



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: November 4th, 2021

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

Location: Zoom Conference

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

Vision:

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

Mission Statement:

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

Senators

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

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

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

Guests

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

Agenda

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

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from October 21st, 2021**
- 4. Reports**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
- 5. Unfinished Business**
- 6. Consent Agenda**
 - a. 2-Year CTE Course Review - No Proposed Changes: CDEV 119 - Language Arts for Young Children
 - b. 6-Year Standard Course Review - No Proposed Changes: ENGL 120 - Introduction to Fiction; HDEV 105 - Career and Life Planning; and SLAN 113 - American Sign Language III.
 - c. CSU/IGETC Articulation Review: ENGL 120 - Introduction to Fiction.
 - d. New Programs: ESL Level 3 Certificate of Completion - Certificate of Completion; and Apple Apps Development: Swift - Certificate of Completion.
- 7. New Business**
 - a. First Read: BP 4040
 - b. First Read: BP 4101
 - c. First Read: BP 4400
 - d. First Read/2nd/Vote: Resolution to Continue Remote Instruction Through Spring 2022
 - e. First Read/2nd/Vote: Resolution to Postpone the Financial Aid Freeze Day
 - f. First Read: Academic Senate Goals 2021 - 2022
- 8. Discussion Items**
 - a. New Title 5 - EW – Proposed Changes
 - b. Updated Equity Definition – Senate Feedback on the Equity Definition – Equity Survey Taskforce
 - c. Propose New Programs to Be Added at Compton College
 - d. Enrollment Fraud Risk Prevention – Best Practices
- 9. Informational Items**
 - a. Faculty Prioritization – Approved Positions
 - b. Summer Enrichment Activities Proposals – Due 11/19
 - c. Organizational Chart – SLO-SAO-Program Review-Annual Planning Process Alignment – IEC
 - d. Chancellor's Office – Title 5 Language Modification – Distance Education
- 10. Future Agenda Items**
- 11. Public Comment**

12. Adjournment

Next Scheduled Meeting: November 18, 2021, at 12:30 pm

Zoom Link:

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

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	zoom	March 3	In-Person
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CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

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

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Fine Arts, Communication and Humanities (5)

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

Health and Public Services (3)

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

Adjunct Faculty (2)

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

Ex Officio Voting Members

Holly Schumacher – Union President



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Agenda

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1. **Call to Order at 12:33pm**
2. **Approval of Agenda**
 - **Vanessa Madrid motioned to add agenda item to Discuss BOT Meeting. Holly Schumacher seconded. Approved**
 - **Carlos Maruri motioned to approve agenda as amended. Marjeritta Phillips seconded. Approved**
3. **Review and Approval of Minutes from September 30th, 2021**
 - **Holly Schumacher motioned to change the Abstentions on the minutes to Ayes regarding the Vote of No Confidence Resolution.**
 - Holly S.: Per note on Agenda to follow Brown Act, if a senator is signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.
 - Marjeritta: had medical appointment but couldn't vote, but was with majority
 - Kent S.: Abstentions get counted to the majority vote. Should follow the policy outlined in the agenda. If a senator was present and did not vote, their vote will be assumed a Yes
 - David Mc.: Voting process for resolution seemed confusing. Why did we use different methods to cast vote? Verbal vote in first meeting and Chat in the second meeting.
 - Minodora: According to Brown Act, we cannot tally verbal votes. E-board and Kent S. met to discuss ways to abide more closely with Brown Act rules to will allow us to attach someone's name to their comment/vote. The chat keeps better track of who makes the comment.
 - Corina D: Expressed concern about vote. Felt coerced to join the senate to cast a vote in her first meeting with no background knowledge on the issue. Does not feel comfortable voting one way or the other as a probationary faculty member for fear of retaliation.
 - Minodora: Abstention does not count as taking one side or the other. From whom are people afraid of retaliation?
 - Corina: Afraid of retaliation from management and work environment becoming unbearable to voting one way or another
 - Marjeritta P.: You have a choice of not being a part of any committees if you show desire. The issue is who should be and who should not be senators. There used to be a process you had to go through before you could be considered for senator. At least be a full-time faculty member and on the cusp of tenure ship or already tenured. You had a choice of saying no. In Senate, you have to make a lot of decisions for your colleagues and institution. You had an opportunity/choice not to be on any committee.
 - Corina: When you are going through probation, it feels like you cannot say "no" to anything that you are being asked for. Others may say that you have a choice and technically yes, but in the way the words are being phrased, it feels like you're being coerced to say yes.
 - **Kent Schwitkis made a Point of Order. Need to focus on the motion that we are voting upon.**
 - **Holly Schumacher motioned to approve minutes as amended. Harvey Estrada seconded. Sean Moore (Nay), David McPatchell (Nay). Minutes as amended approved.**
4. **Reports**
 - a. **President's Report – Minodora Moldoveanu**
 - Provided personal feelings regarding BOTs response to Vote of No Confidence: Disappointed to hear how they feel about the subject. BOT did not wait to hear from faculty or public before making their decision. BOT mentioned that decline in enrollment was being experienced by all community colleges. However, Compton College experienced a 50% decline in enrollment compared to 5-15% from other colleges (It's not comparable). BOT also did not address other aspects of the resolution like the high level of abuse, lack of respect, micromanaging, or bullying that is occurring. Need to discuss next steps for this because it is unfair to ask all of us to deal with the abuse just because the college got its accreditation back and new buildings.
 - b. **ASG Report – Stephanie Leonor**
 - Did not know they had to provide a report to Academic Senate. What is included in the report?
 - Minodora: It's similar to BOT reports. Quick updates on what ASG is working on or any projects that are coming up or have already happened. It's just another way to keep faculty knowledgeable of what the students are doing

- For October: ASG created mascot committee, Tuesday Food Truck in October, completed Professional Development event to network with ASG at other community colleges, attended first Identity Workshop as part of the Emerging Leadership Institute, filled 3 standing ASG positions as well as standing committees, hosted 6 Virtual events, created highlight videos for football game
 - For November: Food Truck will provide free food to students twice. Will be giving out 100 turkeys
- c. Vice President's Report – Carlos Maruri
- No Report
- d. Accreditation Faculty Coordinator Report – Amber Gillis
- Accreditation for the Compton College 2024 ISER began yesterday. Received training from the accrediting commission
 - Evidence collection training on October 26, 2021 from 2-4pm. Additional trainings will be coming up and the evidence collection teams will begin their work. If interested in working with accreditation, reach out to Amber Gillis
- e. Academic Affairs Report – VP Berger
- Has received the Vote of No Confidence that was approved by Senate. Dr. Curry and VP Berger are still planning on working collaboratively and looking forward to receiving written recommendations from Academic Senate through Dr. Moldoveanu. If there is anything they need to review, Dr. Moldoveanu should email them
- f. Curriculum Report – Sean Moore
- No Report
- g. Faculty Development Report – Not Present
- h. Enrollment Committee Report – Juan Tavarez
- No Report
- i. OER Committee Report – Not Present

5. Urgent Business

- a. Academic Senate AB 361 Resolution for Remote Senate Meetings
- **Carlos Maruri motioned to open Agenda Item 5a. Desiree seconded.**
 - Minodora drafted a resolution that would allow Academic Senate to continue with remote meetings. Will need monthly resolutions to keep in compliance with AB361.
 - Judy C.: Why can't we do one through the Academic Year?
 - Minodora: We have no choice, they are asking us to do this monthly
 - **Kent Schwitkis motioned to approve Academic Senate AB 361 resolution. Don Mason seconded. Approved**

6. Unfinished Business

7. Consent Agenda

- **Sean Moore motioned to approve Consent Agenda. Kent Schwitkis seconded. Approved**
- a. 2-Year CTE Course Review - No Proposed Changes: ACRP 101 - Introduction to Automotive Collision Repair; CDEV 115 - Introduction to Curriculum; CDEV 118 - Science and Math for Young Children; CIS 119 - Database Management Using Microsoft Access; CIS 132 - Personal Computer Support and Networking; CIS 160 - Application Development and Programming Using Visual Basic.Net; and COSM 140 - Cosmetology Practicum; RE 116 - Real Estate Economics; RE 131 - Mortgage Loan Brokering and Lending; RE 140 - Real Estate Appraisal; and RE 141 - Advanced Real Estate Appraisal.
- b. 6-Year Standard Course Review - No Proposed Changes: BIOL 101H - Honors Principles of Biology I; BIOL 102H - Honors Principles of Biology II; HUMA 101 - An Introduction to the Humanities; JOUR 108 - Advanced Reporting and News Editing; MATH 150H - Honors Elementary Statistics with Probability; and THEA 104 - Dramatic Literature.

- c. 6-Year Standard Course Review - Course Title Change: ENGL 228 - Women in Literature.
- d. Distance Education: ACRP 101 - Introduction to Automotive Collision Repair; BIOL 101H - Honors Principles of Biology I; BIOL 102H - Honors Principles of Biology II; CDEV 115 - Introduction to Curriculum; CDEV 118 - Science and Math for Young Children; CIS 119 - Database Management Using Microsoft Access; CIS 132 - Personal Computer Support and Networking; CIS 160 - Application Development and Programming Using Visual Basic.Net; ENGL 228 - Women in Literature; HUMA 101 - An Introduction to the Humanities; JOUR 108 - Advanced Reporting and News Editing; MATH 150H - Honors Elementary Statistics with Probability; RE 116 - Real Estate Economics; RE 131 - Mortgage Loan Brokering and Lending; RE 140 - Real Estate Appraisal; RE 141 - Advanced Real Estate Appraisal; and THEA 104 - Dramatic Literature.
- e. Distance Education- EFOMA: COSM 140 - Cosmetology Practicum
- f. CSU/IGETC Articulation Review: MATH 150H - Honors Elementary Statistics with Probability.
- g. New Course: COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam.
- h. New Program: ESL Level I – Certificate of Completion.

8. New Business

9. Discussion Items

- a. Faculty Ability to Give Students Access to Their Canvas Shells Before Beginning of Semester – Update
 - **Marjeritta motioned to open item 9a. Vanessa Madrid seconded.**
 - Dr. Mathews reviewed Canvas Course Shells documents. Courses can be published up to 4 weeks before class starts. Student will be able to navigate through Canvas but cannot submit anything. If there are any issues with publishing course, contact DE department ASAP to troubleshoot. Faculty can copy their courses into another course. Courses are left in tact after semester is over so students can still access their past enrollments. Semester in Canvas will be extended by 6 days so students can have a chance to submit late work. If beyond 6 days, faculty will have to go through incomplete process (i.e., DE creates an incomplete course shell just for that student and copies the course they need to complete except for the grades, faculty will have to manually transfer that student grades into new shell)
 - Judy Crozier: Why can't students submit assignments like pre-course modules before the start date of course. Best practice is to allow students to complete pre-course modules to get used to the course before the course starts. In regards to Incompletes, why create a whole new course but not transfer the grades, seems like a lot of work for the faculty. In regards to the extending 6 days after course, it should be 10 days to align with how long faculty have to submit grades.
 - Dr. Mathews: Students will have until the day before grades are due to submit late work. It's not difficult to transfer grades because you can download the grades and upload it into the new shell (you will need to delete the grades/students that you don't want to upload into the "incomplete" course shell)
 - VP Berger: External Auditor confirmed that the course dates should coincide with the semester course dates. They were okay to extend the date of the Canvas course shell to align with the Faculty due date for grades. In regards to the start date, there should not be an expectation of participation from the student before the class starts
 - Nikki W.: In regards to VP Berger's comment on expectation to participate. Best practice through @ONE courses is to give the students the ability to participate in a course before it starts. Faculty want to give the students the opportunity to complete pre-course modules but don't expect it for grades before class starts. Want students to have the ability to participate in the course if they wish to
 - Airek Mathews: if Senate will provide recommendations, please be as specific as possible on how you want students to interact with your course so it can be tested
 - **Carlos motioned to close discussion. Harvey Estrada seconded.**

- b. Equity Definition – Senate Feedback on the Equity Definition – Equity Survey Taskforce
- **Vanessa Madrid motioned to open item 9b. Valerie Woodward seconded.**
 - Lauren Sosenko provided background on Equity Survey Taskforce and development of definition of Equity as part of the revised Equity Plan. Trying to ensure that the definition is focused on how to improve the institution and not pointing fingers at student deficit.
 - Kent: It looks good. What is the expectation at this point?
 - Lauren: To review and provide any feedback.
 - Vanessa: Last sentence does not reflect the practice in our campus with Guided Pathways where it seems like we are ignoring our community members that are just taking courses to explore or for personal development. Wants to make sure the definition aligns with current practice.
 - Valerie: The state has kind of forced colleges to focus on traditional students that are transfer found or certificate. This definition is also aspirational so it would be good to leave the statement there and remind ourselves.
 - **Marjeritta Phillips motioned to close item 9b. Carlos Maruri seconded.**
- c. No Public Comments Read Orally During Board Of Trustees Meetings – Strategies for Campus Members To Be Heard by The Board Of Trustees
- **Carlos Maruri motioned to open item 9c. Desiree Corona-Ramirez seconded.**
 - If someone wants to make a public comment in BOT meeting, they have to attend the meeting, sign up in chat for the item that you want to publicly discuss. Then you will be acknowledged to make your public comment live orally
 - Judy: How was it done prior to Pandemic? Did they ever read written comments out loud?
 - Holly: If you wanted to make a public comment. You had to sign up in a clipboard, then the clipboard was collected and they would read the list of people that wanted to make a comment based on who had signed up. You had to do it in person.
 - Judy: Maybe we can provide a recommendation to allow the reading of written comments
 - **Kent Schwitkis motioned to close item. Carlos Maruri seconded.**
- d. New Title 5 – EW – Changes Proposed
- **Desiree Corona Ramirez motioned to table item to next meeting. Harvey Estrada seconded.**
- e. Faculty Certification for Online Teaching – Course Demo – In Absence of DEAC
- **Carlos Maruri motioned to open item 9e. Valerie Woodward seconded**
 - DE faculty coordinator and instructional designer quit their positions during summer. Negotiations for release time and position description is still ongoing. We have faculty that cannot teach online courses because they haven't been able to complete their course demo because we don't have a DE faculty coordinator
 - Holly: Any attempt to go around the negotiation process and Create a new process in the absence of the DE faculty coordinator is against the law. Recommends we move forward with our current modalities remote instruction, face to face, and DE for those that are certified.
 - Minodora: We can write a brief recommendation to bring it to vote next meeting.
 - **Holly Schumacher motioned to close item. Theresa Barragan-Echeverria seconded.**
- f. Academic Senate Goals – 2021-2022
- **Don Mason motioned to open item 9f. Holly Schumacher seconded.**
 - Minodora M.: Personally feels that 17 goals might be too much and wonders if there is a way to be more focused so that it can ensure we meet our goals better.
 - Valerie W.: Agrees that 17 goals is ambitious. Maybe some goals can be combined. We need to think of a way to evaluate ourselves on our achievement of the goals we set for ourselves.
 - Kent S.: This looks like a To-Do List. It might be a good idea to prioritize which ones we want to focus on this year and hold ourselves accountable for.
 - **Kent Schwitkis motioned to move item to a committee and have a report next meeting. Carlos Maruri seconded. Approved**
 - **Marjeritta Phillips moved to close item 9f. Sean Moore seconded**
- g. Reimagining the Compton College Mascot – What should the process of selecting a new mascot be?
- **Valerie Woodward motioned to open item 9g. Don Mason seconded**
 - Minodora M.: Mascot Taskforce is composed a number of people from different constituents.

We have 5 faculty spots. 4 are filled, currently looking for 1 more faculty. As Academic Senate, we were asked to provide any ideas for the process that this committee should follow

- Marjeritta P.: What is the reason for changing the mascot? How many faculty members know what a Tartar is? People should know what a Tartar is before they make changes.
 - Minodora: A lot of constituent groups feel that the mascot is no longer representative of Compton College students.
- Valerie W.: Understanding is that it is not necessarily about changing the mascot, but maybe just reimagining the depiction of the mascot. Can we reimage the mascot so it is not offensive?
- Liza R.: Based on student feedback, ‘tartar’ bring images of teeth and sauce. It doesn’t evoke something that is victorious. Students have expressed they want a mascot that evokes pride without having to give an explanation or definition
- VP Berger: ASG provided a formal recommendation to Consultative Council about changing mascot, this is how and why the taskforce was created.
- Valerie W.: Procedural Suggestion – Committee should solicit input across the campus (maybe a survey). Maybe the committee can provide a report in Senate.
- VP Berger: Taskforce membership will include 5 faculty, 5 classified staff, 5 students, 2 managers, 2 confidential employees, 3 alumni, and a staff assistant assigned to take notes
- Cassandra W.: How would Compton High School be affected by this since they are the Tar Babies?
- **Carlos Maruri motioned to close item. Charles Hobbs seconded**
- **Harvey Estrada motioned to extend meeting by 15 minutes to discuss item 9i. Don Mason seconded.**

h. Propose New Programs to Be Added at Compton College

i. Office Move to Instructional Building I.

- Judy C.: Faculty don’t have keys. Faculty have to move in the middle of the semester and given a very narrow window to move. The desks/filing cabinet/bookshelf don’t fit in the rooms. There has never been a walkthrough to identify what faculty need in the office.
- David Mc.: VP Berger provides good feedback. You can email her your questions.
- VP Berger: Keys will be available for pick up in police station starting November 1, 2021
- Valerie W.: Is the furniture in new offices bolted down?
 - Susan: desks were pulled away from wall when visited new office but will be very heavy furniture and takes up the entire space.
- Judy: Can we bring in the old desk instead of using the new furniture to free up a lot of space in the new offices?
 - VP Berger: No answer now but will look into it.
- **Don Mason motioned to close item. Kent Schwitkis seconded.**

10. Informational Items

- a. Enrollment Fraud Risk Prevention – Best Practices
- b. Using Office 365 instead of Google Docs
- c. Summer Enrichment Activities Proposals – Due 11/19

11. Future Agenda Items

12. Public Comment

- a. Ashay Mathieu: Former student and adjunct at Compton College. Supports Senate in Vote of No Confidence. Read a letter addressed to professor Harvey Estrada dated April 16, 2009; Letter addressed dissatisfaction with the quality of the facilities in the music technology department. Community member has attended various community meetings with Trustees and the focus seems to be on the buildings instead of the culture and lack of morale and ways to improve that. There is a memory of lack of support for faculty, classified staff, and students at this campus. Had endured verbal abuse from Rodney Murray as an adjunct and disregard as an educator by Barbara Perez. How is this going to change? The community is already whispering about the lack of leadership. That adjuncts are not getting promoted and professors of color are being overlooked by hiring committees. The humanities have been attacked and being done away with being past and current administration. There needs to be a dialogue and conversation of healing first. If faculty are

fearful of retaliation, it's because that atmosphere has been created and it needs to be stopped. Culture is created. The culture and history of Compton College is being undermined. Wants to be a catalyst for change and see a democratic system executed and modeled at Compton College.

Carlos Maruri motioned to adjourn meeting. Marjeritta Phillips seconded. Approved. Meeting adjourned at 2:29pm

13. Adjournment at 2:29pm

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Victoria Martinez (20-23)

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Holly Schumacher – Union President



TO: DR. KEITH CURRY, PRESIDENT/CEO

FROM: ELIZABETH MARTINEZ, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR
 JUAN TAVARES, ENROLLMENT MANAGEMENT COMMITTEE CO-CHAIR

CC: ENROLLMENT MANAGEMENT COMMITTEE

DATE: JULY 22, 2021

SUBJECT: ENROLLMENT MANAGEMENT COMMITTEE 2021-2022 FUNDING
 RECOMMENDATIONS

The Enrollment Management Committee (EMC) met on Wednesday, July 21, 2021 to review, discuss and vote on the prioritization of Enrollment Management Plan funding requests. Funding requests were submitted on July 14, 2021 and accompanied Action Items in the Compton College 2024 Enrollment Management Plan. Participants in the meeting included: **Sheri Berger, LaVetta Johnson, Elizabeth Martinez**, Dr. Nelly Alvarado, Heather Parnock, and Dr. Cesar Jimenez (names bolded are voting EMC members).

Based on available funding, the following Enrollment Management Plan Action Items are recommended for funding for the 2021-2022 academic year:

Enrollment Management Committee 2021-2022 Funding Recommendations

EMC Priority	Tartar Completion by Design Phase	Action Plan Objective Number	Description	Original Request	Funding Amount Recommended
			2021-2022 Allocation	\$100,000.00	\$100,000.00
			Total	\$100,000.00	\$100,000.00
1.	Connection	1	Multimedia Advertising for bus shelter ads and the Department of Motor Vehicles (DMV).	\$40,000	\$36,000
2.	Connection	4	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).	\$16,000	\$16,000

3.	Entry	6	Translate the Dual Enrollment Student & Parent Orientation materials to Spanish as requested by unified school district partners	\$3,500	\$3,500
4.	Connection	21	Pay salaries and benefits of two Dual Enrollment Specialists salary after December 31, 2021. Currently, one of the DE Specialists is paid from the College Futures Foundation and the other is paid via Pritzker Foundation. Both funds will expire after December 31, 2021. These two positions are critical to support our Dual Enrollment efforts.	\$66,000	\$33,000
5.	Entry	4	To hire a provisional Student Services Advisor. Having a provisional Student Services Advisor will help with case management, TST programming, early alert follow up, and virtual steps to enrollment.	\$50,000	\$0
6.	Connection	6	Printing, postage, multimedia advertising for outreach campaigns. Graduate communications has already developed a flyer and brochure. The funding request will address the printing of the materials.	\$1,500	\$1,500
7.	Entry	17	Fall 2021 and spring 2022 welcome week prizes/incentives for students. Past prizes have consisted of technology items from the bookstore to gift cards to a virtual escape room	\$12,000	\$5,000
8.	Entry	8	For additional units for emails and text messages, via Sparkpost and Twilio	\$5,000	\$5,000

9.	Professional Development	24	To 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. Career Ladders Project.	\$10,000	
			Recommendations Total	\$100,000	\$100,000
			<i>Remaining Balance for 2021-2022</i>	<i>\$0</i>	<i>\$0</i>

Notes:

- For item 4, in efforts to address this need, the EMC has suggested to fund one position instead of two. The committee recommended funding of \$33,000.
- For item 9, although it was a priority for the EMC there is not sufficient funds to support this request. It is recommended that other funding options be explored, including SEA funds.
- For item 7, funds for this were previously funded by Guided Pathway. In efforts to provide more funding to other proposals, the committee has recommended funding for \$5,000.
- The EMC was unsure as to whether this request was already funded through ITS. If so, the committee suggested that the \$5,000 for this item be moved to partially fund item 9.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4040 Library and Learning Support Services

Issued: April 17, 2018

References:

- Education Code, Section 78100
- Civil Code Section 1798.90
- Title ~~V~~5, Section 53200

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

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

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

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

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

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

~~Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, and the President/ Chief Executive Officer as stated in Board Policy 2510.~~

Applicable Administrative Regulation:

AR 4040—Library and Learning Support Services



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

BP 4101 Independent Study

Issued: June 19, 2018

Compton College recognizes that individual student needs, interests, and capacities vary greatly. To enhance the college programs and offer alternatives to meet individual student needs, the District provides a variety of learning opportunities for its diverse student population, including ~~It is the policy of Compton College to provide enhanced educational~~ opportunities for students wishing to explore a subject area more fully by establishing an Independent Study program. Under the guidance of a supervising instructor qualified to teach in the specific subject area, students in Independent Study courses will complete projects that reflect scholarly or creative efforts of an advanced nature that go beyond the scope of a regular course. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study Course is being attempted.

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



BP 4400 Community Service

Issued: June 19, 2018

References:

Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)

The College may offer Community Services programs, known as Community Education classes, for the purpose of personal and professional development. Community Education classes are not-for-credit classes designed to contribute to the physical, mental, moral, economic, or civic development of the individuals enrolled in them.

Classes are open for admission to adults and some classes are open to, or limited to, age-appropriate minors who may benefit from the classes.

General fund monies are not expended to establish and maintain Community Education offerings. Students enrolled in Community Education offerings may be charged a fee not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.



Academic Senate Resolution to Continue Remote Instruction Until Fall 2022

Whereas, as the nation was thrust into a pandemic, faculty worked tirelessly to learn the necessary skills to transition to remote instruction; and

Whereas, the College required faculty to complete a minimum 80 hours of intensive training to teach remotely; and

Whereas, teaching remotely required faculty to change and adapt much of their course material that takes time and effort; and

Whereas, our neighboring colleges that transitioned to fully online courses, instead of remote instruction, have lost higher percentages of students in the past year than Compton College; and

Whereas, in order to teach fully online, faculty would have to complete additional training; and

Whereas, we are still in a state of pandemic and students and faculty are still concerned about the safety of our campus and the classroom environment; and

Whereas, students respond positively to having faculty support at designated times in a structured remote environment; and

Whereas, the pandemic has contributed to the physical and social isolation of many individuals, and the remote learning environment provides opportunities for faculty-to-student interaction as well as student-to-student interaction; and

Whereas, the District failed to finish the negotiation process that would ensure the Distance Education Faculty Coordinator position would be filled, which would allow for the Teaching Online

Certification process to be completed as well as the faculty training certificates to be processed; therefore

Be it Resolved, that the Academic Senate is strongly urging that Compton College continue offering remote instruction until Fall 2022, when the College is scheduled to return to normal instruction.

Minodora Moldoveanu
Academic Senate President

November 2021



Academic Senate Resolution for New Financial Aid Policy at Compton College

Whereas, Compton College serves a primarily financially disenfranchised student population with 80% of Compton College students being financial aid recipients; and

Whereas, research has repeatedly confirmed the relationship between financial assistance and student success and retention; and

Whereas, Compton College is committed to the success and retention of our students by providing solutions to challenges; and

Whereas, the current Compton College Financial Aid policy creates inequity and an insurmountable barrier to student success by limiting access to funds that students need in order to attend Compton College; and

Whereas, in accordance with the Compton College Equity statement, Compton College is committed to identifying and removing barriers that produce inequity and intentionally refining services to provide each student with what they need to be successful in their college experience.

Therefore, be it Resolved, that the Compton College Academic Senate recommends a new Financial Aid policy for all students that recalculates a student's disbursement and financial aid eligibility based on the last class added to the student's schedule.

This new Policy shall include all units that students enrolled in at the time they add their last class for the term, which will determine the Census Date in order for units to count towards their financial aid. Compton College students who are waitlisted and have already received a disbursement based on their original enrollment, may receive the difference based on the Census Date of the last class added to their schedule. Payments can increase, be reduced, or remain the same, based

upon the student's enrollment at the time their last class is added to their schedule. A recalculation will occur for all Compton College students who enroll in late start classes.

Minodora Moldoveanu
Academic Senate President

November 2021

2021-2022 Approved Academic Senate Goals

Ongoing

1. Establish a diverse representation on all campus committees.
2. Increase faculty attendance and involvement at Academic Senate meetings.
3. Support the growth of faculty professional development activities on campus.
 - a. Faculty Development Committee
 - b. Book Club
 - c. Suggestions during Academic Senate meetings
 - d. Provide suggestions to FDC/Academic Senate President/Senators of desired PD topics.
4. Increase transparency and communication between
 - a. faculty and administration.
 - b. Faculty members.
5. Increase reliance on OER across all subjects.
6. Continue to work on making our campus more inclusive and more equitable.

Short Term

7. Alter CORs to increase ~~demonstrate~~ focus on diversity, equity, and inclusion.
8. Continue to support the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for math and English.
- ~~9. Establish an orientation for new Academic Senate senators.~~
- ~~10. Encourage division chairs to add Senate Updates on their division meeting agendas, in order to increase communication between Senators and their constituents.~~

Long Term

11. Assist in the structure and implementation of AB288: Public schools: College and Career Access Pathways Partnership Agreements with local high schools.
12. Focus on increasing accessibility to all course material to achieve 504/508 compliance.
13. Establish an Equity Certificate Program
 - a. The Equity Centered Syllabus
 - b. Equity Centered Pedagogy
 - c. Culturally relevant pedagogy
14. Add more Ethnic Studies courses.
15. Implement data driven decision-making **and evidence-based practices.**
 - a. Increase awareness of available student success and student retention data.
 - b. Create dialogue based on the data.
 - c. Change practices to improve student success and retention.
- ~~16. Implement evidence-based practices in the classroom.~~
17. Improve cultural education and cultural intelligence (CQ) on our campus.



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

45-Day Notice published September 9, 2021

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

PUBLIC HEARING

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

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

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

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

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

ZOOM VIDEOCONFERENCING

Please use the link below to join the webinar:

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

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

Password: **234632**

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

WRITTEN COMMENT PERIOD

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

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

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

CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

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

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

INFORMATIVE DIGEST

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

Pass-No Pass Regulation Changes

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

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

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

Excused Withdrawals Regulation Changes

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

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

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

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

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

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

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

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

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

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

Cost or savings to state agencies: *None*.

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

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

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

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

CONTACT PERSON

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

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

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

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

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

Compton College Equity Statement

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

Using Labor Market Data for Program Planning

Centers of Excellence (COE) for Labor Market Research



About the Centers of Excellence (COE)

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

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

Colleges use the data for:



Investing in new and relevant programs



Assessing labor market needs



Reviewing existing programs



Pursuing grants

Today's Conversation

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

Where Colleges Use LMI

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

Most Useful Data in Analysis

Occupational Demand

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

Industry Concentration

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

Educational Supply

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

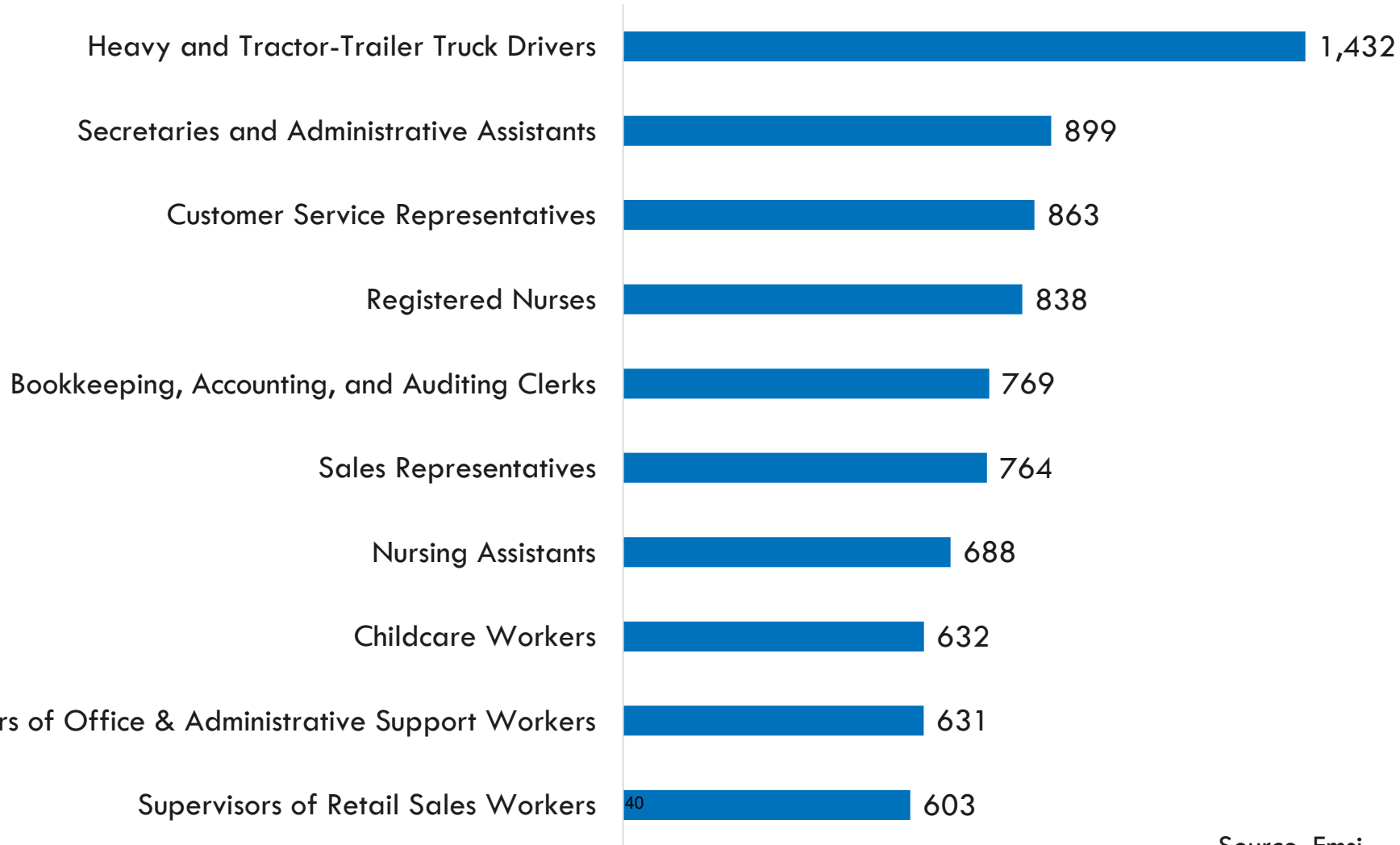
Student Outcomes

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

Summary Analysis

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

Middle-Skill Occupations by Annual Openings in Compton



Industry in Compton

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

Industry in Compton

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

Industry in Compton

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

LMI by Guided Pathway

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

Public Health and Social Services

Nursing

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

20,596 jobs in 2017

2,040 annual openings

Administration of Justice

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

5,465 jobs in 2017

398 annual openings

Business and Industrial Studies

Business and Marketing

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

11,118 jobs in 2017

1,084 annual openings

Computer Info. Systems

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

4,324 jobs in 2017

307 annual openings

Business and Industrial Studies

Automotive Technology/ Collision Repair

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

4,554 jobs in 2017

439 annual openings

Cosmetology

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

4,154 jobs in 2017

557 annual openings

Business and Industrial Studies

Machine Tools/Welding

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

5,096 jobs in 2017

529 annual openings

HVAC

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

1,743 jobs in 2017

196 annual openings

Social Sciences

Early Childhood

Education/Development

Occupations childcare workers; preschool teachers, except special education

6,011 jobs in 2017

812 annual openings

Fine Arts, Humanities & Communication

Music

Occupations sound engineering technicians; audio and video equipment technicians

319 jobs in 2017

32 annual openings

Employer Job Postings in Compton Area

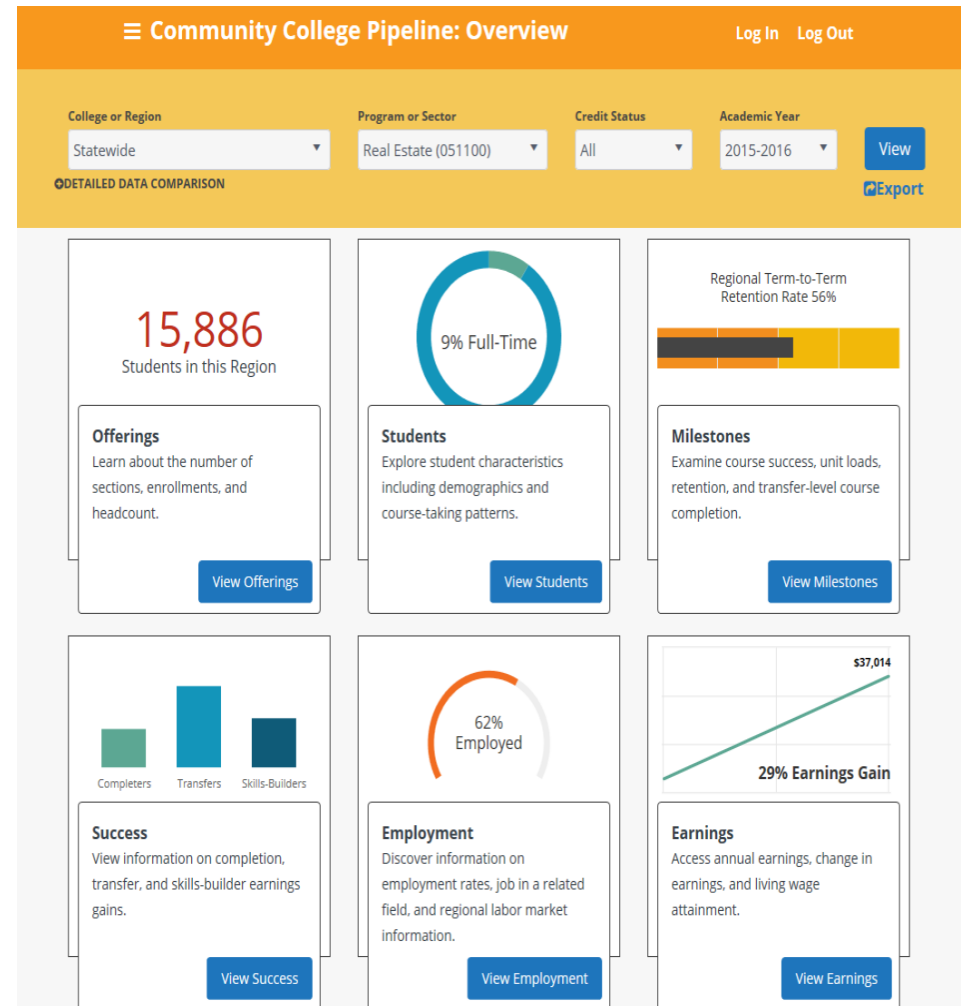
Top CE occupations by job postings in the
last 12 months

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

Cal-PASS Plus LaunchBoard

www.calpassplus.org/LaunchBoard

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



COE Website

www.coecc.net

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



Decision-Making Data

Our products and services offer a competitive advantage in: creating new and relevant programs and curriculum, pursuing grants, and accessing data.

SEARCH

TOOLS FOR YOU

Supply and Demand Tables
The COE have developed a suite of data tools to support the community college's decision-making with labor market data. Utilize these data tools to evaluate projected occupational demand and the supply of graduates from a program(s) of study.

TOP-SOC Crosswalk
Match California Community College TOP code programs to Standard Occupational Classification (SOC) codes and titles.

LMI Guides
A brief overview of LMI sources, tailored to the questions that colleges commonly ask related to developing programs, curriculum, writing grants, program review, and regional planning.

QUICK RESOURCE PANEL

New Additions

- Accounting - North Report ☆
- Cybersecurity Summary & Key Findings Report ☆
- Welding - North Report ☆
- Office Technology - North Report ☆

Top Resources

- Far North Regional Labor Market Assessme... Report ☆
- Top 100 Occupations in Los Angeles Count... Key Findings Report ☆
- Computer Information Systems Occupations... Report ☆
- Cyber Security Occupations Report ☆

Search History
Start your search today to populate your recent history!

STUDIES BY REGION ▶

For more information, contact:

Lori Sanchez

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

Los Angeles/Orange County Region

lsanchez144@mtsac.edu

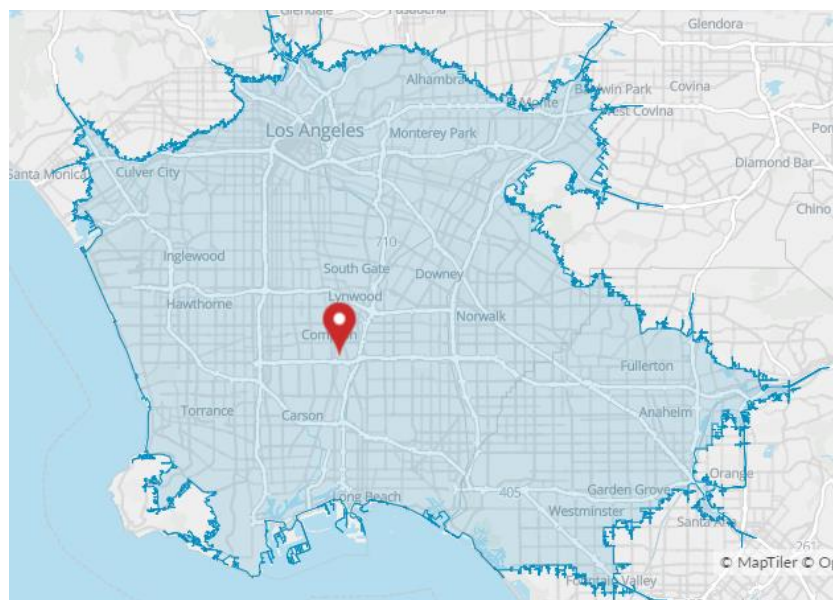
www.coecc.net

Labor Market Data by Guided Pathway

Compton College

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide Compton College with localized labor market supply and demand data related to their community college programs. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs in the surrounding area. Compton College provided the LA/OC COE with a list of active programs available on their campus by Guided Pathway Division, which the LA/OC matched to corresponding occupations. Provided below is data regarding current and projected demand, average annual openings, and wages for each of these occupations within a 33-minute drive time from Compton College (see mapped area below)- the average commute for LA County residents based on data from United States Census Bureau.¹ Demand data was retrieved from EMSI (Economic Modeling Specialists Intl.). Additionally, provided below is data regarding the supply for these occupations from the 19 Los Angeles community colleges. This completion data is sourced from the Chancellor’s Office MIS Datamart.

Furthermore, the COE has identified ten potential opportunities for program development within Compton College. These programs have been selected as potential opportunities for development because they have been identified as having a significant supply gap. These opportunities exist for: Computer Information Systems and Systems Application, Cosmetology, Engineering Technology, Machine Tool Technology, Welding, Nursing, Fitness, Biotechnology, Child Development, and Special Education because these programs train for occupations that currently have annual openings that exceed the number of awards from related programs from the Los Angeles community colleges. However, a deeper analysis should be conducted before implementing or modifying such programs.



¹ [2019 American Community Survey, 1-year estimate](#)

Business and Industrial Studies

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Sheet Metal Workers	1,567	1,597	30	2%	151	\$16.26	\$23.96	\$37.78
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5,453	5,660	206	4%	518	\$21.23	\$28.48	\$38.36
Total	7,020	7,257	237	3%	669	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0946.00	Environmental Control Technology	Citrus	11	11	4	9
		Compton	32	50	5	29
		El Camino	104	153	80	112
		LA Trade	92	86	72	83
		Long Beach	1	0	0	0
		Mt San Antonio	38	47	35	40
Total			278	347	196	274

Automotive Collision Repair/Painting; Automotive Collision Repair/Painting: Damage Estimating

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Insurance Appraisers, Auto Damage	155	139	(16)	(10%)	11	\$26.53	\$32.92	\$40.97
Automotive Body and Related Repairers	2,254	2,148	(106)	(5%)	184	\$14.50	\$21.10	\$31.36
Automotive Glass Installers and Repairers	683	636	(47)	(7%)	60	\$12.75	\$16.64	\$21.45
Painting, Coating, and Decorating Workers	250	229	(22)	(9%)	23	\$14.05	\$18.13	\$27.28
Total	3,342	3,152	(191)	(31%)	278	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0949.00	Automotive Collision Repair	Cerritos	21	15	19	18
		Compton	7	8	0	5
		El Camino	10	33	34	26
		LA Trade	32	9	16	19
		Rio Hondo	0	1	0	0
Total			70	66	69	68

Automotive Technology

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Electrical and Electronics Installers and Repairers, Transportation Equipment	205	201	(4)	(2%)	14	\$37.23	\$45.05	\$49.83
Electronic Equipment Installers and Repairers, Motor Vehicles	438	379	(59)	(13%)	41	\$14.98	\$17.25	\$19.36
Automotive Service Technicians and Mechanics	10,018	9,439	(579)	(6%)	849	\$14.83	\$21.66	\$29.22
Total	10,660	10,019	(641)	(6%)	904	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0948.00	Automotive Technology	Cerritos	57	58	71	62
		Citrus	85	114	13	71
		Compton	21	15	1	12
		East LA	84	70	35	63
		El Camino	97	70	77	81
		LA Pierce	137	86	110	111
		LA Trade	147	157	67	124
		Long Beach	0	0	24	8
		Pasadena	40	107	125	91
		Rio Hondo	85	90	86	87
		Santa Monica	0	2	0	1
Total			753	769	609	710

Business (including Business Administration & Business Management)

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
General and Operations Managers	37,766	37,492	(274)	(1%)	2,862	\$35.60	\$54.96	\$88.15
Administrative Services and Facilities Managers	6,494	6,549	55	1%	508	\$37.20	\$52.05	\$66.87
Industrial Production Managers	3,850	3,526	(325)	(8%)	230	\$38.95	\$51.19	\$69.67
Construction Managers	7,026	7,525	498	7%	552	\$22.87	\$39.52	\$68.24
Social and Community Service Managers	4,483	5,174	691	15%	495	\$29.77	\$40.49	\$49.46
Cost Estimators	3,196	3,098	(97)	(3%)	268	\$25.25	\$34.22	\$51.03
Total	62,816	63,364	549	1%	4,914	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0501.00	Business and Commerce, General	Cerritos	39	41	5	28
		Compton	1	0	0	0
		Glendale	48	40	46	45
		LA City	113	157	116	129
		LA Harbor	8	13	10	10
		LA Mission	29	9	0	13
		LA Pierce	0	5	17	7
		LA Southwest	20	30	29	26
		Long Beach	93	130	237	153
		Mt San Antonio	161	209	117	162
		Santa Monica	0	1	5	2
West LA	8	5	44	19		
Supply Subtotal			520	640	626	595

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0505.00	Business Administration	Cerritos	181	206	250	212
		Citrus	434	349	398	394
		Compton	44	49	28	40
		East LA	159	227	247	211
		El Camino	310	295	306	304
		Glendale	246	216	241	234
		LA City	85	84	91	87
		LA Harbor	90	83	83	85
		LA Mission	60	51	88	66
		LA Pierce	181	211	208	200
		LA Southwest	22	35	56	38
		LA Trade	0	0	7	2
		LA Valley	99	131	147	126
		Long Beach	273	375	293	314
		Mt San Antonio	135	248	269	217
		Pasadena	847	909	1191	982
		Rio Hondo	216	241	276	244
		Santa Monica	335	297	334	322
		West LA	135	120	156	137
Supply Subtotal			3,852	4,127	4,669	4,216
0506.00	Business Management	Cerritos	405	456	516	459
		Citrus	1	2	0	1
		Compton	2	3	0	2
		East LA	26	29	18	24
		El Camino	23	23	33	26
		Glendale	10	9	13	11
		LA City	15	18	39	24
		LA Mission	4	3	1	3
		LA Pierce	0	3	2	2
		LA Valley	30	33	36	33
		Long Beach	22	21	29	24
		Mt San Antonio	161	202	145	169
		Santa Monica	18	23	0	14
Supply Subtotal			717	825	832	791
Total			5,089	5,592	6,127	5,603

Computer Information Systems & Computer Systems Applications

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Information Security Analysts	1,132	1,285	153	14%	109	\$44.01	\$55.38	\$67.66
Computer Network Support Specialists	2,115	2,155	40	2%	157	\$26.81	\$32.33	\$40.06
Computer User Support Specialists	8,683	8,861	178	2%	647	\$21.86	\$27.95	\$36.36
Computer Network Architects	1,888	1,875	(13)	(1%)	112	\$41.74	\$57.92	\$72.33
Network and Computer Systems Administrators	4,196	4,186	(10)	(0%)	257	\$35.39	\$45.73	\$56.91
Computer Systems Analysts	7,044	7,195	151	2%	494	\$39.75	\$52.15	\$65.25
Computer Occupations, All Other	8,341	8,325	(17)	(0%)	585	\$28.05	\$39.89	\$55.34
Total	33,399	33,882	482	0%	2,361	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0702.00	Computer Information Systems	Citrus	7	5	8	7
		Compton	0	1	0	0
		East LA	16	19	15	17
		El Camino	18	14	21	18
		Glendale	0	0	5	2
		LA City	4	1	1	2
		LA Mission	9	5	1	5
		LA Trade	14	8	20	14
		Mt San Antonio	0	0	79	26
		Pasadena	1	0	0	0
		Rio Hondo	19	21	10	17
West LA	6	8	10	8		
Total			94	82	170	115

Cosmetology

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
First-Line Supervisors of Personal Service Workers	3,192	3,253	62	2%	317	\$16.55	\$23.13	\$30.76
Barbers, Hairdressers, Hairstylists and Cosmetologists	9,495	9,271	(224)	(2%)	1,075	\$12.41	\$14.80	\$22.04
Makeup Artists, Theatrical and Performance	333	326	(7)	(2%)	35	\$41.98	\$57.46	\$68.01
Manicurists and Pedicurists	3,306	3,439	132	4%	402	\$11.64	\$13.53	\$15.51
Skincare Specialists	1,140	1,184	44	4%	134	\$13.18	\$16.66	\$22.85
Total	17,466	17,473	(7)	(0%)	1,963	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
3007.00	Cosmetology and Barbering	Cerritos	67	122	86	92
		Citrus	177	177	143	166
		Compton	13	31	3	16
		El Camino	49	52	31	44
		LA Trade	83	98	62	81
		Pasadena	3	39	31	24
		Santa Monica	26	17	54	32
Total			418	536	410	455

Engineering Technology; Engineering Technician

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Civil Engineering Technologists and Technicians	1,037	1,044	7	1%	91	\$27.57	\$34.26	\$42.86
Electrical and Electronic Engineering Technologists and Technicians	2,366	2,236	(130)	(6%)	196	\$23.97	\$30.50	\$39.08
Industrial Engineering Technologists and Technicians	725	691	(34)	(5%)	61	\$23.00	\$31.24	\$42.31
Mechanical Engineering Technologists and Technicians	632	602	(30)	(5%)	53	\$27.12	\$35.62	\$43.17
Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	1,713	1,672	(41)	(2%)	146	\$23.35	\$29.53	\$38.71
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	5,713	5,119	(594)	(10%)	532	\$14.28	\$16.89	\$20.87
Total	12,187	11,364	(822)	(7%)	1,079	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0924.00	Engineering Technology, General (requires Trigonometry)	Cerritos	23	26	15	21
		East LA	0	0	1	0
		Glendale	17	14	7	13
		Mt San Antonio	0	0	2	1
		Pasadena	173	176	216	188
Total			213	216	241	223

Machine Tool Technology; Machinist; Numerical Control Programmer; CNC Machine Operator

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Machinists	7,638	7,397	(242)	(3%)	709	\$16.38	\$21.17	\$27.80
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1,604	1,500	(104)	(6%)	143	\$14.48	\$16.72	\$21.14
Total	9,242	8,897	(345)	(4%)	851	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0956.30	Machining and Machine Tools	Cerritos	38	30	37	35
		Compton	1	19	12	11
		El Camino	32	47	22	34
		Glendale	0	7	7	5
		LA Pierce	10	12	8	10
		LA Trade	17	14	4	12
		LA Valley	3	6	3	4
Total			101	135	93	110

Welding

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Welders, Cutters, Solderers, and Brazers	5,300	5,082	(218)	(4%)	495	\$15.72	\$19.87	\$25.94
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	528	461	(68)	(13%)	47	\$15.44	\$18.79	\$22.82
Total	5,828	5,542	(286)	(5%)	542	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0956.50	Welding Technology	Cerritos	85	131	118	111
		Compton	5	1	2	3
		El Camino	25	33	30	29
		Glendale	0	2	4	2
		LA Trade	27	16	26	23
		Long Beach	0	11	8	6
		Mt San Antonio	15	28	23	22
		Pasadena	2	11	4	6
		Rio Hondo	18	2	10	10
Total			177	235	225	212

Fine Arts, Communications, and Humanities

Music

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Audio and Video Technicians	1,889	1,894	5	0%	198	\$20.58	\$30.62	\$43.82
Sound Engineering Technicians	751	747	(4)	(0%)	79	\$17.02	\$29.99	\$50.85
Total	2,640	2,641	1	0%	277			

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1005.00	Commercial Music	Cerritos	9	3	5	6
		Citrus	58	58	51	56
		Glendale	3	0	0	1
		LA City	183	313	129	208
		LA Harbor	2	6	4	4
		LA Valley	21	7	10	13
		Long Beach	4	0	0	1
Total			280	387	199	289

Health and Public Services

Administration of Justice

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
First-Line Supervisors of Police and Detectives	1,018	1,102	84	8%	79	\$69.01	\$80.69	\$94.20
First-Line Supervisors of Correctional Officers	149	170	21	14%	15	\$42.98	\$48.78	\$56.24
Bailiffs	70	78	8	12%	8	\$45.87	\$50.16	\$85.32
Detectives and Criminal Investigators	1,870	1,959	89	5%	136	\$50.83	\$63.31	\$74.64
Police and Sheriffs Patrol Officers	14,856	15,620	764	5%	1,170	\$44.15	\$55.79	\$63.59
Private Detectives and Investigators	455	473	17	4%	42	\$19.43	\$33.79	\$49.72
Gambling Surveillance Officers and Gambling Investigators	63	59	(4)	(6%)	8	\$13.30	\$16.85	\$21.43
Total	18,481	19,461	979	0%	1,458			

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
2105.00	Administration of Justice	Cerritos	103	115	111	110
		Citrus	176	199	224	200
		Compton	37	22	16	25
		East LA	869	964	786	873
		El Camino	120	116	117	118
		Glendale	43	38	33	38
		LA City	38	38	39	38
		LA Harbor	37	60	39	45
		LA Mission	49	44	51	48
		LA Pierce	63	117	117	99

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
		LA Southwest	39	36	39	38
		LA Trade	17	13	21	17
		LA Valley	40	37	54	44
		Long Beach	117	129	152	133
		Mt San Antonio	72	96	87	85
		Pasadena	93	120	145	119
		Rio Hondo	100	127	156	128
		Santa Monica	0	14	22	12
		West LA	123	68	108	100
		Total	2,136	2,353	2,317	2,269

Nursing and CNA

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Registered Nurses	46,864	50,560	3,695	8%	3,074	\$44.70	\$54.52	\$64.86
Nursing Assistants	18,086	20,297	2,212	12%	2,399	\$15.42	\$17.72	\$20.21
Total	64,950	70,857	5,907	9%	5,473			

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1230.10	Registered Nursing	Cerritos	67	80	71	73
		Citrus	28	30	38	32
		Compton	52	55	66	58
		East LA	68	68	57	64
		El Camino	77	86	64	76
		Glendale	79	84	171	111
		LA City	60	81	63	68
		LA Harbor	48	67	48	54
		LA Pierce	63	58	62	61
		LA Southwest	35	44	43	41
		LA Trade	68	71	68	69
		LA Valley	69	68	73	70
		Long Beach	98	5	17	40
		Mt San Antonio	116	105	53	91
		Pasadena	197	174	169	180
		Rio Hondo	73	80	77	77
Santa Monica	46	55	28	43		
Supply Subtotal			1,244	1,211	1,168	1,208
1230.30	Certified Nurse Assistant	LA Mission	5	5	3	4
		Mt San Antonio	9	0	88	32
Supply Subtotal			14	5	91	37
Total			1,258	1,216	1,259	1,244

Emergency Medical Technology

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Emergency Medical Technicians and Paramedics	2,504	2,544	40	2%	172	\$17.47	\$22.35	\$29.68

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
1250.00	Emergency Medical Services	Citrus	59	55	0	38
		East LA	58	14	3	25
		Long Beach	1	0	2	1
		Mt San Antonio	74	0	35	36
Total			192	69	40	100

Fitness

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Athletic Trainers	263	299	36	14%	21	\$22.34	\$28.00	\$34.00
Exercise Trainers and Group Fitness Instructors	4,925	4,878	(46)	(1%)	799	\$15.30	\$24.19	\$31.96
Total	5,187	5,177	(10)	(0%)	820	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018-19	2019-20	3-Year Award Average
0835.20	Fitness Trainer	Cerritos	0	0	3	1
		East LA	0	0	1	0
		Glendale	5	3	2	3
		LA Harbor	0	0	1	0
		Pasadena	0	2	3	2
		Rio Hondo	4	6	1	4
Total			9	11	11	10

Science, Technology, Engineering, Mathematics Biotechnology/Bio manufacturing

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Bioengineers and Biomedical Engineers	179	177	(2)	(1%)	11	\$30.91	\$40.88	\$52.76
Biological Technicians	786	799	13	2%	87	\$17.65	\$22.39	\$28.42
Life, Physical, and Social Science Technicians, All Other	1,324	1,329	5	0%	153	\$19.79	\$26.76	\$34.86
Clinical Laboratory Technologists and Technicians	4,017	4,277	260	6%	288	\$20.85	\$28.24	\$41.78
Medical Equipment Repairers	915	914	(1)	(0%)	92	\$21.46	\$29.05	\$38.39
Inspectors, Testers, Sorters, Samplers, and Weighers	11,384	9,717	(1,666)	(15%)	1,151	\$15.31	\$19.47	\$26.82
Total	18,604	17,213	(1,391)	(7%)	1,782	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
0430.00	Biotechnology and Biomedical Technology	Citrus	16	19	8	14
		East LA	0	0	5	2
		LA Mission	14	21	37	24
		LA Trade	5	2	7	5
		Pasadena	19	18	24	20
Total			54	60	81	65

Social Sciences

Child Development

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Preschool Teachers, Except Special Education	7,275	7,359	84	1%	685	\$14.04	\$15.74	\$22.60
Childcare Workers	28,887	27,636	(1,251)	(4%)	4,057	\$13.10	\$13.88	\$18.30
Total	36,162	34,995	(1,167)	(3%)	4,741	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
1305.00	Child Development/ Early Care and Education	Cerritos	108	140	132	127
		Citrus	174	313	161	216
		Compton	50	64	21	45
		East LA	200	335	690	408
		El Camino	166	161	187	171
		Glendale	19	32	34	28
		LA City	201	163	190	185
		LA Harbor	39	35	26	33
		LA Mission	210	259	227	232
		LA Pierce	104	92	107	101
		LA Southwest	65	50	51	55
		LA Trade	190	164	132	162
		LA Valley	71	98	148	106
		Long Beach	148	183	169	167
		Mt San Antonio	82	111	106	100
		Pasadena	83	105	114	101
		Rio Hondo	1,071	245	285	534
Santa Monica	179	174	554	302		
West LA	30	51	60	47		
Total			3,190	2,775	3,394	3,120

Special Education

Demand:

Occupation	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Special Education Teachers, Preschool	47	68	21	45%	8	\$19.19	\$25.05	\$41.93
Teaching Assistants, Except Postsecondary	21,642	21,655	13	0%	2,106	\$15.19	\$17.79	\$21.05
Total	21,689	21,723	34	0%	2,114	-	-	-

Supply:

TOP Code	Program	College	2017-18	2018 -19	2019-20	3-Year Award Average
0809.00	Special Education	Long Beach	1	2	1	1
Supply Subtotal			1	2	1	1
1305.20	Children with Special Needs	Cerritos	2	0	1	1
		Citrus	0	1	1	1
		East LA	65	109	51	75
		LA City	8	12	6	9
		LA Valley	45	51	55	50
		Long Beach	2	6	2	3
		Mt San Antonio	0	0	2	1
		Pasadena	2	0	0	1
		Rio Hondo	0	0	15	5
		Santa Monica	7	11	8	9
Supply Subtotal			131	190	141	154
Total			132	192	142	155

Occupation Projections for the Compton College Service Area

Below is the link to the Institutional Effectiveness webpage, where the Trustee Area Report Cards are located:

[Regional Reports \(compton.edu\)](https://www.compton.edu/institutional-effectiveness)

Each of the Trustee Area Report Cards includes the Occupation Projections for the Compton College Service Area.



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

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

RE: Mitigating Enrollment Fraud – Instructional Practices & Reporting Obligations

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

Background

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

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

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

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

Enrollment Fraud Mitigation

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

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

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

Student-Centered Approach

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

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

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

cc: Daisy Gonzales, Acting Chancellor
Aisha Lowe, Vice Chancellor
Valerie Lundy-Wagner, Vice Chancellor
Rebecca Ruan-O'Shaughnessy, Vice Chancellor
CCCCO Staff



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 President/CEO

October 25, 2021

Dr. Minodora Moldoveanu
 President, Compton College Academic Senate
 Assistant Professor, Communication Studies
 1111 East Artesia Boulevard
 Compton, California 90221

Dear Dr. Moldoveanu;

I have reviewed the recommendations from the Faculty Prioritization Committee and the following full-time faculty positions have been approved for the 2022-2023 year:

- Anatomy/Biology
- Art
- History/Ethnic Studies
- Sociology
- Spanish
- Theater

I have also approved the Faculty Prioritization Committee recommendation to hire a full-time Sign Language faculty position for spring 2022. Please note, we will also continue the current recruitment for the Adult Education Guided Pathways Counselor position, which is a mid-year hire for the 2021-2022 year.

If you have questions or need additional information, please contact me at kcurry@compton.edu or at (310) 900-1600 ext. 2000.

Sincerely,

Keith Curry
 President/CEO

- c. Sheri Berger, Vice President, Academic Affairs
- Rachelle Sasser, Vice President, Human Resources
- Faculty Prioritization Committee members

Proposed Regulatory Action: Distance Education (15-day)

This document contains strikethrough and underline text and may also include double strikethrough and double underline text, which may require adjustments to screen reader settings.

SECTIONS 55200, 55204, 55206, 55208 OF ARTICLE 1 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55200. DEFINITION AND APPLICATION.

(a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. Technologies that may be used to offer distance education 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 conference; or

(4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of “distance education” does not include correspondence courses. All distance education is subject to the general requirements of this chapter, as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the 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. § 794d).

(c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; **Title II 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;** title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134. and title ~~42~~ 34 Code of Federal Regulations section 600.2.

§ 55204. INSTRUCTOR CONTACT.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact and substantive interaction between the instructor(s) and students, (and among students **as if described in the course outline of record or distance education addendum where applicable**), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. ~~Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.~~

(b) “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

(1) Providing direct instruction;

(2) Assessing or providing feedback on a student’s coursework;

(3) Providing information or responding to questions about the content of a course or competency;

(4) Facilitating a group discussion regarding the content of a course or competency; or

(5) Other instructional activities approved by the institution’s or program’s accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student’s completion of a course or competency:

(1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(2) Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

(1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and

(2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

~~(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; title 42 34 Code of Federal Regulations sections 600.2 and 668.3.

§ 55206. SEPARATE COURSE APPROVAL.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, **the course outline of record or** an addendum to the official course outline of record shall ~~be required. In addition to addressing~~ how course outcomes will be achieved in a distance education mode, ~~the addendum shall at a minimum specify and~~ how the portion of instruction delivered via distance education meets:

~~(a) Regular and effective contact~~ **the requirement for regular and substantive interaction between instructors and students (and among students where applicable)** as referenced in title 5, specified in section 55204.(a); and

~~(b) 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)~~

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be ~~separately~~ approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; **Title II 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; title 42 34 Code of Federal Regulations sections 600.2.**

§ 55208. FACULTY SELECTION AND WORKLOAD.

(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors ~~technology~~ shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this article, local district policies, and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code-; title 42 34 Code of Federal Regulations sections 600.2.

SECTION 55005 OF ARTICLE 1 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55005. PUBLICATION OF COURSE STANDARDS.

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

(a) ~~The designation of~~ Whether the course is designated as a degree-applicable credit course, a nondegree-applicable credit course, a noncredit course, or a community services offering.

(b) Whether the course is transferable to baccalaureate institutions.

(c) Whether the course fulfills a major/area of emphasis or general education requirement.

(d) Whether the course is offered on the “pass-no pass” basis.

(e) Whether the course is offered in a distance education format, and if so, includes the following information:

(1) All online and in-person synchronous meeting days/dates and times

(2) Any required asynchronous in-person activities

(3) Any required technology platforms, devices and applications

(4) Any test or assessment proctoring requirements.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66700 and 70901, Education Code.



**15-DAY NOTICE OF MODIFICATIONS TO TEXT OF PROPOSED
AMENDMENTS TO CALIFORNIA CODE OF REGULATIONS, TITLE 5
REGARDING
DISTANCE EDUCATION**

15-Day Notice published October 22, 2021

The Board of Governors of the California Community Colleges hereby provides notice of changes to the above-referenced proposed regulatory action that was the subject of a public hearing on July 12, 2021. Section 206, subdivision (c), of the Procedures and Standing Orders of the Board of Governors requires the Board to re-notice a proposed regulatory action where the proposed regulations have been previously considered, are being modified, and the modifications are "sufficiently related" to the text of the previously-proposed regulations.

CHANGES TO THE TEXT

Following the 45-day comment period that ended on August 6, 2021, and following the July 12, 2021 Board meeting, changes were made to this regulatory action in proposed section(s) 55200, 55204, 55206, 55208. The California Community College Chancellor's Office will present the regulatory action to the Board of Governors at its November 15, 2021 meeting. The changes are submitted for an additional 15-day comment period effective today, October 22, 2021. Comments must be received prior to 4:00 p.m. on November 6, 2021.

The Chancellor's Office proposes additional changes to the proposed regulatory action. The changes from the original noticed regulations are denoted by double bold underline for additions to the text and/or double bold strikeout for deletions from the text as indicated in the attached 15-day Distance Education Regulatory Text.

WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the changes to the proposed regulatory action subject to this 15-day notice. Comments must be limited to

title 5, California Code of Regulations, section(s) 55200, 55204, 55206, 55208. We will accept comments concerning the changes outlined above in this 15-day notice until November 6, 2021. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 636
Sacramento, CA 95811-6549
Email: regcomments@cccco.edu

Comments must be received by the Regulation Coordinator prior to 4:00 p.m. on November 6, 2021. All written comments received by Chancellor's Office staff during the public comment period are subject to disclosure under the Public Records Act.

CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

Following the public hearing and considering all timely and relevant comments received, the Board of Governors may adopt the proposed regulations substantially as described in this notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption, and will be provided to those persons who have requested or are required to receive notification of regulatory actions, or who have provided written or oral comments relevant to the proposed regulatory action.

INFORMATIVE DIGEST

The Chancellor's Office is proposing changes to title 5, California Code of Regulations, sections 55200, 55204, 55206, 55208 and 55005, relating to distance education to achieve two goals:

1. To align federal and state distance education regulations;
2. To disclose additional online course requirements to students; and
3. To define accessibility in distance education course design.

The Board of Governors had their first reading in July 2021. Subsequently, during the 45-day public review period, the Chancellor's Office received public comments related to the application of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973 in the relevant sections. The Chancellor's Office proposes

revisions to the regulatory action to define “accessibility” in distance education. Additional minor revisions are also proposed.

Summary of Changes

This regulatory action is the first step in aligning with Federal baseline requirements for distance education. As distance education evolves, the Chancellor’s Office will continue to solicit feedback and advice, through its participatory engagement process, from advisory committees to develop future regulatory changes and guidance to colleges.

Section 55200 - Provides list of technologies used to deliver instruction to students. These technologies are in line with what the Chancellor’s Office already collects through the Management Information System Data Element XF01 Method of Instruction. Adds definition of “accessible”.

Section 55204 - Replaces “effective contact” with “substantive interaction” and adds additional detail. This section incorporates the expanded federal definitions for “substantive interaction” and “regular interaction,” and clarifies that regular effective contact and substantive interaction is required in distance education courses as described in the course outline of record

Section 55206 - Changes references to “effective contact” to “substantive interaction”. This is a single reference to align with the language in the other sections.

Section 55208 - Adds the accrediting agency’s qualifications for instruction as criteria for instructors. The primary accrediting agency for the California Community Colleges is the Accrediting Commission for Community and Junior Colleges.

Section 55005 - Adds various online course disclosures to students prior to enrollment in a course including in-person synchronous meeting dates and times, asynchronous in-person activities, labs or field trips, and technology or application requirements.

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

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

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

Cost or savings to state agencies: *None*

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

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

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

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

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to:

Rebecca O'Shaughnessy, Vice Chancellor
California Community Colleges
Chancellor's Office
regcomments@cccco.edu

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulatory action subject to this 15-day notice is set forth above. All of the information upon which the proposal is based, may be obtained online at:

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

Those who receive the Board of Governors Agenda package for the November 15, 2021, meeting can find a further description of the proposal and the full text of the regulations. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.