



## ACADEMIC SENATE

### AGENDA

Thursday, March 15<sup>th</sup>, 2018 1:00 p.m. Board Room

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

March 1, 2018 Minutes

**IV. REPORTS**

**Senate:**

President

Vice President

Board Representative and External Liaison

Paul M. Flor

Chris Halligan

Jerome Evans

**V. ACTION ITEMS-UNFINISHED BUSINESS**

1. Second reading of Board Policies.

i. Board Policy 4040 - Library and Learning Support Services

ii. BP 4045 - Textbooks and Instructional Materials

iii. BP 4055 - Academic Accommodations for Students with Disabilities

iv. BP 4070 - Course Auditing and Auditing Fees

**VI. NEW BUSINESS**

1. First reading of Board Policies

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

ii. BP 4100.1 - Catalog Rights

iii. BP 4101 - Independent Study

iv. BP 4115 - Limitation to Remedial Coursework

**VII. INFORMATION-DISCUSSION ITEMS**

1. Compton Community College District Resolution # 03-13-2018A - Support for Student Residential Housing & presentation

**VIII. Events/Meetings**

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

**IX. FUTURE AGENDA ITEMS**

1. Strong Work force

2. Future costs facing Compton CCD

**X. ADJOURNMENT**



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

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reference:

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

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

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

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

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

**CCC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

**FALL 2017**

<del>September 7</del>	Board Room
<del>September 21</del>	Board Room
<del>October 5</del>	Board Room
<del>October 19</del>	Board Room
<del>November 2</del>	Board Room
<del>November 16</del>	Board Room
<del>December 7</del>	Board Room

**SPRING 2018**

<del>February 22</del>	Board Room
<del>March 4</del>	Board Room
March 15	Board Room
April 5	Board Room
April 19	Board Room
May 3	Board Room
May 17	Board Room

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Tuesdays)

**FALL 2017**

<del>September 5</del>	Dist. Ed. room 166
<del>September 19</del>	Dist. Ed. room 166
<del>October 3</del>	Dist. Ed. room 166
<del>October 17</del>	Dist. Ed. room 166
<del>November 7</del>	Dist. Ed. room 166
<del>November 24</del>	Dist. Ed. room 166
<del>December 5</del>	Dist. Ed. room 166

**SPRING 2018**

<del>February 20</del>	Dist. Ed. room 166
<del>March 6</del>	Dist. Ed. room 166
March 20	Dist. Ed. room 166
April 3	Dist. Ed. room 166
April 17	Dist. Ed. room 166
May 1	Dist. Ed. room 166
May 15	Dist. Ed. room 166

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

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



## ACADEMIC SENATE MINUTES

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

<u>Senators</u>	<u>ATTENDANCE</u> <u>Visitors</u>
Essie French Preston	Minodora Moldoveanu
Jerome Evans	Aurora Cortez-Perez
Amber Gillis	Axa Maradiaga
Christopher Halligan	Judy Crozier
Mahbub Khan	David McPatchell
Brent Kooiman	Steven Gonzales
Vanessa Haynes	Roza Ekimyan
Pamela Richardson	Cheryl Threadgill
Kent Schwitkis	Mandeda Uch
Rajinder Sidhu	Stephanie Atkinson-Alston
Andree Valdry	Barbara Perez
Nikki Williams	Joshua Meadors
Malinni Rooun	
Paul Flor	

- XI. CALL TO ORDER** – Paul Flor 1:03 p.m.
- XII. APPROVAL OF AGENDA** – Schwitkis/Valdry- Approved
- XIII. APPROVAL OF MINUTES** – Halligan/ Schwitkis- Approved

### **XIV. REPORTS**

**President's Report-** Paul Flor reporting.

- Flor asked that we consider the Curriculum Committee by-laws. This is the second reading. Flor asked for questions, comments, or concerns. Schwitkis/Sidhu moved to approve the by-laws. The motion passes.
- Roza Ekimyan stated that the next Curriculum meeting is on Tuesday, March 6, 2018 and everyone is welcome to attend.

**Vice President-** Christopher Halligan

- None

**Board Representative** – Jerome Evans reporting

- None

**Accreditation:** Amber Gillis reporting.

- None

### **XV. ACTION ITEMS-UNFINISHED BUSINESS**

- Flor stated that the Board Policies that were introduced at the last senate meeting are in second reading this week. Part of the language was changed to include one of the suggestions for BP 4235. Perez asked the same question that was brought up last week about clearly specifying classes that would be allowed to be challenged under each division. We should include which classes are available for credit by exam. Perez also asked who makes the determination of which classes get to be given through credit by examination. Haynes stated that El Camino's BP has a statement addressing this question. The statement that is found in the El Camino BP should be added to our BP. Discussion followed about the wording of such a statement. Flor stated that we should add the specific language from the El Camino College BP to the first sentence of our BP. Schwitkis/Gillis moved to approve the Board Policy as amended. Motion carries with the corrections and additions.

## **XVI. NEW BUSINESS**

- Campus Climate Survey- Josh Meadors presented information on the surveys that will be piloted during spring 2018. He asked for feedback and suggestions. The current climate survey has questions from past surveys and some external surveys. What Institutional Research would like to learn from the students and employee survey is: Do you feel welcomed, valued, included, nurtured and safe on campus. This is to help show what we are doing well and what we need to work on. Flor asked how students would be able to answer question #6 about how their perspectives changed over time. Meadors stated that this is not a question for students but a research question. Classes will be randomly selected to be part of the survey. IR is trying to decide between a paper and digital survey and they are leaning towards a paper survey. It is taking about 20-30 minutes for students to complete the survey. Meadors asked faculty to offer students the opportunity to stop by Institutional Research to be the initial ones to take the survey which would help work out any of the kinks in the survey. Flor asked if there would be an online version in case any distance education classes are selected. Meadors stated that there would be an online version for this purpose. A couple of faculty volunteered their classes to pilot the survey. Flor stated that maybe we should add a question about harassment/bullying in the workplace. Meadors provided the survey timeline.
- Josh Meadors presented the new Multiple Measures pilot tool survey. Meadors went through the measurement tool survey and clarified that this is a tool to gather information. If there are any courses that are missing from the tool, please send them to Meadors so that he can make revisions. Perez stated that at tomorrow's counselor meeting it needs to be stressed that students should be encouraged to use their transcripts when enrolling.
- Board Policies:
  - BP 4045 Textbook and Instructional Materials- Perez asked about the language of the BP especially for students that are dual enrolled with the high schools and how this plays into their books.
  - BP 4040 - Library and Learning Support Services
  - BP 4055 - Academic Accommodations for Students with Disabilities
  - BP 4070 - Course Auditing and Auditing Fees
  - Flor asked that we email him any feedback or comments about the Board Policies before the next Senate meeting.
- Perez and Flor discussed 504 Compliance and how many colleges are being audited in this area and failing. This is something that we have to be examining in all areas of the college in particular Distance Education.
- Perez stated that we are about 200 FTES short of our 6060 goal, but this does not include the courses that started today or any courses that will begin in the second 8 weeks.

## **XVII. Information- Discussion Items**

- Flor discussed the Accreditation Institute and his attendance at the DE Breakout session. One of the things that stood out was that the institution gets to define regular and effective contact.
- Flor has asked faculty to be part of the Educational Task Force to take a look at low enrolled programs to make recommendations and faculty have moved away from doing this. If you are interested then please let him know. The programs that are being looked at are Visual Arts, Film, Dance, Music, Business, Computer, CIS, and Theater Arts.

**XVIII. Events/Meetings**

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**XIX. Future Agenda Items**

- A. Lynell Wiggins will give us an overview of the funding that there is available through Strong Workforce.
- B. Vanessa Haynes discussed BP 3050 from El Camino and the idea that we should have a BP similar to this at Compton.
- C. Essie French Preston talked about the changes in the amount of units that necessary for students to earn a Certificate of Achievement. This is something that goes on the student's transcript and she urged us to encourage our students to apply for these as small steps of accomplishment towards their larger goals.

**MOTION TO ADJOURN** – Approved – 2:08 p.m.

## **Proposed 2017-2018 Goals**

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

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit faculty co-chairs for Institutional Standing Committees
- Ensure divisions have required number of senators
- Review and begin revising Academic Senate By-laws to reflect curriculum reforms
- Adopt a Distance Education Handbook for Compton College

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

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

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion

## For Second Reading

Board Policy 4040

Library and Learning Support Services

It is the policy of Compton College to maintain library and learning support services that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act.

The District will provide the means to assure the planned and systematic acquisition and maintenance of library materials and information resources, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the Compton College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, and provision of academic resources, instruction in their effective use, and other services that meet the information needs of the Compton College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all currently enrolled students and campus employees. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.

Whenever library materials are questioned or challenged by community members, questions shall be directed in writing to the library administration, signed by the person raising the question, and indicating specific objection(s). The challenged materials will then be reviewed by the supervising college librarian. Once this review is complete, the library administration will respond in writing to the question/challenge and forward copies of the letter to the College President/CEO. The questioner may accept the review, or present an appeal through the College President and the Board of Trustees.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate and the President/CEO.

### References:

Education Code, Section 78100

Civil Code Section 1798.90

Title V, Section 53200



The responsibility for the selection of textbooks rests with the faculty teaching the subject.

For the purpose of this policy, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multi-media, electronic material, or open source material.

The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.

Textbooks should reflect professional standards in content and design as well as reasonable cost to students. In accordance with Board Policy 1600: Full Inclusion of People with Disabilities, instructors are encouraged to select and utilize instructional materials that are available in alternate format or whose copyright permission is easily obtainable.

If electronic instructional materials are available to a student through a license or access fee, those materials must have continuing value to the student after the class ends. Continuing value can be obtained if the student has electronic access to the materials for at least two years after the end of the class; if the materials are printable; or if the materials can be saved by the student. Students shall not be required to pay for electronic materials used to administer the course, such as a course management system.

In order to minimize cost to students, the usual period of adoption for texts will be two academic years.

Special consideration for earlier change may be given under extenuating circumstances.

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

Reference:

Title 5, section 59400, 59402, 59404  
Education Code 78900 et. Seq.

Compton Community College District provides reasonable accommodations for students with disabilities in accordance with compliance measures established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA). Compton College shall provide reasonable accommodations to students with documented disabilities without compromising the student's course of study or the integrity of the college's academic standards. Reasonable accommodations are determined on an individual basis.

Reference:

Title 5, Section 56006 (DSPS Regulations), 56027 (Academic Accommodations), 55063 (Minimum requirements for the Associate Degree) Rehabilitation Act of 1973, Section 504 and Section 508  
Americans with Disabilities Act of 1990 (ADA)  
ADA Amendments Act of 2008

It is the policy of Compton College to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted.

Students who are enrolling in a class for credit have enrollment priority over students intending to audit.

Students who enroll in a class as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200.

Reference:

Education Code Section 76370

## **For First Reading**

BP 4100

Graduation Requirements for Degrees and Certificates

The District grants the degrees of Associate in Arts, Associate in Science, Associate in Arts for Transfer (AA-T), and Associate in Science for Transfer (AS-T) to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

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

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

### References:

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

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

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

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

References:

Title 5, Section 55063

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

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

Reference:

CCR, Title 5, Section 55230 et seq.

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

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

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

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

Reference: CCR Title 5, Section 55756.5

# Sharing the Information

## **Equity and Diversity Action Committee (EDAC) Regional Meeting South**

Deadline to Register/Application Deadline: Monday, April 2, 2018 - 5:00pm

When: Saturday, April 7, 2018

Location: Southwestern College |900 Otay Lakes Rd, Chula Vista, CA 91910

Registration is free. Go to <https://www.asccc.org/events/2018-04-07-160000/equity-and-diversity-action-committee-edac-regional-meeting-south>

As colleges have faced major changes in terms of equity and diversity on their campuses, faculty face multiple issues:

- hiring processes
- DACA and other vulnerable student support.

The Equity and Diversity Action Committee (EDAC) is hosting the EDAC spring regionals, which will address these and other concerns.

Guest speaker: Chancellor's Office Deputy Legal Counsel Jacob Knapp, who will help walk attendees through the changes to the Equal Employment Opportunity funding requirements, the EEO Advisory Committee's documents around hiring, legal opinions and other information around DACA, and a range of other topics.



**Compton Community College District**  
**Resolution # 03-13-2018A - Support for Student Residential Housing**

**WHERE AS** the Compton Community College District (“the District”) is committed to being a leader in supporting student learning and success in higher education; and

**WHERE AS** the District is a welcoming environment where the diversity of students is supported to pursue and attain academic and professional excellence; and

**WHERE AS** about 25 percent of two-year colleges in the United States now offer on-campus housing; and

**WHERE AS** the California Community College Chancellor’s Office reported that of the state’s 114 campuses, only 11 offer housing; and

**WHERE AS** a new study found that thousands of community college students nationwide are homeless or on the verge of homelessness; and

**WHERE AS** a survey of more than 30,000 students at 70 community colleges in 24 states found that 13-14% of students are homeless and about half are housing insecure; and

**WHERE AS** a Compton College study found that 30 percent of the men and woman across all racial and ethnic groups reported struggling with stable places to live; and

**WHERE AS** the Compton College study also found that 52 percent of African American men and 44 percent of African American women reported struggling with the same issue; and

**THEREFORE, BE IT RESOLVED** that the Compton Community College District Board of Trustees supports the exploration of opportunities to build residential housing at Compton College for Compton College students.

**BE IT FURTHER RESOLVED** during the regularly scheduled December 11, 2018, Board of Trustees meeting or as soon as practicable thereafter, the Chief Executive Officer or his designee shall provide the Board with a report regarding Student Residential Housing at Compton College.

**APPROVED AND ADOPTED** by the Board of Trustees of the Compton Community College District of Los Angeles County, State of California, this 13th day of March, 2018.

# CCCD Academic Senate Roster

2017-2018 (19 members)

## Officers:

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

## Members:

### **Career and Technical Education (2)**

Brent Kooiman (19-20)  
Pamela Richardson (17-18)

### **Health and Human Services (2)**

Shirley Thomas (18-19)  
Hoa Pham (19-20)

### **Humanities (2)**

Chris Halligan (17-18), Vice President/*Vice Chairperson*  
Nikki Williams (19-20) Secretary/*Secretary*

### **Social Sciences and Fine Arts (2)**

Kendhal Radcliff (17-18)  
Harvey Estrada (19-20)

### **Mathematics (2)**

Malinni Roeun (19-20)  
Jose Villalobos (18-19)

### **Science (2)**

Kent Schwitkis (18-19)  
Rajinder Sidhu (19-20)

### **Library and Learning Resource Unit (1)**

Andree Valdry (17-18)

### **Counseling (2)**

Essie French Preston (17-18), Curriculum/*Curriculum Representative*  
Vanessa Haynes (18-19)  
Michael Odanaka, Past President/*Past Chairperson*

### **At-Large (2)**

Jerome Evans (17-18), Board Representative  
Amber Gillis (18-19)

### **Adjunct Representatives (2)**

Mahbub Khan (18-19), *Adjunct Representative*  
Elizabeth Craigg Walker (17-18)