



Academic Senate AGENDA

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: June 4, 2020

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

Location: Zoom Conference in Canvas

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:

<p>___ Estrada, Harvey</p> <p>___ Evans, Jerome</p> <p>___ Gillis, Amber</p> <p>___ Khan, Mahbub</p> <p>___ Kooiman, Brent</p> <p>___ Maruri, Carlos</p>	<p>___ Mills, Jesse</p> <p>___ Moldoveanu, Minodora</p> <p>___ Moore, Sean</p> <p>___ Pham, Hoa</p> <p>___ Richardson, Pamela</p> <p>___ Roeun, Malinni</p> <p>___ Schumacher, Holly</p>	<p>___ Schwitkis, Kent</p> <p>___ Sidhu, Rajinder</p> <p>___ Thomas, Shirley</p> <p>___ Valdry, Andree</p> <p>___ Villalobos, Jose</p> <p>___ Williams, Nikki</p>
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AGENDA:

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from May 21, 2020 Meeting**
- 4) **Reports**
 - a) President's Report
 - b) ASB President Report
 - c) Vice President's Report
 - d) Faculty Board Representative Report
 - e) Academic Affairs Report
 - f) Curriculum Report
 - g) Distance Education Report
 - h) Faculty Development Report
- 5) **Unfinished Business/Tabled Business**
 - a) Second Read & Vote: BP3226 – Institutional Review Board (IRB)
 - b) Second Read & Vote: Program Maps (Various Programs: See Attached)
 - c) Second Read & Vote: Approved Curriculum Items from May 19, 2020
 - d) Second Read & Vote: Faculty Development Committee Purpose Statement
 - e) Second Read & Vote: Enrollment Management Plan
- 6) **New Business**
 - a) First Read, Second Read, and Vote: Academic Senate Constitution and Bylaws – 2020 (Revised)
 - b) Consent Agenda Approvals – (First, Second Read and Vote)

- i) ASCCC Third Category of Online Classes
- ii) New DE Addendum
- iii) DE Summer and Fall Expectations
- iv) DE Publisher Applications and Websites Policy
- v) DE Instructional Material Fee and Access Code Policy
- vi) AR4240 – Academic Renewal (Proposed Changes in AR)
- vii) Minimum Qualifications Adoption
- viii) Approved Curriculum Items – June 2, 2020

- c) Curriculum Chair Election
- d) Resolutions: Tenure Confirmations and Retirements

7) Informational Items

- a) AR 3226 – Institutional Review Board
- b) BP 5400 – Associated Student Body
- c) BP 5800 – Prevention of Identify Theft in Student Financial Transactions
- d) BP 6250 – Budget Management
- e) BP 6450 – Wireless or Cellular Telephone Use
- f) AR 6450 – Mobile Communication Device
- g) Attendance Tracking Communication Email and Banner Instructions

8) Future Agenda Items

- a) TBA

9) Adjournment

Next Scheduled Meeting: TBA at 12:30pm
Academic Senate Canvas Site

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

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
September 5	Board Room	February 20	Board Room
September 19	Board Room	March 5	Board Room
October 3	Board Room	March 19	Canvas Site
October 17	Board Room	April 2	Canvas Site
November 7	Board Room	April 23	Canvas Site
November 21	Staff Lounge	May 7	Canvas Site
December 5	Board Room	May 21	Canvas Site
		June 4	Canvas Site

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.

CCCD Academic Senate Roster

2019-2020 (19 members)

Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (20-21)

Health and Human Services (2)

Shirley Thomas (19-21)
Hoa Pham (19-20)

Humanities (2)

Minodora Moldoveanu (20-21)
Nikki Williams (19-20) Secretary

Social Sciences and Fine Arts (2)

Jesse Mills (20-21)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (19-21)

Science (2)

Kent Schwitkis (19-21)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Carlos Maruri (19-21)

At-Large (2)

Jerome Evans (19-21)
Amber Gillis (19-21)

Adjunct Representatives (2)

Mahbub Khan (19-21), Adjunct Representative
Vacant (19-21)



Academic Senate Minutes

Facilitator: Amber Gillis, President

Recorder: Nikki Williams, Secretary

Date: May 21, 2020

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

Location: Zoom Conference in Canvas

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.

SENATORS:

Estrada, Harvey
 Evans, Jerome
 Gillis, Amber
 Khan, Mahbub
 Kooiman, Brent
 Maruri, Carlos

Mills, Jesse
 Moldoveanu, Minodora
 Moore, Sean
 Pham, Hoa
 Richardson, Pamela
 Roeun, Malinni
 Schumacher, Holly

Schwitkis, Kent
 Sidhu, Rajinder
 Thomas, Shirley
 Valdry, Andree
 Villalobos, Jose
 Williams, Nikki

AGENDA:

1) Call to Order- 12:50pm

2) Approval of Agenda- Approve the amended agenda May 21, 2020- Schwitkis/Mills

Change the Second Read and Vote for Curriculum Handbook Revisions and DE Addendum Statement to be separated and it is only a second read for the DE Addendum Statement.

Changed to include the FDC Purpose Statement which can be found in Canvas

Motion to amend the amended agenda to vote on the DE Addendum Statement- Schwitkis/Estrada

3) Review and Approval of Minutes from May 7, 2020 Meeting

Amend to add H. Pham's attendance- Approval-Mills/Moldoveanu

4) Reports

a) President's Report- Amber Gillis

We met with Dr. Curry for our weekly meetings and our big concerns are our course offerings and our budget cuts. I am very concerned about lay-offs. We don't know what the economy is going to look like going forward. The other concern is making sure that our DE Addendum and Curriculum process is moving forward on schedule. I was happy to see that there was over 200 people at our Tartar Talks. There are a lot of unknowns and I would recommend that if you have concerns that you voice them to your senators. Virtual Commencement is on June 12, 2020. Please tune in. Dr. Curry was asking about the Optional Flex Day for the fall and we need to start looking for recommendations and suggestions as to what we are going to do. J. Crozier- Why are we hiring? A. Gillis- I did speak with him about this and recommended that we do not hire especially if we are looking at cutting sections. If we want to put together a formal recommendation from Senate stating our position. J. Crozier- Yes, I think a formal recommendation from Senate is needed. The Flex Day is something the Faculty Development Coordinator would do because we keep getting the request to plan flex day on the last

last day of our last meeting and that's something that really needs to be developed during the semester. A. Gillis- June 30 is when Dr. Curry wants a recommendation as to what we would like to do with the Optional Flex Day.

b) ASB President Report

No report

c) Vice President's Report- Jesse Mills

No report

d) Faculty Board Representative Report- Amber Gillis reporting.

On Tuesday at the Board Meeting, they honored J. Evans for his service. He has been Board Representative for 14 years.

e) Academic Affairs Report

No report

f) Curriculum Report- Sean Moore

Future scheduled Flex approved Curriculum, SLO, and DE Addendum Open Lab Workshop dates: May 19, 2020 from 3:30 p.m. – 5:30 p.m. via Zoom. Distance Education Curriculum Subcommittee has reviewed, voted on and approved the DE Addendums for the following courses on May 7, 2020: ACR 121, ACR 123, ACR 125, ACR 127, ACR 130, ACR 131, ACR 134, ACR 136, ACR 160, ACR 161, ACR 162, AJ 106, AJ 107, AJ 109, AJ 130, AJ 135, AJ 142, BIO 115, CIS 192, ENGL 150, ENGL 152, ESL 103, ESL 104, POLI 102, POLI 110, PSYCH 102, and PSYCH 115. List of Non-DE courses offered in the fall, requiring DE-Addendums, have been sent to division deans and chairs to assign and approve faculty originators - *please see attached*. The “Summer 2020 Non-DE Approved Courses Offered That Require DE Approval” has been revised and reflects course removals - *please see attached*. Documents required to complete the “Emergency Temporary Distance Education Blanket Addendum Request for Summer 2020” by May 20, 2020 are being collaboratively finalized. Reinstated Item(s) from 5-5-20 for Consent Agenda: Revised per Curriculum Committee members request on 5-5-20 to include a date for approval: To further expedite the curriculum approval processes during the COVID-19 pandemic, Non-Distance Education courses formerly approved by Compton College's Board of Trustees on/or after August 20, 2019 will solely require the Distance Education Addendum component reviewed and approved by our Distance Education Curriculum Subcommittee and forwarded to the College Curriculum Committee for consent agenda approval prior to Academic Senate and Board of Trustees approval. Curriculum Consent Agenda Items were shown.

g) Distance Education Report- Jasmine Philips

Dr. Curry mentioned that the structure of DE will be changing. We will have a DE Manager and that position has been flown and closes the first week of July. He has flown the DE coordinator position. The Faculty Coordinator position is 40% and that person will be running DEAC, the FCRC committee, and the addendum subcommittee. I have been transitioned into the Instructional Designer position. Per the request of the faculty we've provided seven webinars and we are recording them. They are in the Canvas Toolbox which everybody does have access to in their Canvas. These are for helping faculty get ready to publish their course and they are sequential. In addition to that, the support we're providing is some summer instructional design days per Dr. Curry's request. What we've planned is June 15th and 16th to have these same topics with hands on help provided. I will be also providing more summer instructional design days. Then in the fall, I'll be putting together the training sequence of classes. Synchronous and asynchronous both of those fall under online as well as hybrid and we do need to be compliant with all Title V and accessibility guidelines. We're working on the online faculty evaluation and the student online evaluation forms. DEAC will be bringing the third definition of online to the Senate. This would allow for us to offer fully online courses but expect that the students can take a proctored exam on our campus or at a proctoring site.

h) Faculty Development Report- Judith Crozier

The final date for the Book Club changed. I don't have that date, but it will go out to all of the registered participants. We finished the purpose document and voted to approve it and it is here for the first read.

5) Unfinished Business/Tabled Business

a) Second Read & Vote: BP 3225 – Institutional Effectiveness

Motion to open discussion- Mills/Roeun. A. Gillis- I did not receive any feedback. Are there any questions or discussion? No discussion. Motion to close discussion- Schwitkis/Pham. Motion to approve- Schwitkis/Moldoveanu. Vote taken and the motion carries.

b) Second Read & Vote: Program Maps (Various Programs: See Attached)

Motion to open discussion- Moldoveanu/Pham. A. Gillis- I received some updated ones from C. Jimenez. I

pulled all of the Program Maps that we have for a first read from last time and they are up for a second read. Are there any questions or discussion? No discussion. Motion to close discussion- Mills/Moldoveanu. Motion to approve- Schwitkis/Mills. Vote taken and the motion carries.

- c) **Second Read & Vote: Collaborative Governance at Compton College Document**
Motion to open discussion- Schwitkis/Estrada. A. Gillis- The Map was fixed and I corrected the typos. I worked on fixing fonts, but those are more cosmetic. Is there any discussion regarding the content? No discussion. Motion to close discussion- Schwitkis/Moldoveanu. Motion to approve- Roeun/Maruri. Vote taken and the motion carries.
- d) **Second Read & Vote: Approved Curriculum Items from May 5, 2020**
Motion to open discussion- Roeun/Maruri. A. Gillis- These are the items that the Curriculum committee brought forth at the last meeting. Do we have any questions for S. Moore? No discussion. Motion to close discussion- Schwitkis/Roeun. Motion to approve- Schwitkis/Estrada. Vote taken and the motion carries.
- e) **Second Read & Vote: Curriculum Handbook Revisions: Academic Senate Review of Courses**
Motion to open discussion- Schwitkis/Maruri. A. Gillis- Is there any discussion? No discussion. Motion to close discussion- Schwitkis/Maruri. Motion to approve- Schwitkis/Mills. Vote taken and the motion carries.
- f) **Second Read &4 Vote: Distance Education Addendum Approval Processes statement**
Motion to open discussion- Estrada/Schwitkis. No discussion. Motion to close discussion- Moldoveanu/Maruri. Motion to approve- Schwitkis/Moldoveanu. Vote taken and the motion carries.
- g) **Second Read & Vote: Faculty Development Coordinator Job Description**
Motion to open discussion- Schwitkis/Mills. A. Gillis- Any questions, discussion, feedback for the FDC? No discussion. Motion to close discussion- Schwitkis/Roeun. Motion to approve- Schwitkis/Pham. Vote taken and the motion carries.

6) New Business

- a. **First Read: BP3226 – Institutional Review Board (IRB)**
Motion to open discussion- Schwitkis/Moldoveanu. A. Gillis- This came forward to us from Student Services and from L. Sosenko. This information comes directly from the CCLC. J. Mills- IRB is a group that most campuses have that protects people from harm during research. Motion to close discussion- Estrada/Schwitkis.
- b. **First Read: Program Maps (Various Programs: See Attached)**
Motion to open discussion- Mills/Moldoveanu. A. Gillis-Any questions regarding the maps? If you have questions you can send them to me or directly to C. Jimenez. Motion to close discussion-Mills/Moldoveanu.
- c) **First Read: Approved Curriculum Items from May 19, 2020**
Motion to open discussion- Mills/Schwitkis. A. Gillis- These are the listing of courses that the committee approved at their May 19th meeting. Does anyone have any questions for S. Moore? Motion to close discussion- Estrada/Schwitkis.
- d) **First Read: Faculty Development Committee Purpose Statement**
Motion to open discussion- Schwitkis/Sidhu. A. Gillis- J. Crozier sent a statement and this is here for a first read. If you have comments please send them to J. Crozier. Please read it thoroughly for our second read. Motion to close discussion- Mills/Schwitkis.
- e) **First Read: Enrollment Management Plan**
Motion to open discussion- Mills/Schwitkis. A. Gillis- Does anyone have any questions or comments for E. Martinez. J. Phillips- If there need to be changes made what is the timeline? E. Martinez- This is reviewed on a yearly basis. We had a lot of stakeholders that contributed to this. A. Gillis- This is the first read and we will have a second read and vote at our next meeting. If you have any questions or comments, you can send them to me or anyone on the e-board as well as to E. Martinez by Tuesday, May 26, 2020. Motion to close discussion- Millis/Estrada.

7) Informational Items

- a) BP 3550 Drug Free Environment and Drug Prevention Program
 - b) BP 3310 – Records Retention and Destruction*- This came from IT.
 - c) AR 3310 – Records Retention and Destruction*- This came from IT.
- *NOTE: BP3310 and AR3310 replace CCCD AR6552

8) Future Agenda Items

- a) Tenure Resolutions- I have invited them to come to our meetings so that we can honor them.
- b) Minimum Qualifications Resolution- we need to bring this forward so I have started writing this.
- c) Retirement Resolutions

9) Adjournment- 2:00 pm

Next Scheduled Meeting: June 4, 2020 at 12:30pm
Academic Senate Canvas Site- Zoom



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 3226 Institutional Review Board (IRB)

Issued: June 16, 2020

References:

Code of Federal Regulations (CFR), Department of Health and Human Services (DHHS), Office of Human Research Protections (OHRP), National Science Foundation (NSF); Title 45 part 46; Title 45 part 690; 45CFR part 690 §.107; 45CRF46.102.

The Board of Trustees recognizes that the involvement of human subjects (e.g., students and employees) in research is an integral part of the advancement of educational and scientific research. This policy guides the review and approval of requests to involve human subjects from the Compton Community College District in such research. While the District will make every effort to accommodate investigatory endeavors, ethical conduct and the safety of its students and employees is the District's central priority.

All research by external investigators must be reviewed by the District Institutional Review Board (IRB). External investigators are those who conduct research for a report or study requested by an institution or agency other than the Compton Community College District.

The IRB for Human Subjects Research at Compton College has responsibility to oversee procedures for carrying out the College's commitment to protect human subjects in research. In addition to serving as an active resource regarding research ethics, the Institutional Review Board (IRB) also guides the College's research ethics, progress, and processes. The role of the IRB is to review proposed research projects that involve the use of human subjects; ensure that the individuals involved in the project are treated ethically; ensure that all subjects are provided with substantial information about the study, consent to be a subject in the study, and are debriefed as necessary; and that all private information will be handled with confidentiality. The IRB is authorized to review, approve, require modifications in, or disapprove research activities conducted by or through the College using human subjects.

The IRB does not assume the role of evaluating the soundness of the proposed research study, the merits of the research design, nor the potential contribution of the research to the scholarly literature. Rather, the IRB is charged with evaluating each project's compliance with ethical standards in regard to issues such as informed consent, confidentiality, any risk to the participants, and evaluating the alignment of the study with the College's Mission. To safeguard the well-being of human subjects, meet federal guidelines, and protect the College, the IRB is entrusted with the coordination of training for faculty, staff, management, and external researchers to keep them apprised of the most updated research ethics standards, policies, and procedures.

The President/Chief Executive Officer (CEO) provides final approval to conduct external research on the campus based upon the IRB recommendation, as well as alignment with the Compton College mission and values.

INSTITUTIONAL REVIEW BOARD

- 1. The IRB will comprise faculty, staff, administrators, and an external member. The IRB will be chaired by the Director of Institutional Effectiveness.*
- 2. The primary responsibility of the IRB is to judge whether there is more than minimal risk of harm to participants in accordance with FERPA, HIPPA and Title 45 Code of Federal Regulations Part 46 (Protection of Human Subjects), or that those risks could be further minimized, and if so the IRB will either negotiate some changes in the research methods or disapprove the research proposal entirely.*
- 3. The objective of the IRB is to act as advocates for the safety of its students and employees in accordance with federal, state and local laws and regulations for research involving human subjects.*
- 4. The IRB will be convened by the Director of Institutional Effectiveness on a regular and scheduled basis to review requests to conduct research by external investigators.*
- 5. All requests to conduct research by external investigators will be reviewed in accordance with the procedures outlined in Administrative Procedure AP 3226 Procedures for Institutional Review Board (IRB).*

Applicable Administrative Regulation:

AR 3226 Procedures for Institutional Review Board



**CURRICULUM COMMITTEE
MEETING AGENDA**

Facilitator: Sean Moore – Curriculum Committee Chair/Recorder: Maya Medina / Time Keeper: Jasmine Phillips

Date: May 19, 2020 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom

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.

ATTENDEES: Don Mason __; Hoa Pham __; Corina Diaz __; Sophie Tse __; Gerson Valle __; Hassan Elfarissi __; Brittany Olayele __; Harvey Estrada __; Jasmine Phillips __; Susan Johnson __; Charles Hobbs __; Abdirashid Yahye __; Abiodun Osanyinpeju __; Theresa Barragan-Echeverria __; Sean Moore __; Maya Medina __; Nikki Williams __; Benson Atkins __; Barbara Perez __; Todd Kler __; and Melain McIntosh __

AGENDA:

1. **Approve of Meeting Method:** meeting being held remotely via Zoom.
2. **Approval of Agenda:** May 19, 2020
3. **Approval of Minutes:** May 5, 2020.
4. **Reports:**
 - a) President/CEO
 - b) Vice President
 - c) Curriculum Analyst
 - d) Articulation Officer
 - e) Distance Education
 - f) SLO Coordinator
5. **Information Items:**
 - a) Future scheduled Flex approved Curriculum, SLO, and DE Addendum Open Lab Workshop dates: May 19, 2020 from 3:30 p.m. – 5:30 p.m. (Location Via Zoom).
 - b) Updates from Curriculum Committee representatives; voting members, non-voting members, and visitors.
 - c) Distance Education Curriculum Subcommittee has reviewed, voted on and approved the DE Addendums for the following courses on May 7, 2020: ACR 121, ACR 123, ACR 125, ACR 127, ACR 130, ACR 131, ACR 134, ACR 136, ACR 160, ACR 161, ACR 162 , AJ 106, AJ 107, AJ 109, AJ 130, AJ 135, AJ 142, BIO 115, CIS 192, ENGL 150, ENGL 152, ESL 103, ESL 104, POLI 102, POLI 110, PSYCH 102, and PSYCH 115.
 - d) Update from Curriculum Committee representatives (including our student representative), voting members, non-voting members, and visitors.
6. **Discussion Items:**
 - a) Documents required by the CCCCCO to complete the online “Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020” due by May 20, 2020 for summer courses offered are in draft mode to be finalized.

b) A meeting to discuss curriculum processes will be requested of our future VP of Academic Affairs.

7. Other Items:

a) None

8. Reinstated Item(s) from 5-5-20 for Consent Agenda:

a) Revised per Curriculum Committee members request on 5-5-20 to include a date for approval: To further expedite the curriculum approval processes during the COVID-19 pandemic, Non-Distance Education courses formerly approved by Compton College's Board of Trustees on/or after August 20, 2019 will solely require the Distance Education Addendum component reviewed and approved by our Distance Education Curriculum Subcommittee and forwarded to the College Curriculum Committee for consent agenda approval prior to Academic Senate and Board of Trustees approval.

9. Consent Agenda Items:

- a) 2 Year Course Review - No Recommended Changes: CDEV 152 - Curriculum and Strategies for Children with Special Needs
- b) New Course Proposal - DE Addendum review and approval: CIS 140 - Introduction to Networks Cisco I – New Course Proposal - DE Addendum review and approval; and CIS 141 - Routing and Switching Essentials Cisco 2
- c) Course Review - Lecture hours decrease from 36 to 18. Lab hours increase from 18 to 54: MUSI 247 - Intermediate Guitar
- d) Course Review - DE Addendum review and approval: PE 275 - Sports Psychology
- e) Course Review - No Recommend Changes: PE 122 - Cardio Fitness and Body Sculpting
- f) 2-Year CTE Course Review; DE Addendum Review and Approval; Course Title Change: AJ 106 - Criminal Justice Career Preparation
- g) 2-Year CTE Course Review; DE Addendum Review and Approval: AJ 107 - Crime and Control and Introduction to Corrections, AJ 109 - Introduction to Police Patrol Procedures, AJ 130 - Criminal Procedures, AJ 133 - Fingerprint Classification and Investigation, AJ 134 - Introduction to Crime Analysis, AJ 135 - Report Writing, and AJ 142 - Introduction to Digital Evidence

10. Future Agenda Items:

a) Continue reviewing courses launched in CurrIQunet.

11. Action Items:

a) None

Compton College
Academic Senate Sub-Committee
Faculty Development Committee

Purpose Document

PURPOSE/MISSION STATEMENT:

The Faculty Development Committee's mission is to support Compton College in facilitating the interdisciplinary exchange of ideas, as well as building a repertoire of current, equity-minded, and innovative strategies for teaching with the aspiration of sustaining and increasing student success and retention.

ROLES AND RESPONSIBILITIES OF THE COMMITTEE:

1. To recommend policies and procedures to the Academic Senate that will result in the growth and expertise of the faculty.
2. To recommend professional development annual goals and objectives for faculty developed in alignment with Compton College goals.
3. To propose programs for faculty professional development and present proposals for use of faculty development funds to the Senate.
4. To provide analysis and recommendations on the professional development of faculty.
5. To conduct needs assessments and deliver programs that addresses the needs of probationary and tenured faculty.
6. Utilize needs assessment data to plan and implement the Faculty Professional Development Calendar.
7. To effect and manage a mentoring program for faculty pursuing tenure or promotion.
8. To advise the Academic Senate on matters relating to faculty professional development.
9. To collaborate in professional development across campus.
10. To carry out tasks as formally delegated by the Academic Senate as accepted and voted on by the FDC.

FACULTY:

1. Officers
 - a. FDC shall be chaired by the Faculty Development Coordinator.
The Chairperson shall:
 - i. Administer all business of the committee
 - ii. Learn Cornerstone (or any future Professional Development tracking system) and maintain/continue building the system at the College after implementation.
 - iii. Ensure that all faculty are appropriately credited their professional development hours in Cornerstone (or any future Professional Development tracking system).
 - iv. Assist faculty in creating and modifying as needed their individual professional development plans and to ensure they encompass a

stitutional or outside planned workshops, conferences, and/or academic courses, etc.

- v. Participate on the Professional Development Committee as a faculty representative.
- vi. Report to Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
- vii. Bring matters from the Faculty Development Committee to the Academic Senate that requires voting approval from the Senate.
- viii. Serve as an Ex-officio voting member of Academic Senate.

- b. The Secretary shall record and transmit minutes of all committee meetings and assist the Faculty Development Coordinator with correspondence of the committee as requested.

2. Faculty representatives:

- a. At least one faculty member from each Division = 5 or more faculty members
- b. At least one faculty member from Counseling = 1 or more faculty members
- c. At least one faculty member from Library = 1 or more faculty members
- d. Ex-officio representatives: Professional Development Faculty Liaisons = 6 faculty members

APPOINTMENT PROCESS:

The full-time faculty shall elect divisional representatives. Each division and non-divisional faculty group shall be responsible for the election of representatives to the Faculty Development Committee.

Elections shall be held by secret ballot and winners must receive a plurality of the votes. If at any time the seat of a representative is vacated before a term expires, the Division or non-divisional group shall conduct a special nomination and election process to replace that representative.

ROTATION:

Representatives from each of the Divisions and the Counseling and Library departments will serve a two-year term.

WHEN APPOINTED:

Members shall be appointed at the beginning of the fall semester or when a vacancy from any division or department becomes available.

DEFROCKING:

Absence from three Faculty Development Committee meetings per year, said absence recorded by the Secretary, shall be construed as resignation. If someone is not able to serve for one semester, a substitute must be elected following the division election process.

MEETING FREQUENCY:

The committee shall meet twice a month typically at “College Hour” each semester of the academic year.

PARLIAMENTARY PROCEDURE:

Quorum shall be met when 50% of the committee is present. No business can be conducted without a quorum present.

COMPTON COLLEGE 2024 ENROLLMENT MANAGEMENT PLAN



MAY 2020



COMPTON COLLEGE 2024 ENROLLMENT MANAGEMENT PLAN

Compton Community College District Board of Trustees

Sonia Lopez, President
Dr. Sharoni Little, Vice President
Barbara Calhoun, Clerk
Dr. Deborah LeBlanc, Member
Andres Ramos, Member
Willie Lee Jr., Student Trustee

Facilities Planning

Gensler

Staffing Planning

Integrated Academic Solutions

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CHAPTER 1**PLAN PURPOSE, BACKGROUND, AND CONTEXT**Section 1:
Purpose

Strategic enrollment management provides a comprehensive approach to enrollment, which fundamentally facilitates an institution's fulfillment of its mission, vision, and values. Accordingly, this Compton College 2024 Enrollment Management Plan (EMP) supports the fulfillment of the District's mission by developing an Enrollment Management Plan through 2024, which integrates and aligns with the goals for student success established in the District's Strategic Initiatives and Tartar Completion by Design and implemented through Guided Pathways Divisions. Furthermore, this EMP supports the fiscal stability of Compton College as it has regained its independence as California's 114th community college. While Compton College has funding protection until 2024, this EMP will position the College to thrive under the new Student-Centered Funding Formula (SCFF) and the California Community College Chancellor's Office Vision for Success initiative.

Moreover, at Compton College, where the success of every student is a shared responsibility, the implementation of this EMP, which compels the commitment of all institutional units, will allow Compton College to build the institutional infrastructure needed to execute the new Guided Pathways structure and refine services for students based upon Tartar Completion by Design. Accordingly, the overarching purpose of this plan is to:

- develop enrollment goals, which align with and support the College's mission and strategic initiatives;
- ensure student success by expanding access, increasing engagement, and fostering persistence and completion;
- offer students clear Guided Pathways to high-quality courses and programs and the critical support services they need to accomplish their educational and career goals;
- implement objectives and strategies that result in equitable access and outcomes, and thereby, eliminate equity gaps;
- assure fiscal stability by integrating strategic enrollment management into the budget and allocation process;
- ensure that data is used effectively to inform enrollment decisions; and,
- encourage collaboration among departments across the campus to support the enrollment program.

Section 2: Background

Compton College's previous Enrollment Management Plan's (2015-2018) stated purpose was "to create a responsive, flexible, educationally sound, research-based approach to enrollment management" in order to ensure the viability of educational programs regardless of increases or decreases in state or local funding levels. The strategic initiatives for the 2015-2018 Enrollment Management Plan included:

- | | | | |
|----------|------------------------------|----------|-----------------------------------|
| A | Student Learning; | D | Community Responsiveness; |
| B | Student Success and Support; | E | Institutional Effectiveness; and, |
| C | Collaboration; | F | Modernization |

The 2015-2018 Enrollment Management Plan established objectives and outcome goals to increase over time including the:

- number of students from feeder high schools;
- number of first-time students completing assessment, orientation, education plans;
- retention and persistence rates;
- satisfactory academic progress rates;
- course success rates;
- number of degree and certificate petitions received;
- number of degrees and certificates awarded; and,
- number of students transferring to four-year colleges and universities.

Between 2015-2016 and 2017-2018 Compton College made significant strides in several key areas, particularly regarding the number of degrees and certificates awarded and the number of students transferring to four-year colleges and universities. Additionally, the College saw modest but steady improvement retention rates and successful course completions over this same time period. Data management system limitations hampered the College's ability to track some of the objective metrics; however, as the College implements technological improvements to automate records processing, more effective data management systems will position the College to consistently track and report other outcomes (e.g., the number of degree and certificate petitions received) related to Enrollment Management Plan goals and strategies.

Section 3: Context

In 2017, the California Community College Chancellor's Office adopted the new [Student-Centered Funding Formula](#) and [Vision for Success](#) initiative to encourage colleges to support students in the timely attainment of a degree or certificate, provide additional support to students who face barriers to education, and make community college funding more stable and flexible.

The Vision for Success initiative strives to create a state community college system that:

- increases by at least 20% the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
- increases by 35% the number of students transferring annually to a UC or CSU;
- decreases the average number of units accumulated by students earning associate degrees, from approximately 87 total units (the most recent systemwide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;
- increases the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure;
- reduces equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years; and,
- reduces regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

To ensure the successful implementation of the Vision for Success, Compton College adopted the [Tartar Completion by Design](#) framework and launched five Guided Pathway Divisions:

- Business and Industrial Studies;
- Fine Arts, Communication and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The Guided Pathway Divisions represent collections of academic majors with related courses (commonly known as “meta-majors”), which are clustered groups of degrees and certificates. Guided Pathway Divisions will not only help undecided students explore their interests and goals while gaining exposure to several possible academic majors but will also allow them to take courses that apply to multiple majors. Guided Pathway Divisions will, ultimately, narrow students’ options and help them make informed decisions about academic and career choice. Furthermore, as part of Guided Pathways, Compton College has employed Tartar Success Teams, which will improve the institution’s responsiveness to students who need guidance and support.

In addition to the Vision for Success, the state’s adoption of the Student-Centered Funding Formula (SCFF) marked a significant departure from the way that community colleges receive funding. For decades the state funded community colleges based upon access (i.e., how many students they served). The new SCFF provides colleges with the traditional base allocation based upon Full-Time Equivalent Students (FTES), as well as a new supplemental allocation that counts the number of low-income students served and the student success allocation that funds specific student performance outcomes. Thus, this EMP highlights the objectives and activities, which not only support the Vision for Success goals, but also organizes specific activities around Tartar Completion by Design in ways that focus on the whole student experience (i.e., connection, entry, progress, completion, and transition) while increasing the College’s supplemental and success allocations. Ultimately, the goals, objectives, and key actions delineated in this EMP represent Compton College’s contribution to the system’s Vision for Success goals by supporting students from entry to program completion, and transfer or living-wage employment.

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CHAPTER 2

COLLEGE MISSION, VISION, VALUES AND IMPLICATIONS FOR ENROLLMENT MANAGEMENT PLAN

The Compton College mission statement, which serves as the cornerstone of all planning by reflecting the College's most fundamental purposes, is as follows:

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.

The vision statement, which states what the College wants to achieve through its mission, states:

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

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply held beliefs, are grounded on the following principles:

- *Student -centered focus in providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Supportive and nurturing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal integrity in the transparent and efficient use of financial resources to support student success.*

Fulfilling Compton College's commitment to the success of all students by providing a welcoming, inclusive, innovative, and student-centered approach to all institutional functions, necessitates the execution of a detailed Enrollment Management Plan, which is organized around student-centered goals that addresses the complete student experience, as well as opportunities for interventions, which impact students' enrollment, persistence, success, and program completion.

This Enrollment Management Plan supports the College's implementation of its mission, vision, and values by integrating Enrollment Management Plan goals with all other College's plans, which allows the College to:

- strategically deploy data and technology;
- invest in the professional development of faculty and staff to improve outcomes for all students;
- design flexible, alternative course schedules to meet students' diverse needs and accelerate students' program completion;
- develop policies and procedures that improves access to enrollment;
- expand community partnerships that provide students with accessible avenues to enrollment, relevant work-based experiences, and transitions to four-year colleges or universities or to living-wage employment; and,
- effectively and efficiently ensure fiscal stability by aligning goals and key actions to the state funding formula.



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CHAPTER 3

**ENROLLMENT MANAGEMENT PLAN
STRUCTURE AND INTEGRATION**

Section 1:

Overview and Summary of Comprehensive Master Plan Strategic Initiatives, Tartar Completion by Design, Guided Pathway Divisions

In the spring of 2019, the College updated its 2017 Comprehensive Master Plan resulting in the *Compton College 2024* comprehensive master plan, which established a student-centered focus for all college planning via the Tartar Completion by Design framework. The *Compton College 2024* comprehensive master plan identifies the College’s five overarching strategic initiatives, which serve as the basis for all College planning as it implements Tartar Completion by Design. Tartar Completion by Design focuses upon and organizes activities around the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition to employment or transfer to a four-year institution). Additionally, Compton College has implemented Guided Pathways (i.e., curricular roadmaps of coursework resulting in students’ earning a degree or certificate) and has organized the College around Guided Pathway Divisions, which incorporate Tartar Support Teams. Therefore, Compton College designs instructional and support services around the complete student experience.

Section 2:

Compton College 2024 Enrollment Management Plan Goals and Activities Aligned to Tartar Completion by Design

Compton College 2024 established the College’s approach to enrollment management through the adoption of broad goals that align with and support Tartar Completion by Design and ensure significantly improved outcomes for students. To achieve these broad goals, strategies, and metrics that the Enrollment Management Committee has developed, Compton College will execute an annual implementation plan.



GOAL

1

Develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

Tartar Completion by Design Correlation - Connection and Entry Strategies

1. Marketing and Communication Strategies

- Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study.
- Increase the number of inquiries for each targeted audience.
- Enhance College branding opportunities.
- Increase targeted marketing efforts and improve communication with prospective students, including advertising, website features, social media, digital and print publication, email and text notifications, and direct mail.
- Develop marketing that target students who are recently unemployed. Implement accurate academic program maps to support recruitment strategies.
- Expand CRM Recruit services.
- Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes as called for in the Compton College 2024 comprehensive master plan.

2. Outreach and Recruitment Strategies

- Develop a structured marketing plan to inform potential students and referral sources regarding dual enrollment opportunities.
- Increase information about and access to the First-Year Experience (FYE) program.
- Structure communities around Guided Pathways.
- Finalize, assess, and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.
- Expand Welcome Center services by Guided Pathway Division.
- Expand Financial Aid Office services and Outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
- Fully implement the Compton College Welcome Week activities in the fall and spring semesters.
- Implement childcare services to potential students on campus as identified at the Tartar Success Institute.
- Implement accurate academic program maps to support recruitment strategies.
- Expand CRM Recruit services.
- Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes as called for in the *Compton College 2024* comprehensive master plan.
- Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.

3. Faculty and Staff Diversity Strategies

- Implement the Compton College 2024 Human Resources Staffing Plan goals (see Section 3 below).
- Partner with the USC Race and Equity Center to launch The Faculty Preparation Academy program.
- Implement the [Equal Employment Opportunity \(EEO\) Plan](#).

4. Implement the recommendations from the [Center for Urban Education](#).

5. Student Friendly Environment Strategies

- Research hours of operation to assess impact on students and make recommendations for changes according to findings; and, develop standardized operating hours across campus as supported by research results.
- Implement the recommendations of the [Compton College 2024](#) comprehensive master plan regarding the expansion and integration of technology to enhance student access to information and College services, including, but not limited to, the implementation of BlackBelt options to allow for third-party assistance with answering phone calls 24/7 and additional services that may be available through BlackBelt.

5. (Cont.)

- Improve campus signage at Compton College as identified at the Tartar Success Institute.
- Establish student commons across campus as identified at the Tartar Success Institute.
- Increase student engagement activities across campus for all students.

6. Expand the First-Year Experience (FYE) Program

- Implement a Financial Aid Application Campaign.
- Initiate a separate First Year Experience New Student Orientation that includes overview of First Year Experience program requirements, large group icebreaker and connection activities, and workshops (e.g., College expectations and etiquette, financial aid, navigating MyCompton and Canvas, plagiarism).
- Deploy CRM Advise to provide intervention services earlier in the semester.
- Develop a comprehensive list of contacts and communications with students.
- Provide team building and cultural social trips.

GOAL

2

Develop clear, consistent, accessible information about Compton College, Guided Pathways, the Oliver W. Conner Compton College Promise and financial aid, transfer and career opportunities, counseling/advising services, and steps to enrollment for the community, K-12 partners, regional employers and workforce partners.

Tartar Completion by Design Correlation - Connection and Entry

Strategies

1. Update memorandums of agreement and maintain partnerships with Oliver W. Conner Compton College Promise Partnership districts.
2. Establish data sharing agreements with K-12 partners, community-based organizations, and Los Angeles County departments to connect students with services and support.
3. Develop partnerships community-based organizations, Los Angeles County departments, and K12 partner districts, particularly middle schools to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, college, and career readiness.
4. Increase student awareness of Oliver W. Conner Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.
5. Implement CRM Recruit and obtain additional training and technological equipment to track disproportionately impacted prospective Oliver W. Conner Promise Program students.
6. Translate Oliver W. Conner Compton College Promise Program-related publications, media, and materials to reach diverse populations.
7. Collaborate with campus partners (Integrating Outreach into First Year Experience, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education, Financial Aid, and Guided Pathway Activities) on Oliver W. Conner Compton College Promise Program outreach efforts to improve student success.
8. Develop and sustain the capacity of feeder middle and high schools to prepare all students for higher education through participation in the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP).
9. Fully implement student laptop loan program.

GOAL

3

Work collaboratively with faculty, staff, and external stakeholders to develop dual enrollment opportunities for high school students.

Tartar Completion by Design Correlation - Connection and Entry Strategies

1. Offer dual enrollment program, including afternoon college (i.e., College courses offered at the High School site after the regular school day), AB 288 pathways (i.e., series of College courses that lead to an identified guided pathway, during the regular high school day), and early college (i.e., College courses and curriculum built throughout the school day at Early College grades 9-12 with the intent of achieving IGETC completion and/or AA/AS/AAT/AST, and 11th and 12th grade students who may take courses at the college site during the regular school day).
2. Establish partnerships with K-12 districts to financially support Dual Enrollment Specialists.
3. Assign Dual Enrollment Specialists to serve as liaisons between the College and Compton Unified School District, Lynwood Unified School District, and Paramount Unified School District.
4. Develop dual enrollment policies and procedures, which are published in a manual that serves as a practical guide to key components, characteristics, practices, and processes associated with the dual enrollment.
5. Develop a Guided Pathways onboarding process for dual enrolled students and their parents/guardians that includes outreach, application, special programs, career and pathway planning, orientation, registration, summer bridge, and continuous technological support for all processes.
6. Implement the CCCMyPath portal to provide structured guidance to help keep students on the path to completion, provide them with information and resources, and bridge the gap between application, enrollment, and registration. CCCMyPath will provide students and the College with the following critical functions (*next column*):
 6. (Cont.)
 - Career exploration, setting goals and finding programs.
 - Individually customized pathways.
 - Prescriptive task-based advising.
 - Intelligent resource recommendations, visual progress dashboard, and nudges and reminders; and
 - Analytics and data warehouse.
 7. Develop a program for regular cross-functional team meetings for High School faculty, College instructors, and industry partners to develop and align curriculum and build strategies to prepare students' readiness for specific college courses and degree pathways at Compton College.
 8. Offer professional learning opportunities to enhance faculty abilities to teach "learners" in the high school dual enrollment setting, including effective practices for delivering college courses in a high school setting, while also becoming familiar with dual enrollment requirements and guidelines.
 9. Collaborate with the Career Ladders Project to provide expertise and technical assistance with Compton College's dual enrollment component for career and technical education programs.
 10. Research, identify, explore, and evaluate a cloud-based platform to manage dual enrollment student registration, instructor onboarding, communication between students and instructors, integrate with the College's Student Information System, improve coordination with high school partners, and assist with reporting.

GOAL

4

Partner with College leaders and regional workforce partners to develop schedule patterns, alternative modalities, and access to services that meet the needs of working adults and non-traditional students.

Tartar Completion by Design Correlation - Entry, Progress, Completion

Strategies

1. Continue to expand flexible schedule options including:
 - Accelerated terms (e.g., seven and eight weeks) of condensed courses to allow students to complete two “mini” terms (or “mini-mesters”) within the same timeframe.
 - Intensive three-week January term and moving back the regular start of the after-the-holiday classes to late January, and intensive three-week summer term prior to the start of regular summer term.
 - Maximize block scheduling - courses that are scheduled two times per week – which are most consistently linked with positive student outcomes.
 - Develop Weekend College consisting of courses offered only on Friday evenings, Saturdays, and/or Sundays, or a combination of weekend + online hybrid courses which are offered in a compressed term, and in which, students can earn most or all of the credits needed for a degree or certificate by attending class on weekends only.
2. Expand late-start (e.g., 14 week and 12-week terms) course offerings, particularly for gateway courses, which begin several weeks into the term as an option for students to find the right fit without starting at a disadvantage or for students who are waiting for financial aid.
3. Expand access to distance education courses, programs, and services through a Consortium Partnership Agreement with the California Community Colleges Chancellor’s Office California Virtual College (CVC) Online Education Initiative (OEI).
4. Establish a partnership with Calbright for Compton Community College District residents with pathways to Compton College and four-year universities.
5. Conduct a data-based assessment of student demographics, including predominant working hours and the local K-6 school schedules, design schedules that address the needs of commuters, part-time students, and parents with young school-age children.
6. Conduct a data-based assessment of student demographics to develop course schedules that match students’ needs within particular disciplines (e.g., if parents of young children are enrolled in Child Development and Family Studies Courses, consider scheduling most of that program’s requirements between 9am and 3pm when their children are in school).

GOAL

5

Partner with College leaders to develop and deploy innovative technologies to provide all students with easily accessible, timely information regarding enhanced counseling and guidance opportunities, online tutoring, educational planning, and campus resources.

Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

Strategies

1. Increase virtual access to all student support services (e.g., Cranium Café chat box), such as advising, program technician assistance, and financial aid information.
2. Offer New Student Orientations online.
3. Finalize all Academic Program Maps to be input into the Program Mapper database and establish a schedule for an annual review and revision of the maps.
4. Offer early alert and intervention services via CRM Advise.
5. Expand CRM Recruit features and services to include:
 - Streamline digital processes to reduce manual data entry
 - Wireless access for off-campus outreach activities via a secure network
 - Provide access to technology for data management and adhere to Family Educational Rights and Privacy Act regulations
6. Maximize the utilization of Degree Works to further student completion and transition through student-driven videos explaining Degree Works and how to use it, and student utilization of “what if” scenarios to assess degree options and self-assessment features to determine whether they are on track in their program.
7. Identify, explore, and evaluate a platform that will help with room optimization, uncover space bottlenecks, improve college scheduling, and strengthen faculty potential within the College’s scheduling needs.

GOAL

6

Enhance and fully implement early alert outreach and in-reach intervention strategies to help students persist and succeed.

Tartar Completion by Design Correlation - Entry, Progress, Completion, Transition

Strategies

1. Utilize major preparation advising worksheets to help students from onboarding through completion and to transition.
2. Implement an opt-out (i.e., default) course schedule policy and procedure for students under each intended major; develop opt-out schedules that include mornings, afternoons, evenings, and/or a combination thereof with scheduled blocks of 12-15 units offerings; align opt-out curriculum and create learning community cohort experiences for students with opt-out/default schedules.
3. Create student milestones and checkpoints for students in their Guided Pathway Divisions.
4. Develop protocols for early alert tools that can be embedded throughout an academic term and provide faculty and staff within each Guided Pathway Division with professional development opportunities and training on early alert tools (i.e., CRM Advise).
5. Offer online counseling and online tutoring for distance education courses.
6. Utilize CRM Advise for communication, including email, text, mobile push notifications, and nudges.
7. Expand the reach and functions of transfer and employment transition services (e.g., University of California and California State University application workshops, collaborations between discipline faculty and the Transfer and Career Center, visiting tours to four-year institutions and prospective employers, internship program, Transfer Center coordinator and support staff).
8. Implement a career services education plan for Compton College students by Guided Pathway Division.
9. Develop and implement a career assessment training program for counseling faculty and Guided Pathway Division advisors.

10. Expand mental health services and training for both students and staff.
11. Expand resources and services for students in need of housing, food, clothes, childcare, transportation, technology and other essentials.
12. Establish partnerships with community-based organizations, K-12, and Los Angeles county departments to support basic needs of Compton College students.
13. Implement student withdrawal survey to better understand why students are withdrawing from classes and to design interventions to support student retention.
14. Expand and evaluate Assembly Bill 705, the Seymour-Campbell Student Act of 2012 interventions, to increase the number of students who pass transfer-level English and math in their first year at the college.



CHAPTER 4

INTEGRATION OF THE ENROLLMENT MANAGEMENT PLAN, HUMAN RESOURCES STAFFING PLAN, AND TECHNOLOGY PLAN

Section 1:

Integration of Compton 2024 Human Resources Staffing Plan

Focused attention on recruiting, developing, and retaining passionate, motivated, culturally competent faculty, staff, and administrators is imperative for the creation of a student-centered environment that achieves equitable outcomes for all students. Accordingly, the goals and strategies established in the [Compton 2024 Human Resources Staffing Plan](#) serve to support the full and effective implementation of the College's strategic initiatives, Tartar Completion by Design, Guided Pathway Divisions, and Equal Employment Opportunity Plan actions.

Overall, these goals position the College to deploy a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflect the demographic diversity of the district. The goals and objectives include the following:

GOAL

1

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop a “recruitment team,” which will disseminate candidate recruitment information and position details via traditional online portals (i.e., cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/administrators, and participatory community bodies.
- Objective 2: Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules).
- Objective 3: Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants.
- Objective 4: Employ culturally relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.
- Objective 5: Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.

GOAL

2

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates.

- Objective 1: Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high-traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn).
- Objective 2: Advertise job openings in publications targeting primarily minority populations.

GOAL

3

Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities.

- Objective 1: Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions.
- Objective 2: Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises.
- Objective 3: Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position.
- Objective 4: Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences.
- Objective 5: Host job preparation workshops for potential applicants to provide information about applying for jobs at Compton College, the application and selection process, supporting documents (e.g., resumes/curriculum vitae, cover letters, transcripts or certifications), and interviewing tips.

Section 2: Integration of Compton 2024 Technology Plan

Compton College is deploying technology to not only reach out to students, but also to support them from connection through completion, and track outcomes in order to understand how the College is achieving its mission and ways it can improve. Accordingly, the goals and objectives of the [Compton College 2024 Technology Plan](#), which align with and support the College's strategic initiatives, Tartar Completion by Design, and Guided Pathway Divisions, include the following:

GOAL

1

Provide cutting-edge instructional and institutional technologies, which support student success and facilitate program completion and transfer.

- Objective 1: Fill critical technology staff vacancies and work with Human Resources to develop innovative and strategic approaches to successfully recruit and retain highly qualified candidates.
- Objective 2: Conduct a full assessment of the existing campus ITS environment to identify ongoing hardware, software, applications, systems, support, training, and policy needs.
- Objective 3: Capture records of student usage of support services (e.g., use of student ID card linked to Banner record) to inform and guide student support planning.
- Objective 4: Implement technology solutions to support the student experience (e.g., Ellucian Banner modules that enhance enrollment services and financial aid processing, software programs that provide online student orientations, and early alert).

GOAL

2

Provide technological tools, which allow for the effective monitoring of degree and career pathways.

- Objective 1: Implement degree audit and Program Mapper modules.
- Objective 2: Implement program maps of all Compton College degrees and certificates, and link to California State University, Dominguez Hills bachelor's degrees.

GOAL

3

Provide students and employers with digital resources that connect students with opportunities and information related to students' academic and career pathways.

- Objective 1: Implement web applications to allow exploration of career pathways, which integrate with Guided Pathway Divisions.

GOAL

4

Provide technologies that create and maintain equitable, learning-ready experiences, which support the physical, cultural, and cognitive needs of all students.

- Objective 1: Implement campus-wide technology to ensure an improved student experience through Tartar Completion by Design.
- Objective 2: Implement campus-wide assistive technology to ensure technology accessibility with Americans with Disabilities Act (ADA) and 508 compliance standards.
- Objective 3: Assess students' access to personal computer technology and the internet and implement strategies to increase student access to computers and the internet.
- Objective 4: Survey faculty regarding classroom technologies and update plan goals and objectives to address identified needs.
- Objective 5: Incorporate smart classroom technology into any new classrooms or presentation spaces and upgrade smart classrooms to keep current with changing technologies.
- Objective 6: Through participation in the California Virtual Campus – Online Education Initiative (CVC-OEI), implement distance education professional development and student supports, including online tutoring and counseling for all Compton College students.
- Objective 7: Ensure the implementation of regular technological training related to student education planning software (e.g., degree audit, career pathways web applications) in coordination with the Professional Development Manager.
- Objective 8: Implement professional development among all Compton College staff and faculty to ensure efficiency with technology.



CHAPTER 5

HUMAN RESOURCES PROGRAM REVIEW AND PRIORITIES– SPRING 2019

Section 1: Compton College FTES Targets by Enrollment Group

Compton College's enrollment targets focus on the groups of students who are at the center of the College's enrollment management goals and strategies. Ultimately, the College will assess the enrollment outcomes, persistence, and success for these targeted groups, including an assessment by equity groups to determine gaps in access and success.

TABLE 1: Compton College Five-Year FTES Projections and Targets

YEAR	2019-20	2020-21	2021-22	2022-23	2023-24
Funded FTES	5,980	5,980	5,980	5,980	5,980
Potential FTES @ 100% Fill Rate	5,874	6,027	6,261	6,469	6,639
Target FTES (Fill Rate)	4,201 (70%)	4,727 (75%)	5,008 (80%)	5,494 (85%)	6,000 (90%)
Summer	590	536	568	603	641
Fall	1,775	1,892	2,111	2,314	2,536
Winter	277	341	374	412	453
Spring	1,556	1,755	1,955	2,166	2,369

SECTION OFFERED	1,381	1,418	1,473	1,522	1,562
Summer	194	168	167	167	167
Fall	584	593	621	641	660
Winter	91	107	110	114	118
Spring	512	550	575	600	617

EARLY COLLEGE HIGH SCHOOL PROGRAM FTES	54	57	61	65	65
Number of Sections	18	18	18	18	18

COSMETOLOGY FTES	183	202	211	220	220
Number of Sections	40	44	44	44	44

DUAL ENROLLMENT (AB-288) FTES	76	86	98	112	112
Number of Sections	25	27	29	31	31

AFTERNOON COLLEGE PROGRAM FTES	97	108	122	137	137
Number of Sections	32	34	36	38	38

CAMS FTES	92	96	102	108	108
Number of Sections	30	30	30	30	30

ADULT EDUCATION - CTE FTES	20	40	50	60	60
Number of Sections	4	8	10	12	12

ADULT EDUCATION - IGETC FTES	--	38	40	43	43
Number of Sections	--	12	12	12	12

Section 2: FTES Targets for Guided Pathways

In addition to setting enrollment targets by student groups, Compton College has also set FTES targets for Guided Pathways, which are captured in Table 4.

TABLE 2: Compton College Five-Year FTES Projections and Targets for Guided Pathway Divisions

	2019-20	2020-21	2021-22	2022-23	2023-24
Business and Industrial Studies	155	163	170	176	181
Fine Arts, Communications, and Humanities	373	388	404	418	429
Health and Public Services	240	252	262	271	278
Science, Technology, Engineering, and Math (STEM)	316	329	343	354	363
Social Sciences	271	283	294	304	312
Total	1,355	1,414	1,473	1,522	1,562
Vs. Prior Year (%)		4.4%	4.2%	3.3%	2.6%



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Emergence

CHAPTER 6**ACCJC ACCREDITATION STANDARDS AND
CORRELATION TO ENROLLMENT MANAGEMENT
PLAN GOALS, OBJECTIVES, AND STRATEGIES**

Section 1:

ACCJC Accreditation Standard I.A.B.C., Standard II.A., C.,
Standard II I.A., C., D., and Standard IV.A.

The *Compton College 2024 Enrollment Management Plan* correlates to the following Accrediting
Commission for Community and Junior College (ACCJC) Accreditation Standards:

Standard I:

Mission, Academic Quality and Institutional Effectiveness and Integrity - The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

B. Assuring Academic Quality and Institutional Effectiveness

7. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

C. Institutional Integrity

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II:

Student Learning Programs and Support Services - The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. (Eligibility Requirement 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

C. Student Support Services

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (Eligibility Requirement 15)
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (Eligibility Requirement 16)

Standard III:

Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

A. Human Resources

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (Eligibility Requirement 18)
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Standard IV:

Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Section 2: Correlation of ACCJC Standard to the Compton College 2024 Enrollment Management Plan

The *Compton College 2024 Enrollment Management Plan* and the established goals and objectives relate to and support these standards by:

- developing an Enrollment Management Plan that stems from the College's mission, and which positions the College to achieve its mission;
- analyzing and applying quantitative and qualitative data to plan and implement an Enrollment Management Plan, which will improve the delivery of educational programs and services;
- basing the Enrollment Management Plan on an evaluation of the College's current practices across all areas of the institution, including instructional programs, student and learning support services, and resource management, including staffing and technology;
- addressing both short-term and long-range needs for educational programs and services as well as the human, physical, technological, and financial resources required to address those needs;
- incorporating goals and strategies which will provide current and prospective students with information regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials, as well as with information about financial aid and other supports available to them;
- creating goals and objectives for the development of flexible course schedules that will allow students to complete certificate and degree programs more quickly and efficiently;

- integrating goals and objectives that foster innovative instructional delivery modes, teaching methodologies and learning support services to effectively address the diverse needs of the students Compton College serves, and thereby, supporting equitable outcomes for all students;
- planning for the expansion of counseling and/or academic advising programs to support student development and success from entry into a program of study and through to program completion;
- including goals and objectives for the professional development of counselors, faculty, and other personnel responsible for the advising function to successfully deliver timely, accurate, and useful information that ensures students' completion of program requirements, graduation, transfer, and transition to employment;
- creating programs, practices, and services that support the College's diverse personnel and student body;
- integrating into the Enrollment Management Plan the technology services, professional support, facilities, hardware, and software required to support the College's operational functions as it implements the goals and objectives of this plan; and,
- positioning the College to align the elements of the Enrollment Management Plan with the Student-Centered Funding Formula, which will thus provide a reasonable expectation of both short- term and long-term financial solvency.



CHAPTER 7

ENROLLMENT MANAGEMENT COMMITTEE

The Enrollment Management Committee, a consulting body for the President / Chief Executive Officer (CEO), is responsible for the development and implementation of the key elements of the District's Enrollment Management Plan, particularly, marketing, recruitment, and retention goals, objectives, and key activities. Additionally, this committee is charged with developing Full-Time Equivalent Student (FTES) targets utilizing past and present student data, identifying trends and project enrollment data for each academic year, and regularly assessing the Enrollment Management Plan.

The Enrollment Management Committee's membership includes representatives from administration, faculty, and classified units: Vice President of Student Services, Vice President of Academic Affairs, who serve as co-chairs, two faculty representatives, two classified representatives, a student representative, and a staff assistant.

This committee meets the first Wednesday of every month. Meeting agendas and minutes can be found at the Enrollment Management Committee [website](#).



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CHAPTER 8

IMPLEMENTATION AND ASSESSMENT OF ENROLLMENT MANAGEMENT PLAN

The Enrollment Management Committee will create an action plan identifying the key actions required to achieve the goals and objectives of this 2024 Compton College Enrollment Management Plan. The action plan will detail the lead responsible party, a timeline, and a status field. This action plan will be shared with the campus community and the identified leads will be responsible for reporting status updates monthly.

The Enrollment Management Committee also will assess progress toward the Enrollment Management Plan goals annually. This assessment will include three components:

1. Evaluation of the Institutional Set Goals;
2. Evaluation of outcomes related to the Student-Centered Funding Formula; and,
3. Analysis of FTES and Fill Rates by Guided Pathway Division and courses.

This evaluation will be conducted in the fall for the previous academic year to have time to capture completion and transfer data. The first evaluation of this new plan will occur in November 2020. In addition to this outcome assessment, individual departments will continue to assess their Service Area Outcomes and the processes of their activities that are related to the Enrollment Management Plan.



Mathematics Science

Mathematics Science

A woman wearing a patterned vest and black pants is walking across the plaza.

A man in a black hoodie and light blue jeans is walking across the plaza.

A man with long dark hair, wearing a black t-shirt and dark pants, is walking across the plaza while looking at a device.

A woman in a white shirt and dark pants is walking across the plaza.

A woman with a backpack is walking across the plaza.

A person is sitting on a concrete ledge in the foreground.

A woman in a pink shirt is walking across the plaza.

A man in a green shirt and tan pants is walking across the plaza.

A woman in a black shirt is walking across the plaza.

A woman in a red shirt is walking across the plaza.

**CONSTITUTION AND
BYLAWS OF THE
ACADEMIC SENATE OF THE
COMPTON COMMUNITY
COLLEGE DISTRICT**

CONSTITUTION

PREAMBLE

We, the faculty of the COMPTON COMMUNITY COLLEGE DISTRICT, in order to promote formal and effective procedures for participating in the formation of district policies on academic and professional matters; to develop faculty participation in the formulation of district policies; and to require a clearly defined organizational structure for such participation, do hereby establish, subject to the limitations set forth by the COMPTON COMMUNITY COLLEGE DISTRICT Board of Trustees and the Legislature of the State of California, this Constitution, replacing all past constitutions and effective after ratification by two-thirds of the faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be THE ACADEMIC SENATE OF THE COMPTON COMMUNITY COLLEGE DISTRICT (HEREAFTER REFERRED TO AS “ACADEMIC SENATE”).

ARTICLE II: PURPOSE AND MISSION

It is hereby reaffirmed that it is the primary purpose of the Academic Senate to be the principal vehicle for faculty participation in the academic and professional governance of this district. As such, the Academic Senate recognizes itself, in accordance with Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*, and with the statewide Academic Senate process. The Academic Senate defines itself as the primary representative of the Compton College faculty, concerned with making recommendations to the Compton Community College District administration and Board of Trustees in all matters related to the improvement and maintenance of academic standards and faculty professional responsibilities that are under the 10+1 purview of the District.

The “10+1” purview includes the following:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;

- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, 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 are mutually agreed upon between the governing board and the academic senate.

The Senate shall not engage in collective bargaining activities nor affiliate with any professional association, organization or group, except associations of other Senates; however, nothing in this Constitution shall be construed to discourage members of the faculty from freely associating with other groups and organizations, and through such association independently expressing their views to the Administration and the Board of Trustees.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Academic Senate are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Community College District Administration and Board of Trustees. Such communication is crucial, for an informed faculty is a participatory faculty.
- 2) To accept the responsibility for equal partnership in the collaborative governance of this District, particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration, the Board, and the State, regarding academic growth, development, and improvement of the District.
- 4) To regularly inform Compton Community College District faculty on all matters of its deliberations.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Community College District faculty views and interests, with the administration, the public, and other concerned parties.
- 6) To establish a standard of professional conduct (*Code of Ethics*) for Compton Community College District faculty, to monitor faculty adherence to such a standard, and to hear complaints regarding alleged breaches of said standard.

- 7) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.
- 8) To be responsible for staff development of district faculty.
- 9) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Community College District.

ARTICLE IV: Civility Statement

The operation and conduct of the Academic Senate, its committees and its officers will adhere to the Compton College Statement of Civility and 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 Academic Senate on December 5, 2019.

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

BYLAWS

ARTICLE V: COMPOSITION

SECTION 1. ELECTORATE

- a. The full-time Electorate (herein after referred to as the Full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a). The full-time faculty shall elect divisional and non- divisional Senators.
- b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty-seven percent, or as specified by state law, over the ten-month academic year (Code 53200 (a). The Adjunct Faculty shall elect the Adjunct Senators.
- c. For purposes of eligibility, nomination, and voting in individual elections for the Academic Senate, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.

SECTION 2. ORGANIZATION

- a. The senators shall be elected from the faculty in each division. Counseling shall be treated as a division.
- b. Divisions having FTEF shall be entitled to senate members on the following basis:
 - 1-14 Full Time Faculty- 3 members
 - 15 and above Full Time Faculty- 5 members
- c. The composition of the Senate shall be as follows:
 - Fine Arts, Communications and Humanities - 5 senators (1 of the 5 shall be elected from Library Sciences)
 - Science, Technology, Engineering and Math (STEM) - 5 senators
 - Counseling - 5 senators
 - Social Sciences - 3 senators
 - Business and Industrial Studies - 3 senators
 - Health and Public Services - 3 senators
 - Adjunct faculty - 2 senators
- d. Senators representing divisions, teaching or non-teaching faculty not represented by a Division Chairperson, ~~and the faculty at large~~ shall be tenured members of the faculty or full-time faculty in at least their second contract year.

SECTION 3. EX-OFFICIO SENATE MEMBERS

The term “ex-officio member” shall mean a voting or non-voting member of the **Senate who shall** serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

- a. Ex-Officio Senate Members –Voting

~~● Curriculum Chair~~

- Distance Education Faculty Coordinator
- Faculty Development Chair
- Union President

b. Ex-Officio Senate Members - Non-Voting

- Vice-President of Academic Affairs
- The President of the Associated Student Organization or designee
- Vice President of Student Services or designee
- One member of the Compton College Board of Trustees, to be designated by the Senate

c. ~~Duties of the Curriculum Chair~~

- ~~Chair the Curriculum Committee.~~
- ~~Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.~~
- ~~Serve as an Ex-officio voting member.~~
- ~~Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.~~
- ~~Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.~~

d. Duties of the Distance Education Faculty Coordinator

- Chair the Distance Education Advisory Committee.
- Maintain records and report to the Academic Senate all actions taken, policies and procedures created by the Distance Education Advisory Committee and responses thereto.
- Serve as an Ex-officio voting member.
- Bring matters from the Distance Education Advisory Committee that require voting approval from the Academic Senate.
- Perform such other tasks as the Senate may assign.

e. Duties of the Faculty Development Coordinator

- Chair the Faculty Development Committee.
- Maintain records and report to the Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
- Bring matters from the Faculty Development Committee that require voting approval from the Academic Senate.
- Serve as an Ex-officio voting member.
- In coordination with the Vice President of Academic Affairs and the Professional Development Committee, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate.
- Perform such other tasks as the Senate may assign.

f. Duties of the Union President

- i. Provide clarification and consultation where there is overlap between the faculty contract and Academic Senate policies.
 - ii. Serve as an Ex-officio voting member.
 - iii. Perform such other tasks as the Senate may assign.
 - iv. Work with the Senate President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.
- g. Future Senate sub-committee chairs shall be voting members of Senate as ex-officio members.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

- a. Each division and non-divisional faculty group shall be responsible for the election of representatives to the Academic Senate.
- b. The Division Chair or a Senate designated representative will announce elections before the March division meeting. Academic Senate Representatives shall be elected during the March Division meeting.
- c. Any faculty member that is in their second contract year is eligible to serve.
- d. Elections shall be held by secret ballot and winners must receive a plurality of the votes. Winners should be forwarded to the Academic Senate Vice-President immediately upon election to be announced at the first meeting in April.
- e. Senators will serve a three-year term.
- f. When a Division's or non-divisional group's Representative has been elected President or President-Elect of the Academic Senate, that Division or group shall be invited to elect a replacement Senator whose term of office shall coincide with the term of the newly elected President or President-Elect. Election to replace the representative shall take place within the Division or non-divisional group.
- g. If at any time the seat of a representative is vacated before a term expires, the Division or non-divisional group shall conduct a special nomination and election process to replace that representative.

SECTION 2. ADJUNCT SENATORS

- a. The Vice President solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Senators during the first Senate meeting

in April. The election will be held in the first meeting of May.

- b. Adjunct Senators shall be elected for a three-year term and shall assume their responsibilities at the first regular General Meeting in May.
- c. If at any time, the seat of an Adjunct Senator is vacated before that term expires, the Senate shall conduct a special nomination and election process to replace that Senator in accordance with the election procedures for adjunct senators.

SECTION 3. DUTIES OF A SENATOR

Senators shall:

- a. Regularly attend meetings of the Academic Senate and vote on issues to represent the interests of the divisions/areas that elected them;
- b. Bring issues from their divisions/areas to the Academic Senate;
- c. Solicit input from their division/area faculty on issues before the Senate.

Senators shall adhere to duties set forth in BP 2520 Academic Senate and the Senate Constitution and Bylaws. Failure to adhere to BP 2520 and the Senate Constitution and Bylaws may be grounds for removal.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary, Board Representative, ~~and~~ Treasurer, ~~and Curriculum Chair~~* from among the members of the Academic Senate. All Senate officers must be tenured members of the full-time faculty when they take office.

* Curriculum Chair position may be chosen from current Curriculum Committee Chair, current voting Curriculum Committee members, or a current Academic Senate senator.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominees must be members of the Senate. Nominations for office are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The order of nomination of offices shall be President, President-Elect when applicable, Vice President, Secretary, Treasurer, Board Representative, ~~and Curriculum Chair~~.

Presentation of Candidates: At the first meeting in May, the nominees shall be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret

ballot vote in the library the following week with all faculty voting. To be elected, a candidate must receive a vote from a plurality of those faculty voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article IIV, SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her election.

In the event an officer position becomes vacant, the pre-designated officer shall immediately assume all listed duties designated to the vacant position in an interim capacity until the position is filled by an Academic Senate special election.

In event an officer position becomes vacant, the duties shall be assumed, in an interim capacity, by an officer according to that position's illustrated duties.

SECTION 4.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President which is cumulatively three years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

SECTION 5.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

SECTION 6. DUTIES OF THE PRESIDENT

- a. The President shall:
 - i. Preside over meetings.

- ii. Approve expenditures of all funds in consultation with the Executive Board.
 - iii. Upon invitation, attend meetings of the President/CEO's Cabinet and/or other appropriate District meetings.
 - iv. Recommend the agenda for all Academic Senate Board meetings in consultation with the Executive Board.
 - v. Co-chair Consultative Council.
 - vi. Prepare the agenda for Executive Board meetings.
 - vii. Recommend for the Academic Senate's approval a candidate for the position of Parliamentarian. The Parliamentarian shall have thorough knowledge of the Academic Senate Bylaws and Constitution as well as the most current edition of *Robert's Rules of Order* and *the Ralph M. Brown Act*.
 - viii. Perform all functions that are normally thought to be within the realm of the presiding officer which are not denied by the Bylaws, Senate Rules, or Procedures.
 - ix. Chair the Executive Board; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Board, and campus committees.
 - x. By the close of the President's term, the President shall prepare a summary report for the incoming President that includes accomplishments and pending business.
 - xi. Work with the Union President on committee appointments. The Academic Senate and CCCFE shall have the right to appoint representatives as part of the faculty component of all campus committees as listed in Administrative Regulation 2511 and to any new committees (including hiring committees and evaluation committees), which may additionally be established to which a faculty member may lawfully be appointed.
 - xii. **In the event the Treasurer position is vacant, the President shall assume all responsibilities designated to the Treasurer until the position is filled.**
- b. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the President shall not vote on regular issues before the Academic Senate, but shall act as a facilitator and mediator on such issues.

SECTION 8. DUTIES OF THE VICE PRESIDENT

- a. The Vice President shall:
 - i. Preside over meetings in the absence of the President.
 - ii. Assist the Senate President in carrying out the business of the Academic Senate.
 - iii. Attend college and district meetings in the absence of the Senate President.
 - iv. Conduct all elections.
 - v. Chair ad hoc Professional Relations Committee.
 - vi. Chair Educational Policies Committee. In coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications.
 - vii. Perform such functions as the President assigns to assist in carrying out the

- purposes and policies of the Academic Senate.
- viii. **In the event the President position is vacant, the Vice President shall assume all responsibilities designated to the President as interim until the position is filled.**
- ix. **In the event the Secretary position is vacant, the Vice President shall assume all responsibilities designated to the Secretary until the position is filled.**

SECTION 9. DUTIES OF THE PRESIDENT-ELECT

- a. The President-Elect shall:
 - i. Become familiar with the duties of the Senate President; learn pertinent parliamentary procedure; become familiar with the Compton Community College governance structures; and learn the functions of the ASCCC. The President- Elect is encouraged to attend ASCCC Area C meetings and the plenary sessions.
- b. The President-Elect may also hold another office in the Senate until beginning his/her term of office as President.
- c. The President-Elect shall be a voting officer of the Executive Board if not holding another office.

SECTION 10. DUTIES OF THE SECRETARY

- a. The Secretary shall:
 - i. Prepare and distribute minutes of all Academic Senate meetings.
 - ii. Maintain an electronic file of all records (minutes, reports, etc.) and official documents of the Academic Senate except those placed in the keeping of others, such as records stored in the College archives.
 - iii. The Secretary shall be responsible for all official Senate correspondence.
 - iv. Prepare and distribute the agenda for all Academic Senate meetings in consultation with the Executive Board.
 - v. The Secretary shall maintain the Senate's web page and other internet links as designated by the body.
 - vi. Be an ex-officio member of Curriculum Committee.
 - vii. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.
 - viii. **In the event the Vice President position is vacant, the Secretary shall assume all responsibilities designated to the Vice President until the position is filled.**

SECTION 11. DUTIES OF THE TREASURER

- a. The Treasurer shall:
 - i. Keep the financial records up to date and in good order.
 - ii. Give oral and/or written financial reports of the status of the Academic Senate's finances as required or requested by the Academic Senate.
 - iii. **Input all budget items into the institution's software for Executive Board approval. After approval submit the document and a formal letter of recommendation to both the Vice President of Academic Affairs and the Chief**

- Executive Officer.**
- iv. With the approval of the ~~President~~ **Executive Board**, make all properly authorized payments for the Senate which are not inconsistent with the Bylaws, the Senate Rules or the Procedures, and which do not threaten the solvency of the Academic Senate.
 - v. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

b. The position of Treasurer will be filled when the Academic Senate budget allows.

SECTION 13. DUTIES OF THE PAST-PRESIDENT

- a. The Past-President of the Senate shall:
 - i. Serve for one year as advisor to the Executive Board.
 - ii. Be considered an officer of the Senate.
 - iii. Advise the President of the Senate and serve as a voting member of the Executive Board of the Senate.
 - iv. Serve the Academic Senate in any capacity that the Executive Board determines is appropriate.

SECTION 14. DUTIES OF THE FACULTY REPRESENTATIVE TO THE BOARD OF TRUSTEES

- a. The Faculty Representative to the Board of Trustees shall:
 - i. Present the faculty viewpoint to inform and make recommendations to the Board of Trustees on relevant issues and concerns.
 - ii. Attend all Board meetings and Academic Senate meetings and report to the Senate on activities and accomplishments.
 - iii. Communicate with any and all committees or groups on campus, as he/she deems relevant.
 - iv. Develop relationships with Board of Trustee members to assist in accomplishing Academic Senate goals.

SECTION 15. DUTIES OF CURRICULUM CHAIR

- i. Chair the Curriculum Committee.
- ii. Serve as a support person for Compton College faculty developing courses or proposing new programs and as a liaison between the College faculty and Divisional Curriculum Committees at partnering institutions.
- iii. Serve as an Ex-officio voting member.
- iv. Bring matters from the Curriculum Committee that requires voting approval from the Academic Senate.
- v. Keep the Academic Senate and the College faculty aware of all matters related to curriculum as discussed by the Compton College Curriculum Committee.

SECTION 16. DUTIES OF THE ADJUNCT REPRESENTATIVE

- a. The Adjunct Representative shall:
 - i. Serve as the voice of the adjunct faculty of the college in matters specifically related to adjuncts.
 - ii. Help foster respect and inclusion among all faculty.

SECTION 17. MEMBERSHIP OF THE EXECUTIVE BOARD

- i. All officers, **President, Vice President, President-Elect, Secretary, Board Representative, Treasurer, and Curriculum Chair**, and one of the Adjunct Senators shall constitute the Executive Board.
- ii. The Senate receives 120% release time and the Executive Board will determine how it shall be designated.
- iii. **The Executive Board may invite guests to an Executive Board meeting with majority Executive Board member approval.**

SECTION 18. RECALL OF OFFICERS

Upon presentation to the President of the Academic Senate of a petition signed by at least ten percent of full-time faculty requesting that an officer be recalled, the Academic Senate's Vice President will verify that the signatures are signed by at least ten percent of full-time faculty, and will conduct the voting process, if needed. Just cause for recall of officers constitutes not fulfilling duties as set forth in Article VI.

The Academic Senate shall distribute such a proposal to all full-time faculty within one week following its next scheduled meeting. The Academic Senate shall direct the President to distribute any comments as submitted related to the recall of a Senate officer and to submit the proposal for recall for vote by secret ballot of full-time faculty within four weeks after the distribution of the proposal to the full-time faculty. If the recall is approved by a majority of the full-time faculty who voted, such officer shall be removed from office and the Academic Senate shall determine the process for filling the vacancy. In the case of the recall of the President, the petition shall be presented to the Vice President, who shall perform the duties of the President listed above in this Article VI Section 6.

ARTICLE VII: MEETINGS

- a. Regular meetings of the Academic Senate shall be held at least twice a month during the normal operating semesters of the academic year, on the first and third Thursdays following the first and third Tuesdays. Meeting dates can be adjusted to account for holidays and events. The Executive Board shall establish a calendar of meeting dates and shall distribute them to all Senators.
- b. A quorum shall consist of a simple majority of Academic Senate members. When a quorum is lost, no action shall be taken; however, discussion may continue.
- c. Special meetings of the Academic Senate shall be held as deemed necessary by a

majority of the Academic Senate members or by the Executive Board of the Academic Senate.

- d. All meetings of the Academic Senate shall be open to any member of the faculty and, upon request to the Executive Board of the Academic Senate, to any other interested parties as well.
- e. The agenda of the Academic Senate shall be established by the Executive Board.
- f. Actions of the Academic Senate shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.
- g. No proxy voting will be allowed.
- h. The president may place the Senate into executive session as prescribed in *Robert's Rules of Order* (latest rev. ed.).
- i. Absence from three Senate meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation. If someone is not able to serve for one semester, a substitute must be elected following the division election process.
- j. A quorum of the Senators may adjourn any Senate meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Senators, either in writing or electronically. In the absence of a quorum, a majority of the Senators present at any Senate meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Senate.
- k. The President, Vice President, President-Elect or, in their absence, any officer shall preside at meetings of the Senate. The Secretary of the Senate or, if absent, any person appointed by the presiding officer, shall act as Secretary of the Senate meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- l. The agenda for all meetings shall be prepared by the Executive Board, distributed to all faculty members, and posted for the public at least three school days prior to regular meetings of the Senate. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.
- m. Members of the faculty may refer inquiries and recommendations to the Senate through any Senator or through any officer of the Senate, and any such referrals shall come before the Senate, be acted upon, and shall result in a report by the Senate to the referring member.
- n. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Senate and shall be forwarded to the Administration and/or Board of Trustees as the recommendation of the Senate.

- o. The Executive Board of the Academic Senate shall meet at least twice a month during normal operating semesters. The Executive Board shall establish a calendar of meeting dates to be distributed to all Executive Board members.
- p. The Academic Senate President and Faculty Representative to the Board of Trustees are expected to attend all Board meetings throughout the academic year not including meetings held during the summer months.

SECTION 1. REMOTE MEETINGS

- a. The Academic Senate may meet remotely in the event that in person meetings are not allowed because of an Executive order.
 - The Senate must, each time, give notice of meetings, advertise the means by which the public may comment and the procedure the Senate will use to address “requests for reasonable modification or accommodation from individuals with disabilities, consistent with the *Americans with Disabilities Act* and resolving any doubt whatsoever in favor of accessibility.”
 - All requirements in both the *Bagley-Keene Act* and the *Brown Act* expressly or impliedly requiring the physical presence of members, the clerk, or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are waived.
 - Where posting of agendas is concerned, The Senate is responsible for adhering to the same “timeframes” and “means otherwise prescribed by the *Bagley-Keene Act* or the *Brown Act*” but that each notice must also give information about how members of the public may observe and comment and about how the legislative body will resolve requests for accommodations and accessible materials. The Senate may alert the public via “the most rapid means of communication available at the time” which may include The Academic Senate’s Website or an email communication.
 - When it is neither sound nor advisable to travel to the campus to post a physical agenda, but The Senate will make all efforts to ensure that the meetings are publically noticed in accordance with Government Code section 54954.2.
 - The Senate may meet remotely using teleconference technology without providing a physical location or requiring any member or personnel be present at a physical location accessible to the public.
 - The agenda does not need to state the teleconference location from which each member will participate.
 - Members of the legislative body do not need to allow members of the public to join them at their physical location in order to comment. Instead, agendas and notices should state the means by which the public may participate.
 - Agendas do not need to be posted at every teleconference location, as they normally would be under *Brown Act* or *Bagley-Keene*.
 - The legislative body can meet remotely even if a quorum or more of its members are joining remotely from beyond the boundaries of the legislative body’s jurisdiction.

- The following procedures for speaking attendees, including both Senators and guests, participating remotely, are as follows:
 - When you join the meeting, all participants shall type their name and appropriate division in the chat box for attendance reporting in the minutes.
 - Participants shall wait to be called upon by the President to speak.
 - Participants shall state their name before they make a comment or ask a question so that they can be accurately acknowledged in the minutes.

SECTION 2: ELECTRONIC VOTING

The Senate and Senate Committees may use electronic voting for resolutions, recommendations, or other deliberative matters, so long as the following requirements are fulfilled:

- Compliance with *Robert's Rules of Order*, relating to electronic voting in order to provide, at a minimum, simultaneous aural communications between all meeting participants.
- Compliance with all other committee meeting regulations provided for under this section.
- The Academic Senate has authorized voting electronically in advance.
- Voting members of The Senate all receive the same information.
- A date and time is set for the start and end of each electronic vote.
- No motion is approved by less than a majority of the current voting members of the entity, excluding vacancies.
- Votes conducted electronically are recorded in the minutes of the next regular meeting.
- The Vice President shall provide to each voter either a ballot or instructions for voting electronically, accompanied by all relevant texts, such background information.
- For electronic voting, the Vice President shall utilize a system which verifies each voter's identity and which maintains security.
- The Vice President shall deliver the electronically received votes to the agency authorized to count the ballots and to certify the results to The Academic Senate Executive Board.
- The Vice President shall follow all elections procedures in Article V.

ARTICLE VIII: COMMITTEES

SECTION 1. SUB-COMMITTEES

a. The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as "Senate Sub-Committees."

Faculty Senate Committee members shall be appointed by the Senate President in consultation with the Executive Board. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.

b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

SECTION 2. DISTRICT COMMITTEES

As indicated in Article II, Senate-designated representation is called for on all relevant District committees charged with either making policy or policy recommendations. This includes, but is not limited to, the following regular, standing District committees. *AR 2511 Council and Committee Structure* states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Consultative Council
2. Accreditation Steering Committee
3. Institutional Effectiveness
4. Equal Employment Opportunity/Staff Diversity
5. Budget and Planning
6. Facilities
7. Technology
8. Enrollment Management
9. Student Success
10. Student Equity
11. Professional Development
12. Health and Safety
13. Auxiliary Services

The Academic Senate shall also have primary responsibility for the operation of the following District committees, in accordance with the Education Code and in consultation with the collective bargaining unit and administration, as set forth in contract and policy. *AR 2511 Council and Committee Structure* states Certificated Faculty shall be appointed by the Academic Senate and CCCFE Certificated Employees.

1. Faculty Hiring Committees
2. Faculty Equivalence
3. Hiring Prioritization
4. Administrative Hiring/Retreat
5. Administrative Evaluation
6. Sabbatical Leave

SECTION 3. Committee Organization

A. Any committee policy or procedure not covered by the Senate Constitution or by these bylaws shall be covered by *Robert's Rules of Order, Newly Revised*.

- B. Chairpersons of Academic Senate Subcommittees shall:
- i. Regularly hold committee meetings.
 - ii. Regularly report to the Executive Board.
 - iii. Any change in faculty status or resignation from the committee must be made immediately known to the committee chair, who will inform the Executive Board so that a replacement can be sought.
- C. Committee Meetings:
- i. All standing committees shall meet on a regular basis, according to the published schedule.
 - ii. Meeting locations shall be arranged by the committee chairs.
- D. Quorum and Voting:
- iii. The quorum for each standing committee shall consist of a majority of the committee membership, not including vacant positions.
 - iv. A simple majority of those voting shall carry a motion.
 - v. The chairperson shall have the right to vote on all matters.
- E. Each committee chairperson shall be responsible for adequate record keeping procedures. All official committee actions and resolutions shall be recorded and sent to the Senate office for filing and/or distribution. All official committee communications shall be routed through the Senate office.
- F. Standing committees of the Senate are subject to the *Brown Act*.

SECTION 4. PROFESSIONAL RELATIONS COMMITTEE (AD HOC)

The Professional Relations Committee (PRC) is convened when necessary. The Academic Senate receives, in writing, matters related to problems between faculty members. It is the committee's responsibility to investigate, mediate, and render a decision regarding such a matter. The composition of the committee is as follows:

- The Senate Vice President chairs the committee
- The Senate Past President acts as Ombudsman.
- The Senate Secretary types or otherwise records the meeting.

The committee presents its findings to the Executive Board of the Senate who ratifies the decision or requests additional information regarding the decision. Upon recommendation, the decision may be presented to the next meeting of the full Senate. This full Senate meeting will be conducted in closed session. Upon the findings and recommendations of the PRC, the full Senate shall vote to acquit or censure the individual against whom the complaint was brought. In case of censure, the report of the Senate's action and formal notification of censure shall be recorded and distributed to the campus body.

Time Limits:

Within five (5) school days after a charge involving a faculty member is presented to the

Professional Relations Committee, the Committee shall meet to hear the charge. Twenty (20) school days, following the original meeting, shall be allowed for the recommendation of the Committee to the Senate Executive Board.

Time limits may be extended if circumstances require and/or both parties agree to an extension. However, every effort shall be made by the Committee to make its recommendation within the suggested time limits, and before the end of the academic year.

SECTION 6. RESIGNATION

A Senator and/or officer may resign by giving a written notice of resignation to the Academic Senate Executive Board. The Division is responsible for electing a senator to fill the vacancy. The Executive Board, where necessary, shall appoint an officer.

ARTICLE IX: SENATOR EMERITUS

SECTION 1.

- a. Senator Emeritus of the Academic Senate may be granted upon retirement by the Executive Board of the Academic Senate to persons who made outstanding contributions which have supported the aims and functions of the Academic Senate.
- b. The Senator Emeritus is a non-voting member of the Academic Senate.

ARTICLE X: AMENDMENT TO CONSTITUTION

SECTION 1. ADMENDMENT PROCESS

- a. Amendments to this Constitution may be adopted in one of two ways:
 - (1) By recommendation of 2/3 vote of the Senate membership and ratification by 2/3 of those faculty members voting.
 - (2) By recommendation of 10% or more of the full-time faculty and approval of 2/3 of those faculty members voting.
- b. The amendment procedure may be used to substitute a constitution or a new set of regulations for the organization. Such a new constitution or regulations shall become effective immediately upon ratification by the faculty.
- c. The Vice President of the Senate shall conduct all voting concerning amendments.
- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the Board of Trustees.
- e. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI: OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Senate may request information from or meet with (a) The Board of Trustees or any of its members, (b) administrative officers, or (c) any Compton Community College District office or its representatives.

SECTION 2.

After consultation with the Administration, the Senate may present its written views and recommendations to the Board of Trustees (Title V of Subchapter 2, Sections 53200–53206 *California Code of Regulations*)

SECTION 3.

Notwithstanding anything in this document to the contrary, if the Senate, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Senate members in April of a given academic year, or not to hold an election for Senate officers in May of a given academic year, the Senate may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Senate shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Revision 4/2011 and 04/2020.



Distance Education

Document Title: **Support New ASCCC Distance Education Definitions**

Approved by: DEAC on _ and Senate on _

Draft: X

Final:

Compton College Distance Education

Support New ASCCC Distance Education Definitions

Published: Spring 2019

Resolution Number: 09.06

Contact: Cheryl Aschenbach

Assigned to: Distance Education

Category: Curriculum

Status: Assigned

Whereas, Cross-college online enrollments have increased due to California Virtual Campus-Online Education Initiative (CVC-OEI) efforts, and the terminology colleges use for online courses, hybrid courses, and courses with required proctoring on examinations differs significantly, causing confusion and frustration for students navigating multiple colleges;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has worked with stakeholder representatives to update the Distance Education Guidelines, 2008 Omnibus Version, and the revision will be reviewed by California Community Colleges Curriculum Committee (5C) on April 24, 2019, and later by Consultation Council; and

Whereas, The following definitions are proposed by DEETAC as part of the update to the Distance Education Guidelines:

FULLY ONLINE (FO)(also known as “100% online”):

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as “hybrid”):

Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with in-person proctored assessments (OPA); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions and provide support for colleges as they update policies and practices.

MSC

DEAC Recommendation:

It is recommended by DEAC that these definitions be adopted to offer continuity of distance education scheduling options to all our students and students in the online consortium of colleges. Furthermore, it is recommended that Compton College consider offering online with in-person proctored assessment courses to expand the various modalities of course options that students can complete.

Directions for Completing the First Four Areas of the Distance Education Field in CurrIQunet

Note: So long as the class is being approved for 100% online delivery, it is not necessary to complete "Open Option/Hybrid" information and the following instructions below may be used.

Distance Education

Step 1:

- Check the box that reads: Does (or will) this course have a DE component? (yes)

Form of Distance Education

Step 2:

- Check **only** the box 100% Internet-based (NO meetings can be required for this class)

If the course is "Open Option/Hybrid - Internet with 1% - 99% on-campus," please fill out the following information

Step 3:

% face-to-face meetings: Leave Blank

% online: Leave Blank

Hours for Content Delivery and Interaction

Step 4:

Because the course's mode is identified as 100% online, the course may be instructed as hybrid or 100% online. As a result, the content delivery and interaction fields below remain blank:

Activity: Leave Blank

Online Hours: Leave Blank

Face-to-Face hours (hybrid only): Leave Blank

Total hours per semester: Leave Blank

Compton College Distance Education

Academic Senate Summer 2020 and Fall 2020 Expectations

Utilizing Canvas

1. Canvas is required to be utilized as follows:
 - a. As a launching point (Consistency for students).
 - b. As a means to authenticate students (Accreditation).
 - c. To capture regular and effective contact between instructor and students and between students and students (Title 5, section 55204(a):
 - i. See below for ideas for regular and effective contact.
 - ii. Gradebook is optional although strongly recommended to enter a mid-term and ending.
 - d. Census Reporting/Verification of enrollment
2. Content Delivery:
 - a. Supporting multiple delivery methods for conveying content.
 - b. Continue to improve accessibility and provide multiple alternative formats with Ally
 - c. Provide accessible content
 - i. Title 5 and requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)
 - ii. Closed captioning on all videos through 3cMedia/DECT

Faculty Training

1. Training/Professional Development Opportunities:
 - a. Spring/Summer Canvas Course Sequence
 - b. @ONE Courses
 - c. Summer Instructional Design Days
 - d. Course Preparation Webinar Series

Types of Regular Effective Contact

It is a best practice for faculty to have contact with the instructor at least once per week in at least one of the following four ways in order to established regular and effective/substantive contact:

1. Instructor-Student
2. Student-Student
3. Student-Content
4. Student-Interface

Instructor-Student Examples:

1. Course announcements
2. Messaging via the LMS
3. Personalized feedback
4. Discussion boards
5. Phone/voicemail
6. Personalized feedback (within 7-10 days)
7. Synchronous contact in a chat/instant messenger
8. Instructor response to student work in progress
9. Synchronous video-conferencing
10. Regular, weekly, virtual office hours
11. Flipped Classroom Content Instruction
12. Face-to-face informal meetings on-campus
13. Twitter feeds/social media interaction
14. Graded discussion boards within Canvas
15. Email contact (24-48 hours, M-F, response)
16. Orientation materials/welcome letter/welcome video
17. Weekly announcements in Canvas/written or video
18. Instructor created Podcasts/webinars/screencasts
19. Telephone/texting/voicemail/USPS mail/Q&A board
20. Peer review group collaboration grading/evaluating

Student-Student Examples:

1. Messaging via the LMS
2. Chat/IM
3. Collaborative projects: group blogs, wikis
4. Discussion boards with content/videos/media
5. Synchronous contact in a chat room/instant messenger
6. Synchronous contact through web-conferencing
7. Synchronous or Asynchronous document editing
8. Participation in online group collaboration projects
9. Participation in online collaboration with wikis/blogs

Student-Content Examples:

1. Modules on the LMS
2. Lectures (recorded/streaming)
3. Podcasts/webinars/screencasts
4. Videoconferencing/CCCConfer/zoom
5. Discussion boards with content/videos/media
6. PowerPoint/Prezi type presentations
7. Online quizzes/exams/tests/midterm/final

Student-Interface Examples:

1. Computer hardware
2. Internet browsers
3. Software applications
4. Modules on the LMS
5. Discussion boards

Best Practices of Regular Effective Contact Related to Student-Centered Pedagogy

Creating courses with the needs of the online student in mind is a best practice of distance education.

1. Begin class with a Welcome Letter introducing yourself as the instructor and giving important informational links to your students. The standard template can be personalized to fit the faculty's needs for their course.
2. Begin class with the Distance Education orientation video provided by DE in the first module of your class .
3. Begin class with instructor guided introductions, Canvas tutorial and Online Readiness Assessment.
4. Design weekly assignments and projects that promote collaboration among students.
5. Pose questions in the discussion boards which encourage critical thinking skills, promote interaction among all participants and engage students with course content material.
6. Participate regularly in discussion activities with students to ensure that the discussion remains on topic and monitor student activity to ensure that students participate fully.
7. Create a specific method or forum for questions regarding course assignments.
8. Ask students for feedback about the course on a regular basis and revise content as needed.
9. Include means for varied types of interaction in the course design with formative and summative assessments.
10. Establish guidelines of contact that are the same as in a face-to-face classroom. For example, if the f2f class meets for three hours a week as a 3 unit class, then the online class should have three hours of synchronous or asynchronous instructor content and contact on a weekly basis.
11. Declare response time for students questions and assignment feedback in hour form. (i.e. 24 hours, 48 hours etc.)
12. Maintain an active presence, participating during the beginning weeks of the course.
13. Give frequent and substantive feedback throughout the class which helps students engage with class material.
14. Give clear expectations for interactions specified in the syllabus regarding frequency of all contact initiated by the instructor.
15. Explain course policy regarding student initiated contact and where to post questions and assignments in the LMS.
16. Clarify important dates such as, assignments and assessment deadlines in the beginning of the class as well as continually throughout the class.

DEAC Recommendation:

It is recommended by DEAC that these expectations be made explicitly clear to faculty to ensure that the college stays in compliance with all Title V, Ed Code, ASCCC, ACCJC, ADA/508 and Title IV Financial Aid laws. Training will continue to be provided to support the faculty with moving to synchronous or asynchronous online teaching.



Distance Education
 Document Title: **DE Publisher and Website Material Accessibility Policy**
 Approved by: DEAC on _ and Senate on __
 Draft: X
 Final:

Compton College Distance Education

DE Publisher and Website Material Accessibility Policy

Faculty are aware that all publisher material and websites used must be accessible. If the material is not accessible then the school cannot support using the material and requiring students to access it. This policy is in accordance with the Chancellor’s Office and the CCC Technology Center Guidelines for all community colleges in the [Accessibility White Paper 2017](#).

BEST PRACTICES

Over the past six years, lawsuits, settlement agreements, and compliance reviews have resulted in clear and consistent outcomes highlighting the steps higher education institutions should adopt in creating an accessible ICT environment. The following table outlines the best practices for personnel, policies, and processes for increasing ICT accessibility and mitigating liability:

Personnel	Policies	Processes
Identify an ICT Accessibility Coordinator	Affirm the district or college’s commitment to non-discrimination and accessibility through board policy	Specify a grievance process and make this information available through the district and college websites
Provide accessibility training to faculty, staff, and administrators	Create an ICT accessibility policy establishing that ICT resources are expected to meet WCAG 2.0, AA standards	Create a process for procurement to review the accessibility of ICT products and to inform vendors they are expected to meet WCAG 2.0, AA standards
Have a third party or consultant review policies, procedures, and status of ICT resources for disability services	Require all online instructional materials and district and college websites to meet WCAG 2.0, AA standards	Perform a periodic ICT audit using both automated and manual accessibility evaluation tools

DEAC Recommendation:

It is recommended by DEAC that these expectations be made explicitly clear to faculty to ensure that the college stays in compliance with all Title V, ASCCC, ACCJC and ADA/508 laws. Training will continue to be provided by the district to support the faculty with moving to synchronous or asynchronous online teaching.



Distance Education

Document Title: **DE Instructional Material Fee and Access Code Policy**

Approved by: DEAC on _ and Senate on _

Draft: X

Final:

Compton College Distance Education

DE Instructional Material Fee and Access Code Policy

This policy is to inform faculty that If students are required to purchase materials for a section of a course delivered via distance education, the materials must 1) be added to the “Required and major optional readings” section of the official Course Outline of Record and 2) comply with all Title 5 regulations.

Title 5 **§59400(b)**: Students cannot be required to pay for access to electronic materials “designed primarily for administrative purposes, class management, course management or supervision.”

Title 5 **§59400(c)**: “Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.”

Source: [Guidelines for Required Instructional Materials in the California Community Colleges](#)

DEAC Recommendation:

It is recommended by DEAC that these expectations be made explicitly clear to faculty to ensure that the college stays in compliance with all Title V, Ed Code, ASCCC, ACCJC, ADA/508 and Title IV Financial Aid laws. Training will continue to be provided to support the faculty with moving to synchronous or asynchronous online teaching.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4240 Academic Renewal

Issued: April 17, 2018

Reference:

Title 5, Section 55046

Beginning July 1, 2019 (enter new date) a student may petition to have up to 24 30 semester units of substandard work (D, F or WF grade assigned) taken at Compton College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

- The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 2.0 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.
- At least two one years must have passed since the substandard grade(s) was awarded (includes summer/winter).
- Academic Renewal shall be granted to a Compton College student only one time.
- If another accredited college has removed previous course work through academic renewal, such action shall be honored by Compton College.
- Course work with disregarded grades may not be used to meet degree or certificate requirements.
- If a student has received an associate degree at Compton College, academic renewal may be allowed upon petitioning through the Admissions Office and reviewed by the Special Circumstance Petition Process Committee.

Academic renewal actions are irreversible.

Students initiate the academic renewal process through the Admissions Office by obtaining and submitting the Academic Renewal Petition.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from Compton College.

Commented [CM1]: Cerritos, LACCD, LBCC, and PCC allow for up to 30 units to be removed.

Commented [CM2]: -Cerritos is 2.0 gpa in last 24 units
-LACCD is 2.5 gpa in last 15 units or 2.0 gpa in last 30 units
-LBCC is 2.0 gpa in last 24 units
-PCC is 3.0 in last 12 units, 2.5 gpa in last 24 units, or 2.0 in last 36 units
-I kind of like it in increments of 12 units

Commented [CM3]: ECC, LACCD, LBCC, and PCC have all have the "one year" time requirement. Cerritos leaves out the time requirement all together and eligibility is based on GPA and units completed after substandard grade



**CURRICULUM COMMITTEE
MEETING AGENDA**

Facilitator: Sean Moore – Curriculum Committee Chair

Recorder: Maya Medina / Time Keeper: Jasmine Phillips

Date: June 2, 2020 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom

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.

ATTENDEES: Don Mason __; Hoa Pham __; Corina Diaz __; Sophie Tse __; Gerson Valle __; Hassan Elfarissi __; Brittany Olayele __; Harvey Estrada __; Jasmine Phillips __; Susan Johnson __; Charles Hobbs __; Abdirashid Yahye __; Abiodun Osanyinpeju __; Theresa Barragan-Echeverria __; Sean Moore __; Maya Medina __; Nikki Williams __; Benson Atkins __; Barbara Perez __; Todd Kler __; Keith Curry __; and Melain McIntosh __

AGENDA:

- 1. Approval of Meeting Method:** Meeting to be held remotely via Zoom.
- 2. Approval of Agenda:** June 2, 2020.
- 3. Approval of Minutes:** May 19, 2020.
- 4. Reports:**
 - a) President/CEO
 - b) Vice President
 - c) Curriculum Analyst
 - d) Articulation Officer
 - e) Distance Education
 - f) SLO Coordinator
- 5. Information Items:**
 - a) Future scheduled Flex approved Curriculum, Student Learning Outcome, and Distance Education Addendum Open Lab Workshop dates: There are no scheduled open labs at this time and future summer dates will be discussed between the Curriculum Committee chair, Student Learning Outcome Coordinator, and our future Distance Education Faculty Coordinator (to be appointed after June 12, 2020).
 - b) Distance Education Curriculum Subcommittee has reviewed, voted on and approved the DE Addendums for the following courses on May 28, 2020: ANAT 132; BIO 102; BIO 101; CD 103; CHEM 152; CIS 196; COMS 100; COMS 120; COSM 130; COSM 140; ENGL 101H; ENGR 101; ESL 2A; ESL 2B; ESL 2C; ESL 2D; HD 110; HD 115; MATH 110; MATH 191; MATH 220; MATH 60; MATH 7C; MATH 150H; MATH 190; MATH 47A; MATH 270; MATH 165; MATH 150; MATH 15C; MATH 130; MATH 80; MATH180; MATH 18C; MATH 65; MATH 111; MTT 140; SLAN 111; SOC 107; and TUTR 200.
 - c) *College Local Approval Plan For Summer Term 2020, Compton College Distance Education Professional Development Plan Summer Term 2020, Compton College Summer 2020 Program File, and Compton College Summer 2020 Course File* documents are attached and were provided

to the California Community College Chancellors Office by Dr. Curry on May 20, 2020 – *please see attached.*

- d) The *College Local Approval Plan For Summer Term 2020* illustrates summer meeting dates for the College Curriculum Committee and Distance Education Curriculum-subcommittee, for the purpose of approving courses requiring Distance Education approval by the California Community College Chancellor’s Office 12-3-2020 deadline: Distance Education Curriculum-subcommittee - June 11, 2020; June 25, 2020; July 9, 2020; July 23, 2020; and the College Curriculum Committee - July 7, 2020; July 21, 2020; August 4, 2020; and August 18, 2020.
- e) *Summer 2020 Non-DE Approved Courses Offered That Require DE Approval* and the *Fall 2020 Non-DE Approved Courses Offered That Require DE Approval* illustrating designated faculty originators were emailed to all faculty originators, deans, and division chairs on May 28, 2020 – *please see attached.*
- f) The *Summer Compensation* document was sent to Dr. Curry for compensation recommendations for essential faculty on May 12, 2020: Voting and Non-Voting members not including the College Curriculum chair or Student Learning Outcome Coordinator, Curriculum Committee members (21 approximately), 20 hours each, Cumulatively 420; Distance Education Curriculum-subcommittee (approximately 5) members, 5 hours each for meetings, Cumulatively 20; Distance Education Faculty Coordinator is vacant and has been approved; Susan Johnson - SLO Coordinator, not to exceed 30 hours; Sean Moore – Curriculum Committee chair, 30 hours approved and additional hours not to exceed 30 hours during Summer 2020; Faculty Canvas Trainers, has been approved; Faculty course originators requiring review (46 courses) 2 hours each - Cumulatively 92; Potential Total Hours of Compensation: 592 – *please see attached.*
- g) Regarding the *Emergency DE Addendum Fully Online Statement*: The Division Chair of Business and Industrial Studies, Professor Abdirashid Yahye, confirmed via email on May 27, 2020 that, “CTE faculty as I mentioned at the last Curriculum Committee meeting regarding the DE addendum paragraph shown below, and all said they are ok with it”.

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

As a result, the Emergency DE Addendum Fully Online Statement will be placed below as item 8e for College Curriculum Committee voting member consent approval.

- h) Revised directions for completing the first four areas of the Distance Education field in CurriQunet were emailed to faculty originators, division chairs, and deans on May 30, 2020 – *please see attached.*
- i) Update from Curriculum Committee representatives (including our student representative), voting members, non-voting members, and visitors.

6. Other Items:

- a) None.

7. Reinstated Item(s):

- a) None.

8. Consent Agenda Items:

- a) New Course - Distance Education Addendum Approval: CIS 190 Introduction to Cloud Computing.
- b) Course Review - Revise Lab Hours: ART 210 Drawing Fundamentals II and ART 230 Two Dimensional Design II.
- c) Course Review - Revise Lecture and Lab Hours: MUSI 247 Intermediate Guitar.
- d) Course Review - Distance Education Addendum Approval: PE 290 Personal Fitness Trainer and PSYCH 101H Honors General Psychology.

- e) Emergency DE Addendum Fully Online Statement - A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

9. Discussion Items:

- a) A meeting to discuss summer curriculum processes will be requested of our future Vice President of Academic Affairs, Sheri Berger.
- b) Open Table – Due to the COVID-19 pandemic, courses require curriculum approvals during summer and the this area is provides an opportunity for any/all members to discuss the process.

10. Future Agenda Items:

- a) Continue reviewing courses launched in CurrIQunet.

11. Action Items:

- a) None.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**AR 3226 Procedures for
Institutional Review Board (IRB)**

Issued: June 16, 2020

References:

Code of Federal Regulations (CFR), Department of Health and Human Services (DHHS), Office of Human Research Protections (OHRP), National Science Foundation (NSF); Title 45 part 46; Title 45 part 690; 45CFR part 690 §.107; 45CRF46.102, [The Belmont Report](#), BP 3226 - Institutional Review Board.

Investigators who would like to conduct human subject research must apply to the Institutional Review Board (IRB) at Compton College. The Director of Institutional Effectiveness, serving as the chair of the IRB, will collect the required information from applicants and convene the Institutional Review Board monthly during the fall and spring primary terms to review applications and provide a decision about Compton College participation.

The IRB at Compton College is charged with the responsibility to oversee procedures for carrying out the College's commitment to protect human subjects in research. The IRB is authorized to review, approve, require modifications in, or disapprove research activities conducted by or through the College using human subjects. The IRB does not assume the role of evaluating the soundness of the proposed research study, the merits of the research design, nor the potential contribution of the research to the scholarly literature. Rather, the IRB is charged with evaluating each project's compliance with ethical standards in regard to issues such as informed consent, confidentiality, any risk to the participants, and evaluating the alignment of the study with the College's Mission.

The IRB role, guided by the Belmont Report, will include the following:

- 1. Review proposed research studies that involve the use of human subjects;*
- 2. Ensure that all research subjects are treated ethically;*
- 3. Ensure that all research subjects are provided with substantial information, consent, and debriefing;*
- 4. Ensure that research subjects' private information will be handled confidentially;*
- 5. Ensure that each research study complies with ethical standards;*
- 6. Ensure that approved research studies align with the College's Mission Statement;*
- 7. Be an active resource to the campus regarding research ethics;*
- 8. Guide the research ethics progress and process for the College;*
- 9. Develop timelines and recommend policies and procedures for conducting human research projects at Compton College; and,*
- 10. Coordinate training for faculty, staff, and management about research ethics standards, policies, and procedures.*

IRB Make-up

The IRB will be chaired by the Director of Institutional Effectiveness. The IRB is an ethics committee composed of at least five individuals who serve as advocates for human subjects involved in research and who have varying expertise and diversity including at least one individual from the community and one nonscientist as outlined in regulations (45CFR part 690 §.107).

Members whose training, background, and occupation would incline them to view scientific activities from a behavioral or biomedical research discipline should be considered a scientist, while members whose training, background, and occupation would incline them to view research activities from outside a biomedical or behavioral scientific discipline should be considered a nonscientist. Committee members should possess not only broad specific competence sufficient to comprehend the nature of the research, but also other competencies necessary for judgments about the acceptability of the research in terms of Compton College's mission, regulations, relevant law, ethical standards, and standards of professional practice. In addition, the IRB must have members with sufficient knowledge of the specific scientific discipline(s) relevant to the educational research that it reviews. External or internal consultants may be used to review proposals for which additional expertise is needed. Further, the IRB may call on external or internal consultants to support special populations, such as students with disabilities, formerly incarcerated students, or foster youth.

The gender and ethnic makeup of the members should be taken into consideration, as well as representation of the college employees and students. There is to be one member from the community.

Due to federal regulations set forth regarding the preferred expertise and training of committee members, members will be recommended by the District as well as the Academic Senate for appointment with the number of faculty appointed to be at least four (2 active, 2 alternate). Compton Community College Federation of Employees may appoint two nonscientists to the IRB (1 active, 1 alternate). Each IRB member shall have an alternate to ensure that vacancies can be filled quickly and efficiently when the need arises. Given the extensive training requirements for IRB membership, trained alternates for each IRB member are needed so not to disrupt the work of the IRB when a vacancy does occur.

All members will be required to complete Human Subject Protection training and maintain an active certification throughout their service on the Compton College IRB.

Member list

Member	Alternate
<i>Chair- Director of Institutional Effectiveness</i>	
<i>Administrator Representative (Scientific or Non-scientific)</i>	<i>Administrator Representative (Scientific or Non-scientific)</i>
<i>Academic Senate Representative (Scientific)</i>	<i>Academic Senate Representative (Scientific)</i>

<i>Academic Senate Representative (Non-Scientific)</i>	<i>Academic Senate Representative (Non-Scientific)</i>
<i>Federation of Employees Non-scientific</i>	<i>Federation of Employees Non-scientific</i>
<i>Community Member</i>	<i>Community Member</i>

IRB Review Process

The IRB Chair will conduct an initial review all petitions for research projects and evaluate them relative to the criteria set forth by the committee. Each application will identify a Primary Investigator (PI). The Chair will communicate with the PI on behalf of the IRB and the College. The projects could be categorized into one of the following: exempt from review; requires an expedited review; or requires a full board review by the IRB.

Exempt

In the Compton College IRB Application Form, applicants will suggest if their research is eligible for exempt or expedited review if there is no or minimal risk. The Chair of the IRB will review to determine if the application shows acceptable evidence of no or minimal risk. The types of research generally exempt from IRB approval requirements include normal educational practices such as work undertaken as a part of a course; educational tests when the subjects are not identified; and surveys or interviews in which the subjects volunteer and are not personally identified. Under federal regulations, certain types of research qualify as exempt unless the appropriate federal agency has determined otherwise

(<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>), such as:

- 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies; or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.*
- 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (i) information obtained identifies human subjects, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.*
- 3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.*

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies: (i) if wholesome foods without additives are consumed; or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration, or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

The IRB Chair, not the investigator, shall make the recommendation as to whether a project is or is not exempt. The IRB determines if a study is exempt and reports on all approved exemptions to the President/Chief Executive Officer (CEO).

Expedited Review

Under federal regulations, certain types of research qualify for an 'expedited' review(see<http://www.hhs.gov/ohrp/humansubjects/guidance/expedited98.htm>). These are activities that: (1) present no more than minimal risk to human subjects; and (2) involve only procedures specified in federal regulations. The activities listed should not be deemed to be of minimal risk simply because they are included on this list. Inclusion on the list merely means that the activity is eligible for review through the expedited review procedure when the specific circumstances of the proposed research involve no more than minimal risk to human subjects.

The list of categories of research that may be reviewed by the IRB through an expedited review is as follows:

1. Clinical studies of drugs and medical devices.
2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture.
3. Prospective collection of biological specimens (e.g., hair and nail clippings) for research purposes by noninvasive means.
4. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/ approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review including studies of cleared medical devices for new indications.)

5. *Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for non-research purposes (such as medical treatment or diagnosis).*
6. *Collection of data from voice, video, digital, or image recordings made for research purposes.*
7. *Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (Note: Some research in this category may be exempt from federal regulations for the protection of human subjects. This listing refers only to research that is not exempt.)*
8. *Continuing review of research previously approved by the convened IRB as follows:*
 - a. *where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or*
 - b. *where no subjects have been enrolled and no additional risks have been identified; or*
 - c. *where the remaining research activities are limited to data analysis.*
9. *Continuing review of research not conducted under an investigational new drug application or investigational device exemption where the above categories two (2.) through eight (8.) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.*

The IRB Chair may recommend a protocol to the IRB for expedited review, for expedited review pending recommended changes/clarifications, or for review by the full Board. The IRB Chair cannot “disapprove” of a protocol but may table action pending further information/clarification. The IRB Chair will inform the Principal Investigator (PI) of its actions. Any disagreement between the PI and the IRB Chair must be resolved by the full IRB. The PI may request a Full Board Review of any denied research request. The IRB authorizes the Chair to approve an expedited review research projects at the College and reports on all approved requests to the President/CEO.

Full Board Review

If there is considered to be significant risk to the participants of the study, that is inherent in the study, then it requires a petition to the IRB for full Board review. Compton College discourages research requests of this nature. Studies in this category may be considered by the IRB only if they are clearly in alignment with the mission of the College. The PI must receive formal approval from the IRB, as well as sign appropriate paperwork with the Institutional Effectiveness Department, before engaging in any research activity on campus.

The IRB webpage will contain all documents needed by both the IRB and researchers.

Meetings and Approvals

The IRB will meet monthly during the Fall and Spring semesters. The Co-Chair of the IRB will make decisions and inform the IRB regarding studies that are exempt or expedited, but the IRB shall grant a decision on research studies requiring full Board review. If no external research requests are submitted to the College, the Chair will cancel the meeting. If only Exempt requests, as determined by the Chair, are submitted, the Chair may request a review of materials and approval via email from the IRB members.

Reports

The IRB shall provide an informational report to the Consultative Council, quarterly.

The PI will be required to share the final report with Compton College. Further, if and when deemed appropriate, the IRB can choose to share the results of a particular study in conjunction with the PI.

Compton College will require to be identified by a pseudonym in all reports.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5400 Associated Student Body

Issued: June 20, 2017

Revised: June 16, 2020

References:

- Education Code Section 76060
- Associated Student Body Constitution

The students of the District are authorized to organize a student body association. The Board hereby recognizes that association as the Associated Student Body (ASB) of the District Compton College.

Associated Student Body of Compton College

The ~~ASB Associated Student Body~~ organization is recognized as the official voice for the students in District and College decision-making processes. It may conduct other activities as approved by the *President/Chief Executive Officer (CEO)*. The ~~Associated Student Body~~ ASB activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The ~~Associated Student Body~~ ASB shall conduct itself in accordance with state laws and regulations and administrative procedures established by the *President/CEO*.

Note: *The following language is suitable for use in those districts where the ASB has been granted use of district facilities, e.g., for offices, meetings, etc.*

The ~~Associated Student Body~~ ASB shall be granted the use of District premises subject to such administrative procedures as may be established by the *President/CEO*. Such use shall not be construed as transferring ownership or control of the premises.

Applicable Administrative Regulation
AR 5400 - Associated Student Body



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

**BP 5800 Prevention of Identity Theft
in Student Financial Transactions**

**Issued: July 18, 2017
Revised: June 16, 2020**

References:

- 15 U.S. Code Section 1681m(e);
- Fair and Accurate Credit Transactions Act (FACT Act or FACTA)

Compton Community College District is required to provide for the identification, detection, and response to patterns, practices, or specific activities (“Red Flags”) that could indicate identity theft of students when the District serves as a creditor in relation to Compton College students. When applicable, the *President/Chief Executive Officer* or designee is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to Compton College students from identity theft.



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

BP 6250 Budget Management

**Issued: February 17, 2009
Revised: September 15, 2009**

Reference:

Education Code Sections 58307; 58308

The budget shall be managed in accordance with the California Code of Regulations Title 5 and the California Community Colleges Budget and Accounting Manual. Unrestricted revenues accruing to the District in excess of amounts in adopted Final Budget shall be added to the District's reserve for contingencies. The revenue is available for appropriation only upon a resolution of the Board that sets forth the need for immediate appropriation according to major budget object classifications in accordance with applicable law. Restricted Funds accruing to the District in excess of amounts in the adopted Final budget shall be appropriated by major object budget classifications only upon the approval of the Board of Trustees.

Board approval is required for changes between major object budget classifications or for interfund transfers. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board.

Federal and State grants for restricted purposes shall have all administrative and/or indirect charges assessed to the maximum amount permitted by federal or state regulations.

The CEO shall establish the administrative regulations necessary to carry out this policy.

Applicable Administrative Regulation:

AR 6251 Budget Management



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 6450 Wireless or Cellular Telephone Use

Issued: June 16, 2009
Reviewed: October 18, 2016
Revised: June 16, 2020

References:

Vehicle Code Sections 12810.3, 23123, and 23124;
Internal Revenue Code (I.R.C.) Sections 274(d)(4) and 280F(d)(4)

The *President/Chief Executive Officer* (CEO) shall determine if it is in the best interests of the District to provide a cellular or wireless phone to employees at District expense.

The District shall require employees to keep records to distinguish between business and personal calls made on wireless or cellular telephones provided by the District. Cellular telephones provided by the district are classified by the Internal Revenue Service as “listed property” and may be included as employee wages, unless they are used exclusively for business purposes.

Motor vehicle drivers may not use wireless or cellular telephones while operating their vehicles without a hands-free listening device and shall comply with all requirements of California law regarding the use of wireless or cellular telephones in vehicles.

There shall be no expectation of privacy in the use of a District-issued cellular telephone.

The *President/CEO* shall establish the regulations necessary to carry out this policy.

Applicable Administrative Regulation:
AR 64540 Cellular Telephone Use



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURES

ARP 6450 Mobile Communication Device

Issued: September 6, 2013

Revised: October 18, 2016

Revised: June 16, 2020

Reference:

Board Policy 6450 – Wireless or Cellular Telephone Use

Purpose

To establish procedures for the assignment of the use of cellular telephones and other wireless handheld mobile communication devices (collectively, "cell phones").

Eligibility

Members of the *President/Chief Executive Officer's* (CEO) cabinet are automatically eligible for cellular or wireless mobile device under this policy. All other employees will be eligible on a case-by-case determination by the *President/CEO* or designee, and the recommendation of the employee's department dean based upon the nature of work the employee performs and if the need to maintain contact with the employee during work hours and non-work hours is best accomplished by using a cell phone. Eligibility is not based on job title or personal convenience. Employees meeting the following criteria will generally be considered eligible:

- A. Facilities and critical systems employees subject to afterhours call out.
- B. Emergency responders (Incident Command System command staff and general staff, primary and first alternates only).
- C. Employees who routinely are responsible for the health, safety, and well-being of students away from the district and/or access to other communication services.
- D. Non-instructional employees who spend a considerable amount of time out of the office (more than 50 percent of the normal work week) on district business.

Eligibility for an a cell-phone device with advanced capabilities that enables routine transmission of e-mails and other data will be determined separately from a standard cell phone based on the need for an employee to have frequent access to district e-mail and calendaring software while out of the office, where using a desktop or laptop PC is not practical.

This administrative procedure is not intended to apply to PC wireless broadband cards (air cards). The district will continue to be responsible for both the initial and recurring costs associated with air cards for those employees requiring remote connectivity from a laptop to the Internet. Air cards, like laptops and PCs, are considered to be district property. As such, all payments for the initial purchase and the monthly service charge will be made by



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURES

the district directly to the vendor. Eligibility for an air card is determined by the department head and approved by the *President/CEO*.

This administrative procedure is intended to accommodate changes and advances in wireless handheld-communication technology and to limit the number of eligible employees to those where a business necessity exists.

Eligibility will be determined on an annual basis. Requests for modifying an employee's level of eligibility will also be on an annual basis.

Usage and Responsibility

This procedure shall apply to district mobile cell phones:

- A. They should be secured at all times, since they may have sensitive or confidential information.
- B. No personal calls, text message, or usage of data is permitted except in an emergency.
- C. The purpose of the phone is to communicate within the district in lieu of alternative methods.

Lost or stolen cell phones, as well as problems with the service or equipment, should be reported to District Information Technology services. Replacement of lost or stolen cell phones require the completion of a Cell Phone Request Authorization form and \$300 replacement payment from the employee.

Employees shall comply with federal and state laws including not driving a motor vehicle while using a cell phone unless the device is enabled to allow hands-free listening and talking and is used in that manner while driving.

Authorization

The department head must authorize the use of cell phones by completing and signing a Cell Phone Request Authorization form and submitting it through normal channels up to his/her appropriate dean. After divisional approval, the form will be routed to the appropriate *President/CEO* or designee, cabinet member, for final authorization.

Spring 2020 Compton College Student Attendance Tracking

Keith Curry <kcurry@compton.edu>

Mon 6/1/2020 12:27 PM

To: CC-Faculty <cc-faculty@compton.edu>

Cc: Abiodun Osanyinpeju <aosanyinpeju@compton.edu>; Rebekah Blonshine <rblonshine@compton.edu>; Paul M Flor <pflor@compton.edu>; Elizabeth Martinez <emartinez@compton.edu>; Heather Parnock <hparnock@compton.edu>; Lauren Sosenko <lsosenko@compton.edu>; Stephen Kibui <skibui@compton.edu>; Sheri L Berger <sberger@compton.edu>; Barbara A Perez <bperez@compton.edu>

📎 1 attachments (528 KB)

Attendance Tracking.docx;

Compton Faculty,

As we have moved to online instruction, we must be able to prove what we are offering is distance education and not correspondence education. These are the only two terms that the federal government and accrediting agencies recognize. Below is the Definition of Distance Education (34 C.F.R. § 602.3.):

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

(1) the internet; (2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) audio conferencing; or (4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

It is important to understand that correspondence education is not eligible for financial aid and minimal interaction between the faculty member and students and usually initiated by the student. When we transitioned to online instruction, the Distance Education Department set-up a series of trainings to ensure that faculty would be conducting their classes such that even though students were separated from the instructor, the format supported regular and substantive interaction between the instructor and students. Classes that were initially face-to-face, were asked to continue to offer their classes synchronously using Zoom or Canvas to conduct classes.

One of the essential pieces of evidence that classes continued to meet and interact will be your attendance rosters. Whether you are using Banner's Attendance Tracking in Faculty Services or your own spreadsheet, you need to be prepared to turn in your attendance rosters with your final grades at the end of this semester. If you have been using Attendance Tracking, you will not need to submit anything as it will be stored within Banner. It might be possible to enter your attendance information into Attendance Tracking. The attachment illustrates the various screens you will need to complete. Alternatively, you can export your class roster into Excel and create your attendance roster. Please remember this is critical information to support online instruction.

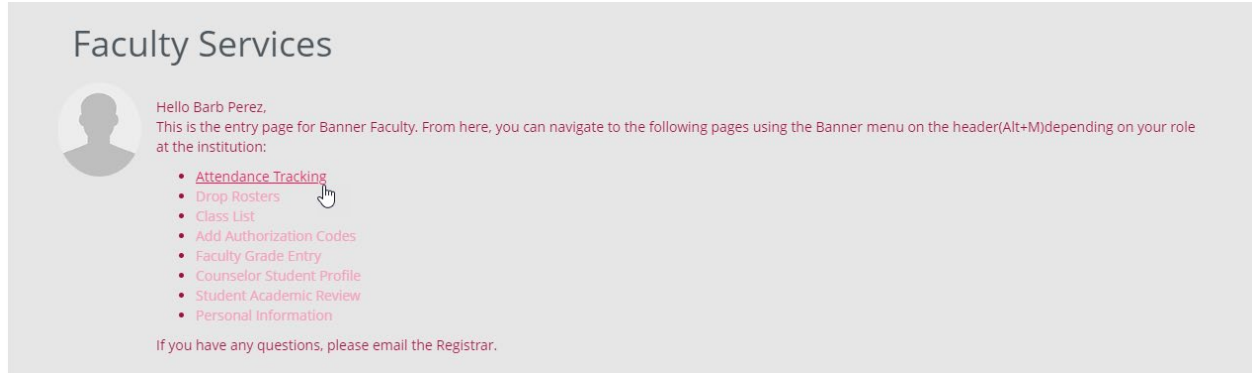
Thank you,

Keith Curry, Ed.D.

(preferred pronouns: he/him/his)

President/C.E.O.
Compton College

Attendance Tracking: Go to Faculty Services on MyCompton and select Attendance Tracking



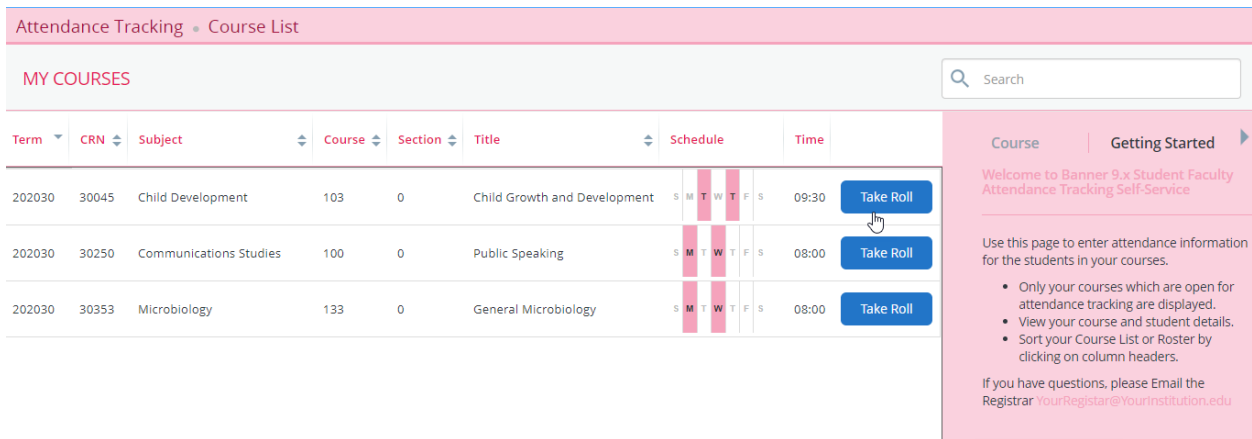
Faculty Services

Hello Barb Perez,
This is the entry page for Banner Faculty. From here, you can navigate to the following pages using the Banner menu on the header(Alt+M)depending on your role at the institution:

- [Attendance Tracking](#)
- [Drop Rosters](#)
- [Class List](#)
- [Add Authorization Codes](#)
- [Faculty Grade Entry](#)
- [Counselor Student Profile](#)
- [Student Academic Review](#)
- [Personal Information](#)

If you have any questions, please email the Registrar.

The next screen will list all your classes: Click on Take Roll



Attendance Tracking • Course List

MY COURSES

Term	CRN	Subject	Course	Section	Title	Schedule	Time	
202030	30045	Child Development	103	0	Child Growth and Development	S M T W T F S	09:30	Take Roll
202030	30250	Communications Studies	100	0	Public Speaking	S M T W T F S	08:00	Take Roll
202030	30353	Microbiology	133	0	General Microbiology	S M T W T F S	08:00	Take Roll

Course | **Getting Started**

Welcome to Banner 9.x Student Faculty Attendance Tracking Self-Service

Use this page to enter attendance information for the students in your courses.

- Only your courses which are open for attendance tracking are displayed.
- View your course and student details.
- Sort your Course List or Roster by clicking on column headers.

If you have questions, please Email the Registrar YourRegistrar@Yourinstitution.edu

As you can see, attendance information has not been entered for this class. We think that you can go back to the first day of class and enter the attendance information for all your students.



Attendance Tracking • Course List • Take Roll

Public Speaking

[Update All...](#) [Class](#)

Student Details | **Attendance**

Emely Camacho
Status: Web Registered

Present
Hours Attended

Absence
 Absence Notified

[Extended Absence](#)

You should be able to move to an earlier meeting to enter attendance information

Photo	Full Name	ID	Attendance	Wednesday 05/06/2020	Monday 05/11/2020	Wednesday 05/13/2020	Monday 05/18/2020	Wednesday 05/20/2020
	Emely Camacho	A00001000	0%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Irene Lucia Camacho	A00008652	0%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Carlos Daniel Garcia	A00003010	0%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>