ACCREDITATION ELIGIBILITY APPLICATION FOR
EL CAMINO COLLEGE COMPTON COMMUNITY EDUCATIONAL
CENTER

SUBMITTED TO:
Accrediting Commission for Community and Junior Colleges of
Western Association of Schools and Colleges

SUBMISSION DATE:
DRAFT – July 10, 2014

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El Camino College Compton Community Educational Center Applying for Eligibility for College Status
Eligibility Requirements for Accreditation

The El Camino College Compton Community Educational Center, hereafter referred to as Compton Center, is seeking eligibility to apply for candidacy as Compton Community College, Compton Community College District.

1. Authority
The institution is authorized or licensed to operate as an educational institution and to award Associate Degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

El Camino College was founded in 1947 and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, and recognized as a fully accredited two-year community college. In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the Compton Community College District residents[1].

El Camino College provides accredited instructional and related student support services, in addition to administrative services, to meet the needs of Compton Community College District students. El Camino College courses are taught at Compton Center by Compton Community College District faculty.

The Compton Center is authorized to operate as a center of El Camino College by the ACCJC and the California Community College Board of Governors. On August 9, 2006, El Camino College submitted a substantive change proposal to the ACCJC requesting the establishment of an educational center at the former Compton Community College facilities and approval to expand the service area of El Camino College to include the Compton Community College District service area[2]. On August 16, 2006 the ACCJC Committee on Substantive Change met to review the substantive change proposal and the committee granted El Camino College

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[1] http://district.compton.edu/history/docs/Partnership-Agreement-2006.pdf
[2] http://www.compton.edu/campusinformation/accreditation/docs/Substantive_Change_Proposal_2006.pdf

provisional approval to establish the Compton Center[3]. The full Commission reviewed and accepted requested supplemental information on April 23, 2007[4].

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to an Associate Degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

El Camino College Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community[5].

The mission statement was developed in spring 2010 during a Planning Summit with representatives from both El Camino College and the Compton Center[6]. The El Camino College Mission Statement was adopted by the El Camino College Board of Trustees on June 21, 2010[7]. The mission statement was re-affirmed in spring 2013 at a Planning Summit with representation from both El Camino College and the Compton Center[8].

The Compton Center uses the same mission statement[9].

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being accomplished. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership should be sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy which assures that those interests are disclosed and that they do not

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[3] http://www.compton.edu/campusinformation/accreditation/docs/August _26_2006_ACCJC_letter.pdf

[4] http://www.compton.edu/campusinformation/accreditation/docs/April _23_2007_ACCJC_letter.pdf

[5] http://www.elcamino.edu/about/mission.asp

[6] http://www.compton.edu/campusinformation/accreditation/docs/2010PlanningSummitFinalReport.pdf

[7] http://www.elcamino.edu/administration/board/minutes/2008/06-21-10_%20minutes.pdf

[8] http://www.elcamino.edu/administration/ir/docs/planning/Planning%20Summit%202013%20-%20Outcomes%20Report.pdf

[9] URL of Mission Statement posted on CEC website.

interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Compton Center is governed by the El Camino College Board of Trustees. The board is comprised five board members elected in by-trustee area elections[10]. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions[11]. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy[12], a code of ethics[13], and a statement of economic interest policy[14] all of which assure that any interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution[15].

Board members and their qualifications follow:

William J. Beverly, President
William J. Beverly, an attorney, was elected to the El Camino College Board of Trustees in November 1991 and represents Trustee Area 3. His current term of office is until 2015.

Mary E. Combs, Member
Mary E. Combs, a businesswoman and educator, was elected to the El Camino College Board of Trustees in November 2003 and represents Trustee Area 4. Her current term of office is until 2015.

Kenneth A. Brown, Member
Kenneth Brown, an engineer, was appointed to the El Camino College Board of Trustees in December 2010 and represents Trustee Area 1. His current term of office is until 2015.

John Vargas
John Vargas, a businessman and educator, was appointed to the El Camino College Board of Trustees in November 2013 and represents Trustee Area 2. His current term of office is until 2017.

Cliff Numark

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[10] http://www.elcamino.edu/administration/board/

[11] http://www.elcamino.edu/administration/board/policies.asp
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf

[12] http://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf

[13] http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf

[14] http://www.elcamino.edu/administration/board/boarddocs/3400%20Statement%20of%20Economic%20Interest.pdf

[15] Certification of no board majority with interest in institution, signed by CEO and board chair.

Cliff Numark, a chief executive officer, was appointed to the El Camino College Board of Trustees in November 2013 and represents Trustee Area 5. His current term of office is until 2017.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The El Camino Community College Superintendent/President oversees the Compton Center. The Chief Executive Officer possesses the authority to administer board policies, as described in Board Policy 2430 (Delegation of Authority to Superintendent/President)[16]. This policy states "The Board delegates to the CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action."

Furthermore, Board Policy 2410 (Policy and Administrative Procedure)[17] includes the following language: "Administrative procedures are to be issued by the Superintendent/ President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President."

For examples of the Superintendent/President's responsibilities, see El Camino College's Board Policies 3100 (Organizational Structure)[18], 4020 (Program, Curriculum, and Course Development)[19], 5300 (Student Equity Plan)[20], 6100 (Delegation of Authority [Fiscal and Business])[21], and 7110 (Delegation [Personnel])[22].

The Compton Center is not a standalone college but a Center of El Camino College. As such, Dr. Thomas M. Fallo is the Superintendent/President of El Camino College.

Dr. Thomas M. Fallo, El Camino College Superintendent/President
El Camino College, President's Office, 16007 Crenshaw Boulevard, Torrance, California 90506

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[16] http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf

[17] http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf

[18] http://www.elcamino.edu/administration/board/boarddocs/3100%20Organizational%20Structure.pdf

[19] http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf

[20] http://www.elcamino.edu/administration/board/boarddocs/5300%20Student%20Equity.pdf

[21] http://www.elcamino.edu/administration/board/boarddocs/6100%20Delegation%20of%20Authority.pdf

[22] http://www.elcamino.edu/administration/board/boarddocs/7110%20Delegation%20of%20Authority.pdf

Dr. Fallo was named the fifth President of El Camino College in July 1995. His presidency has focused on the College's fiscal future while guiding the Torrance-area campus through a period of unprecedented growth and progress.

Dr. Fallo also served as Vice President, Administrative Services, at El Camino College. He held a similar position at Glendale Community College and served as the Chancellor and Vice Chancellor, Business Services, for the Los Angeles Community College District before joining the El Camino College administrative team.

Dr. Fallo holds a Doctorate in Institutional Management from Pepperdine University, a Master of Business Administration Degree in Business Management from UCLA and a Bachelor's Degree in Economics from UCLA.

Dr. Fallo serves as President of California Manufacturing Technology Consulting; Statewide Association of Community Colleges Joint Powers Agreement; Schools Association for Excess Risk; and Intelecom. He is also past President of the Association of Chief Business Officers and the Association of California Community College Administrators. He is a member of the Commission on Athletics; the South Bay Workforce Investment Board, and a past board member of the Community College League of California.

As the Chief Executive Officer of one of the largest single-campus, two-year colleges in the nation, Dr. Fallo oversees an annual operating budget of more than $120 million and an enrollment of 26,000 students.

Dr. Keith Curry, Compton Community College District CEO
Compton Center, 1111 East Artesia Boulevard, Compton, California 90221
Dr. Curry currently serves Compton Community College District as the Chief Executive Officer. In this position, Dr. Curry is responsible for overseeing all departments and functions of the District and serves as the secretary to the Board of Trustees. Dr. Curry sets the budget and policies, manages and oversees senior management, sets goals and benchmarks, and on a daily basis functions as a team builder among management. He leads the direction of the district while setting the tone and developing the institutional culture. Dr. Curry has taken a strong stance in the ability of the Compton Community College District to provide quality education to the students of this community and to provide an environment of educational excellence.

Once eligibility is granted to the Compton Center, the Chief Executive Officer (CEO) of Compton Community College District will change to the Provost/CEO[23]. Dr. Keith Curry was appointed to the CEO position effective July, 1, 2013[24], and he will assume the Provost position

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[23] http://www.district.compton.edu/administration/human-resources/classifiedjobdescriptions/ceo2.pdf
[24] http://district.compton.edu/board_of_trustees/Compton%20District%20Board%20Agenda%2004.16.2013.pdf

once eligibility is granted. The Provost/CEO will assume oversight of the Compton Center and will report directly to the Superintendent/President of El Camino College and the Special Trustee for Compton Community College District[25]. Upon achieving initial accreditation status the El Camino College Compton Community Education Center will become known as Compton Community College and Dr. Curry's position title will change to College President/CEO.

Dr. Curry recently served as the Dean of Student Services, Compton Center, and Acting Dean of Student Affairs at Compton Community College.

Prior to coming to the Compton Community College District, Dr. Curry was Director of Early Academic Outreach Programs at the University of California, Irvine.

Dr. Curry is an active member of the African-American Male Education Network Development, the Foundation for Compton Community College District, and the Association of California Community College Administrators.

Dr. Curry earned an Ed.D. from the University of California, Irvine and a B.A. in American Studies from the University of California, Santa Cruz.

5. *Administrative Capacity*
The institution has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

The Compton Center has an administrative structure in place to fulfill the institution's mission and purpose[26]. Administrative officers are qualified by training and experience to perform their administrative duties.

The Compton Center has a Vice President who is responsible for instruction and student services. The Vice President reports directly to the President/Superintendent of El Camino College. Under the auspices of Assembly Bill 318[27], the Compton Community College District is under the guidance of a state appointed Special Trustee, and the day-to-day operations of the District are the responsibility of the Compton Community College District Chief Executive Officer. The Compton Community College District CEO is responsible for business affairs, facilities, and human resources. The Compton Community College District CEO works closely

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[25] http://www.elcamino.edu/administration/board/agendas/2013/CCCD%20and%20ECCCD%20Agreement_5-22-13.pdf
Certification of CEO's full-time responsibility, signed by CEO and board chair
[26] http://www.compton.edu/campusinformation/accreditation/docs/2013-2014_Compton_Center_Org_Chart.pdf
http://www.compton.edu/adminandoperations/AdminExtensions/index.aspx
[27] http://www.compton.edu/campusinformation/committees-governance/assemblybill318/Documents/ab_318_bill_20060630_chaptered.pdf

with the Vice President of Compton Center, and both attend weekly meetings with the President/Superintendent of El Camino College.

The Compton Center has a Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education), a Dean of Student Learning (Sciences and Health and Human Services), a Dean of Student Success, a Dean of Student Services, a Director of Financial Aid, a Director of CalWORKs, TANF, GAIN, and Special Resource Center, a Director of EOPS/CARE, a Director of Admissions and Records, and a Director of Enrollment Services.

Barbara Perez, Vice President, Compton Center
Barbara Perez has served as the Vice President of Compton Center since 2010. In this capacity she serves as the Chief Instructional and Student Services Officer, develops operational systems for the center, develops instructional programs to meet the needs of the community, and works with the campus community to prepare the center for accreditation. Ms. Perez also interfaces with the Chief Instructional Officer and Chief Student Services Officer of El Camino College, serves as a member of the President's Cabinet for El Camino College, and serves as a member of the Compton Community College District CEO's Cabinet.

Before coming to the Compton Center, Ms. Perez served as Vice President of Human Resources at El Camino College. She was responsible for all functions of the Human Resources department, served on the District's negotiating team, coordinated the health and welfare benefits program, and chaired the benefits committee. The recruitment and hiring process, district staff development programs, and the implementation and proposed changes to personnel policies and procedures were also under Ms. Perez's direction.

Ms. Perez is a member of the Association of California Community College Administrators, the Association of Chief Human Resources Officers, Faculty Association of California Community Colleges, and the American Association of University Women.

Ms. Perez earned her Bachelor of Science and Master of Science Degrees in Chemistry from San Diego State University. She has also completed graduate coursework in the Community College Studies Ed.D. program at the University of California, Los Angeles.

Rodney Murray, Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education)
Rodney Murray began as Dean of Student Learning (Division II) at Compton Center in August 2008. His tenure as Dean of Student Learning (Division II) has focused on institutional efficiencies in the vocational technology division at Compton Center and the promotion of new emerging industries and the implementation of contextualized education.

Prior to becoming Dean of Student Learning (Division II), Mr. Murray was hired as an adjunct instructor in the Business Division at Compton Community College in 1994 and later as a full time faculty member in 1999. He became a tenured professor in 2003. Mr. Murray also served as president of the Compton College Federation of Employees, Certificated Unit, for three years.

Mr. Murray earned his Ph.D. in Human Services with a Criminal Justice emphasis from Capella University. He has a Master of Business Administration Degree and a Bachelor of Arts Degree in business from the University of Redlands.

Wanda Morris, Dean of Student Learning (Sciences and Health and Human Services)
Wanda Morris is the Dean of Student Learning (Division I) at the Compton Center. Her responsibilities include management of the overall quality and integrity of the Child Development Program, the Child Development Center (CDC), the Nursing Department, and other assigned areas. Ms. Morris is responsible for assuring that the programs maintain compliance with regulatory boards to which Child Development, Child Development Center, and Nursing report.

Prior to being hired as a Dean of Student Learning (Division I), Ms. Morris served the Compton Community College District as Director of Nursing. In this capacity, Ms. Morris provided the administration, management, organization, and supervision of the Nursing Department. She also provided academic and administrative leadership of the Associate Degree Nursing, Vocational Nursing, and the Nursing Assistant/Home Health Aide educational programs. Additionally, Ms. Morris has served as Assistant Director of Nursing both at Compton Community College District and El Camino Community College District.

Ms. Morris is an active member of the Council of Black Nurses, the National Council of Black Nurses, the Association of California Community College Administrators, and the Historically Black Colleges and University National Strategy Advisory Board.

Ms. Morris earned her Masters of Nursing Degree from UCLA, her Bachelor of Science in Nursing Degree from the Consortium of California State University, California State University, Dominguez Hills, and her Associate in Science Degree from Compton Community College. Ms. Morris is currently enrolled in the doctorate program at Argosy University.

Chelvi Subramaniam, Dean of Student Success
Chelvi Subramaniam is the Dean of Student Success at the Compton Center. Her responsibilities include implementing and assessing innovations in developmental education. Ms. Subramaniam works with faculty and staff from Academic Strategies, Communication Studies, English, English as a Second Language, Human Development, Learning Resources, Library, and Mathematics to foster an environment of student learning and success. She also provides leadership for the Center's student success programs and services to deliver an integrated

instructional program that includes basic skills, academic and occupational education, and transfer courses to meet the diverse needs of the students and community. She administers, supervises and evaluates educational programs, courses, and services that are related student success.

Prior to becoming Dean of Student Success, Ms. Subramaniam was a tenured faculty teaching both English and Communication Studies for the last 25 years. For nine of the 25 years, she also served as chair of the Humanities, ESL and Foreign Languages Division while she taught English and Communication Studies. She also served as the SLO coordinator for the Compton Center for four years.

Ms. Subramaniam earned her Doctor of Education Degree from the University of Southern California, a Master of Arts Degree in English, and a Bachelor of Arts Degree in English and Communication Studies from the University of South Alabama.

Phillip Humphreys, Dean of Student Services
Phillip Humphreys is the current Dean of Student Services at Compton Center. His responsibilities include organizing, supervising, and coordinating the operations of the Student Affairs programs at Compton Center including Admissions and Records, Athletics, Counseling, DSPS, EOPS/ CARE, Financial Aid, Matriculation, Student Equity, Student Life, TRIO Programs, Transfer Services, and all other student support services areas. Mr. Humphreys coordinates and administers the planning, development, and management of the budget for the Student Affairs Division and makes recommendations to meet the educational and support needs of Compton Center students and the community.

Prior to his appointment at Compton Center, Mr. Humphreys worked for 19 years in several capacities at California State University, Long Beach. He served as Director of Upward Bound where he was responsible for the overall development and administration of federally-funded Upward Bound programs. Mr. Humphreys also served as the Director of the Workforce Investment Act, developing and administering the Workforce Development Bureau programs, and as the Assistant Director of Education Equity Services.

Mr. Humphreys received his Doctor of Education Degree from the University of La Vern. He earned his Bachelor of Arts Degree in Social Science and his Master of Arts Degree in Social Science from Humboldt State University.

Mytha Pascual, Director of Financial Aid
Mytha Pascual is the current Director of Student Financial Aid at Compton Center. Her responsibilities include the direction of staff; employee recruitment; selection, training, evaluation, discipline and professional development.

Ms. Pascual has worked in all five of California's postsecondary education segments: The Universities of California, California State Universities, vocational/proprietary schools, California Community Colleges and private/independent colleges and universities, in addition to possessing experience with a student lending institution.

Ms. Pascual received her Bachelor of Arts Degree from the University of California, San Diego, and a Master of Music Degree from the University of Phoenix.

Patricia Bonacic, Director of CalWORKs, TANF, GAIN, and Special Resources Center
Patricia Bonacic has served as the Director of CalWORKs, TANF, and GAIN since 2006 and assumed administration of the Special Resources Center and High Tech Center in 2008 at Compton Center. Her role is to provide development and delivery of institutional services supporting the retention and academic success of students with disabilities and at-risk students receiving public assistance, in compliance with mandated CalWORKs and DSPS regulations, Title 5, Sections 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Ms. Bonacic manages the budget for five categorical, district, and contract budgets and manages faculty and classified staff.

Ms. Bonacic previously worked as the Case Management and Services Coordinator for EOPS/CalWORKs/CARE at El Camino College for seven years and also as Assistant Director of Career Development at University of Miami and VTEA Project Manager and Coordinator of Disability Services at Miami-Dade and Florida Keys Community Colleges.

Ms. Bonacic received her Master of Science Degree in Adult Education from Florida State University, with an emphasis in career development in multi-cultural communities and a Bachelor of Arts Degree in Psychology from San Francisco State University.

Valerie O'Guynn, Director of EOPS/CARE
Valarie O'Guynn is currently the Director of Extended Opportunity Programs and Services at Compton Center.

Ms. O'Guynn obtained her Master of Arts Degree in Education, Counseling from California State University Dominguez Hills; her Bachelor of Arts Degree in Behavioral Science, Psychology from California State University, Dominguez Hills, and her Associate in Arts Degree in General Education from Compton Community College.

Richette Bell, Director of Admissions and Records
Richette Bell is the Director of Admissions and Records at Compton Center. Ms. Bell's responsibilities include organizing, supervising, and coordinating the operations of the Admissions and Records Office; overseeing the operations of the Assessment and Testing Office; administering procedures relating to the registration and admission of students;

supervising the maintenance, custody, security, and retirement of student records; and participating in budget preparation and administration.

Prior to her appointment at Compton Center, Ms. Bell served as Work Activity Program and Employment Services Program Manager for Goodwill Southern California. She also served as a Partnership Assistant for the Los Angeles Regional Census Office before which she served as the Director of Student Outreach and Visitor Services at California State Polytechnic University. Prior to that, Ms. Bell served as Admissions and Recruitment Coordinator for USC's School of Social Work and Orangewood Children's Foundation as a Program Supervisor. She began her supervisory career working for the University Outreach and School Relations for California State University Long Beach.

Ms. Bell received her Master of Arts Degree in Educational Psychology from Clark Atlanta University and her Bachelor of Science Degree in Criminal Justice from California State University Long Beach.

Elizabeth Martinez, Director of Enrollment Services
Elizabeth Martinez serves as Director of Enrollment Services at Compton Center. She is responsible for the oversight of Enrollment Services, the Welcome Center, the Transfer and Career Center, Foster Kinship and Care Education, PSMAAP, YESS Program, Offsite Courses and Upward Bound Math and Science Program. She supervises faculty, staff, students and a budget of over $1.5 million, chairs the New Student Welcome Day, the Auxiliary Services Committee, and the Outreach and Marketing Enrollment Management Sub Committee. Ms. Martinez serves as Co-Chair of the Accreditation Standard I Self Evaluation and the Compton Commitment Partnership.

Prior to her employment as Director of Enrollment Services she was Interim Director of EOPS and CARE and Transfer Center Coordinator at Compton Center. Elizabeth Martinez also was a Life Skills Instructor at WAHUPA Upward Bound, University of San Diego. Prior to that, she was employed at the University of San Diego as a Counselor/Mentor. She began her counseling career working at MEChA de UCLA's Xinachtli Program as a Venice High School Site Coordinator.

Elizabeth Martinez is a Doctoral student at the University of California Los Angeles in the Ed.D. Educational Leadership Program, received her Master of Arts Degree in Education Specialization in Multicultural Counseling from San Diego State University and a Bachelor of Arts in Sociology from the University of California in Los Angeles.

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In addition to the Compton Center administrators listed above, the Compton Community College District has a Chief Business Officer, a Dean of Human Resources, a Director of Fiscal Affairs, a Director of Accounting, a Director of Facilities, Planning, and Operations, a Manager of MIS, and a Director of the Child Development Center.

The Manager of MIS is an employee of El Camino College who is under the direct supervision of the El Camino College Vice President of Administrative services. This employee is on administrative loan to Compton Community College District. Compton Community College District reimburses El Camino College for the salary and benefits of this employee, so this position does not affect administrative capacity negatively.

Felipe Lopez, Chief Business Officer
Felipe Lopez serves as the Chief Business Officer at Compton Center. His job is to serve and maintain the fiscal integrity of the institution; provide technical information and assistance to the Chief Executive Officer, other Vice Presidents, and administrators in the development and implementation of plans, strategies, goals, and objectives for the District; and to provide technical assistance concerning resource allocation, fund disbursement, and long-range financial requirements. Mr. Lopez also directs the preparation and maintenance of a variety of narrative, financial, and statistical reports, files, and records as required by the Chief Executive Officer, the Board of Trustees, and Special Trustee. He oversees the preparation of materials and reports for the Board of Trustees and Special Trustee and makes presentations periodically, as necessary, to the Board. Mr. Lopez assists in the preparation of fiscal information on all project applications submitted by other administrative staff and coordinates applications prior to submission to the President, conducts financial analysis and prepares reports as necessary for the effective management and operation of the District, and manages all district financial policies, procedures, and activities, including budget and audit. He coordinates budgetary changes and effects thereof with Fiscal Services; administers and supervises the District's financial affairs in accordance with State laws, Board policies, and administrative regulations; keeps abreast of pertinent legislation, rules, regulations, and court decisions that may relate to fiscal functions; assumes responsibility for interpretation of, and compliance with Federal and State laws and regulations; and administers the legal and financial operation of civic use of the college facilities. Mr. Lopez serves as member of the District's team for faculty and classified negotiations and chairs and participates in District shared governance master planning committees as assigned.

Prior to his employment at Compton Center, Mr. Lopez worked as an Audit Supervisor for Vavrinek, Trine, Day, & Co., LLP for almost 10 years.

Felipe Lopez is a Master of Business Administration candidate from the University of Redlands. He received his Certificate in Accounting for Governmental and Nonprofit Organization from University of California Riverside and his Bachelor of Science Degree in Business Administration with an Emphasis in Accounting from California Baptist University.

Rachelle Sasser, Dean of Human Resources

Rachelle Sasser is the Dean of Human Resources at Compton Center, reporting to the Chief Executive Office. Ms. Sasser has almost thirty years of community college experience including fourteen years as an educational administrator and fifteen years as a full time, tenured faculty member. Rachelle Sasser is responsible for all operations of the District's Human Resources Office including recruitment, employment, classification and salary administration, personnel planning, employer-employee relations, labor relations, and faculty and staff diversity programs. She participates in the collective bargaining/negotiation process, administers and interprets collective bargaining agreements, and serves as the District employee grievance representative and investigating compliance officer for discrimination complaints. Ms. Sasser administers the District's employee benefits program which includes employee health/medical programs, workers' compensation and retirement programs.

Ms. Sasser has served as an Acting Executive Assistant to the President and Acting Dean of Human Resources. She has served as the Executive Assistant to the President, handling matters of policy and institutional importance on behalf of the President. In this role, she gathered, investigated, researched, analyzed, and commented on information of importance and sensitivity for the President. She provided substantive and analytical support in all areas and participated with the President and other senior officers in institutional planning, policy development, and problem solving. Ms. Sasser has also served as Acting Dean Academic Affairs and Executive Dean Academic Affairs, and Assistant to the President; Executive Dean of Vocational Education, Dean of Vocational Education; Associate Dean of Student Affairs; Director of DSPS, and Learning Disabilities Specialist.

Ms. Sasser earned her Master of Arts Degree in Psychology from Pepperdine University, and her Bachelor of Arts Degree in Psychology from the University of California at Los Angeles.

Reuben James III, Director of Fiscal Affairs

Ruben James III serves as Director of Fiscal Affairs at Compton Center. He oversees and runs the Payroll Department, Purchasing Department, and Facilities Rental & Usage Department. Mr. James assists in implementing several computer software programs district wide. For one year he served as the Director of the Emancipated Youth Program.

Prior to working at Compton Center, Mr. James was a Floating Supervisor at Pepperdine University. He was previously employed as the Operations Officer at Highland Federal Bank.

Ruben James III received his Masters in Organizational Leadership & Management from Springfield College, a Bachelor of Science Degree in Management from Pepperdine University, and an Associate in Arts Degree in Business Administration Finance from West Los Angeles College.

Steven Haigler, Director of Accounting

Steven Haigler serves as Director of Accounting at Compton Center. He manages the Accounting Department, develops policies and procedures to improve efficiency of operations, and reconciles/maintains dual accounting systems. He is also in charge of supervising and training staff.

Steven Haigler serves as Sole Proprietor of S. Haigler, CPA and Partner at SBH and Associates, LLC. He was Audit Manager at Vavrinek, Trine, Day and Co. LLP.

Mr. Haigler received a Bachelor of Science Degree in Business Administration from California State University, San Bernardino and is a Certified Public Accountant.

Linda Owens, Director of Facilities Planning and Operations

Linda Owens serves as Director of Facilities Planning and Operations at Compton Center. She manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Center programs and state space allowance guidelines. Planning entails programming, budgeting, selection of design professionals, management of the design process, securing needed regulatory approvals, and selection of the delivery method.

Ms. Owens also manages the Maintenance and Operations Department which is part of Facilities Planning and Operations. The Maintenance and Operations Department provides services that keep the District's facilities safe, clean, and functional.

Linda Owens has more than 20 years of construction industry experience. Prior to her current position, she worked for the CCCD as interim director of facilities planning and operations, and senior facilities project manager, respectively. Before joining the CCCD, Linda served as the Senior Project Manager for VANIR Construction Management.

Linda Owens earned a Bachelor of Science Degree in Mechanical Engineering from Lawrence Technological University. She also has a certificate in real estate development from the University of Southern California.

Shirley Edwards, Director of Child Development Center

Shirley S. Edwards serves as Director of Abel B. Sykes, Jr., Child Development Center at Compton Center. Her professional career spans over twenty six years of diversified experience as an Adjunct Instructor, Division Chair, Associate Dean, Administrative Dean, and Executive Vice President of Academic Affairs. She is also Coordinator of both the Child Development Training Consortium and the California Early Childhood Education Mentor Teacher Program. She is affiliated with several professional and service organizations/ associations.

Ms. Edwards received her Associate of Arts Degree from Compton Community College, her Undergraduate Degree in Education/ Behavioral Sciences from the University of Southern California, and her Graduate Degree in Early Childhood Education from the University of LaVerne.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Brief History

The former Compton Community College was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. The new college campus was then constructed at the present site[28]. After many successful years, and several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges announced its decision to revoke Compton Community College accreditation.

In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the Compton Community College District residents at the Compton Educational Center, located on the property of the Compton Community College District. El Camino College provides accredited instructional and related support, in addition to administrative services to meet the needs of Compton Center students. El Camino College courses are taught at Compton Center by Compton Community College District faculty[29]. Through the agreement, residents of the Compton Community College District continue to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses, and related support services, in their own neighborhood.

In 2012, the Compton Community College District Special Trustee in consultation with El Camino College approved the Facilities Master Plan[30]. Included in the Facilities Master Plan are the following projects:
1. Library-Student Success Center (opened in spring 2014)
2. Music Building Renovation (expected completion in fall 2015)
3. Allied Building Project (expected completion in winter 2016)
4. Instructional Buildings 1and 2 (project start dependent on state funding)

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[28] http://www.district.compton.edu/history/index.asp
[29] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx
[30] http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf

Currently, Compton Community College District has 245,605 square feet of assignable square footage as well as 442,691 outside gross square footage on 88 acres of land.

Enrollment

Compton Center is operational and has seen stability in enrollment for the past five years, increasing from 10,060 students (4,735 full-time equivalent students) in 2008-2009 to 13,940 students (5,477 full-time equivalent students) in 2012-2013. Demographic information for students enrolled at Compton Center is included below.

Table 1 - Headcount & FTES of Compton Center Students

	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Headcount	10,060	12,209	16,189	14,603	13,940
FTES	4,735	5,576	6,859	6,088	5,477

Source: California Community College Chancellor's Office

Table 2 - Age of Compton Center Students

Age	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
19 or less	29.7%	26.3%	30.2%	21.4%	23.6%
20 - 24	27.4%	30.1%	31.9%	38.7%	38.1%
25 - 34	21.5%	22.8%	22.2%	24.1%	23.1%
35 - 44	11.9%	10.9%	9.1%	9.2%	8.4%
45 - 54	7.0%	6.0%	4.9%	5.0%	5.1%
55+	2.5%	1.9%	1.7%	1.7%	1.9%
Unknown	0.1%	2.0%	0.0%	0.0%	0.0%

Source: California Community College Chancellor's Office

Table 3 - Gender of Compton Center Students

Gender	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Female	62.9%	62.8%	62.5%	62.9%	62.9%
Male	36.9%	37.1%	37.4%	37.1%	37.1%

Source: California Community College Chancellor's Office

Table 4 - Ethnicity of Compton Center Students

Ethnic Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African-American	49.5%	46.5%	42.0%	40.2%	37.4%
American Indian or Alaskan Native	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	3.0%	7.2%	8.3%	7.4%	7.8%
Filipino	2.0%	0.0%	0.0%	0.0%	0.0%
Latino	35.6%	34.0%	37.6%	41.1%	44.7%
Other	1.2%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	1.7%	1.4%	1.2%	1.0%	0.8%
Two or more races	0.0%	1.8%	2.6%	2.9%	3.1%
Unknown or Decline	3.8%	4.6%	2.7%	1.9%	1.2%
White	3.0%	4.3%	5.4%	5.1%	4.8%

Source: California Community College Chancellor's Office

The number of degrees awarded at Compton Center has increased from 150 in 2008-2009 to 281 in 2012-2013, an 87 percent increase. The number of certificates awarded has also increased from 27 in 2008-2009 to 96 in 2012-2013, a 255 percent increase[31].

Table 5 - Degrees & Certificates Awarded at Compton Center

Award Type	2008-09	2009-10	2010-11	2011-12	2012-13
Degrees	150	157	211	230	281
Certificates	27	78	51	102	96

Source: California Community College Chancellor's Office

See the February 2014 El Camino College Degrees and Certificates Awarded Recent Trends report for specific numbers of Compton Center degree and certificate recipients.

7. Degrees
A substantial portion or majority of the institution's educational offerings is programs that lead to degrees, and a significant proportion of its students are enrolled in them.

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[31] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf

The mission of the El Camino College Compton Educational Center is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Using the curriculum of El Camino College, the Compton Center offers programs in transfer, education, career technology, developmental education, basic skills, non-credit instruction, and economic development programs.

The educational programs at the Compton Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution[32]. In addition, the Compton Center offers programs in pre-collegiate, remedial, or developmental improvement, and for general education. Compton Center also offers a large number of distance education courses, including hybrid and online courses, to provide alternate delivery modes for students[33].

Through El Camino College, the Compton Center reviews all programs through both the strategic planning process and El Camino College's Curriculum Committee. Compton Center's faculty members serve on El Camino College's Curriculum Committees[34]. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes. Programs also undergo a program review at least once every four years. Program review reports are examined by a peer group, the Academic Program Review Committee, and final versions are available on the web[35].

The El Camino College catalog provides the standard requirements for degrees and certificates. Requirements for the Associate of Arts and Associate in Science degrees are detailed in the 2013-2014 college catalog. Both degrees require a completion of at least 60 degree applicable units. At least 18 units must be in a discipline or from related disciplines with a grade of "C" or better in each course[36].

The categories of General Education courses for Associate in Arts and Associate in Science Degrees are:
1. Natural Science;
2. Social and Behavioral Science;
3. Humanities;
4. Language and Rationality (A. English Composition, B. Communications and Analytical Thinking);
5. Health and Physical Education;

[32] http://www.compton.edu/academics/index.aspx
http://www.compton.edu/Academics/Majors/index.aspx
[33] http://www.compton.edu/Academics/distance-ed/index.aspx
[34] http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp
[35] http://www.compton.edu/academics/programreviews.aspx
[36] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-67)

6. Mathematics Competency[37].

Catalog designation of college level courses for which degree credit is granted is located in the 2013-2014 college catalog. Information found in the college catalog includes course and credit requirements for each academic program[38].

The college catalog provides additional information regarding transfer to a California State University (CSU), including the lower division CSU general education requirements, Lower Division Transfer Patterns (LDTP), and requirements to transfer to a University of California (UC), including the Intersegmental General Education Transfer Curricula (IGETC)[39].

Additionally, under the Admissions & Registration section of the college catalog, information on the admissions, registration, and matriculation processes is provided[40].

Table 6 - Degrees & Certificates offered at Compton Center

Degree	AA/AS	Certificate	2008-2013 Number of Degrees	2008-2013 Number of Certificates
Administration of Justice	✓	✓	30	16
Air Conditioning and Refrigeration	✓	✓	2	23
Anthropology	✓		1	
Art	✓		2	
Automotive Collision Repair/Painting	✓	✓	1	4
Automotive Technology	✓	✓	2	31
Biology	✓		1	
Business • Accounting • Business Administration	✓	✓	60	22

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[37] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)
[38] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 79-286)
[39] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 70-74)
[40] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 11-22)

• Business Management • Marketing • Office Administration				
Chemistry	✓		3	
Childhood Education	✓	✓	100	173
Commercial Music		✓	4	
Computer Information Systems	✓	✓	3	
Communication Studies	✓		1	
Dance	✓		2	
English	✓		1	
Film/Video	✓	✓	2	2
Fire and Emergency Technology	✓	✓	6	1
General Studies	✓		467	
History	✓		3	
Liberal Studies	✓		27	
Machine Tool Technology	✓	✓	2	2
Manufacturing Technology	✓	✓		
Mathematics	✓		3	
Nursing	✓		201	
Philosophy	✓			
Physical Education	✓			
Physical Science	✓		3	
Physics	✓		2	

Political Sciences	✓		5	
Psychology	✓		11	
Real Estate	✓	✓	7	5
Sign Language/Interpreter Training	✓	✓	2	1
Sociology	✓		37	
Spanish	✓		3	
Theatre	✓			
Transfer Studies	✓		17	
Welding	✓	✓	8	23

Source: Institutional Research and Planning[41]

For the Compton Center academic programs listed above, students will take all or the majority of courses at Compton Center with the possibility of a select few courses being taken at El Camino College. Compton Center academic programs and the Office of Institutional Research and Planning monitor data regarding students' intended programs of study, degrees and certificates awarded, transfer rates, and transfer counts to the California State University and University of California systems[42]. When submitting application materials, students indicate their intended majors. Due to the College's open enrollment policy, students often change these declared majors making the acquisition of data describing student enrollment in degree and non-degree programs a challenge. For example, a fall 2013 report prepared by Institutional Research and Planning showed that while 1,096 students had indicated Nursing as their intended program of study, only 265 of those students had taken a Nursing course while 831 had not taken a Nursing course[43].

[41] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf
[42] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf
http://www.elcamino.edu/administration/ir/docs/acadperformance/TransferVelocity_Trends_CEC_06-07.pdf
http://www.elcamino.edu/administration/ir/docs/acadperformance/Time%20to%20Completion%202012-2013.pdf
http://www.elcamino.edu/administration/ir/docs/research/Transfers_UC-CSU_2012-13_NSC.pdf
[43] http://www.compton.edu/campusinformation/accreditation/docs/CECStudentMajorCountsByDivisionFall2013.pdf
http://www.compton.edu/campusinformation/accreditation/docs/CECStudentMajorCountsByMajorFall2013.pdf

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The mission of Compton Center is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. The Compton Center offers programs in transfer, education, career technology, developmental education, basic skills, and non-credit instruction programs[44].

Compton Center is dedicated to fulfilling its mission and upholding its integrity in all programs offered by the Compton Center and its off-campus (i.e. local high school) locations[45]. Through careful planning and review of curriculum[46], the program review process and peer analysis of program reviews[47], articulation with transfer schools[48], and compliance with external review agencies for some vocational programs[49], Compton Center evaluates all academic offerings. As part of this evaluation, in 2010-2011, the Compton Center consolidated its 51 academic programs into 33 programs.

Compton Center offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated student learning outcomes. Student learning outcomes are in place for all courses and degree programs[50]. As of spring 2014, Compton Center has assessed 98 percent of all courses and 100 percent of all programs. To improve assessment dialogue between both campuses, the Center decided to align its assessment schedule with the Torrance campus. The remaining courses are scheduled to be assessed following the new timelines. The Center will reach a 100 percent course assessment rate by fall 2014[51].

The institution offers high-quality instructional programs in recognized and emerging fields of study (e.g. aerospace fasteners) that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions. The Compton Center

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[44] http://www.compton.edu/academics/
http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-286)
[45] http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterHighSchoolCourses2014.pdf
[46] http://www.elcamino.edu/academics/ccc/
[47] http://www.compton.edu/academics/programreviews.aspx
[48] http://www.elcamino.edu/studentservices/co/articulation.asp
[49] External review certification documentation (Nursing)
[50] http://www.elcamino.edu/academics/slo/DivisionSLOpage.asp
[51] http://www.compton.edu/campusinformation/accreditation/docs/SLOPLOUpdateforCEC6.18.2014.pdf

offers an array of degree and certificate programs, but not all those offered at El Camino College. Therefore, the Compton Center's degree programs are congruent with El Camino College programs and mission statement. Distance education courses are offered at both Compton Center and El Camino College; students may register for distance education courses offered by Compton Center and/or El Camino College.

Requirements for the Associate of Arts and the Associate of Science degrees are detailed in the 2013-2014 college catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas[52]. The general education and graduation requirements for the degrees are stated in the 2013-2014 college catalog[53]. All associate degree programs are two years in length[54]. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

9. Academic Credit

The institution awards academic credits based upon generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Through El Camino College, the Compton Center awards credit consistent with the Education Code and Title 5 regulations. The standard measurement of college work is a unit. One unit of credit is awarded for approximately 54 hours of lecture, study, or laboratory. The amount of credit awarded is adjusted in proportion to the number of hours of lecture, study, or laboratory work. Compton Center operates on a semester basis and all references to units of academic credit in the college catalog are to semester units.   The criteria on which credit is based are described in the 2013-2014 college catalog[55], in the El Camino College Curriculum Handbook[56], and in El Camino College Board Policy 4230 'Grading and Academic Record Symbols'[57].

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[52] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 64-67)

[53] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)

[54] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-286)

[55] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 44)

[56] http://www.elcamino.edu/academics/ccc/handbook/Appendix%20A.pdf (pages 1-2)

[57] http://www.elcamino.edu/administration/board/boarddocs/4230%20Grading%20and%20Academic%20Record%20Symbols.pdf

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Student learning outcomes are the specific observable or measurable results that are expected at the end of a learning experience (i.e. a course; a program of study; a degree or certificate; or set of interactions with student or library services). El Camino College's learning outcomes are described in the 2013-2014 college catalog[58] and on the college website[59].

Compton Center's learning outcomes exist and are assessed at three levels:
- Course: Student Learning Outcomes (SLOs)
- Program: Program Learning Outcomes (PLOs)
- Institutional: Institutional Learning Outcomes (ILOs)

Course and program learning outcomes statements are shared between El Camino College and Compton Center, except when a course or program is unique to a particular campus such as Commercial Music at Compton Center. Compton Center has learning outcome statements in place for 100 percent of its courses and programs. Student learning outcome statement information for all courses, programs, and certificates are available to all students and to the public through course information material (e.g. syllabi) and a comprehensive assessment webpage[60].

Compton Center has established an ongoing and comprehensive student learning outcome assessment program and has assessed 98 percent of courses offered and 100 percent of academic programs. The Center will reach a 100 percent course assessment rate by fall 2014[61].

ILO assessments for El Camino College have included Compton Center. As of fall 2014, all ILOs have been assessed[62]. Revised ILO statements have been approved and a new ILO assessment cycle will begin in fall 2014[63]. The Center devotes appropriate resources to the assessment of student learning, including a faculty SLO Coordinator and two faculty SLO Facilitators[64].

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[58] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 10)

[59] http://www.elcamino.edu/academics/slo/index.asp

[60] http://www.elcamino.edu/academics/slo/index.asp

[61] http://www.compton.edu/campusinformation/accreditation/docs/SLOPLOUpdateforCEC6.18.2014.pdf

[62] http://www.elcamino.edu/academics/slo/corecompassess.asp

[63] http://www.elcamino.edu/academics/slo/corecomps.asp

[64] http://www.elcamino.edu/academics/slo/assessment-personnel.asp

All program review reports completed since 2009 have discussed SLOs and PLOs, their assessment, how the program will respond to the assessment, and what changes and planning steps have been implemented as a result of assessments[65]. Compton Center is able to identify strengths of instruction, gaps in student learning, and areas for actions to improve student learning. The below examples illustrate how academic programs at Compton Center have utilized learning outcomes assessment and the program review process to evaluate instruction and take action to improve student achievement.

1. [Program Review and Assessment Example #1][66]
2. [Program Review and Assessment Example #2][67]
3. [Program Review and Assessment Example #3][68]

The California Community Colleges Chancellor's Office Scorecard includes completion, persistence, and remedial progress information for Compton Center students[69]. Success and retention rates are listed in Table 7.

Table 7 - Success and Retention Rates at Compton Center

	2008-09	2009-10	2010-11	2011-12	2012-13
Success Rate	59%	61%	62%	61%	65%
Retention Rate	74%	75%	77%	77%	80%

Source: California Community College Chancellor's Office

The NCLEX licensure exam pass rate history is listed in Table 8.

Table 8 – NCLEX Pass Rates

	2008		2009		2010		2011		2012	
El Camino College – Compton Education Center	# taken	% pass	# taken	% pass	# taken	% pass	# taken	% pass	# taken	% pass
	65	66.15%	57	71.93%	44	81.82%	59	84.75%	54	81.48%

Source: BRN Pass Rates Report (2013-2014 data not yet available)[70]

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[65] http://www.elcamino.edu/administration/vpaa/program_review/ProgramReviewMaterials2014.pdf
http://www.compton.edu/campusinformation/accreditation/docs/StudentServicesProgramReviewTemplate.pdf
[66] Program Review & SLO/PLO Example #1
[67] Program Review & SLO/PLO Example #2
[68] Program Review & SLO/PLO Example #3
[69] http://www.compton.edu/campusinformation/accreditation/docs/CCCCOScorecardSummary2012-13.pdf
http://scorecard.cccco.edu/reports/OneYear/711_OneYear.pdf
[70] http://www.compton.edu/campusinformation/accreditation/docs/NCLEXPassRates.pdf

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, Standard II.A.3, (Appendix B) for areas of study required for general education.

The El Camino College Board of Trustees adopted Board Policy 4025, Philosophy for Associate Degree and General Education[71]. Courses approved for inclusion in the general education requirements are evaluated as meeting the criteria established in this policy. The El Camino College 2013-2014 college catalog details general education criteria for Associate in Arts and Associate in Science Degrees and lists general education courses currently offered within Associate in Arts and Associate in Science Degree requirements[72]. The courses and programs presented meet standards approved by the Board of Governors of the California Community Colleges as stated in the California Administrative Code, Title 5, Section 55002.

General Education Criteria

The Associate Degree Committee, with participation from instructional and counseling faculty and administrators conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate in Arts and Associate in Science Degrees." This statement is published in the college catalog.

The degree requirements for an associate degree at the college include six areas of general education:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality
   A. English Composition
   B. Communication and Analytical Thinking
5. Health and Physical Education
6. Mathematics Competency

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[71] http://www.elcamino.edu/administration/board/boarddocs/4025%20Philosophy%20for%20Associate%20Degree%20and%20General%20Education.pdf

[72] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)

The general education component includes demonstrated competence in writing and computational skills and an introduction to some major areas of knowledge[73].

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. The CCC is responsible for determining where courses fit into the general education breadth pattern; however, the committee relies strongly on the recommendation of the program faculty. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, make a determination of the course has sufficient rigor to meet the standards of scholarship of the college[74]. To a large extent, courses are included in the general education pattern based on articulation with the four-year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

El Camino College uses its comprehensive ILOs to assess general education areas. Current ILOs strongly correspond to general education areas[75]. These ILOs shape all general education courses including the disciplines such as Natural Sciences, Social and Behavioral Sciences and the Humanities. The goal of general education is accomplished through the College's ILOs which include developing students' critical thinking skills, learning to communicate effectively in writing, acquiring an understanding of the major concepts to solve problems, and employing methods of scientific inquiry to understand the world around them. ILOs allow institutional-level assessments to apply to all students, including those taking general education courses. This approach provides assessment results that are useful and actionable at the general education level.

Every program at Compton Center has aligned course student learning outcomes (SLOs) with degree student learning outcomes (PLOs). All course and program learning outcomes are aligned with institutional learning outcomes (ILOs). As part of this comprehensive alignment, all general education courses are mapped to the ILOs. To evaluate whether students are able to apply their understanding to subsequent coursework, employment or other endeavors, the College assesses its ILOs. Through scheduled ILO assessments, the College has assessed all ILOs and, thus, all GE areas[76].

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[73] http://www.curricunet.com/elcamino/
http://www.compton.edu/campusinformation/accreditation/docs/SampleGenEdCourseOutlines.pdf
[74] http://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf
http://www.elcamino.edu/academics/ccc/handbook/Course%20Review%20Worksheet.pdf
[75] http://www.elcamino.edu/academics/slo/corecomps.asp
http://www.elcamino.edu/academics/slo/geo.asp
[76] http://www.elcamino.edu/academics/slo/corecompassess.asp

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Compton Center is committed to providing an environment that allows for free and open discourse representing all points of view as supported by El Camino College Board Policy 4030[77]. This board policy is published in the college catalog[78].

Academic Freedom is also reaffirmed in the contract between the El Camino Federation of Teachers and the El Camino College District[79] and, more specifically, in the contract between the Compton Community College Federation of Employees, Certificated Unit and the Compton Community College District, 2007-2010[80].

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

All Compton Center faculty, full-time and part-time, meet or exceed the minimal state qualifications to teach in a California community college as stipulated by the State Chancellor's Office[81] and the more restrictive qualifications adopted by El Camino College[82]. All existing Compton Center faculty qualifications were reviewed at the beginning of the partnership with El Camino College. Modifications in assignments were made as needed based on the results[83].

All Compton Center faculty members are required to fulfill professional responsibilities and obligations as stated in the most current contract between the faculty union and the Compton Community College District. These responsibilities include teaching assignments, curriculum development and review, course and program assessments, committee work, sponsorship of student clubs, faculty evaluations, office hours, department meetings, staff development, and

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[77] http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom.pdf

[78] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 47)

[79] http://www.elcamino.edu/administration/hr/2012-2015%20Federation%20Agreement%20as%20of%20NOV%2030%202012%20with%20links%20corr.pdf

[80] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf

[81] http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/MinimumQualifications.aspx

[82] http://www.compton.edu/campusinformation/accreditation/docs/ECCMinimumQuals.pdf

[83] http://www.compton.edu/campusinformation/accreditation/docs/CECMinimumQualsReview.pdf

shared governance duties[84]. Regular faculty evaluations are conducted of all Compton Center full-time and part-time faculty members[85].

The most current list from the Compton Community College District Human Resources office of all full-time faculty members with their degrees and qualifications can be found in Table 9; the most current list of part-time faculty members by division can be found in Table 10. The most recent schedule of classes identifies faculty responsible for each class[86].

Table 9 – Compton Center Full-Time Faculty Roster

INSTRUCTOR & YEAR OF HIRE	DEPARTMENT	DEGREES
Aasi, Fazal (2007)	Anatomy	B.S., M.D. Panjab University
Abbassi, Ali (1985)	Mathematics	B.S. Detroit Institute of Technology M.S. West Coast University
Aguilar, Carmela (1985)	Counseling; ESL	A.A. Compton Community College B.A. University of California, Los Angeles M.A. California State University, Dominguez Hills
Ahmad, Manzoor (1987)	Business	B.S. Government College LL.B University Law College M.B.A., Northwest Missouri State University
Allen, Jennell (1980)	Counseling	B.A. California State University, Long Beach M.S. California State University, San Bernardino
Alpern, Ronny (1992)	Mathematics	B.A., M.A. California State University, Fullerton
Arroyo, Celia (1991)	Counseling	A.A. Compton Community College B.A., M.A., M.Ed. California State University, Dominguez Hills

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[84] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf (pages 14-15)
[85] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf (Pages 19-41)
Faculty Evaluation schedule/other materials, examples, etc.
[86] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx

Arroyo, Silvia T. (1998)	Counseling	B.S. University of Nebraska M.A., Ph.D. United States International University
Benson, Eugene (1981)	Welding	A.S. Los Angeles Trade Technical College B.S. University of LaVerne
Bernaudo, Jose (2004)	English	B.A. University of California, Irvine M.A. Claremont University
Boatwright, Eddie (2004)	Biological Sciences	B.A. Fisk University M.D. Meharry Medical College
Bosfield, Saundra (2008)	Nursing	A.D.N. Compton Community College B.S.N. University of Phoenix M.S.N. California State University, Dominguez Hills Ed.D. Argosy University
Bunting, Ikaweba (2002)	Sociology; Political Science	B.S. Loyola Marymount University Ph.D. University of Wales
Cervantes, Rosemarie (2013)	Counseling/Learning Disability Specialist	B.A. California Polytechnic Univeristy Pomona M.A. California State University, Los Angeles
Clark, Leonard (2001)	Geology	B.S., M. S. California State University of Los Angeles
Collins, Diane (1991)	Contemporary Health	B.S. California State University, Los Angeles M.S. University of California, Los Angeles
Cortez-Perez, Aurora (1996)	ESL	A.A. Compton Community College B.A., M.A. California State University, Dominguez Hills
Coti, Karla (2011)	Chemistry	B.S., M.S., Ph.D. University of California, Los Angeles
DeHardt, Thomas (2013)	Psychology	B.A., M.A., Ph.D. University of California, Los Angeles
Estrada, Harvey (2000)	Music	B.M. California State University, Fullerton M.M. California State University, Los Angeles

Estrada, Maria (2012)	Counseling	A.A. Orange Coast College B.A. University of California, Los Angeles M.A. San Diego State University
Evans, Jerome (2000)	History	A.A. Los Angeles City College B.A.California State University, Los Angeles M.A., M.S. Pepperdine University
Flor, Paul (1997)	Political Science; Ethnic Studies	B.A., M.A. University of California, Los Angeles M.A. California State University, Los Angeles
French-Preston, Essie (1986)	Counseling	B.A. Alabama State University M.A. University of South Alabama Ed.S, Ed.D. University of Alabama
Garcia, Annaruth (1998)	Office Administration	A.A. Compton Community College B.S., M.A.University of Phenox
Garrett, Curtis (2007)	Automotive Technology	B.S. California State University, Long Beach
Gillis, Amber (2012)	English	B.A., M.A. California State University, Fullerton
Gomez, Gabriel (2013)	English	B.A. Santa Clara University M.F.A. University of Southern California
Gras, Lauren (2011)	English Composition; Developmental Reading	B.A. University of California, Los Angeles M.A. California State University, Los Angeles
Halligan, Christopher (2006)	English	B.A., M.A. University of Nebraska
Hayes-Cushenberry, H. Frances (2008)	Nursing	B.S.N., M.S.N. California State University. Long Beach Ed.D. Argosy University
Haynes, Vanessa (1998)	Counseling	A.A. Monterey Peninsula College B.A., M.A. California State University, San Jose
Heming, Deborah (2007)	Nursing	A.D.N. Compton Community College B.S.N., M.S.N. University of Phoenix

Hobbs, Charles	Library Information Science	B.A. University of California, Santa Barbara M.L.S. University of California, Los Angeles
Jimenez, Alberto (2012)	Instructional Specialist	B.A. University of California, Berkeley M.A. Azuza Pacific University
Johnson, Renee (2006)	Nursing	B.S.N., M.S.N. University of Phoenix
Joiner, Robert (1987)	Business	B.S. California State University, Los Angeles M.B.A. Pepperdine University
Juarez, Dalia (2011)	English Composition; Developmental Reading	B.A., M.A. California State University, Dominguez Hills
Khalilzadeh, Mohammad (1999)	Computer Information Systems	B.A., M.A. California State University, Los Angeles
Khodagholian, Sevana (2014)	Chemistry	B.S. University of Southern California M.S., Ph.D. University of California, Riverside
Kooiman, Brent (2011)	Auto Collison Repair & Painting	A.A. Cerritos College
Lamm, Frederick (1969)	Automotive Technology	A.S. Los Angeles Trade Technical College B.V.E., M.A. California State University, Long Beach Ed.D Nova University
Lazar, Shemiran (1996)	English; ESL	B.A. Baghdad University M.A. California State University, Dominguez Hills
Lyles, Cornelia (1976)	Social Sciences	B.A., M.A. California State University, Los Angeles Ph.D Nova University
Manikandan, Gyanthri (2013)	Mathematics	B.S., M.S. Barathidasan University M.S. California State University, Long Beach
Maradiaga, Axa (2005)	Spanish	B.A., M.A. California State University, Dominiguez Hills

Martinez, Jose M. (2013)	Mathematics	A.A. East Los Angeles College B.S. University of California, Los Angeles M.S. California State University of Los Angeles
Maruyama, David (2005)	English	B.A. University of Caifornia, Los Angeles M.A., M.F.A. California State University, Long Beach
McPatchell, David (1997)	Psychology	B.S. University of Kentucky M.A. California State University, Sonoma M.A. University of New Mexico
Mediza, Jose (2003)	Mathemtics	B.S. University of Iran M.S. Sheraz University
Mendoza, Ladislao (1989)	Physical Education; Recreation	B.A. California State University, Dominguez, Hills M.Ed. Azusa Pacific College M.Ed. Grand Canyon University
Mills, Jesse (2014)	Political Science	B.A. Loyola Marymount University Ph.D Univeristy of Southern California
Mitu, Zenaida (2003)	Nursing	B.S., M.S. University of Santo Tomas
Moore, Billie (1979)	Ethnics Studies	B.A., M.P.A. California State University, Long Beach Ph.D. University of California, Los Angeles
My, Alexander (1989)	Counseling	A.S. Austin Community College B.A. Southwest Texas State University M.A. Northeastern Illinois University Ed.D. Noval University
Norton, Thomas (2000)	English	B.A. University of Iowa M.A. University of Wisconsin
Odanaka, Michael (1987)	Counseling	B.A. Dartmouth College M.A. Fuller Theological Seminary, M.S. California State University, Los Angeles

Ornelas, Miguel (2013)	Mathematics	B.A. University of California, Berkeley M.A. California State University, Fullerton
Osanyinpeju, Abiodun (2003)	Life Sciences	B.S. University of Ibadan M.S., Ph.D. University of Lagos
Pham, Hoa (2012)	Child Development	B.A. University of Texas, El Paso M.Ed. University of Texas, Austin Ed.D. University of California, Irvine
Phillips, Marjeritta (2000)	Dance	B.A., M.A. California State Univeristy, Long Beach
Pratt, Estina (1988)	Librarian	B.S. Kent State University M.L.S. Atlanta University
Priest, Michelle (2010)	Anatomy	B.S. University of California at Los Angeles M.S. California State University, Fullerton Ed.D. University of Southern California
Radcliffe, Kendahl (2012)	History	B.S. Emerson College M.A., Ph.D. University of California, Los Angeles
Rios, Liza (2013)	Communication Studies	B.A., M.A. California State University, Fullerton
Roach, Donald A. (1985)	Mathemetics	B.S. University of West Indies M.S. Math University of Waterloo Ph.D. University of West Indies
Roach, Ruth (2003)	English	B.A. M.A.T., Occidental College M.A., Ph.D. Claremont Graduate University
Ross, Dovard (1986)	Computer Information Systems	B.A. California State University, Dominguez Hills M.B.A. University of Phoenix
Sahebjame, Mohsen (1998)	Computer Information Systems	B.S., M.A. California State University, Long Beach

Name	Department	Education
Schumacher, Holly (2010)	Counseling	B.A. California State University, Long Beach M.S. National University
Schwitkis, Kent (2014)	Astronomy; Physics	B.A. University of California, San Diego M.S., Ph.D. University of California, Santa Barbara
Sidhu, Rajinder (2014)	Anatomy; Physiology	B.S., M.S. Punjabi University Patiala
Stoddard, Patricia (2011)	Mathematics	B.S., M.S. California Institute of Technology M.S. California State University, Long Beach
Tatlilioglu, Abigail (2011)	Mathematics	A.S., El Camino College B.S., M.S. California State University, Long Beach
Tavakkoli, Mohamad (1987)	Mathematics	B.S., M.S. California State University, Los Angeles
Thomas, Shirley (2003)	Assistant Director, Professor Nursing	B.S.N. University of Phoenix M.S.N., F.N.P., RNC-OB University of Phoenix
Threadgill, Cheryl (1998)	Counseling	B.A. National-Louis University M.A. Roosevelt University M.A. National University
Uch, Mandeda (2004)	Music	A.S. Long Beach City College B.M., M.M. California State University, Fullerton
Ueda, Dale (2011)	Heating & Air Conditioning	B.S. California State University, Dominguez Hills
Valdry, Andree (1999)	Library Information Science	B.A., M.L.S. University of Cailfornia, Los Angeles
Villalobos, Jose (2008)	Mathematics	A.S. Compton Community College B.S., M.S. California State University, Long Beach M.S., Ph.D. University of Southern California
Walker, Gregory (2010)	Anatomy	B.S. Tuskegee University M.D. Howard University

Wallano, Eyob (2007)	Life Sciences	MVSC Master of Veterinary Sciences-Research degree as Ph.D. D.V.M. Kharkov Veternairy Institute Doctor of Veterinary Science
Washington, Cassandra (2011)	Child Development	B.A. California State University, Dominguez Hills M.A. California State University, Los Angeles
West-Lee, Pamela (1999)	Child Development	B.A., M.A., M.S. California State University, Dominguez Hills
Williams, Nikki (2012)	English; Sociology	B.A., M.A. California State University, Dominguez Hills
Williams, Shannon (2013)	Physical Education; Baseball	A.A. Compton Community College B.A. California State University, Dominguez Hills M.A. Concordia University
Yahye, Abdirashid (1996)	Computer Information Systems	B.S. Somali National University M.S. University of Southern California
Zambrano, Ruth (2011)	Mathematics	B.S. University of California, Los Angeles M.S. California State University, Long Beach

Table 10 – Compton Center Part-Time Faculty Roster

Part-Time Faculty	Discipline
Abdul-Jabbaar, Aminah	Film/Video
Abdulmalek, Sulaiman	Biological Sciences
Adabzadeh, Ali	Auto Collision
Adams, Eugene	Counseling
Aguilera, Peter	Sociology
Allen, Gregory	Fire Technology
Altermatt, Robert	Chemistry
Arasasingham, Premilla	Chemistry
Armstrong, Sunny	English

Avery, Nicole	Art
Bankhead, Steven	Arts
Banuelos, David	PE/Health
Barber, Lessie	Nursing
Bell, Jennifer	Nutrition
Bennet, Sage	Philosophy
Bergman, Stefan	English
Bibb, Nicole	Math
Biffle, Lamar	PE/Health
Black, Dustin	History
Blake, Eckko	Counseling
Blankenship, Martin	Sign Language
Brabbee, Andrew	Spanish
Brian, Thomas	HDEV
Buenaventura, Ninita	Library
Bush, Asilia	HDEV
Bush, Asilia	Counseling
Bystry, Philip	ESL
Can, Minh	Math
Cargill, Mark	Music
Carrillo, Rosa	Counseling
Carroll, Craigg	Theatre Arts
Carter, Sekou	Math
Castro (Tokuda), Elena	Education
Colby, Anita	Library
Conn, Bradfield	Psychology
Cooper, Erin	Psychology
Crosbie, Ivan	English
Crozier, Judith	English

Cunnigan, Dixie	Fashion
Dadi, Tedla Degefa	Biological Sciences
Daniel, Brittany	Geography
Davis, Jalondra	English
Davis, Timothy	Music
de la Pena, Susana	English
DeLaCruz, Nancy	Nursing
Desetto, Vincent	Anthropology
Diaz, Juan	PE/Health
Donegan, Rebeca	Geography
Douglas, Jeffrey	English
Dowell, Aaron	Film/Video
Drew, Sharon Sim	Nursing
Duffield, Mary	English
Edwards, Allyce	Counseling
Edwards, Allyce	HDEV
ElFarissi, Hassan	Biological Sciences
Escalante, Mario	Counseling
Evans, Max	English
Fernandes, Sean	PE/Health
Fong, Nancy	Counseling
Ford-Charles, Charlette	Nursing
Garcia, Jose	PE/Health
Ghazaee, Nahid	Nursing
Gill, Jack	Math
Gonzalez, Bryan	English
Goudeau, Omega	PE/Health
Grant, Asha	Nursing
Gray, Jill	Nutrition

Green, Michelle	Nursing
Gropp, Barry	Counseling
Guimaraes, Nancy	English
Gutierrez-Padilla, Laura	HDEV
Gutierrez-Padilla, Laura	Counseling
Harrington, Tonya	Nursing
Harris, Kimberly	Nursing
Harris-Mims, Jameelah	Nursing
Harrison, Mickey	English
Hector, Jeremy	English
Hendrichs, Robert	Counseling
Hernandez-Saul, Cynthia	Math
Herrera, Raul	History
Herring, Larry	ESL
Higgins, Keith	PE/Health
Huynh, Dwan	Math
Jackson, Broderick	PE/Health
Jackson, Henry	Welding
Jacobs, Bruce	English
James, Ibanga	Biological Sciences
Johnson, Eric	ESL
Johnson, Lorenda	Counseling
Johnson, Shirlisa	Nursing
Kang, Henry	Chemistry
Keskinel, Meric	Economics
Khan, Mahbub	Math
Khwaja, Ziauddin	Math
King, Matthew	AJ
Klonecky, Loretta	ESL

Lawrence, Richard	Communication Studies
Lawson, Anitra	Film/Video
League, Nia	Human Dev.
Lebon, Thomas	Biological Sciences
Lee, Kenneth	Fire Technology
Leonard, Chester	Administration Of Justice
Lim, Andy	Sign Language
Lipp, Alex	Math
Lopez, James	English
Lopez, Silvia	Nursing
Loya, Carmen	Nursing
Magabo, Susan	English
Malouf, Terri	Math
Martinez, Amanda	PE/Health
Martinez-Weitzel, Victoria	Human Dev.
Martinez-Weitzel, Victoria	Counseling
Massich, Regina	English
Mayreis-Voorhis, Morgan	English
McLaughlin, Patrick	English
McNeil, Tracey	PE/Health
Mendez, Jose	Human Dev.
Mendoza-Rivera, Cecilia	Nursing
Meza, Juan	History
Mikhail, Mourad	Biological Sciences
Millea, Johnny	English
Mims, Brian	Counseling
Morales, Alberto	Anthropology
Morgan, Quin	Nursing
Moshrefi, Farshid	Psychology

Mosqueda, Cynthia	Counseling
Most, Rosemary	Child Development
Moten, Georgia	English
Ndoumna, Emmanuel	Math
Neal, Albert	English
Nebbia, Gerardo	Economics
Niang, Babacar	Math
Nkwuaku, Anthony	Nursing
Noonan, Lloyd	Humanities
Nunez-Mason, Rebeca	Human Dev.
Nunez-Mason, Rebeca	Counseling
Nwabuzor, Ozo	Nursing
Okbamichael, Mussie	Earth Sciences
Okoh, Pepertua	Nursing
Orozco, Marco	Chemistry
Ortiz, Jennifer	English
Ortiz, Stuart	Counseling
Palmer, Cleveland	Art
Panski, Saul	History
Parker, Norma	Spanish
Petersen, Bruce	Biological Sciences
Pfeiffer, Jill	Anthropology
Phillips, Jasmine	Counseling
Pilati Corselli, Michelle	Psychology
Pimentel, Alberto	Sociology
Pittman, Lowerence	Art
Plair, Vincent	Admin. Of Justice
Porter, Gordon	Communication Studies
Powell, Damien	History

Prada, Claudia	Spanish
Puglisi, Robert	English
Quinones, Juan	Child Development
Raffel, Charmaine	Math
Rahnavard, Mohammad	Math
Rangel, Efren	Counseling
Rheinheimer, Lisa Che	EMT
Richardson, Pamela	Welding
Rivera-Mitu, Eliza	Nursing
Rodriguez, Magdalena	HDEV
Rodriguez, Magdalena	Counseling
Rooks, Robert	Real Estate
Rorie, Paul	Law
Roshanaei, Alireza	Math
Roske, Rachel	Art
Sanders, Candy	Child Development
Sanders, Zeb	Communication Studies
Sandoz, Jerretta	Admin. Of Justice
Schnieder, Julie	Welding
Scott, Gregory	Math
Scott, Rodney	Theatre Arts
Scranton, Sandra	Child Development
Sedgwick, Emily	Philosophy
Sesay, Abdul	PE/Health
Sewell, Tiombe	Counseling
Shabazz, Moyofune	Human Dev.
Shannon, Mark	Communication Studies
Shibuya, Steven	Machine Tool Tech
Shigg, Cheryl	Nursing

Shihabi, Azzam	Math
Shirley, Gregory	Philosophy
Sims, Hiram	English
Sims, Shannon	English
Skorka, Evan	Math
Smith, Darwin	Philosophy
Solomon, Lehenry	Psychology
Stain, Stanley	Political Science
Stewart, Thomas	Chemistry
Stipe, Denise	Nursing
Stockstill, Wendy	Art
Strivewell, Daniel	Math
Strong, Becky	Admin. Of Justice
Tavarez, Juan	Spanish
Toney, Kevin	Music
Tran, Thien	Math
Triplett, Jennifer	English
Uribe, Diego	ESL
Van Benschoten, William	History
van Dyck, Stephen	English
Van Niel, Pieter	Theatre Arts
Vanish, Clark	Math
Vogel, Karen	Library
Vu, Tim	Math
Wagner, Summer	Communication Studies
Walczak, Katherine	Academic Strategies
Walker, Elizabeth	Political Science
Walker, Elizabeth	English
Walls, Philip	Air Conditioning

Warren, Sue Ellen	Nutrition
Wasserberger, Toni	English
Webb, Robert	Math
Westerband-Quinones, Yamisseette	Women's Studies
Willis, Edna	Nursing
Wright, Eyana	Nursing
Yaghami, Philip	Machine Tool Tech
Youngblood, Aaron	PE/Health
Yu, Andy	Math

14. Student Services

The institution provides appropriate student services that support student learning and development within the context of the institutional mission for all of its students.

The Compton Center offers student support services which reflect and support the mission of the College. The following student support services are available:

Admissions[87]

Enrollment is open to all students, eighteen or older, who have the ability to benefit from the college experience. Students may apply online at www.compton.edu. In addition, concurrent enrollment is available to K-12 students, and cross enrollment programs are established with California State University Dominguez Hills. Students are allowed to enroll at Compton Center to further their high school agendas and potentially garner collegiate credits. Paralleling this program is a mechanism to enroll in the California State University and University of California on a limited basis, with credits applicable to the two-year degree and beyond. There are no fees involved in the concurrent enrollment high school program for residents of California. There is a $10 basic fee involved with the universities. Any pre-requisites must be met and class scheduling must be aligned. See 'Operational Status' section for demographic characteristics of students admitted to the Compton Center.

Admissions services include:
- Assistance with registration for classes
- Processing adds/drops
- Processing transcript requests

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[87] http://www.compton.edu/studentservices/admissionandrecords/index.aspx

- Processing requests for records
- Assistance with MyECC and email access
- Processing petitions for degrees and certificates
- Enrollment management

Assessment Center[88]

The Assessment Center is one of the four steps of Matriculation. Therefore, most new full-time students enrolling at Compton Center come to the Assessment Center to complete their placement tests for assessment/counseling purposes and to enroll in English, Math, and related courses. Compton Center also serves many part-time, non-matriculated students who may need to avail themselves of the same assessment services.

Assessment Center services include:
- Placement testing (English, Math, and English as a Second Language)
- Ability-To-Benefit test for financial aid
- CELSA (Combined English Language Skills Assessment) test
- Chemistry test
- Uploading of Assessment Scores into the El Camino College Datatel Colleague system

Athletics Department[89]

The mission of the Athletics Department, which is under the direction of the Director of Student Development and Athletics, is to provide an equitable opportunity for all students to participate in intercollegiate athletics while succeeding in obtaining their academic or vocational goals. The Athletics Department asserts that athletic participation helps promote leadership development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking, and perseverance. The Athletics Department endorses a comprehensive program that encourages the development of each student-athlete's values and character, and sees its activities as an integral part of campus life as well as a positive aspect of the overall educational experience for its participants. The Athletics Department promotes academic success by supporting the student-athlete with tutors, counselors, an intervention program, and an award ceremony focusing on academic achievement.

The Athletics Department is composed of the following intercollegiate sports: football, men's soccer, women's soccer, men's and women's cross country, men's basketball, women's basketball, badminton, men's and women's track and field, softball, and baseball. The athletic program is Title IX compliant under prong two of the Title IX Compliancy Test which is to demonstrate a continual expansion of athletic opportunities for the underrepresented sex. Compton Center added women's soccer in 2009 and women's softball in 2011.

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[88] http://www.compton.edu/studentservices/supportservices/assessmentcenter/
[89] http://www.compton.edu/athletics/

CalWORKs[90]

The mission of the CalWORKs Program is to serve CalWORKs students and their families in achieving economic self-sufficiency by providing educational and career opportunities, combined with an array of high quality support services, enabling students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

CalWORKs funds are for the purpose of assisting single parents who are receiving Temporary Assistance for Needy Families (TANF) and is the community portion of the California Work Opportunity and Responsibility to Kids Act (CalWORKs), the welfare reform program established by Assembly Bill (AB) 1542. Through collaboration and advocacy with college, county, and community partners and a career ladder approach allowing the attainment of higher education while providing students with valuable work experience, CalWORKs prepares a segment of California's workforce so they no longer rely upon public assistance.

CalWORKs services include:
- Academic advisement/educational plans
- Priority registration
- Career counseling
- Orientations/Human Development courses
- Child care assistance
- Advocacy with county case workers
- Process books, materials, and supplies requests
- Documentation/compliance with 32 hours of weekly approved activities
- Employability skills training/job search
- Work activity referrals/subsidized job placement
- Referrals for interoffice, on-campus, and community supportive services

Counseling[91]

The mission of the Counseling Department is to create a learning environment that provides services which will promote student success through the entire matriculation process.

As an integral part of the matriculation process, services offered through the Counseling Department to help students reach their goals include:
- New Student Welcome Day activities
- Interpretation of placement test scores to help students evaluate current academic readiness and plan coursework to build skills

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[90] http://www.compton.edu/studentservices/supportservices/CalWORKSTANFGAIN/
[91] http://www.compton.edu/studentservices/supportservices/counseling/index.aspx

- Individual counseling to develop a student education plan for completing certificate, associate degree, and/or university transfer programs
- Evaluation of transcripts from other American colleges and universities for credit which can be applied to certificates and degrees at Compton Center
- Basic skills classes to remediate deficiencies which may interfere with the student's ability to succeed
- Human Development classes to assist students acclimate to the college, develop strategies for success, and develop career plans
- Student Enhancement workshops to teach students important skills, strategies, and techniques to enhance classroom and academic success as well as making decisions and setting educational and career goals
- Classroom presentations
- Referrals to services/resources both on and off campus
- Probation workshops for student currently on academic probation
- Veteran counseling
- Athletic counseling
- Registration assistance

Enrollment Services[92]

Enrollment Services works with local high schools to inform students of opportunities at the Compton Center through routine visits to college fairs and events. High school students working with this office are able to complete the application, orientation, assessment, and registration process and are informed about programs of study before high school graduation day.

EOPS/CARE[93]

EOPS Program Description

The Extended Opportunity Programs and Services program (EOPS) is a state funded program designed to assist students with completing their educational goals. The primary goal of the EOPS program is to encourage the enrollment, retention, and transfer of students handicapped by language, social, economic, and educational disadvantages and to facilitate the successful completion of their goals and objectives in college.

EOPS services include:
- Academic/career advisement
- Priority registration
- Orientation
- Book services/vouchers
- Book loans

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[92] http://www.compton.edu/studentservices/outreach-and-relations-with-schools/index.aspx
[93] http://www.compton.edu/studentservices/eops/index.aspx

- Academic intervention
- Student enhancement workshops
- Backpacks/supplies
- Transportation assistance
- Meal vouchers
- Incentive grants
- Transfer assistance

CARE Program Description
The Cooperative Agencies Resources for Education (CARE) program is a supplemental program for EOPS students who are single parents of children under the age of 14 and currently receiving CalWORKs/TANF cash aid. The primary goal of the CARE program is to provide educational support services that will enable students to break the dependency cycle.

In addition to the EOPS services noted above, CARE services include:
- Direct grants
- Additional book vouchers
- Additional transportation assistance
- Mini-conference and other specialized workshops designed for single parents (Presentations by the Western Center on Law & Poverty, CPR/First Aid, etc.)

Financial Aid[94]
The mission of the Financial Aid Office (FAO) at the Compton Center is to assist students who have the ability to benefit from postsecondary instruction and who, without financial support, otherwise would be unable to attend this college. In keeping with the El Camino College mission, the FAO is dedicated to building an effective student-centered system for the administration of financial aid resulting in the prompt and accurate delivery of funds to eligible students.

The Compton Center FAO offers an assortment of programs and services for potential, current, and former students. Financial assistance is offered via federal grants, loans and work study, state grants, and various scholarships. In addition to financial assistance, the Compton Center FAO Director and Coordinators provide outreach through high school visits, as well as participate in various events around the community to raise financial aid awareness and help guide students and parents through the financial aid process. The primary focus is on educating students and community members in all aspects relating to applying for financial and maintaining eligibility. The FAO accomplished this goal by encouraging all financial aid applicants to participate in Financial Aid Orientation and apply early; providing availability of online access of various financial aid platforms; providing year-round workshops to facilitate the

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[94] http://www.compton.edu/studentservices/financialaid/index.aspx

steps from application to disbursement, meeting deadlines, and maintaining Satisfactory Academic Progress; and offering other important information.

The FAO conducts outreach efforts on campus and in the community to increase the number of students who submit FAFSA applications by the March 2nd deadline. The FAO hosts an annual Cash for College event on campus during the spring semester. Cash for College is an annual event that brings students to campus to get assistance with submitting their FAFSA applications. This event includes major outreach efforts in our feeder highs schools and on campus. The goal is to ensure that the community is aware of the services involved in the financial aid process.

First Year Experience[95]
The First Year Experience/Learning Communities Program (FYE/LC) is designed to assist new students in transitioning from high school to college to attain their educational goals. The program was started in 2009-2010 with two cohorts and was expanded to four cohorts in 2010-2011. This comprehensive program links academic and student support services, integrative learning community courses, and interpersonal and collegial experiences to facilitate student retention, transfer, and graduation.

First Year Experience academic and student services include:
- Integrative learning communities (cohorts)
- Linked developmental and transfer classes
- Supplemental instruction
- First year orientations
- Hands-on instruction utilizing Compton Center technology for students
- Academic, financial aid, career, and personal counseling
- Student leadership opportunities
- Community service learning
- Outreach and recruitment
- Faculty development activities
- Events, field trips, and information sessions promoting recruitment, enrollment, graduation, and transfer to universities
- Peer mentors

Special Resource Center[96]
The mission of the Disabled Students Program and Services (DSPS), known as the Special Resource Center (SRC), is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting. The

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[95] http://www.compton.edu/studentservices/fye.aspx
[96] http://www.compton.edu/studentservices/supportservices/specialresourcecenter/index.aspx

program can provide legally mandated instruction and services to students with disabilities, promotes appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and advocates universal design and educational access for students with disabilities to promote maximum independence and integration. The program provides services for students with physical disabilities (including temporary disabilities), psychological or developmental disabilities, learning or intellectual disabilities, speech and language disorders, students who are blind or have visual impairments, students who are deaf or hard of hearing, and students with health limitations.

DSPS special services include:
- Priority registration/registration assistance
- Academic/career counseling
- Mobility assistance
- Testing accommodations
- Orientation/workshops
- Campus and community referrals
- Note-taking and reader services in the classroom
- Learning disability assessment referrals
- Sign language interpreter services
- Alternate media services (e.g. large print, taped books, and CDs)
- High Tech Center (Assistive computer technology, software and special equipment on loan to students including tape recorders, digital players, Smart Pens, and FM loops).

Student Development Office[97]

The Student Development Office provides oversight, planning, and implementation of a comprehensive student development program. Included in the student development program are student activities which are programmed throughout the year, and range from lectures and dramatic performances to student debates and concerts. Student activities are planned to represent a cross section of interests, cultures, educational experiences, and social perspectives. In addition to the primary roles played by students in planning and organizing campus activities, faculty and staff are routinely involved both in program planning and implementation.

Student activities and programs include but are not limited to the following: African-American History Month, Latino Awareness Month, Academic Awards Tea, International Student Day, U.S. Constitution Day Observance, and the Annual Commencement Ceremony.

The Student Development Office serves as the liaison to the Student Council at the El Camino College Compton Center[98]. The Student Council is comprised of 11 officers who are elected

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[97] http://www.compton.edu/studentservices/studentlife/index.aspx

each year by the student population. The Student Council meets on a weekly basis and is open to all students. The Student Council determines how fees will be used, and assists the Student Development Office with coordinating student activities. The Student Council represents the students on important issues at the Compton Center.

Transfer/Career Center[99]

The Transfer Center and the Career Center were combined in spring 2011 in order to provide a one-stop location to assist students who are seeking employment, exploring different careers, or planning their educational path. Students have access to a full-time transfer/career counselor who assists with transfer and career planning. The mission of the Transfer/Career Center is to provide advising and activities to strengthen the transfer and career function at the Center by offering activities that increase student awareness of transfer and careers opportunities so that more students are prepared to transfer to four year colleges and universities. The Transfer/Career Center is a comprehensive program focused on transfer/career counseling, transfer/career workshops, transfer/career exploration and links to career pathways, career preparedness (Volunteering, internships, jobs, etc.), effective college/job searches, and partnering with colleges and employers.

Transfer/Career Center services include:
- University/employer representative visits
- University tours
- University/college fairs
- Transfer/career information workshops
- University catalog and reference library
- Transfer websites and internet resources:
- University admissions panels
- Career exploration
- Counseling and advisement

Compton Center assesses student needs for services through a variety of surveys, including those listed below, and arranges for delivery of services based on identified needs.
1) Student Services Survey[100]
2) 2013 Technology Survey[101]
3) 2010 Campus Climate Survey[102]
4) 2008 Community College Survey of Student Engagement (CCSSE)[103]

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[98] http://www.compton.edu/studentservices/studentlife/asb/
[99] http://www.compton.edu/studentservices/supportservices/transfercenter/index.aspx
[100] Student Services Survey documentation
[101] http://www.elcamino.edu/administration/ir/docs/survey/TechSurvey_Presentation%20COM.pdf
[102] http://www.elcamino.edu/administration/ir/docs/survey/Student%20Campus%20Climate%20Survey%20Highlights%20CEC.pdf

Through Institutional Research and Planning, Compton Center prepares and presents a variety of research documents which are used to identify student demographics, academic performance, success, and any needed institutional actions. These research documents include demographic profiles[104], success and retention rates[105], and student achievement and completion results and employment outcomes[106]. There are also a variety of research briefs, student success reports, and course analysis studies that allow the College to examine and respond to student needs regarding distance education courses, assessment testing, and participation in learning communities, First Year Experience program, and Supplemental Instruction[107].

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The Admissions and Records function is a centralized district function and falls under the El Camino College Director of Admissions. The Admissions and Records office personnel is comprised of one Director who is the lead admissions person for the daily operation of the admissions functions of the Compton Center; an Admissions Supervisor, and four A&R Specialists[108]. The Compton Center Dean of Student Services oversees all Student Services functions and works closely with the El Camino College Director of Admissions.

Admissions policies are developed by the El Camino Community College District. These policies are clearly outlined in the El Camino College catalog[109]. The El Camino College Center adheres to these policies as a center under El Camino College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old, or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

[103] http://www.elcamino.edu/administration/ir/docs/surveys/SurveyResults_2008_COM2.pdf

[104] http://www.elcamino.edu/administration/ir/eccprofile.asp

[105] http://www.elcamino.edu/administration/ir/acadperformance.asp

[106] http://www.elcamino.edu/administration/ir/outcomes.asp

[107] http://www.elcamino.edu/administration/ir/research.asp

[108] http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/diradm.pdf
http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/enrollmentservsupervisor.pdf
http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/recordsspecialist.pdf

[109] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 11-22)

Students are required to submit an online application[110]. Students also submit transcripts of any high school or other college work completed and GED or high school proficiency exam results, if applicable.

16. Information and Learning Resources
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Compton Center provides appropriate access to information and learning resources and services to support its mission and instructional programs. The Library Student Success Center serves as the informational and learning resource center of Compton Center by providing quality information services and programs in support of the curriculum, and fostering information literacy to meet the diverse needs of the campus community[111]. In addition, the Library Student Success Center provides a supportive and safe environment with resources and services that promote intellectual development for independent lifelong learning.

Library
The Library offers materials to meet the college curriculum, access to information via a variety of media, circulation of materials, support of classroom activities through the provision of reserve materials, reference materials in print and online formats, and bibliographic instruction classes and one-on-one instruction. These services are frequently used by students in many academic divisions. Multiple assignments are given requiring the use of the Library and its resources. Librarians are available to provide group instruction and individualized support in the public service areas. Group study rooms are also available.

Compton Center Library holdings:

Audio Books	113
CDs	140
Children's Books	146
E-books	70,000+
Fiction Books	2,354
Microform titles	193
Non-fiction Books	28,804
Professional Books	25
Reference Books	1,962
Reserve Textbooks	338
Total Books, CDs, and E-Books	104,075

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[110] https://secure.cccapply.org/applications/CCCApply/apply/Compton_College.html
[111] http://www.compton.edu/library/index.aspx

Print magazine titles 173
Print periodical titles 15
Total Print Magazine and Periodical Titles 188

Subscription databases 42
Total Subscription Databases 42

Total Compton Center Library Holdings 104,305

The Library maintains a subscription package with EBSCO to provide access to over 70,000 e-Book titles representing a broad range of academic subject matter[112].

In addition to the subscription databases included in the statewide purchase of EBSCO databases, the Library maintains an agreement with Community College Library Consortium[113] to provide access to subscription databases. Current subscriptions include access to 42 general periodical and subject specialized databases. These databases provide information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, and other reference sources[114].

The Library maintains an Agreement for Mutual Lending Privileges of Library Materials with California State University Dominguez Hills for mutual lending privileges of library materials[115]. This agreement provides that, as of October 20, 2003, Compton Center and California State University Dominguez Hills will:

1. Share resources and services with other members of the regional library network.
2. Meet the minimum resource-sharing performance standards of the regional library network in compliance with the Library of CA Act, Section 18830.
3. Participate in interlibrary loan, direct lending, or patron referral. (Compton Center students are regularly referred to CSUDH Library as an alternate academic library for resources to fulfill their research needs.)

Archive Collection
The Archive Collection contains photographs, documents, memorabilia, and other materials related to the Compton Community College District from 1927 to present.

Art Gallery

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[112] http://www.compton.edu/campusinformation/accreditation/docs/EBSCOEBookSubscription.pdf
[113] http://www.compton.edu/campusinformation/accreditation/docs/LibraryEBSCODatabases.pdf
http://www.compton.edu/campusinformation/accreditation/docs/LibraryDatabasesRenewal2014-2015.pdf
Other agreements with vendors for subscription databases
Site License: LWW Nursing and Health Professions Premier Collection 2011
[114] http://www.compton.edu/library/LibraryDatabases.aspx
[115] http://www.compton.edu/campusinformation/accreditation/docs/CSUDHLibraryAgreement.pdf

Open to the public, the Art Gallery presents a rotating series of exhibits and collections on loan from other institutions as well as student art shows.

Student Success Center
The Student Success Center provides students with access to four drop-in tutorial centers, including general tutoring, the Math & Science Center, the Writing Center, and the Reading Success Center. In addition, the Student Success Center houses the Multidisciplinary Computer Lab and a Faculty Innovation Center. The Student Success Center offers a Supplemental Instruction (SI) program, Directed Learning Activities (DLA), academic skills workshops, and peer-led tutoring. All services are free to registered El Camino College Compton Center students.

Academic Tutoring
Tutoring is free and available on a drop-in basis to all ECC Compton Center students. The tutorial program is certified through the highly recognized College Reading and Learning Association. Tutoring is available in various subjects such as anatomy, math, nursing, English, chemistry, Spanish, physiology, and English as a Second Language (ESL).

Math & Science Center
The Math & Science Center provides free group tutoring on a drop-in basis by trained peer tutors and adjunct faculty tutors. The Math & Science Center sponsors programs to further assist math students. The Math Workshop Series is a series of one-hour workshops presented by tutors covering topics from basic math to college algebra. All tutoring is conducted in a group-setting environment and collaborative learning is encouraged.

Writing Center
The Writing Center provides free tutoring on a drop-in basis. Tutors assist students in deciphering writing tasks, organizing writing assignments, and developing content and critical thinking. While the tutors do not provide copyediting services, the tutors do assist students in identifying and correcting specific grammatical errors. In addition, the Writing Center provides a Workshop Series presented by a faculty tutor. This series provides focused instruction on particular skills and writing tasks, from fragment identification to scholarship essays.

Reading Success Center
Tutors work with students to help them become better readers. Students learn reading strategies that will not only help in current classes, but throughout all academic endeavors and beyond. All Reading Success Center tutors are available to help students on a walk-in basis.

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in selected courses. Students have an opportunity to compare notes, discuss important concepts, study for tests, and develop strategies for studying and learning. An SI Coach facilitates the SI sessions.

Multidisciplinary Computer Lab
Compton Center has a central instructional computer facility which includes state-of-the-art computers connected to the Compton Center network. The Multidisciplinary Computer Lab is designated for registered Compton Center students. This computer lab contains 100 personal computer systems, interconnected via a high-speed, Ethernet network. The computers include a wide array of software including the latest packages for word processing, desktop publishing, and other applications. Instructional Assistants are available to provide any instructional support to students and faculty during the hours of operation.

Faculty Innovation Center
The Faculty Innovation Center (FIC) is dedicated to maximizing the effectiveness of Compton Center's instruction, research, and outreach endeavors through collaboration and technology expertise. The FIC provides high-quality instructional technology to support pedagogy and research. Services provided for faculty include a meeting area and four computer stations connected to the college's network for web conferencing, web applications, classroom preparation, and printing, scanning, and faxing access. Instructors participating in learning communities, supplemental instruction, and team learning utilize the FIC for meetings and program planning.

17. Financial Resources
The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

As outlined in AB 318, Compton Community College District (CCCD) provides funding to the Compton Center. Since 2004, CCCD has been under the oversight of a state appointed Special Trustee. In 2006, CCCD received authorization for a $30 million emergency loan from the State of California. Since 2006, CCCD has drawn down $18 million, and has not drawn down funds since 2009. As of March 1, 2013, of the $18 million that has been drawn down, the District has $740,000 available[116]. CCCD does not anticipate any further borrowing from the state emergency loan for fiscal stability.

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[116] http://district.compton.edu/district_budget/audits/index.asp

CCCD provides budget sufficient to support student learning programs and services at the El Camino College Center, thereby ensuring institutional effectiveness and financial stability[117]. In the fall of 2012 CCCD developed a five-year fiscal management plan which is matched to CCCD revenues[118] and created and has maintained a Planning and Budget Calendar[119]. This calendar was taken to the CCCD Planning and Budget Committee[120], the CCCD Consultative Council[121], and the CCCD Special Trustee[122] for review, input, and approval.

The Compton Center is also supported by community donations for student scholarships through the El Camino College Foundation and the Foundation for Compton Community College District[123]. In addition, the Compton Center is currently in the process of capital construction with funding from local and statewide bond measures[124].

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its Eligibility Application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the Eligibility Application process.

As outlined in AB 318, Compton Community College District (CCCD) provides funding to the Compton Center. Compton Community College District financial accountability is validated by external financial audits performed on an annual basis. The CCCD audits follow the Governmental Accounting Standards Board and Governmental Auditing Standards. However, the annual audit does not include the student financial aid program, since student financial aid

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[117] http://district.compton.edu/administration/businessadmin/financialdocs.asp

[118] http://district.compton.edu/administration/businessadmin/docs/District%20Budget%202012-13-Final-Budget.pdf

[119] http://www.compton.edu/campusinformation/accreditation/docs/ComptonPBCCalendar2014-2015.pdf

[120] http://www.compton.edu/campusinformation/accreditation/docs/PBCMeetingMinutes012814.pdf

[121] http://www.compton.edu/campusinformation/accreditation/docs/CouncilAgenda02242014.pdf

[122] http://district.compton.edu/board_of_trustees/Compton%20District%20Board%20Agenda%203.25.2014.pdf

[123] Copies of agreements for access to external resources – Foundations Agreement

[124] http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf

http://www.compton.edu/campusinformation/accreditation/docs/ComptonCCDFiveYearConstructionPlan2016-2017.pdf

program is operated by El Camino College. Section 17 of this Eligibility Application contains copies of requested budgets. Certified external audits with the management letters are available at the CCCD District Budget webpage[125].

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, recourse allocation, implementation, and re-evaluation.

El Camino College and Compton Center have written, adopted, and begun implementing an overarching Comprehensive Master Plan to guide planning and budgeting[126]. In addition, a new planning process for use at Compton Center and the CCCD was adopted in February 2013[127]. Compton Center's Educational Master Plan is part of this Comprehensive Master Plan[128]. Since the Educational Master Plan's adoption, it has been used consistently to guide the creation of annual goals for Compton Center and CCCD. The Educational Master Plan and the new planning processes are integrated and have driven decisions about resource allocation[129]. There is currently a system of goal evaluation and re-evaluation.

The Educational Master Plan for Compton Center was adopted as a chapter of the El Camino College Master Plan by the El Camino College Board of Trustees during the August 20, 2012 meeting[130]. It was reviewed by the CCCD Board of Trustees during the September 27, 2011 meeting[131]. The first section of the Educational Master Plan includes several primary goals which include:
1. Focusing on equitably meeting our many communities' needs
2. Enhancing facilities and technology
3. Maintaining staffing levels and offering professional development opportunities for employees

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[125] http://district.compton.edu/district_budget/audits/index.asp

[126] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf

[127] Documentation of CEC & CCCD Planning Process

[128] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 149)

[129] Evidence of how results of institutional plans have guided resource planning, facilities, and other processes.

[130] http://www.elcamino.edu/administration/board/agendas/2008/8-20-12_agenda.pdf

[131] http://district.compton.edu/board_of_trustees/agendas/agenda-09-27-2011.pdf

4. Maintaining consistency in leadership while also being flexible regarding programs and services
5. Improving student learning

Assessment of the above goals has been ongoing since the Educational Master Plan was adopted. Each year, goals have been examined and evaluated by the Compton Center Vice President, the Compton Community College District CEO, the Consultative Council, and the Planning and Budgeting Committee when preparing goals for the following year[132].

In addition, during 2011-2012, a careful review of programs' annual plans revealed a need to strengthen links between the El Camino College Strategic Initiatives and program requests. Therefore, the first annual Compton Center Planning Summit was held on May 8, 2012 and focused on writing effective plans and linking program plans to the ECC Strategic Initiatives[133]. The plans for 2012-2013 show stronger links[134].

In fall 2012, the Compton Center leadership team began to develop a new planning process, similar to the structure in place at El Camino College. The El Camino College structure in place during 2011-2012 is shown on the following page. During fall 2012, the Consultative Council, a group of faculty, staff, student, and administrative leadership at Compton Center, revised drafts of the planning process and adopted the model shown below.

Starting in 2013-2014, the new Compton Center planning process uses the overarching goals from the CEO/VP, the Educational Master Plan, many accreditation documents, the El Camino College Strategic Initiatives, and the college's mission statement. These overarching goals are used to guide program plans, unit plans, and program review recommendations. Highly ranked recommendations are submitted to the area leadership (e.g., Academic Affairs, Student Services) for consideration. Area leaders and standing committees then make recommendations to the Planning and Budget Committee (PBC). Consultation Council reviews recommendations from PBC and forwards them to the Consultative Council and then the CEO and VP-Compton Center for consideration.

An integral part of this planning process is creating effective program plans and conducting periodic program reviews. The Academic Affairs area is on a four-year cycle for program reviews, and CTE programs also undergo Career and Technical Education program reviews, as required by Title 5, every two years[135].

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[132] Evidence of self-reflective evaluation of operations and of SLOs results in improvements regarding planning and educational quality.
[133] Evidence of 5/8/2012 Compton Planning Summit
[134] Examples of program plans with Strategic Initiative links.
[135] http://www.compton.edu/academics/programreviews.aspx

All Student Services area programs have completed program reviews[136]. The area has revised practices based on the results of the evaluation (e.g. registration student survey). One of our most successful planning efforts has been the Enrollment Management Plan[137]. Through careful planning, Compton Center has been able to increase its enrollment from 2,695 FTES in 2006-2007 to over 6,600 FTES in 2010-2011 and has sustained this level of enrollment since. The Enrollment Management committee continues to establish and revise data-driven objectives and projects such as the Graduation Initiative Project[138].

With the support of El Camino College, research for Compton Center has been conducted by the Institutional Research and Planning department. To bolster data-driven decisions at all levels, the Compton Community College District has hired a full-time researcher, who under the direction of the Vice President of the Compton Center and the Torrance campus' Director of Institutional Research and Planning, assists in the collection and evaluation of Center and District-related data[139].

Additional plans have been developed collaboratively and address the educational goals including: Facilities Plan[140], Technology Plan[141], Basic Skills Report and Plan[142], Staffing Plan[143], and Student Success Plan[144].

The El Camino College Planning Summit is an annual college-wide event that brings together stakeholders from broad areas of the College and Compton Center to evaluate and provide feedback on various aspects of the planning process. One of the outcomes of the May 10, 2013 Planning Summit was the creation of a new visual representation of the El Camino College Planning Model. A Planning Model working team of El Camino College and Compton Center faculty and staff created the new model that was finalized on October 21, 2013[145].

20. Public Information
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

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[136] Student Services program review webpage/schedule

[137] http://www.compton.edu/campusinformation/accreditation/docs/2012-13EnrollmentManagementPlan.pdf

[138] http://www.compton.edu/studentservices/graduationinitiative/gioverview.aspx

[139] http://www.elcamino.edu/administration/ir/contact.asp

[140] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 233)

[141] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 203)

[142] http://www.compton.edu/campusinformation/accreditation/docs/2012-13BasicSkillsPlan.pdf

[143] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 241)

[144] http://www.compton.edu/campusinformation/accreditation/docs/StudentSuccessPlan9.25.11.pdf

[145] http://www.elcamino.edu/administration/ir/docs/planning/PlanningModel2013_Final.pdf

A. *General Information*
  - *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
  - *Educational Mission*
  - *Course, Program, and Degree Offerings*
  - *Academic Calendar and Program Length*
  - *Academic Freedom Statement*
  - *Available Student Financial Aid.*
  - *Available Learning Resources*
  - *Names and Degrees of Administrators and Faculty*
  - *Names of Governing Board Members*

B. *Requirements*
  - *Admissions*
  - *Student Fees and Other Financial Obligations*
  - *Degree, Certificates, Graduation, and Transfer*

C. *Major Policies Affecting Students*
  - *Academic Regulations, including Academic Honesty*
  - *Nondiscrimination*
  - *Acceptance of Transfer Credits*
  - *Grievance and Complaint Procedures*
  - *Sexual Harassment*
  - *Refund of Fees*
  - *Refund of Fees (non-resident)*

D. *Locations or Publications Where Other Policies May Be Found*

The Compton Center has a catalog which is published annually that provides all of the information required by the Commission's Standard IIB. This information is published in the current 2014-2015 El Camino College Catalog and in other appropriate places[146]. The College's and Center's contact information, mission statement, academic calendar (including program length), course, program, and degree offerings are included in the catalog. The names of the College's Governing Board Members are listed on the cover page and the names of the Center's administrators and faculty, along with their degrees, are also provided.

The academic calendar can be found in the catalog and the schedule of classes. It can also be viewed and downloaded from the El Camino College and Compton Center web sites.

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[146] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx

Financial aid information is available in the catalog and the schedule of classes. In addition, both of these documents describe the wide variety of learning resources and other important student services available to students.

Information on admission, registration and matriculation procedures; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements are outlined in the catalog. The college application and financial aid application can be viewed, completed, and submitted online.

Information on the above areas that is specific to the Compton Center is provided in a separate section of the catalog (pages 305-343).

Important policies affecting students such as academic regulations, including academic honesty; acceptance of transfer credit; grievance and complaint procedures; refund of fees (residents and non-residents) and non-discrimination and sexual harassment are highlighted in the El Camino College catalog and the Compton Center schedule of classes. The catalog, schedule of classes, and student handbook also includes information on registration procedures, matriculation, scholarship standards, and student services.

The catalog is revised annually by the Office of Academic Affairs in coordination with the offices and programs which provide the services discussed in the catalog. The catalog, schedule of classes, and student handbook are available in print editions and online for viewing and/or downloading. All Compton Center students are provided a student handbook at no cost by the Office of Student Life.

The 2014-2015 El Camino College catalog includes all the required information as noted below:

General Information
- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution: page 305 Compton Center catalog
- Educational Mission: page 9
- Course, Program, and Degree Offerings: pages 79-286
- Academic Calendar and Program Length: page 3
- Academic Freedom Statement: page 47
- Available Student Financial Aid: pages 24-25 and page 27; pages 318-320 Compton Center catalog
- Available Learning Resources: pages 26-29; pages 320-321 Compton Center catalog
- Names and Degrees of Administrators and Faculty: pages 287-303; pages 340-344 Compton Center catalog

- Names of Governing Board Members: page 5

Requirements
- Admissions: pages 11-13; page 307 Compton Center catalog
- Student Fees and Other Financial Obligations: pages 21-22; pages 314-315 Compton Center catalog
- Degree, Certificates, Graduation, and Transfer: pages 60-74

Major Policies Affecting Students
- Academic Regulations, including Academic Honesty: pages 44-49; pages 324-333 and 336 Compton Center catalog
- Nondiscrimination: page 42
- Acceptance of Transfer Credits: pages 52-57
- Grievance and Complaint Procedures: pages 31-35; pages 333-335 Compton Center catalog
- Sexual Harassment: pages 42-43; page 335 Compton Center catalog
- Refund of Fees: page 21; page 314 Compton Center catalog
- Refund of Fees (non-resident): page 22; page 315 Compton Center catalog

Locations or Publication Where Other Policies May Be Found
- Recent print and other media advertisements[147]
- Compton Center Student Handbook[148]
- Compton Center Student Handbook for Distance Education Courses[149]
- Compton Center schedule of classes
- Compton Center website
- El Camino College website
- Compton Center Library
- El Camino College Library

21. Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

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[147] http://www.compton.edu/campusinformation/currentnews/ComptonCenterNewsReleases.aspx
http://www.compton.edu/campusinformation/currentnews/index.aspx
[148] http://www.compton.edu/studentservices/Documents/CEC-Handbook-2013.pdf
[149] http://www.compton.edu/academics/distance-ed/Documents/Handbook/DEHB-SU14-417.pdf

The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.
*This Eligibility Requirement may not be fully realized until Candidacy or Initial Accreditation has been achieved.

The El Camino Community College District Board of Trustees provides assurance that the Compton Center through El Camino College adheres to the eligibility requirements and accreditation standards and policies of the Commission. Board Policy 3200[150] and Administrative Procedure 3200[151] ensure District compliance with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and the process and standards for the special accreditation of other District programs that seek special accreditation. This adherence to the standards and policies of the commission will continue with Compton Center being established as Compton Community College. Certification of Continued Compliance with Eligibility Requirements is documented by the El Camino College Certification of Continued Compliance with Eligibility Requirements from its 2014 Accreditation Self-Study[152].

[150] http://www.elcamino.edu/administration/board/boarddocs/3200%20Accreditation.pdf
[151] http://www.elcamino.edu/administration/board/boarddocs/AP%203200%20Accreditation.pdf
[152] El Camino College Certification of Continued Compliance with Eligibility Requirements from the 2014 Accreditation Self-Study