place, defined as areas that are open to community (generally grassy areas). Some restrictions include the use of amplification tools that would interrupt class/instruction (can't prohibit or interrupt the running of the college), no destruction of property, keep doorways clear, no preventing people from going into buildings, no physical altercations. We want to honor everyone's freedom of speech in a way that won't interrupt the running/operations of the college
 - f. Distance Education Faculty Coordinator
 - **Brad C. motioned to remove item from agenda. Michael V. seconded. Approved**
5. Compton College Shared Governance Consultants: Dr. Ding Jo Currie (Faculty in the Ed.D. Program, CSUF and former Community College District Chancellor) and Dolores Davison (Faculty at Foothill College and former ASCCC President) – Discussion with faculty regarding shared governance at Compton College
- **Sean M. motioned to open discussion on item 5. Pamella W. seconded**
 - Goal of consultants is to hear feedback from different constituents on campus on their experience with shared governance and the decision-making process at Compton College. Some guided questions included what is working, what is not working, recommendations to improve shared governance, and overall feelings or beliefs.
 - Some believe that shared governance does not exist at the college. As members of consultative council, planning and budget committee, participation in other campus committees, and overall faculty experience... we are far from shared governance (not seen in those areas). Seems like handbook is not in practice. Some faculty feel that consultant work might be pointless or nothing is going to change based on feedback/recommendations provided to the college
 - Concerns with low faculty morale, high faculty/staff turnover
 - Email Ding-Jo or Dolores if you want to provide feedback/recommendation or schedule time to meet. All feedback in one-on-one meetings are kept anonymous
 - Consultants will gather feedback from different representatives from campus, host an open forum, provide report to all constituents, and provide recommendations/commendations to everyone
 - Recommendation: Restorative justice circles to mend relationships within faculty body. Faculty, classified, management need to find a way to move forward and work together
 - **Carlos M. motioned to close discussion on item 5. Roza E. seconded**

6. Consent

- **Sean M. motioned to approve Consent Agenda Items. Roza E. seconded. Approved**
 - a. 2-Year CTE Course Review—No Proposed Changes—Distance Education: BUS 129 - Oral Business Communications.
 - b. Course Review—SLO Update: COMS 100 - Public Speaking.
 - c. New Course: CIS 165 - Advanced Application Development Swift

7. Unfinished Business

- a. 3rd Read: AR 4051- High School Agreements
 - **Michael V. motioned to open discussion on item 7a. Roza E. seconded**
 - Under Application of College Credit... combine the two sets of 1. and 2. Possibly, the second set of 1. and 2. become a subsection of the first 2 (2a and 2b) since they are both applicable to associate degree requirements. Something like the following, but reworded:
 1. Certificate of achievement requirements
 2. Associate degree major requirements
 - a. The sixty (60) units required to complete an associate degree
 - b. Any Compton College general education requirements met by the articulated degree- applicable credit course.
 - On the last page, Section V. should become subsection of IV. (IV.a.)
 - **Carlos M. motioned to approve AR 4051 as amended. Brad C. seconded. Approved**
- b. 2nd Read/Vote: BP/AR 3710 – Securing of Copyright
 - **Kent S. motioned to open discussion on item 7b. Michael V. seconded**
 - **Kent S. motioned to approve BP/AR 3710. Sean M. seconded. Approved**

8. New Business

- a. Increase in units in the local GE pattern from 21-24 units by including 3 units in Area 7 – Health & Physical Education requirement - Approved by all Divisions and Counseling Dept.
 - **Roza E. motioned to open discussion on item 8a. Nathan L. seconded**
 - Based on final decision, we will need to revise the appropriate BP/AR to make changes, then by end of Fall 2024 we would need to decide which courses will be in the GE categories
 - **Sean M. motioned to approve item 8a. Roza E. seconded. Approved**
- **Charles H. motioned to extend meeting by 5 minutes to address the next item. Sean M. seconded**

9. Discussion Items

- a. Potential Future Buildings Added to the College – What would we like to see included? What amenities would we like to see added?
 - Student union with activities and games, on campus bus stop, parking for patrons that get services from programs (ex. cosmetology) and/or additional parking near VT, on campus coffee shop/Starbucks, additional bike racks or a bike barn (covered space where they can leave and/or charge), shuttle to train station, outdoor water filling stations, covered facility for farmer’s market
 - Need to take care of current buildings. IB 1 already has issues. Work better with contractors so they can provide warranty for their work
 - Regarding dorms, what is going to happen with campus gates? They currently close at 10pm but what about for residents?
 - Need more lighting around campus
 - **Sean M. motioned to close discussion on item 9a. Roza E. seconded**

Meeting adjourned at 3:48pm

- b. Ideas of Issues to Tackle as a Senate

10. Informational Items

- a. Common Core Numbering Update
- b. ASCCC [Spring Plenary Adopted Resolutions](#)
- c. Chancellor's Office – Burden Free Instructional Materials – 2024 Report
- d. Committee Vacancies
 - i. Curriculum Committee: 1 -STEM, 1 Counselor – High Priority – Meets 2nd & 4th Tuesday of the month 2-3:30 pm – in person
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 - x. Incentivizing the Student Experience Taskforce – 1 faculty – Meetings: TBD based on members' availability

11. Future Agenda Items

- xi. Elections: Following division meetings on May 7th, on May 16th We will have a call for nominations for
 - i. Senate Secretary
 - ii. Curriculum Chair

12. Public Comment

13. Adjournment at 3:48pm

Next Scheduled Meeting: May 16th, 2024
Location: IB1-106



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4021 Program Discontinuance

Issued: BOT Date of Approval - May 15, 2018

Revised: AS Date of Approval

Commented [S2]: D-D Heading needs to match that of all other BPs and ARs

Reference:

Board Policy 4021 Program Discontinuance

Education Code Section 78016;

Title 5 Sections 51022 and 55130;

ACCJC Accreditation Standard II.A.15

Commented [S3]: D-D We don't include reference to the BP

Title 5, Sections 51022, 55000, 55130

ACCJC Accreditation Standard II.A.15 & 16

Purpose of Administrative Regulation 4021

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

Commented [S4]: D-D Recommend deleting it as it is redundant.

Definition of an Educational Program

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

Process for Discontinuance

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

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

Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A

Commented [NM5]: Include faculty from the department/program in question

representative from Institutional [Research and Planning Effectiveness](#) will serve as an advisory, non-voting member of the committee.

Commented [SM6]: FACH recommends the division chair of the program being discontinued.

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

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

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

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

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

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

Recommendation

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

Commented [NM7]: Point of clarification: Will Senate receive the report of all programs under discussion, regardless of taskforce decision to discontinue or keep

Commented [SM8]: Should we make it clear that votes?

Commented [SM9R8]: AS* votes

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

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

Consideration of Collective Bargaining Rights

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

Commented [NM10]: Need more specific process. Include a phase out process of courses for students to complete program + notification to students

Commented [SM11]: For that same area, FACH suggested we include also the division chair, and one faculty appointed by the Union.

In addition, for the second to last paragraph of the policy, use similar language from the policy Cerritos has (in case of discontinuance, District must fulfill its contractual obligations to the faculty affected and work with the Union).



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**BP4250 Academic and Progress Holds
~~Probation, Dismissal, and Readmission~~**

Issued: June 19, 2018
Revised: June 15, 2021
Revised: xx, 2024

References:

Education Code Section 70902(b)(3); Title
5 Section 55031 esq.

~~Probation Academic and Progress Hold~~

~~A student shall be placed on academic hold (formerly Probation Level 2) if the student has earned a cumulative grade point average below 2.0 for two consecutive semesters.~~

~~A student shall be placed on progress hold probation if the student has attempted a total of at least 12 semester units and the percentage of all units in which the student has attempted, for which entries of "W," "I," and "NP" were recorded reaches or exceeds 50 percent for two consecutive semesters.~~

~~A student shall be removed from academic hold probation when the student's cumulative grade point average reaches or exceeds 2.0. A student shall be removed from progress hold probation when the percentage of units of "W," "I," and "NP" drops below 50 percent.~~

~~A student who is placed on probation may submit an appeal in accordance with campus policy.~~

~~Dismissal~~

~~A student who is on academic notification probation shall be subject to dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive terms.~~

~~A student who is on progress notification probation shall be subject to dismissal if the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," and "NP" are recorded in three consecutive terms reaches or exceeds fifty percent.~~

~~A student who is placed on dismissal may submit an appeal in accordance with campus policy. If the appeal is approved, the student remains on probation as described in Administrative Regulation 4250.~~

~~Readmission~~

~~A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. The appeal process is contained in Administration Regulation 4250.~~

Applicable Administrative Regulation
AR 4250 Probational, Dismissal, and Readmission



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4255 Dismissal and Readmission

Issued: xx, 2024

References:

*Education Code Section 70902(b)(3);
Title 5 Section 55031 esq.*

Dismissal

A student who is on academic hold (Formerly Probation Level 2) shall be subject to dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive semesters.

A student who is on progress hold shall be subject to dismissal if the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," and "NP" are recorded in three consecutive semesters reaches or exceeds fifty percent.

A student who is placed on dismissal may submit a Dismissal Appeal Form in accordance with Administrative Regulation 4255. If the Dismissal Appeal Form is approved, the student remains on academic and/or progress hold as described in Administrative Regulation 4250.

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. The Dismissal Appeal Form appeal process is contained in Administration Regulation 4255 4250.

Applicable Administrative Regulation

AR 4255 Dismissal and Readmission



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

AR 4231 Grade Change

Issued: May 15, 2018
Revised: January 24, 2022
Revised: June 18, 2024

Reference:

Education Code Sections 76224 and 76232;
Title 5 Section 55025

Determination of Final Grades

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

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

Faculty Initiated Grade Changes

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

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

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

Faculty initiated grade changes will only be accepted for grades recorded within the previous 18 months.

Student Initiated Grade Changes

Grade Change Petitions and Appeals

- A. Grounds for requesting a grade change, within 18 months of grade received. A student can request a grade change if the grade is incorrect due to mistake, fraud, bad faith, or incompetency.

- B. Informal Grade Change Request

If a student believes that a mistake was made in computing or recording a grade, they may contact the instructor directly to ask for a review of the grade records and make the correction. The student may contact the divisional Dean if the original instructor is not available. However, the Dean may not change the grade in response to an informal request; only the instructor can order the grade

change in response to an informal request and only if the request is made within the time limits set by this procedure.

C. **Formal Grade Change Petition**

A student may file a Grade Change Petition whether or not they have pursued an informal grade change request.

Filing a Grade Change Petition

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may file a Grade Change Petition with the Admissions and Records Office, using the Grade Change Petition form. The student must state the grounds for the petition and include supporting documentation. The Grade Change Petition form is available at the Admissions and Records Office.

Response to Filing

The Admissions and Records Office shall provide the Grade Change Petition to the instructional Dean for the division in which the course was offered. Upon receipt, the Dean may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor and/or the Dean. The Dean shall forward the Grade Change Petition to the instructor and direct the instructor to act on the petition. The instructor shall then review the Petition within thirty days, decide whether or not to change the grade, and provide an explanation for the action. The Dean will verify that the action is permitted by college policy. The Admissions and Records Office shall notify the student of the action and preserve a copy of the Grade Change Petition. If the petition is denied, the notification letter will include the Grade Appeal Procedures and Grade Appeal Petition.

Special Circumstances

The procedure described here shall be used in the following circumstances:

- A. If the instructor is unavailable to respond to the Grade Change Petition within the time limit; or
- B. If, at the time the Grade Change Petition is filed, the student has filed, in accordance with District procedures, a discrimination complaint against the instructor; or
- C. If, at the time the Grade Change Petition is filed, the Dean determines that it is possible there has been gross misconduct by the instructor.

In such circumstances, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. If no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified faculty from another institution.

Grade Appeal

If the instructor's response to the Grade Change Petition is not acceptable to the student, the student may file a Grade Appeal with the Vice President of Academic Affairs no more than 10 business days after being notified of the denial. The burden of proof is on the student.

The Grade Appeal shall consist of:

- A. The Grade Appeal Form stating the grounds for the appeal,
- B. Allegation of mistake, fraud, bad faith, or incompetency,
- C. A copy of the Grade Change Petition showing the instructor's decision, and
- D. Supporting documentation.

The Grade Appeal Form is available at the office of the Vice President of Academic Affairs and the Admissions and Records Office.

Pre-Hearing Communication

The Vice President of Academic Affairs or a designee may meet with the student, the instructor, or other persons, to facilitate communication between the student and the instructor and to determine the factual basis for the appeal.

Grade Appeal Panel: Composition

When a Grade Appeal is filed with the Vice President of Academic Affairs, a Grade Appeal Panel shall be appointed within thirty calendar days. The Panel shall consist of the following:

- A. An instructional Dean other than the Dean of the Division in which the disputed grade was given;
- B. One instructor chosen by the President of the Academic Senate from the discipline of the course in which the disputed grade was given, or a related discipline;
- C. One instructor chosen by the President of the Academic Senate from a discipline outside of the division of the course in which the disputed grade was given; and
- D. One or more students chosen by the President of the Associated Student Government.

The Panel shall be chaired by the Vice President of Academic Affairs the chair shall be a non-voting member of the Panel. All matters considered by the Grade Appeal Panel shall be treated as confidential by members of the Panel.

Grade Appeal Panel: Hearing

Within 30 calendar days of empanelment, the Grades Appeal Panel shall review the Grade Appeal, including all documents submitted by the student and other documentation it considers relevant. The Grade Appeal Panel shall conduct a hearing prior to making a determination on the outcome of the grade appeal. Both the student and the instructor shall be notified of the day and time of the hearing and invited to attend. Both the student and the instructor will be provided an opportunity to make a statement and to be asked questions. The student may be accompanied by an advisor. The advisor may be a faculty member or a student. The advisor may be present to advise the student but may not ask or answer questions. The instructor may be accompanied by an advisor. The advisor may be a faculty member or a representative of the faculty union. The advisor may be present to advise the instructor but may not ask or answer questions. The Grade Appeal Panel may make a recording of the hearing, which may be consulted during the Panel's deliberation.

Grade Appeal Panel: Decision

Following its hearing, the Panel shall deliberate and make findings by majority vote. The Panel may sustain or deny all, some, or none of the allegations in the Grade

Appeal. If the Panel finds that the disputed grade is incorrect because of mistake, fraud, bad faith, or incompetence, the Panel will determine the new grade to be assigned. *In the event of a finding on bad faith or incompetence, which may be based on extenuating circumstances, the Appeal Panel may recommend the student receive an Excused Withdrawal (EW).* The Appeal Panel shall issue its findings and recommendation to the Vice President of Academic Affairs and forward grade change decision to the Admissions and Records Office, who shall inform the appealing student and the instructor within 10 business days. The decision of the Grade Appeal Panel is final.

Expunging of Changed Grade

When a grade is changed in accordance with this Regulation, the original incorrect grade shall be expunged from the student's record.

Changing Grades in Cases of Fraud

Instructor fraud

- A. The Vice President of Academic Affairs may determine, based on evidence such as the faculty discipline process, legal findings, or other statements or documentation, that a grade was assigned by an instructor in a fraudulent manner. This determination may be made without any regard to time limit.
- B. Upon such determination, the Vice President of Academic Affairs, in consultation with the Dean of discipline in which the grade was assigned, shall appoint an alternate instructor to assign a replacement grade. The alternate shall be in the discipline of the course or in a related discipline. If no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.
- C. In changing the grade, the alternate instructor shall consider all evidence of the student's actual performance in the course.
- D. If the alternate instructor is unable to determine the actual performance of the student in the course, then, in consultation with the Dean, the alternate instructor may recommend to the Vice President that the grade for the course be removed. The Vice President has the authority to remove the grade from the student's record *and assign an EW.*
- E. Following the determination that a grade was assigned in a fraudulent manner, the action to change or remove the grade shall be removed within a reasonable time.
- F. In cases of fraud, both the instructor of record and the student shall be notified of the grade change.

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Compton College				
Address:	1111 East Artesia Blvd. Compton, CA 90221				
ALO name:	Dr. Sheri Berger	Phone:	310-900-1600 ext 2132	Email:	sberger@compton.edu

Select the type of Distance Education approval:

- 50 percent or more of all the institution’s students enrolled in at least one course offered through distance education

6,093 Total number of students | 3,728 Total number of students enrolled in at least one distance education course

- 50 percent or more of all the institution’s courses available to be offered in the distance education modality

756 Total number of courses in catalog | 571 Total number of courses, not sections, available to be offered in distance education modality

It is the institution’s responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

¹ 34 CFR § 602.16(a)

1. Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

The Distance Education (DE) program at Compton College reflects the College's Mission Statement by providing access for students that might not be able to attend traditional face-to-face courses. Furthermore, the College, consistent with its focus on meeting student basic needs, provides [free or low-cost technological resources](#) to students so that they can complete rigorous coursework in a timely manner, consistent with their academic and career goals.

The DE program also embodies the [College's Strategic Initiatives](#).

- 1. Improve recruitment, enrollment, retention, and completion rates for our students:** Recruitment, enrollment, and retention are all significant parts of the DE program, as these factor into increased completion rates for students. As mentioned in the [Enrollment Management Plan](#), student outreach coordinators communicate DE course offerings to prospective students, as well as the flexibility that comes with taking courses online. Additionally, all students enrolled in online courses are encouraged to take *AS60: Strategies for Success in Distance Education* and are directed to the [Compton College DE webpage](#), where [DE student resources](#) are available.
- 2. Support the success of all students to meet their education and career goals:** Student support services through the library, the Student Success Center, and counseling department all work to ensure that students have individualized instruction that meet their educational needs and career goals. Since the implementation of guided pathways, Compton College has adopted a case management approach to [counseling services](#), where teaching faculty and counseling faculty work together to maintain regular and substantive interaction through Canvas, [CRM Advise](#), the College's early alert system, and [Cranium Café](#). Through the implementation of Early Alert, students who may be struggling to succeed in their courses will be contacted and supported early on, thereby increasing the opportunity for successful completion of coursework and educational goals.
- 3. Support the success of students through the use of technology:** As previously mentioned, the College provides both hardware and software technological support. Starting in spring 2020, the Compton Community College District began purchasing laptops and hotspots for students in need. The [Laptop Loan Program](#) is now an on-going service available to all Compton College students. All laptops come equipped with up-to-date software, including Office 365, so that students can easily access their MyCompton portals for email communications with professors and counselors. Moreover, beginning spring 2021, the College began providing headsets to students. Finally, the DE Department offers [technical support](#) for students struggling with hardware, software including software provided by the State Chancellor's Office, or LMS issues.

4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields: Although many course offerings are online, this has not impacted the quality of programs. Faculty are engaged in [teaching and learning action plans](#), communities of practice, [professional development](#), and are seeking new support programs and services for students.
5. Establish partnerships in the community and with the K-12 schools: Compton College has partnership agreements in place with all local school districts ([Compton](#), [Lynwood](#), and [Paramount](#)) and continues to offer collegiate-level courses online. In addition, regular meetings, such as the monthly Compton Partnership Committee meetings continue to take place; Compton College constituent groups work together with local high school districts to discuss the needs of students, including in an online environment.

2. Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

The College uses the [comprehensive program review](#) as the foundation for its annual planning process of outlining annual goals and recommendations for each program, unit, area, and the College as a whole. Beginning in 2021, the College adopted the eLumen platform to enable faculty to record disaggregated student assessment data. Currently, [student data is disaggregated](#) by race/ethnicity, gender, age, and course modality. Outcome assessment report templates [encourage collaborative dialogue](#) to interpret the findings and develop an Action Plan based on the outcomes data. The assessment reports require all programs and services to provide evaluation and recommendations for improvements that are then used during program review and the annual planning resource allocation process. In spring 2023, the outcomes assessment report templates were built into the eLumen platform for faculty to begin using.

Faculty are now able to use this disaggregated data to identify gaps and successes by the distance education modality to inform instructional comprehensive program review reports that drive plans for improvement and increased innovation. Moreover, the DE department also completes an annual plan and recently completed a program review (EV1, EV2). Service Area Outcomes (SAO) data, as outlined in the [SAO Assessment Guide](#), collection is completed annually by managers responsible for the function of the student and learning support services and supported by technical assistance from the Office of Institutional Effectiveness.

3. Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

DE is critical in supporting equitable access to learning and student achievement at Compton College. In fall 2023, 63% of students enrolled were 24 and under, up from 54% in fall 2022. By increasing the number of course offerings and available certificates and degrees online, students can remain on track to graduate and transfer on time. Also, in fall 2023, 77% of students were enrolled part-time, down from 80% in fall 2022.

As of spring 2024, the College has a total number of 756 courses in its catalog and currently offers a total of 571 courses online. Offering classes and full programs online allows for more flexibility for those students that are working full-time or who have school-age children that might make attending on-campus classes a challenge.

In spring 2024, as reported to the Board of Trustees at the [April 16, 2024 meeting](#), 60% of the College's class offerings were scheduled in person (including dual enrollment classes). The other 40% of class offerings were scheduled asynchronously, hybrid, and synchronously through Zoom. The asynchronous classes had the highest fill rate and average class size of all modalities, demonstrating ongoing demand for this modality.

4. Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

Support services for distance education students are at the forefront of the DE program at Compton College. Accessible from the College's homepage, the [DE webpage](#) is a one-stop shop for student needs. Specifically, students can access distance education resources, ranging from technical support to quick links that direct them to various departments on campus (EV3).

As mentioned in the [2021 Midterm Report](#) and the [2023 Institutional Self Evaluation Report](#), the College installed a student hub Cranium Café into Canvas, allowing for seamless connection to student services and other campus departments, such as the Office of [Financial Aid](#) and [Admissions and Records](#). Moreover, [NetTutor](#) was also installed into Canvas, along with a roster of tutors organized by subject. Students can also access the [Emily B. Hart Holifield Library](#) or [chat with a librarian](#) through Cranium Café in Canvas. Additionally, programs such as Honorlock were adopted and installed into Canvas for test-taking needs, while Labster and other virtualization software helps faculty facilitate effective online laboratory courses. Finally, [Blackboard Ally](#) addresses the need for managing accessibility across all Canvas courses.

5. Describe how the institution ensures that "regular and substantive interaction" occurs between students and instructors (Policy on Distance Education and Correspondence Education).

Compton College understands that regular and substantive interaction (RSI) distinguishes online courses from correspondence courses. Through their document entitled "[Distance Education Regular and Effective/Substantive Contact](#)," the Distance Education Advisory Committee recommended revisions to [Administrative Regulation 4105 – Distance Education](#) on November 28, 2023, which was then [approved by the Academic Senate](#) on December 7, 2023 and shared with the Compton Community College District Board of Trustees on January 15, 2024.

The Distance Education Addendum, which is part of the course outline of record, indicates how faculty will meet student learning objectives in the online environment as well as types of student/instructor interactions that will be taking place. In order to ensure RSI is taking

<p>place, on-going professional development is offered; routine faculty mentoring and faculty peer review takes place through the Faculty Course Review Committee; and regular faculty evaluations, as negotiated in the collective bargaining agreement, that require an observation of RSI (EV4). These activities reflect the College's dedication to student retention and success in online courses.</p>
<p>6. Describe how the institution authenticates students in distance education courses (<i>Policy on Distance Education and Correspondence Education</i>).</p>
<p>Compton College ensures all students are authenticated through single sign-on through the MyCompton portal, as articulated in Administrative Regulation 4105: Distance Education. Students enrolled in the College are issued a username and password based on their college identification information and can access Canvas through their MyCompton portal. Students that use the Canvas Student App must also enter their college username and password in order to view content and complete work. For added security, the College uses dual-factor authentication software to ensure student authenticity.</p>
<p>7. Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (<i>Standard 3.1</i>).</p>
<p>The DE department operates under the supervision of the Vice President of Academic Affairs. As referenced in the 2021 Midterm Report (pg. 27), the College has developed its own support and management structure for distance education. The development of this structure included the establishment of several key positions aimed at effectively supporting distance education:</p> <ul style="list-style-type: none"> • Distance Education Faculty Coordinator: a full-time faculty member who is provided reassigned time. • Instructional Designer/Faculty Distance Education Trainer: a full-time faculty member who is provided reassigned time. • Learning Management System Specialist: a classified professional. • Associate Dean of Distance Education and Instructional Technology: an administrator.
<p>8. Describe the institution's fiscal resources to support and sustain the distance education modality (<i>Standard 3.4</i>).</p> <p>The President/CEO has allocated funds specific to the technological and staffing needs of the DE program. Beginning in spring 2020, the President/CEO specifically identified the following positions to support the DE program:</p> <ul style="list-style-type: none"> • Associate Dean of Distance Education and Instructional Technology: This management position is currently funded through COVID Recovery Block Grant funds. • Learning Management Specialist: This classified professional position is currently funded through COVID Recovery Block Grant funds. <p>Both of the above positions will be transitioned to the College's general fund once these recovery funds are expended.</p> <ul style="list-style-type: none"> • Distance Education Faculty Coordinator: 25% reassigned time. • Instructional Designer/Faculty Distance Education Trainer: 40% reassigned time.

These positions are fully funded through the College’s general fund.

The DE department also regularly submits annual plans and recommendations that identify approximate costs associated with the maintenance and growth of the DE program (EV1, EV5). These annual plans are part of the integrated planning process and are funded through both unrestricted and general funds.

9. Provide a budget showing evidence the institution has the capacity to maintain distance education.

The College supports the DE program through its [2023-2024 Annual Goals](#) and ongoing integrated planning processes. Funding for the DE program is met through a dedicated budget that draws from the College’s unrestricted fund. Excluding salaries, the DE Departments has a budget over \$50,000 per year.

Current Budget	Object Description	Department Description
500.00	Non-Instruct Supplies	Distance Education
2,500.00	Food	Distance Education
3,500.00	Travel and Conferences	Distance Education
500.00	Other Services	Distance Education
27,250.00	License Fee/Site Licenses	Distance Education
16,000.00	Contract Services	Distance Education
<hr/> 50,250.00		

10. Describe the institution’s physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

There are numerous student computer labs on campus, located in a variety of places such as the Library/Student Success Center, the Math and Science building, the Vocational Technology building, Instructional Building 1, and the soon to be completed Instructional Building 2. As referenced in the [Compton College 2024 Action Plan](#) (pg. 76), the College recently entered a partnership with Calbright College, which resulted in the remodeling of two rooms in the Vocational Technology building used for the DE program.

The College began a Student Laptop Loan Program in spring 2020, and in spring 2021 new laptops were disseminated to faculty and staff. Hotspots, headsets, and software programs are also made available to students on a [regular basis](#).

11. Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).

Compton College is dedicated to providing and maintaining up-to-date technological resources to its students and faculty. Long term plans to ensure the on-going support of technological resources are reflected in the College’s [Compton College 2024 Technology Master Plan](#) as well as the College’s facilities plans in the [Compton College 2024 Comprehensive Master Plan](#).

The Associate Dean of Distance Education and Instructional Technology serves on the Technology Committee and works with the Distance Education Advisory Committee (DEAC) to coordinate online teaching and learning efforts, as well as make DE-related recommendations via the College's collegial consultation and planning and budget processes.

Furthermore, Academic Affairs and the Academic Senate supported the College's inclusion in the [CVC-OEI Consortium](#), and several faculty members have become certified trainers through @One to provide long-term professional development to faculty peers on course design and best practices around regular and effective contact, student support services, and conversations on student authentication.

12. Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).

The management of DE technology and supports is housed in Academic Affairs with oversight by the Associate Dean of Distance Education and Instructional Technology and Vice President of Academic Affairs. The Associate Dean of Distance Education and Instructional Technology works closely with the DE Faculty Coordinator and Instructional Designer/Faculty DE Trainer as well as support staff. [The Distance Education Advisory Committee \(DEAC\)](#) is a subcommittee to the Academic Senate and infuses faculty voice into decisions related to DE ensuring academic quality. The [Faculty Course Review Committee](#) is a subcommittee of the DE Advisory Committee. The Distance Education Handbook is currently being revised by the DEAC and includes the committee governance structure related to DE (EV6). This document will ultimately need Board of Trustees approval once the on-campus Collaborative Governance process is completed.

Compton College has adopted eLumen to integrate streamlined student learning outcomes data collection into the Canvas platform. The eLumen platform will allow the College to disaggregate distance education SLO data from in-person data. Faculty leadership will be responsible for using these data to inform teaching and learning online. Furthermore, DEAC, in coordination with the Associate Dean of Distance Education and Instructional Technology, reviews faculty and student needs within the Canvas learning management system (LMS). DEAC and the DE Department periodically administer faculty surveys to identify additional needs to increase student learning and support.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).
 - As noted on pages 23-24 in the most recent Institutional Self-Evaluation Report in 2023, Compton College demonstrates its institutional integrity by publicly publishing policies, regulations, procedures, and data. College employees regularly review the policies and practices to ensure the accuracy

of information widely shared with students and the public. Information about programs of study is clearly described and available in print or online versions of the Catalog. Data about student achievement is shared on public dashboards posted to the College website, which are easily accessible and allow for drill-down disaggregation to answer a multitude of questions.

- The [Course Catalog](#) is readily available and accurately depict current information about the College.
- Detailed information regarding [admissions](#), [financial aid](#), fees, and other major policies regarding students is listed in the Course Catalog and on the College website. The Course Catalog and website also include the [academic calendar](#), [learning resources](#), and detailed information about [courses and programs](#).
- The legal requirements for licensure, [licensure examinations](#), and entry requirements into the [nursing program](#) is also described on the College website and the Course Catalog.
- The ACCJC accredited status and supporting documents for Compton College are posted on the [College's Accreditation webpage](#).
- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.
 - Compton College Student Complaint Process: [Administrative Regulation 5530 – Student Rights and Grievances](#)
- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
 - Compton Community College District's most recent audit in June 2023 yielded no audit findings (EV7).

Supporting Evidence

EV1 – 2022-2023 Distance Education Annual Plan
EV2 – Distance Education Program Review
EV3 – Listing of Compton College Online Student Support Services
EV4 – Faculty Evaluation Forms
EV5 – 2022-2023 Distance Education Recommendations
EV6 – Distance Education Handbook
EV7 – Compton Community College District Audit Findings – June 2023