



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: December 1st, 2022

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

Location: Zoom Conference

<https://compton-edu.zoom.us/j/93197856136>

Vision:

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

Mission Statement:

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

Senators

___ Barragan-Echeverria, Theresa
 ___ Ellis, 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
 ___ Ornelas, Miguel
 ___ Phillips, Jasmine
 ___ Schwitkis, Kent
 ___ Skorka, Evan
 ___ Tavaréz, Juan
 ___ Thomas, Shirley
 ___ Van Overbeck, Michael
 ___ Villalobos, Jose

___ West, Pamela

___ Woodward, Valerie

Ex-Officio Voting Members

___ Conn, Brad-DEFC
 ___ Moore, Sean-Curric. Chair
 ___ Morales, Janette-Un. Pres.
 ___ Valdry, Andree-FDC Chair

Guests

___ Berger, Sheri-VP Acc. Aff.
 ___ 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 November 3rd, 2022**
- 4. Reports (15 min)**
 - 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. Distance Education Faculty Coordinator Report
 - h. Faculty Development Report
 - i. Enrollment Committee Report
 - j. OER Committee Report
 - k. LGBTQ+ Committee Report
 - l. FYE Committee Report
- 5. Consent Items (2 min)**
 - a. 2-Year CTE Course Review—Student Learning Outcomes Update: CIS 113 - Computer Information Systems; and CIS 124 - Introduction to eCommerce.
 - b. 2-Year CTE Course Review—Change Grading Method: CIS 61 - Introduction to Application Development Environment: Swift;; CIS 64 - Programming Fundamentals II: Apple Swift II; and
 - c. 2-Year CTE Course Review—Change Grading Method—Conditions of Enrollment: CIS 62 - Programming Fundamentals; CIS 63 – Programming Fundamentals I: Apple Swift; and CIS 65 - Advanced Application Development Swift.
 - d. 6-Year Course Review- No proposed Changes: GEOL 101 - Physical Geology.
 - e. Student Learning Outcomes Update: COMS 140 - Small Group Communication; COMS 250 - Oral Interpretation of Literature; and COMS 260 - Introduction to Intercultural Communication.
 - f. New Courses: FILM 116 - Social Media and Social Justice; HIST 190 - LGBTQ+ History in the United States; PE 189 - Off-Season Training for Intercollegiate Esports; and SOCI 201 - Introduction to LGBTQ+ Studies.
- 6. Unfinished Business (5 min)**
 - a. Second Read/Vote: Academic Senate Resolution to Resolve the Artesia Boulevard Overpass
 - b. Second Read/Vote: Academic Senate Resolution to Implement a Study Abroad Program at Compton College
 - c. Second Read/Vote: Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
- 7. New Business (20 min)**
 - a. First/Second/Vote: Registration Campaign Resolution
 - b. First Read: AR 4226 – Multiple and Overlapping Enrollments
 - c. First Read: AR 4230 – Grading and Academic Record Symbols
 - d. First Read: BP/AR 5900 – Study Load Limitations

8. Discussion Items (40 min)

- a. First Senate Meeting Spring 2023
- b. OER Committee - Low Cost Textbook Definition at Compton College - \$30 – [Student Senate Urges \\$30 Definition](#)
- c. Ensure Faculty Have the Correct SLOs Listed in their Syllabi and Increase Completion of SLOs
- d. Increase Visibility of Art on Campus
- e. Campus Aesthetics Committee
- f. Establish a Succession Process for Senate Sub-Committee Chairs
- g. Academic Freedom – Review Policy and Issue a Senate Statement
- h. TMC – Social Justice – Additional Degrees
- i. How to Increase Participation of Constituent Groups in Collaborative Decision Making
- j. Strategies to Increase Percentage of Students Who Complete Their Educational Plan

9. Informational Items

- a. Dr. Curry's Response to Senate Recommendations from the November 17th Senate Meeting
- b. Persistence and Retention Surveys – Fall 2021 & Spring 2022
- c. Compton College Marketing Strategies – Heather Parnock's Department

10. Future Agenda Items

- a. Review Collaborative Governance Document

11. Public Comment**12. Adjournment**

Next Scheduled Meeting: Feb 16th, or March 1st 2023, at 2:00 pm
Zoom Link: TBA

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

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
September 1	Zoom	March 2	Zoom
September 15	Zoom	March 16	Zoom
October 6	Zoom	April 6	Zoom
October 20	Zoom	April 20	Zoom
November 3	Zoom	May 4	Zoom
November 17	Zoom	May 18	Zoom
December 1	Zoom	June 1	Zoom

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

CCC Academic Senate Roster 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)

Members:

Fine Arts, Communication and Humanities (5)

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

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Desiree Corona-Ramirez (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (21-24)
 Pamela West (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

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

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Miguel Ornelas (22-25)
 Evan Skorka (20-23)

Health and Public Services (3)

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

Adjunct Faculty (2)

Lesley Asistio (22-25)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Janette Morales – Union President (22-24)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Brad Conn – Distance Education Faculty Coordinator (22-24)



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: November 17th, 2022

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

Location: Zoom Conference

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DeLilly, Carol-Dean of Nurs.

Agenda

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1. Call to Order at 2:06pm

2. Approval of Agenda

- Carlos M. motioned to approve agenda. Pamela W. seconded. Approved

3. Review and Approval of Minutes from November 3rd, 2022

- Don M. motioned to approve minutes. Kent S. seconded. Approved

4. Reports (15 min)

- a. President's Report – Minodora Moldoveanu
 - i. Attended Taste of Thanksgiving. Low participation from faculty (around 5 faculty attended). Hopefully more people will be able to attend next year
 - ii. Getting ready for end of semester. Next senate meeting is in the first week of December
 - iii. Next BOT meeting this Monday. BOT meetings are now in person; plan accordingly if you plan to attend
- b. ASG Report – Paul Medina
 - i. ASG active on activities on campus and committee participation. Attended Umoja conference a few weeks ago. ASG is adding two additional members on their board and will be having more events
 - ii. Thank you to all staff and faculty for everything you do and helping students achieve their goals
- c. Vice President's Report – Carlos Maruri
 - i. November 30th is last day for CSU/UC applications. Workshops are still ongoing until that day. Workshops days and times are available on the online calendar of events
 - ii. Tomorrow, community thanksgiving celebration by City of Compton. Volunteers needed starting at 9am
- d. Accreditation Faculty Coordinator Report – Sheri Berger
 - i. Had accreditation happy hour event last week. Students, faculty, staff, and administrators attended. Had cupcakes and a scavenger hunt; it was a great way to engage with each other. There has been positive feedback from survey
 - ii. Goal is to finish ISER draft by end of fall semester to start doing the public commentary. Will need people to read and provide feedback.
- e. Academic Affairs Report – Sheri Berger
 - i. MtSAC offered summer credit recovery to CUSD students. MtSAC earned 432 FTES during the summer. We have obtained COR for non-credit high school education program. Division Chairs in process of creating these types of courses. Most likely we will be able to offer this program in summer 2024. Will be coming through curriculum process. Faculty in STEM, SSCI, FACH are working right now and launching outlines already
 - ii. In this year's budget, all CCC were allocated at least \$280,000 per year for 5 years for MESA program. Every college can now have a MESA program; it's no longer competitive and some of the previous requirements were removed. We have certified our participation and will hear back by Jan 1st. We are in process of starting paperwork to get a program manager for future MESA program
 1. Janette M.: Why were other CCC outreaching in our campus?

- a. Lynell W.: We received notice from facilities reservation office that Lifeline Education Charter School reserved campus to host a College and Career Day. This may be how other colleges and representatives were able to be on campus to provide that service to their students on our campus. They rented out the facility to have that type of career day
- b. Bria R.: Compton College was also outside representing the college and various programs/departments. We utilized computer labs to expedite application process
- f. Curriculum Report – No report
- g. Faculty Development Report – No report
- h. Enrollment Committee Report – No report
- i. OER Committee Report – No report
- j. LGBTQ+ Committee Report – No report
- k. FYE Committee Report – Jasmine Phillips
 - i. Last meeting is on 12/9/22 at 9am. Trying to write up the recommendation to forward to administration.

5. Consent Items (2 min)

- **Kent S. motioned to approve Consent Agenda Items. Shirley T. seconded. Approved**
 - a. AB 361 for November-December
 - b. 2-Year CTE Course Review - Distance Education-EFOMA: ACRP 103 - Major Collision Analysis and Repair; ACRP 104 - Mechanical and Electrical Systems for Collision Repair Technicians; and ACRP 132 - Automotive Refinishing Materials and Equipment.
 - c. 2-Year CTE Course Review - No Proposed Changes: AJ 100 - Introduction to Administration of Justice; AJ 103 - Concepts of Criminal Law I; AJ 106 - Criminal Justice Career Preparation; AJ 107 - Crime and Control - An Introduction to Corrections; AJ 109 - Introduction to Police Patrol Procedures; AJ 111 - Criminal Investigation; AJ 115 - Community and Human Relations; AJ 121 - Introduction to Emergency Management; AJ 126 - Juvenile Delinquency and Legal Procedures; AJ 130 - Criminal Procedures; AJ 131 - Legal Aspects of Evidence; AJ 132 - Forensic Crime Scene Investigation; AJ 133 - Fingerprint Classification and Investigation; AJ 134 - Introduction to Crime Analysis; AJ 135 - Report Writing; AJ 142 - Introduction to Digital Evidence; AJ 149 - Penal Code 832 - Arrest and Firearms; AJ 150 - Introduction to Homeland Security; AJ 152 - Intelligence and Security Management; and AJ 154 - Transportation and Border Security Management; AJ 156 - Introduction to Terrorism and Counterterrorism; and AJ 170 - Constitutional Law for Criminal Justice.
 - d. 2-Year CTE Course Review - SLO Update: ATEC 101 - Introduction to Automotive Service.

6. Unfinished Business (5 min)

- a. Second Read: AR 4245
 - Roza E: Does this mean that if we are ranked as Associate Professor at another college, we don't have to restart here and can be automatically ranked as an Associate Professor here? Does this affect tenure process? Is this specific to Compton College or common in other colleges?
 - Carlos M.: This is something that we created. BP was created 3-4 terms ago, AR was created this semester. This would not affect tenure process. Faculty would need to provide documentation to maintain ranking. Faculty would be able to start at whatever rank they had at their previous college
 - Jasmine: change to "shall" maintain their rank in last sentence
 - **Carlos M. motioned to approve AR 4245 as edited. Don M. seconded. Approved**

7. New Business (20 min)

- a. Academic Senate Resolution to Resolve the Artesia Boulevard Overpass
 - **Carlos M. motioned to close item 7a. Kent S. seconded**

- b. Academic Senate Resolution to Implement a Study Abroad Program at Compton College
 - **Carlos M. motioned to open discussion item 7b. Jasmine P. seconded**
 - Approval of this would give us the go ahead to create a taskforce and create a proposal on what this would look like. There are a lot of options on how to implement, from creating our own or partnering with other organizations
 - **Carlos M. motioned to close discussion on item 7b. Michael VanOverbeck seconded**

- c. Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students
 - **Kent S. motioned to open discussion on item 7c. Charles H. seconded**
 - Sheri B: Library is open until 6pm M-Th, 8am-4pm on Fridays, and 8am-2pm on Saturdays
 - **Jasmine P. motioned to close discussion on item 7c. Carlos M. seconded**

- d. Course Outline of Record (COR) – Diversity, Equity, and Inclusion Rubric
 - COR Review Taskforce was created a few years ago. Worked on this for a while and was under impression that CORs were going to be up for review 2025-2026 due to all the DE addendums created during Pandemic. Was corrected, and actually CORs are up for review at different times and some are being reviewed this semester. COR taskforce was reconvened and a rubric was created to include DEI in COR review process. To pass, a course would have to pass 5 out of the 8 categories. These would be categories in the COR review process. *Rubric was reviewed during meeting*
 - Vanessa M.: this language could be put into the COR? -- Yes
 - Roza E.: When is this going to be implemented?
 - Minodora M.: As soon as it is approved by Senate, it will forward to Curriculum Committee for approval
 - Roza E.: What is the purpose for adding more things to the COR?
 - Minodora M.: The COR is the roadmap for the entire course. Purpose to include DEI in COR is to further motivate all faculty teaching a course to have DEI mindedness as they create/teach the course. Our goal is to make courses more inclusive and relevant to the diverse student population that we serve. DEI is a new statewide movement/initiative, and it is not necessary highlighted in the COR. Hoping that all faculty will be more inclusive and mindful when teaching
 - Sheri B.: Is this a rubric that curriculum committee will use to review the courses? For example, “variety teaching methods and material” has a checklist. Would you just be adding a question where faculty would explain how they meet the areas? What is being added specifically? Is this just a rubric to evaluate questions that already exist or are these new questions to add? Would this require edits to the COR templates? Has Curriculum Committee been attending meetings to help with these discussions?
 - Jasmine P.: Maybe we can provide the rubric to Curriculum Committee so they know what we would like to see in COR templates and they can provide us with questions or recommendations on how it will fit in the COR templates.
 - Kent S.: Not sure how implementation will look like in specific topics/subjects like Math

- Minodora M.: There is Professional Development that providing faculty support on adding DEI in all areas, including STEM
- **Carlos M. motioned to close discussion item 7d. Kent S. seconded**

8. Discussion Items (40 min)

- a. OER Committee - Low Cost Textbook Definition at Compton College - \$30
 - **Carlos M. motioned to open discussion item 8a. Don M. seconded**
 - Minodora M.: Received feedback on how \$30 was decided as the definition for low cost textbook. The group discussed various options but \$30 was common consensus. There was no other data used on how they came up with that number
 - Sheri B: The purpose of identifying the threshold for low cost textbook definition is because we have to report this type of information on the CRN level for every course every semester. It's important that it's low cost because we have taken the information from the bookstore to submit this type of information. Has found that \$30 is a little low based on information that bookstore provided for Fall 2022. For example, in MATH 150, a lot of faculty use a workbook that is \$39, history materials = \$43.95, and \$160 textbook for other disciplines. We might have to be more thoughtful and Senate can make that recommendation. Administration will abide by Senate recommendation on reporting structure.
 - Vanessa M.: some of our high schools already have preselected a textbook, are we trying to transition those schools to OER or continue to use what they want to purchase for their students.
 - Minodora M.: In future we might have to transition to OER, currently there is no cost associated to the college. In the past high schools chose books because they wanted to use the same textbooks for a few years instead of having to purchase every year. This is something that will have to be discussed with the AB288 agreements
 - **Carlos M. motioned to close discussion item 8a. Shirley T seconded**
- b. AB 928 Impact on Human Development
 - **Carlos M. motioned to open discussion item 8b. Jasmine P. seconded**
 - AB 928: Forced CSU/UC to create a common GE pattern (now CalGETC). Originally, we thought it was going to affect COMS. Now we know COMS is not being affected but HDEV is being affected because CSU and UC will no longer require the Lifelong Learning area. We need to start planning how to support our 2 full-time faculty as we might see a reduced amount of sections being offered in HDEV if students are not electing to enroll in those courses. There are some resolutions being passed down like make HDEV be part of any community college BA degrees but we need to plan what to do locally at Compton College.
 - Jasmine P.: In Program Review, Roza and Jasmine have been recommending to look into creating an ADT Social Work and Human Services degree. Some schools have also been able to add a Diversity component to the HDEV COR so it can be included in the CalGETC.
 - Creating the ADT would also offer a new option to students and would only require creating 2 new courses. It would be a good field for students that do not get into RN or other similar programs
 - Vanessa M.: Can we gear some of the HDEV sections to each GPD?
 - Jasmine P.: A recommendation for FYE was to create a cohort per GPD and include HDEV as part of the cohort. Formal recommendation to Board has not been written yet.

- f. Increase Visibility of Art on Campus
- g. Establish a Succession Process for Senate Sub-Committee Chairs
- h. Academic Freedom – Review Policy and Issue a Senate Statement

9. Informational Items

- a. ASCCC – [Resolutions Approved During the Fall 2022 Plenary](#)
- b. Dr. Curry’s Response to Senate Recommendations from the November 3rd Senate Meeting
- c. Dr. Curry’s Response to Hiring Prioritization Recommendation

10. Future Agenda Items

11. Public Comment

12. Adjournment at 3:30pm

- **Jasmine P. motioned to adjourn meeting. Michael V. seconded. Approved**

Next Scheduled Meeting: December 1st, 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/93197856136>



Academic Senate Resolution to Resolve the Artesia Boulevard Overpass Closure

Whereas, all students, faculty and staff attending Compton College are commuting to and from campus; and

Whereas, most of the Compton College students have multiple and competing responsibilities in their daily lives such as working multiple jobs, caring for loved ones, and many others, in addition to furthering their education; and being able to travel to Compton College in a timely manner is of utmost importance; and

Whereas, at a time when we are struggling to increase student enrollment, having students able to physically access the campus without interference from road closures is vital; and

Whereas, Compton College has been a historically Black College and now it is a Hispanic Serving Institution as well, and these student populations were historically prevented from gaining access to equitable education; therefore

***Be it Resolved,** that it is a civil rights issue to have our College accessible to our historically disenfranchised student populations; and it is important for the City of Compton to not be part of a system that prevents access to educational institutions; and*

***Be it Further Resolved,** that the Academic Senate is strongly urging the City of Compton to repair the Artesia Boulevard overpass and end the current road closure.*

*Minodora Moldoveanu
Academic Senate President*

November 2022



Academic Senate Resolution to Implement a Study Abroad Program at Compton College

Whereas, Compton College is committed to preparing students to thrive as human beings, citizens, and employees; and

Whereas, studying abroad renders students skills and knowledge that makes them more competitive job candidates; and

Whereas, studying abroad fosters personal growth, increased intellectual development, problem solving skills, heightened cultural competency, respect and appreciation for members of other cultures, which are vital in an increasingly diverse world; and

Whereas, developing a sense of belonging with one's peers and faculty is known to positively affect student persistence and student success, and studying abroad provides a great opportunity for students to bond with their peers and their instructors; therefore

***Be it Resolved,** that the Academic Senate is recommending the implementation of a study abroad program at Compton College.*

*Minodora Moldoveanu
Academic Senate President*

November 2022



Academic Senate Resolution to Provide Adequate Student Services to All Compton College Students

Whereas, many Compton College students have familial and work obligations during the day and only have time to attend courses or come to campus in the evening hours; and

Whereas, many Compton College students who come to campus in the evening are adult students and returning students; and

Whereas, research shows a strong correlation between students' access to support services and their ability to succeed in higher education; and

Whereas, research further indicates that returning students is a student population that is likely to grow in the near future; and

Whereas, the Counseling Department at Compton College has already proposed a student services hours of operation schedule that will provide evening and weekend student services hours to students at the College, and

Whereas, Compton College is committed to and inclusive of all students regardless of age, or the time they are able to attend classes; therefore

***Be it Resolved,** that the Academic Senate is proposing that students attending evening classes have access to the same student support services and academic support services as students who attend Campus during the daytime.*

*Minodora Moldoveanu
Academic Senate President*

November 2022



Academic Senate Recommendation to Support Student Registration at Compton College

Whereas, Many Compton College Students have demonstrated the pattern of registering late for courses, and many of them simply do not register for classes again after their first term; and

Whereas, Not completing a degree or certificate leaves students unable to secure quality employment, earn good wages, avoid unemployment, and have work related benefits; and

Whereas, The student pattern of postponing registration makes it difficult for the College to plan classes well, which at times leads to some classes being cut before many students have registered; and

Whereas, Being reminded and encouraged to complete registration more timely motivates students to not procrastinate in this regard; therefore

***Be it resolved,** That the Academic Senate is recommending that the College participate in a registration campaign every semester to drive early registration, by creating fliers that faculty can place in their Canvas shells and email to students, place the fliers in key locations on campus, design shirts that faculty and staff can wear to encourage students to “register now” while providing the QR code on the back of the shirts to facilitate students’ registration.*

*Minodora Moldoveanu
Academic Senate President*

December 2022



AR 4226 Multiple and Overlapping Enrollments

Issued:

References:

Title 5 Section 55007

Multiple Enrollments

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

Overlapping Enrollments

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
 - o Students will submit the Time Conflict Petition to the office of Admissions and Records
- The Faculty member and the Division Dean approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course
 - o Instructor will verify at the end of the term that the student has made up the required time.
- The College maintains documentation describing the justification for the overlapping schedule and how the student made-up the missed contact hours

For classes that overlap by more than 15 minutes, the time conflict petition will be automatically denied.

**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

AR 4230 Grading and Academic Record Symbols

**Issued: June 19, 2018
Revised: March 19, 2020
Revised: May 18, 2021**

References:

Title 5 Sections 55021, **55022**, **and** 55023, **and 55024**

The grading practices of the Compton Community College District shall be as follows:

Semester Unit of Credit

College work at Compton College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The number of credits awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.

Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for-credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Less than satisfactory	1 point for each unit
F	Failing	0 points for each unit

P	Pass, at least satisfactory (formerly CR for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
SP	Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)	See Note 1

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
EW	Excused Withdrawal	See Note 6
RD	Report Delayed	See Note 7

Notes:

1. P/NP – Pass/No Pass and SP – Satisfactory Progress (formerly CR/NC for Credit/No Credit)

A certain number of credit courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the **fourth week of a 16-week class or 25% of a class last day of instruction. The list of classes that students may have the option to take on a P/NP basis shall be published in the College Catalog.** A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Noncredit courses may also be offered P/SP/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

2. I - Incomplete

A student may receive a notation of “I” (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student’s transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an “I” grade. The written record containing the

conditions for removal of the “I” will be held for the student in the Admissions and Records Office through the last day of the next regular semester. If the student does not complete the required work by the last day of the next regular semester, the “I” will automatically be removed, and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions and Records Office.

3. IP - In Progress

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student’s permanent record for the course.

4. W - Withdrawal

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16-week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for the assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “Ws” shall be used as factors in course repetition and probation and dismissal procedures.

5. MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

6. EW – Excused Withdrawal

An Excused Withdrawal (EW) ~~occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) shall be allowed to students in extenuating circumstances at any time, upon petition of the student or their representative. "Extenuating circumstances" means cases of accidents, illnesses, or other circumstances beyond the control of the student. Colleges shall proactively engage with the student or their representative to identify available college support services that may mitigate the extenuating circumstances and prevent withdrawal. If mitigation efforts are unsuccessful, the student shall receive the excused withdrawal symbol ("EW") on their transcript. Students shall not be denied an excused withdrawal due to a college's inability to respond to the petition or to provide sufficient assistance to mitigate the student's circumstances.~~ Such ~~events circumstances~~ may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, a pandemic event (e.g. Novel Coronavirus), when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral ~~violation or if the student requested and was granted a mid-semester transfer.~~

Upon verification of these conditions by the Director of Admissions and Records or their designee and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

An Excused Withdrawal shall not be counted in the Satisfactory Academic Progress (SAP) calculation for Financial Aid purposes. Students must petition with the Financial Aid Office to ensure the “EW” is not counted in the SAP calculation.

7. RD – Report Delayed

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.



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

BP 5900 Study Load Limitations

Issued:

References:

Title 5 Section 55756.5, 58106

California Education Code Sections 48800 and 76001

The Compton Community College District will limit the number of units students can take each term in order to support student success while also providing opportunities for students to achieve their educational goals. The President/CEO, in collegial consultation with the Academic Senate, shall develop procedures to ensure a reasonable limit to the number of units a student may take each term and to allow for exceptions when appropriate.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

AR 5900 Study Load Limitations

Issued:

References:

Title 5 Section 58106
California Education Code Sections 48800 and 76001

Students are considered Full-time if they are enrolled in 12 or more units in the Fall or Spring semester.

Maximum Load

Fall and Spring Semester

The maximum study load for Fall and Spring Semester are 18 units without a physical education class and 19 units with a physical education class.

The maximum study load for Dual enrollment students is 11 units.

Summer Session

The maximum study load for a six-week summer session is eight units. The maximum study load for an eight-week summer session is nine units if one unit is a physical education course.

The maximum study load for Dual enrollment students is seven units.

Winter Session

The maximum study load for the five-week winter session is seven units.

The maximum study load for Dual enrollment students is five units.

Overload

A student wishing to take more than the maximum units may file an overload petition through the Admissions and Records Office. Students must have completed at least 15 transferable units in one semester at Compton College with a 2.75 grade-point average and an overall grade-point average of 2.5 or higher to be eligible for overload.

Students who do not meet the criteria above to qualify for overload and are not actively enrolled in the maximum allowed units may be granted overload.

Commented [CM1]: The idea here is the problems we have been having with CTE (cosmo especially). Students cannot take a 2nd 8 wk course in cosmo because they are not approved for overload. Ex: student take engl 101 and cosm 104 (12 units). If they wanted to take Cosm 105 in 2nd 8 wks they are denied because they would be at 20 units even though they are only active in 4 units (engl 101).



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KEITH CURRY, Ed.D.
 President/CEO

November 23, 2022

Dr. Minodora Moldoveanu
 President, Academic Senate
 Compton College

Dear Dr. Moldoveanu:

Below are my responses to the following Academic Senate – Summary
 of Decisions Made at the **November 3, 2022**, and **November 17, 2022**,
 Meetings:

Curriculum:

1. Course Reviews, Conditions of Enrollment, and SLO, DE, or Textbook Updates: ACRP 103, ACRP 104, ACRP 132, AJ 100, AJ 106, AJ 107, AJ 109, AJ 111, AJ 115, AJ 121, AJ 126, AJ 130, AJ 131, AJ 132, AJ 133, AJ 134, AJ 135, AJ 142, AJ 149, AJ 150, AJ 152, AJ 154, AJ 156, AJ 170, ATEC 101. ***Accepted as presented.***
2. Course Inactivations: FTEC 102, FTEC 109, FTEC 110, FTEC 111, and FTEC 120. ***Accepted as presented.***

Other:

1. Repeal Administrative Regulation 4227 – Repeatable Courses. ***Accepted as presented.***
2. Administrative Regulation 4245 – Academic Rank. ***Accepted as presented.***

If you have any additional questions or comments, please contact me at 310-900-1600, ext. 2000 or via email at kcurry@compton.edu.

Sincerely,

Keith Curry
 President/CEO

c. Vice Presidents, Academic Senate Executive Committee

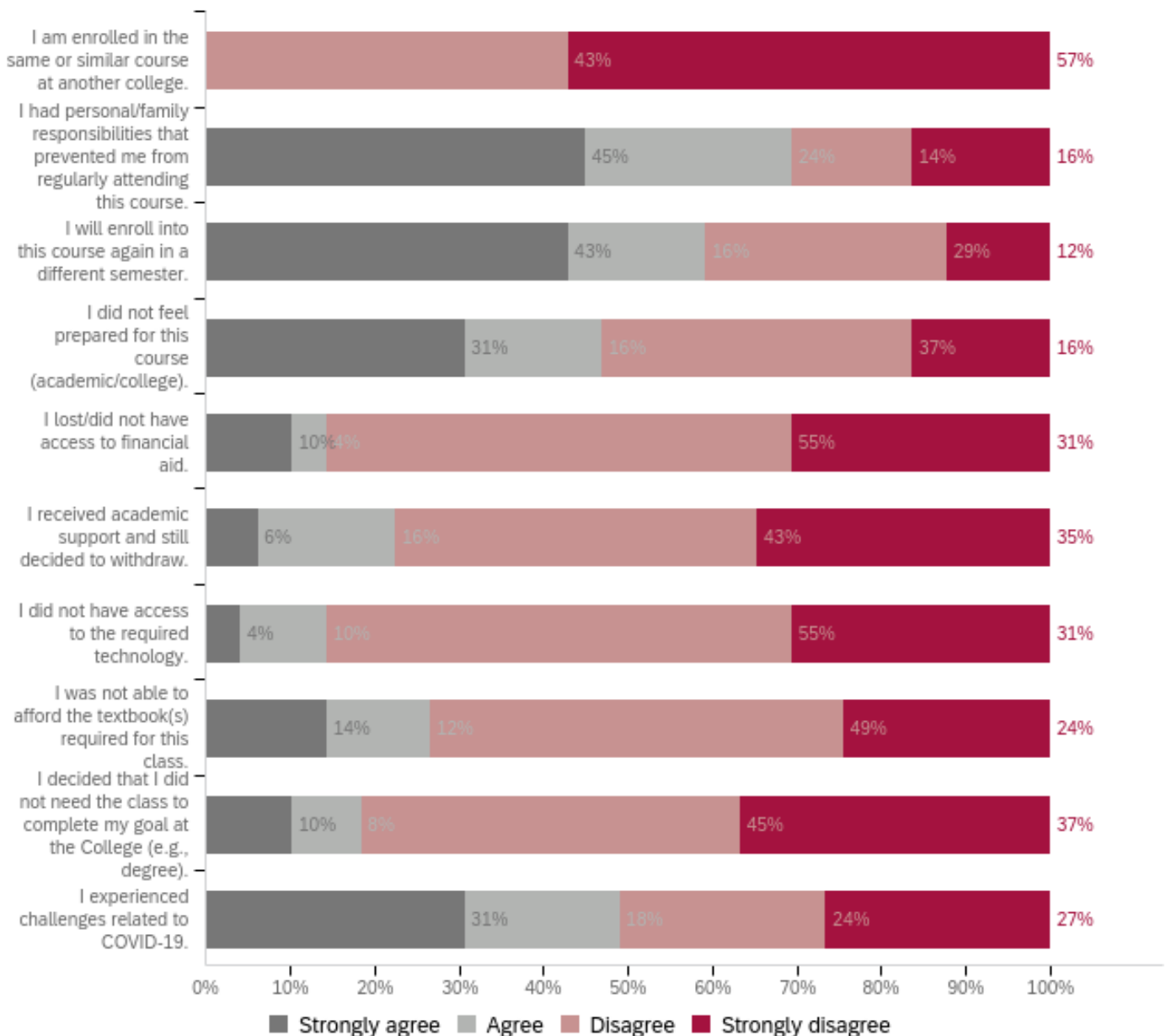


Student Withdraw Survey- Fall 2021

February 3, 2022

The Office of Institutional Effectiveness completed the Student Withdraw Survey to all students who withdrew from a fall 2021 course. 49 students responded out of 412 students (491 withdrawal enrollments), which represents a 12% response rate.

Please respond to the following statements. I withdrew from class because . . .



	Strongly agree		Agree		Disagree		Strongly disagree		Total
	%	n	%	n	%	n	%	n	
I am enrolled in the same or similar course at another college.	0%	0	0%	0	43%	21	57%	28	49
I had personal/family responsibilities that prevented me from regularly attending this course.	54%	22	24%	12	14%	7	16%	8	49
I will enroll into this course again in a different semester.	43%	21	16%	8	29%	14	12 %	6	49
I did not feel prepared for this course (academic/college).	31%	15	16%	8	37%	18	16%	8	49
I lost/did not have access to financial aid.	10%	5	4%	2	55%	27	31%	15	49
I received academic support and still decided to withdraw.	6%	3	16%	8	43%	21	35%	17	49
I did not have access to the required technology.	4%	2	10%	5	55%	27	31%	15	49
I was not able to afford the textbook(s) required for this class.	14%	7	12%	6	49%	24	24 %	12	49
I decided that I did not need the class to complete my goal at the College (e.g., degree).	10%	5	8%	4	45%	22	37%	18	49
I experienced challenges related to COVID-19.	31%	15	18%	9	24%	12	27%	13	49

Please provide any additional reasons as to why you withdrew from this class.

Students reported additional reasons for withdrawing from classes. IE staff coded these reasons into the following themes: the student did not feel supported in the classroom, challenges with their mental health, competing priorities and time constraints, COVID-related pressures, questioning the need for the class or already had a full load of classes, awareness of class requirements, and having the needed supplies for the class. Student quotes are provided organized around these themes.

Felt unsupported:

“The instructor was awful. She lacked any coordination. Often was off topic. The weekly class only talked about the same team project and paper.”

“I was taking lots of classes at the time and couldn’t handle this English class. The professor gave many last minute assignments that were worth so much and I couldn’t handle it”

“The professor gave me a no grade on a quiz instead of giving me a half a grade on a quiz”

“I did not withdraw from the class I got a math pause and was withdrawn by the professor. I did not choose to withdraw.”

“Withdrew from the class as there were no office hours. Emailed the instructor several times for clarification on the classwork with a response that was not helpful. Even suggested to do a zoom call and it never occurred.”

I did not, repeat DID NOT WITHDRAW from N244. I completed this course. I completed all of my skills with Dr Cushenberry. Please check with Dr Cushenberry. TO VERIFY.

The Professor for this course was not equipped to teach the course and lacked professional and proper communication skill concerning talking lead and explaining assignments throughout the course. Nevertheless he did not know how to use canvas.

The professor wasn't organized at all. None of the assignments was viewable on the calendar or canvas, the assignments were inboxed. No feedback is given on how you did on work and students were not able to see grades when it's time to be graded.

Mental health:

“My heart and mind was not there after my mother just passed away from Cancer.”

“I wasn't focused.”

“My mental health was not the best at the time of the course.”

Competing priorities and time constraints:

“Couldn't attend class regularly or complete the amount of work necessary for the course in time. Overall, I couldn't give the course the proper amount of effort and time.”

“I was busy from school work and a high school student”

“It was really hard for me to keep up with. I had to go to work, had home chores, and needed to finish my high school classes. It was hard to balance all the work and responsibilities I needed to do. English is also very difficult for me.”

“Had to work different days than normal made class impossible.”

COVID-related pressures:

“Stress due to covid related, loss of work, illnesses, and thought I was going to be able to do a 4-week class.”

“It was just hard to keep up with class being at home and with a 3 year old child of my own as well as others staying at home do to staying at home quarantine classes.”

“Our family has lost 12 members. Also, my mother got sick and was in need of my attendance.”

“I was really sick with covid 19 and experienced a lot of issues after receiving the vaccine.”

Need for class or already had a full load:

“I wasn't sure if it was a requirement for my major as I have not spoken to any counselor about what classes I'm required to take due to covid.”

“The nursing program I was applying to did not require for me to take this class”

“I may enroll in the class in the future. I had a full class load and I wanted to meet the requirements in order to transfer.”

“I do not understand why this course is needed for child development. My expertise would be to serve 2-5 years of age.”

“I was enrolled in 6 classes.”

Awareness of class requirements:

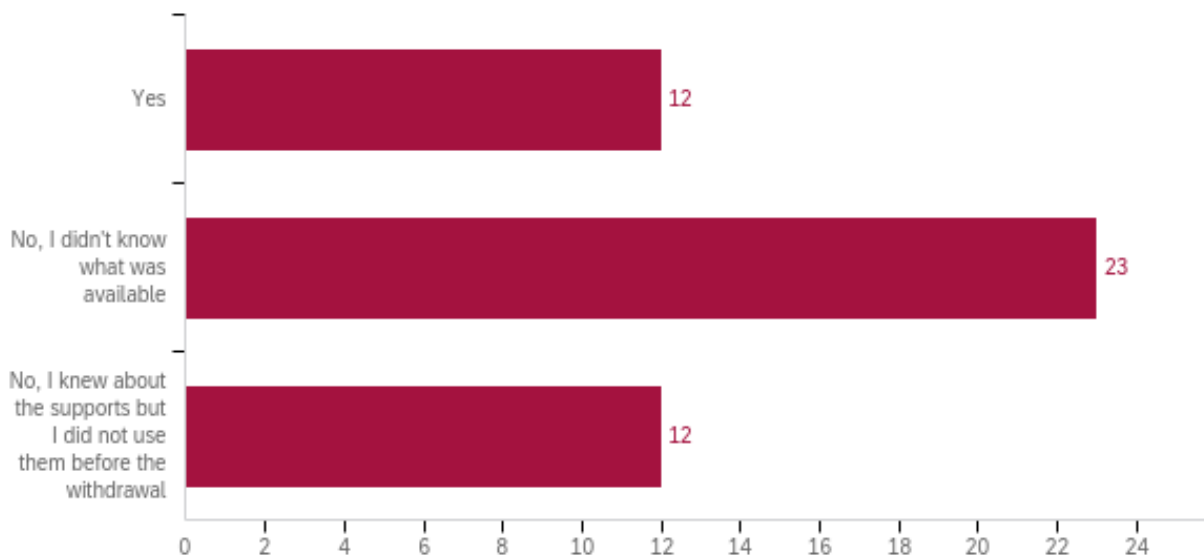
“Was unaware when the class started. I enrolled for multiple classes, but this one started earlier and I missed a bunch of assignments so I just withdrew from the class.”

Having needed materials:

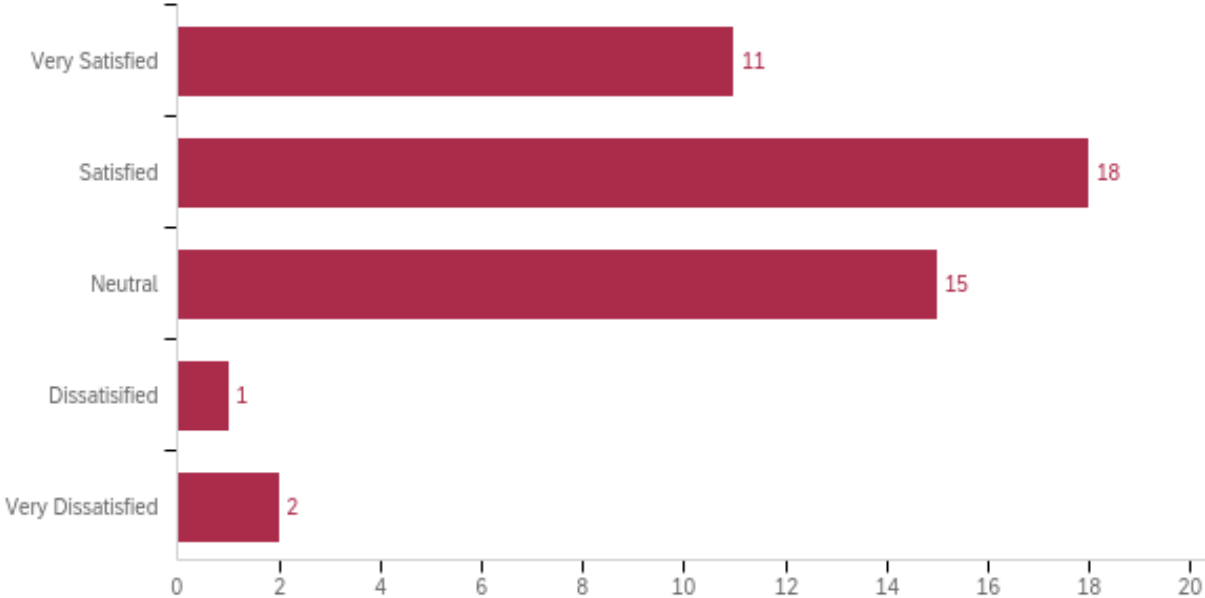
“Did not have the supplies, I needed.”

“i didn't have access to a computer to do my school work and i was using my daughter tablet. I' not good with computers i told the teacher if there was another option? she told me no. I have a learning disability and its better for me to be in school.”

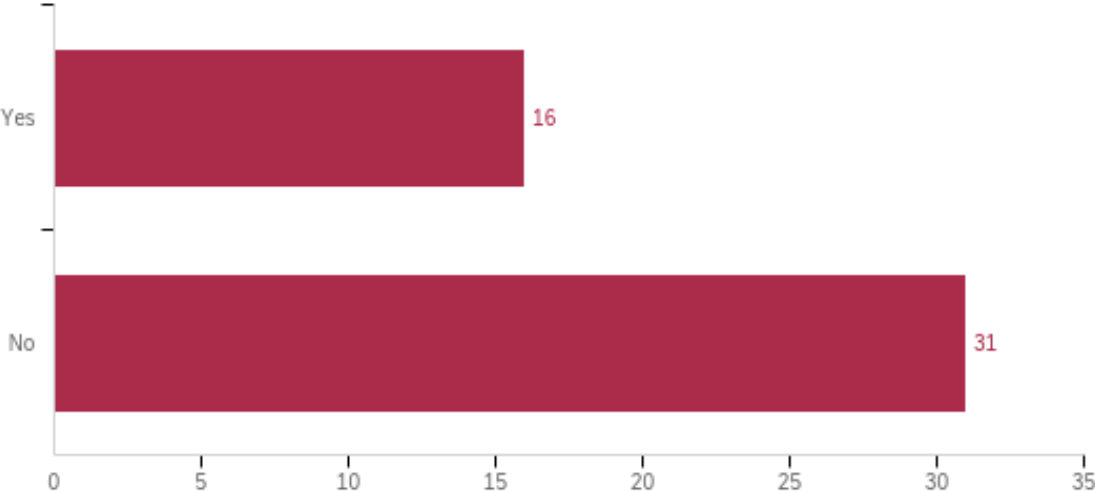
Did you access student supports from the college (e.g., tutors, the Student Success Center)?



Please rate your overall experience at Compton College.



Would you like us to contact you and discuss future enrollment at Compton College?

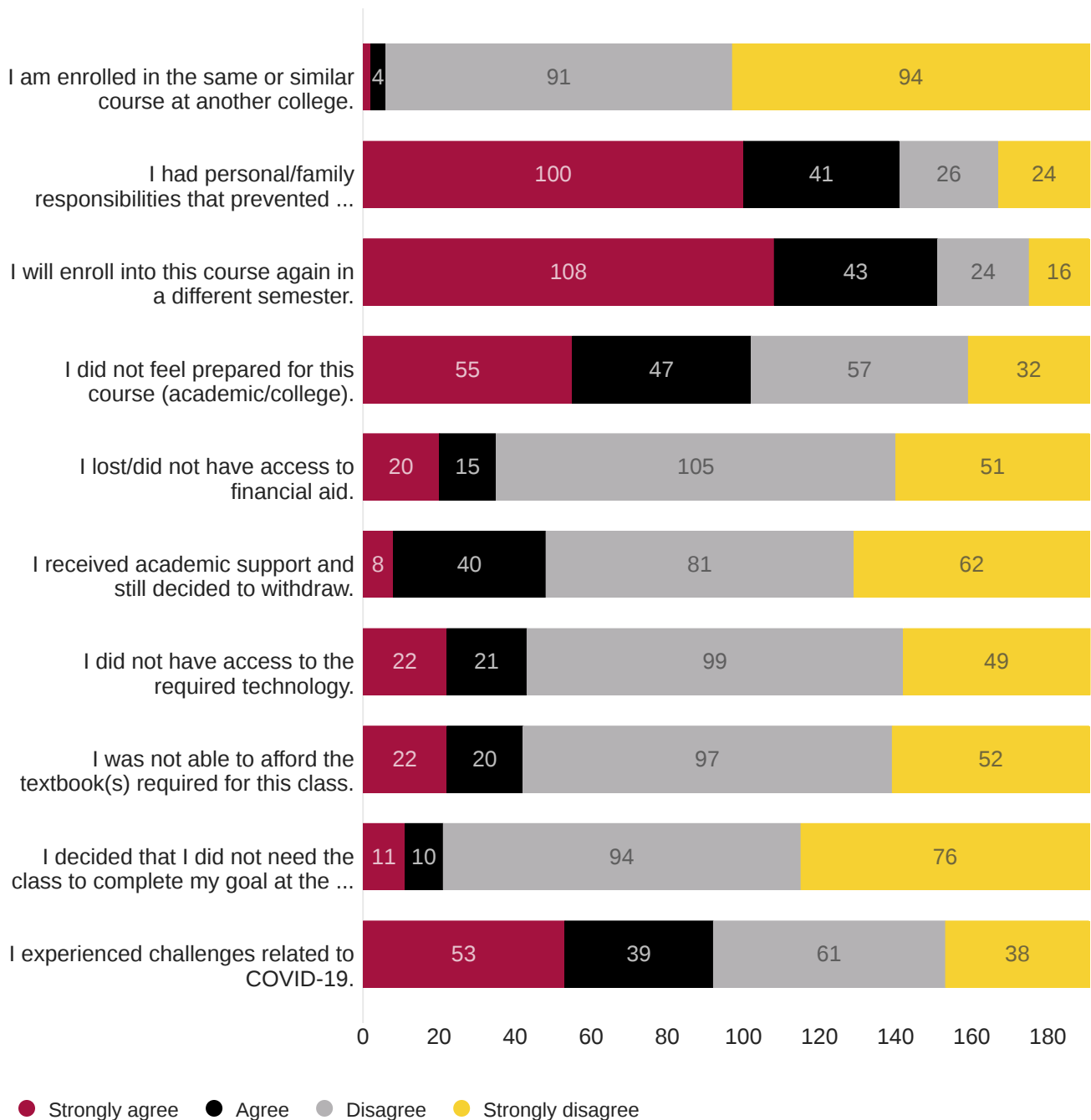




Withdrawal Survey - Spring 2022

August 2, 2022
n=191

Please respond to the following statements.



Please provide any additional reasons as to why you withdrew from this class.

I didn't feel prepared in the class, I was dealing with personal problems at home

She teaches that class too intense, she should relax. She is too much reminder and over bearing. We are adults She teach like we are kids. M she gives too much work, and constantly threat of drop. There is many colleges I don't have to use Her class

I withdrew from English 101 because I was going through family issues , trying to find a home for me and my kids /me getting surgery it was just a lot at that time.

The teacher was simply bad and was all over the place. She didn't even explain things all the way and she got upset when you followed the directions but something wasn't in her eyes worthy

At the time my daughter was currently diagnosed with turner syndrome and I felt I couldn't emotionally and mentally keep up with all the classes I had. I also didn't like how every time I did something the teacher didn't like the way I did it.

Was withdrawn from class automatically not by myself personally. didn't have reliable wifi, or a computer. Contacted student services for technology support never received call/email on how to obtain any. I am "unhoused" & determined to finish anyway

I took the same class but only online.

I had family problems that prevented me from attending class. I plan on registering the course again very soon.

I dropped out of the course due to personal family reasons that lead to me not having enough time for the course.

I had to take care of a family member that became very ill and unfortunately has just recently passed away

I have some special needs and she wasn't able to teach me because she didn't know how I'm at this time

I withdrew from this class as I was a dual enrolled student. My high school classes were my priority in order to graduate this year. Taking the class online really didn't help me learn or motivate me to get work done.

Father diagnosed with Prostate Cancer & Covid-19

I was dropped by the instructor from this class due to missing deadlines because of a conflicting job schedule. Mandatory overtime changed my schedule for 30 days.

I had to attend to my mother who has been in and out of the hospital since November 2021 a few times. Plus, we experienced 15 deaths in our family during the last two years...12 of who did not have life insurance or final arrangements.

The teacher did not provide me with the correct access code to join the Zoom. After emailing her several times, I realized she wasn't going to respond, so I dropped the class. I was very disappointed.

Like I said, I had personal health issues to deal with that did not let me focus in the class nor attend when needed.

Had a family emergency and I had to leave the country, which I didn't have access to the internet. When I came back I was behind so I drop it.

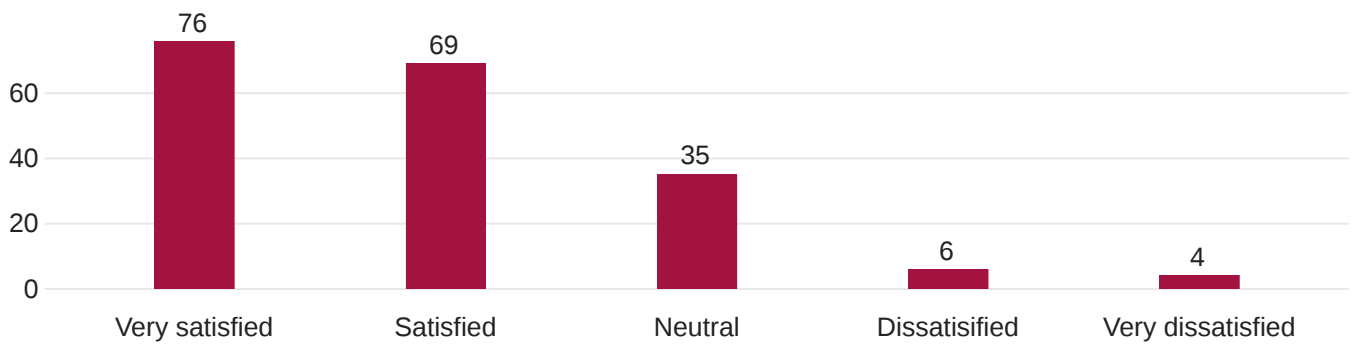
I wasn't confident that I would be passing the class, so I withdrew to not negatively affect my GPA.

it was hard to get in contact with the teacher miss Phillips and the dance class was at a middle school I wasn't able to do my assignments because I couldn't get online at the middle school because i wasn't a minor so she its best I withdrew from th

Did you access student supports from the college (e.g., tutors, the Student Success Center)?



Please rate your overall experience at Compton College:



Would you like us to contact you and discuss future enrollment at Compton College?



November 21st - BOT Agenda Item 16.04

Marketing Strategies at Compton College

Background

Over the past several years, enrollment at Compton College has been declining. For the 2022-2023 fiscal year, the Compton College Full-Time Equivalent Students (FTES) goal is 5,980. However, with the implementation of the [Student-Centered Funding Formula, pg. 82-83](#) and the transition from El Camino Community College District, Compton College is being held harmless for decreasing FTES. Our funding for the 2022-2023 year will be the 5,980 FTES. FTES including any adjustment identified in the annual Budget Act, or adjusted for increases to FTES if achieved. As of November 17, 2022, the winter 2023 FTES is 139 compared to 109 (a 28.2% increase), the number of seats filled is 1,193 compared to 1,528 (a 26.2% increase), the unduplicated headcount is 910 compared to 702 (a 30% increase), and the fill rate is at 39% compared to 37% (up 1.5%) as compared to last year at roughly the same time.

The following free and paid advertisements are scheduled between November 10, 2022 and February 16, 2023 to promote winter and spring classes.

- Current student have received email reminders to register as soon as possible.
- Registration information and links to the class schedule - both the online searchable and the PDF versions, and a list of open classes - have been shared on the College's social media channels.
- Winter and Spring registration information is available on the Compton College website, the MyCompton student portal, and Canvas.
- Social media ads on Facebook and Instagram.
- News releases including student spotlights.
- Freeway billboard ads (91 and 105 freeways).
- On-air and streaming radio ads.
- On-screen and digital movie theater ads are a possibility pending space availability.
- Interior bus ads pending space availability within our District boundaries.
- Winter and spring registration information is included on the District-mailed Community Newsletter.
- A postcard will be mailed to all in-District residents in late-December.

In the month of October, the Office of Educational Partnerships connected with Promise eligible high school students.

The Office of Educational Partnerships continues to offer information and services remotely and in person. A total of 85 workshops & outreach activities were offered in October. This month our team continued visiting Promise feeder high schools and provided informational sessions, tabling, and college fairs. The Educational Partnerships team also focused on providing one-on-one support to students via in person enrollment services and via Cranium Cafe (see Table 1).

The Office of Educational Partnerships supports students through the following steps to enrollment: Compton College and Promise Application; Financial Aid and EOPS/CARE; Educational Planning; and Registration. The Office of Educational Partnerships continues to work with our high school partners to schedule Enrollment Cycles with Compton, Lynwood, and Paramount unified school district students.

Table 1. Virtual Steps to Enrollment Assistance, In Person Enrollment Services, and Outreach activities for October 2022

Virtual Steps to Enrollment Assistance		
Activity	Number of Activity	Number of Participants
Virtual Steps to Enrollment Assistance	0	0
One-on-One Student Support	Cranium Café	4
Outreach Events		
Activity	Number of Activity	Number of Participants
AB 288 Workshop	1	21
Campus Tour	1	8

College Fair	1	54
Community Event	1	125
Counselor HS Visits	30	235
Dual Enrollment Specialist HS Visits	39	284
Informational Session	1	12
Informational Tabling	11	157
TOTAL	85	900