EL CAMINO COLLEGE COMPTON CENTER

Accreditation Comprehensive Institutional
Self-Evaluation Report

Submitted by:

El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

December 2016

Institutional Self-Evaluation Report Certification

To: The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

From: Dena P. Maloney, Ed.D.
El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's Application for Accreditation. I certify there was effective participation by the El Camino College and the Compton Center campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of the El Camino College Compton Center.

Signatures:

_____

Dena P. Maloney, Ed.D. (President)

_____

Kenneth Brown (President, Board of Trustees)

_____

Keith Curry, Ed.D. (Provost/CEO)

_____

Barbara Perez (Accreditation Liaison Officer)

_____

Kristie Daniel-DiGregorio (Academic Senate President)

_____

Paul Flor (President, Faculty Council)

_____

Amankwa McKinzie (Classified Union President)

_____

Joshua Jackson (President, Associated Student Body)

History of El Camino College

In 1946, after strong recommendations by a consulting team to establish a two-year college in the Inglewood-South Bay area, the governing boards of the Centinela Valley, Redondo, Inglewood and El Segundo school districts, by a vote of 10-1, approved the creation of a junior college. Torrance soon joined the newly chartered group, and the El Camino Community College District was officially established on July 1, 1947.

Located in the heart of the South Bay, the El Camino Community College District encompasses six unified school districts, including 12 high schools, 2 elementary school districts and nine cities - a population of nearly 533,000 residents.

Early classrooms were surplus World War II barracks which were trucked north from the old Santa Ana Army Air Base in Orange County. The first permanent building for classroom instruction was the shops building, which opened in 1949. Major construction was the order of business nearly every year during the growth years of the college.

By 2000, El Camino College's buildings covered 1.1 million square feet, built at a cost of $28 million. All 27 structures were completed without any bonded indebtedness to the district. In November 2002, voters of the El Camino Community College District approved a $394 million facilities bond measure. The successful passage of this first-ever bond measure for the college was followed by a $350 million facilities bond measure approved by voters in November 2012. A Citizens' Bond Oversight Committee provides an annual report to the public regarding the use of the bond funds.

El Camino College faculty has grown since the first 30 were hired. Today about 900 full-time and part-time instructors teach at ECC. Nearly 25 percent of the full-time faculty have earned doctoral degrees while more than 90 percent have master's degrees. The remainder have excellent credentials for their areas of expertise.

The college is governed by a five-member El Camino Community College District Board of Trustees. Each is elected for a four-year term, by a designated Trustee Area. Board meetings are held monthly and are open to the public.

Leading the administration is the college's president, who also serves as superintendent of the El Camino Community College District. The superintendent/president is assisted by five vice presidents. Their areas of responsibility are academic affairs, administrative services, student and community advancement, human resources, and ECC Compton Center. As the college grew from an enrollment of fewer than 500 in 1946 to nearly 25,000 students today, the curriculum expanded to include not only lower division courses but an honors program and

numerous career/technical programs. Today, El Camino College students enjoy a broad curriculum featuring 99 degree programs and 83 certificate programs.

El Camino College today is under the leadership of Dr. Dena P. Maloney, the college's sixth president, who is guiding the college through the 21st century.

History of ECC Compton Center / Compton College

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. Classes began on the new campus in fall 1956.

The Compton Community College District encompasses an area of about 29 square miles, making educational services available to nearly 300,000 residents of Carson, Compton, Lynwood, North Long Beach, Paramount, and Watts-Willowbrook. Today, about 850 full-time and part-time faculty teach more than 40 degree programs and 20 certificate programs.

In November 2002, the Compton Community College District sought and won voter approval of Measure CC, authorizing the issuance of $100 million in general obligation bonds to upgrade classrooms, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements. An independent Citizens' Bond Oversight Committee was also established at this time.

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 College's 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 Compton Community College District residents.

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

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, right in their own neighborhood.

In November 2014, voters in the Compton Community College District approved Measure C, a $100 million facilities bond designed to make technology and safety upgrades campus-wide.

Administration at ECC Compton Center is led by Dr. Maloney, Superintendent/President of the El Camino Community College District.

Dr. Keith Curry is Provost/CEO. He serves under the direction of the Superintendent/President of El Camino Community College District for operations of the ECC Compton center; and under the direction of the Compton CCD Special Trustee for operations of the CCCD.

El Camino College Compton Center
Introduction

El Camino College Compton Center continues to grow and change to meet the needs of the community. Those changes are immediately apparent in student success figures, the many new and expanded academic and support programs available on campus, and the various ways students engage in their education and the college experience through clubs, cultural celebrations and career exploration.

In the following section, consider making the data into charts or bullet points…

Student Success

To meet the growing student enrollment, a significant number of classes have been added at ECC Compton Center. In 2014-15, 1,396 class sections were offered, an increase of 9 percent from 2006-07. Even more classes will be available via a new winter term that will begin in January 2017. AA-T and AS-T degrees were also added, giving students a clear pathway to a CSU degree. Tremendous increases were seen in the number of degrees and certificates earned by students. From 2006 to 2016, the number of degrees awarded increased nearly 20 times over, going from 26 associate degrees to 438. In addition, the total number of transfer students increased from 128 in 2007 to ___ in 2016. ECC Compton Center students are prepared for the next step: Over the past five years, the number of students transferring to UC and CSU schools has increased by more than 300%.

Academics

New and innovative academic programs have been added in the past 10 years, complementing existing programs and providing students with greater access to a college education. In collaboration with Compton Unified School District, the "Early College High School" program was established in 2015, creating an opportunity for highly motivated CUSD high school students to earn both a high school diploma and two years of college credit toward an associate degree. Other academic milestones include the addition of the First Year Experience, Honors Transfer Program, and the Upward Bound Math and Science Program that helps high school students in math and science while encouraging them to earn STEM degrees. A Transfer Pathways Partnership with CSU Dominguez Hills and Historically Black Colleges and Universities (HBCUs) is helping guide students to completion of a four-year degree. Career & Technical Education has also expanded to include the Career Advancement Academy, offering aerospace fastener

technology, machine tool technology, utilities responsiveness training, and welding. New CTE programs also include cosmetology, HVAC, and robotics, where students receive extensive hands-on education and training, along with valuable skills that translate directly to a career.

Student Support

From New Student Day to financial aid fairs, the past decade has seen numerous student support programs added or expanded. Students have access to Supplemental Instruction's student-led tutoring and the Library-Student Success Center, which offers a variety of academic support via the Math & Science Center and the Reading & Writing Center. Additional support is found in the Multidisciplinary Computer Lab, which features 100 new computers with a wide selection of academic software for computer-aided learning. A Summer Math Academy helps students fulfill math requirements and can help students reduce their math requirements by one or more semesters so they advance toward earning their degree. In an effort to share financial information with students, ECC Compton Center recently established a partnership with Operation HOPE. Founded by John Hope Bryant, an alumnus of the former Compton College, the nonprofit organization partners with the Financial Aid Office to provide financial literacy education and planning services, including credit counseling and money management workshops. The Financial Aid Office has also expanded its programs to help students find options to pay for college. As a result, more students on campus are receiving financial aid and the number of scholarships has skyrocketed. ECC Compton Center's 2016 Academic Awards Tea recognized many outstanding students, with 45 students receiving a total of $ $40,300 in scholarships from both ECC Compton Center and the Foundation for the Compton Community College District. Students can also receive assistance from Veterans Services, which offers a full academic program for veterans along with counseling. Area foster youth have access to the Youth Empowerment Strategies for Success (YESS) Program. Support is also available through the free/low-cost state preschool offered at the Child Development Center.

Student Life

Students have access to a diverse array of activities and Student Life programs that enrich the college experience. Through the Associated Student Body, students can take on a leadership position and be involved in campus events. Increased opportunities to pursue hobbies or professional interests through clubs are also available, giving students the chance to interact with their peers, network with faculty and staff members, and make a personal connection to their college education.

Consider turning this list into a graph...

Student programs initiated or expanded in the last 10 years:

- Latino Heritage Month
- Black History Month
- Women in Technology Conference
- Homecoming Activities, King and Queen
- ASB Awards Banquet
- Tartar Athletics: 13 sports
- Transfer and Career Fair
- HBCU Transfer Fair
- Debate Team
- Alpha Gamma Sigma (AGS) Honor and Scholarship Society
- "Voices of Compton" literary journal
- ASB recycling program
- Student Health Expo

Facilities

Technology upgrades, infrastructure advancements, and new and updated facilities have provided an ever-increasing lineup of academic and support opportunities for students – and changed the look of the campus. Funds from voter-approved Measure CC (2002) and Measure C (2014), are behind many of these changes. The 2014 opening of the Library-Student Success Center building became a symbol of the significant progress that has been made to campus facilities in the past several years. The newest building on campus, the Library-Student Success Center promotes energy efficiency and is a focal point for campus life, providing an inviting environment for student learning and instruction. A long-term view of campus facilities will be seen in a new Comprehensive Facilities Master Plan for 2017-22, now underway.

Projects completed or in progress:

- Central Plant: December 2013
- Main north/south access road: December 2013
- Library-Student Success Center: March 2014
- Technology Infrastructure Project: September 2015
- Renovated Football/Soccer Field & Track: September 2015
- New Allied Health Building: December 2015

- Music Building North Wing Renovation: grand opening scheduled for December 2016

Planned Future Projects:
- Instructional Building 1: A $17.7 million project in the planning stages to replace current "Row Buildings"
- Swing Space: A $2.2 million project to create temporary instructional buildings during construction of Instructional Building 1
- Music Building North Wing Renovation: $1.3 million project
- Public Safety Facility: $3.3 million headquarters for campus police

Community Engagement

To keep the lines of communication open between ECC Compton Center and the community, Provost/CEO Keith Curry and Vice President of ECC Compton Center Barbara Perez conduct regular Community Roundtable discussions and make presentations to a variety of business/community groups. Established communication with the community is also achieved through newsletters, news releases, postcards, class schedules, social media, websites (two redesigns in 10 years), and mobile website services. High school students can participate in concurrent enrollment, and area high school seniors are invited to Senior Day, a chance to learn about academic programs and support resources such as financial aid, transfer and career options, and the steps to enroll. Community members recently joined students and employees to assist with Campus Beautification Day, volunteering their time on a Saturday to make a difference on their community college campus. Alumni continue to be engaged with the campus, attending various activities and sporting events, including the Tartar Athletics Hall of Fame, established in 2009 to honor athletes, coaches and others who have made outstanding contributions in intercollegiate athletics. Alumni and community members alike are also expected to join in 90th Anniversary celebrations next year!

Employee Updates

Since fall 2006, ___ new full-time instructors have joined ECC Compton Center faculty. Positions filled include a FYE coordinator/counselor, a learning disabilities specialist and counselor, and an instructional specialist for the Student Success Center. In another key personnel change, Dr. Keith Curry was named Provost/CEO of El Camino College Compton Center. He serves under the direction of the Superintendent/President of El Camino Community College District for operations of ECC Compton Center and under the direction of the Compton CCD Special Trustee for operations of the CCCD. He offers weekly Provost/CEO "Open Hours," a time to stop by his office to share news about

department happenings, courses, student accomplishments, and other ideas. Provost Curry also leads "Tartar Talks," quarterly campuswide meetings. ECC Compton Center faculty and staff have multiple opportunities to collaborate and participate in professional development activities, and are encouraged to take a leadership role in this supportive, thriving academic community. A Distinguished Faculty and Staff program recognizes employee excellence each year and a new Campus Appreciation Program offers a way for employees to send kudos to colleagues who put in the extra effort to help make every student a success story.

Campus Safety
Community policing programs have been implemented at ECC Compton Center, taking a collaborative approach to ensure a safe environment for all students and employees. Nixle, a community information service that provides free updates and emergency notifications to subscribers, is now a part of the campus safety plan. A campuswide tobacco-free policy was adopted and emergency training for scenarios such as earthquakes and active shooter situations are ongoing. A Campus Security Report is published each year to keep students and employees informed.

El Camino College Compton Center
Introduction and Data/Organization

Compton Community College District Profile

The ECC Compton Center is located in southern Los Angeles (LA) County, situated south of downtown Los Angeles. The Compton Center resides within the Compton Community College District (CCCD), which primarily includes seven cities within Los Angeles County: Carson, Compton, Downey, Los Angeles, Lynwood, Paramount, and South Gate. In addition to the District cities, Compton Center serves a large number of students from neighboring non-District cities around southern Los Angeles, including: Artesia, Bell, Bell Gardens, Bellflower, Gardena, Huntington Park, Lakewood, Long Beach, Norwalk, Signal Hill, and Torrance. Overall, about 40% of students come from within the District boundaries while 60% come from outside of the District.

El Camino College Compton Center Service Area

Zip Codes and Cities within the 7.5-Mile Radius of Compton Center Included in the Service Area

City	Zip Code
Artesia	90701
	90702
Bell	90201
Bell Gardens	90202
Bellflower	90706
	90707
Carson	90745
	90746
	90749
Compton	**90220**
	90221
	90222
	90223
	90224
Downey	90240
	90241
	90242*
Gardena	90247
	90248
	90249
Huntington Park	90255
Lakewood	90711
	90712
	90713
	90714

City	Zip Code
Long Beach	90804
	90805
	90806
	90807
	90808
	90810

City	Zip Code
	90813
Los Angeles	90001
	90002
	90003
	90044
	90059
	90061
Lynwood	**90262**
Norwalk	90650
	90652
Paramount	**90723**
Signal Hill	90755
South Gate	**90280***
Torrance	90501
	90502

90504

Boldfaced zip codes are located within the Compton Community College District (CCCD). Zip codes with an asterisk are partially located within the CCCD.

The following table depicts CCCD population in the service area cities according to the selected zip codes from each city. This provides a more direct representation of the parts of each city that are included in Compton Center's service area. Despite only partially including some of these cities, larger cities such as Long Beach and Los Angeles still account for a large portion of the service area population. Aside from these larger cities, many service area cities of moderate size include a population between 80,000 and 100,000 residents, while some of the smaller cities within in the area include a population between 50,000 and 60,000 residents. Altogether, the service area population for the Compton Center totals approximately 1.7 million residents.

CCCD Population within Service Area by City (Based on the Selected Zip Codes)

Service Area City	Average Population Between 2010-2014	Percent of the Total Service Area Population
Artesia	16,698	1.0%
Bell	35,896	2.1%
Bellflower	77,521	4.5%
Carson	84,465	4.9%
Compton	97,663	5.7%
Downey	113,082	6.5%
Gardena	59,682	3.5%
Huntington Park	58,787	3.4%
Lakewood	80,926	4.7%
Long Beach	348,693	20.2%
Los Angeles	332,848	19.3%
Lynwood	60,426	3.5%
Norwalk	106,455	6.2%
Paramount	54,813	3.2%
Signal Hill	11,245	0.7%
South Gate	95,515	5.5%
Torrance	93,319	5.4%
Service Area Total	**1,728,034**	**100.0%**

Source: American Community Survey 2010-2014 5-Year Estimate, Table S0101.

The following figure depicts the percentage of each service area city that is comprised of different age group populations, represented as bars along the left y-axis for those aged 10-17 years, 18-24 years, and those over the age of 25. These categories are designed to reflect potential Compton Center students: the 10-17 age range represents people who may be entering college in the next few years; the 18-24 age range represents "college age" students who tend to make up the majority of Compton Center's new students; and the 25 and over age range represents people who often continue to make use of college education as they complete their studies, return for workforce training, or develop personal academic and career interests. Proportions are very similar for each of the service area cities, although it should be noted that approximately 60% of Compton Center's enrollment is in the 18-24 year age range.

This figure also depicts the median age of the population from each service area city, represented as circles along the right y-axis. Overall, the CCCD population is relatively young, although it is considered to be aging (see "Population Trends by Age" in the Compton Center Community Profile section of this report). The city with the youngest median age is Los Angeles (27.4 years), although Compton, which provides the highest proportion of enrollment, is also relatively young (28.5 years). The city with the oldest median age is Torrance (40.0 years).

CCCD Median Age by Service Area City
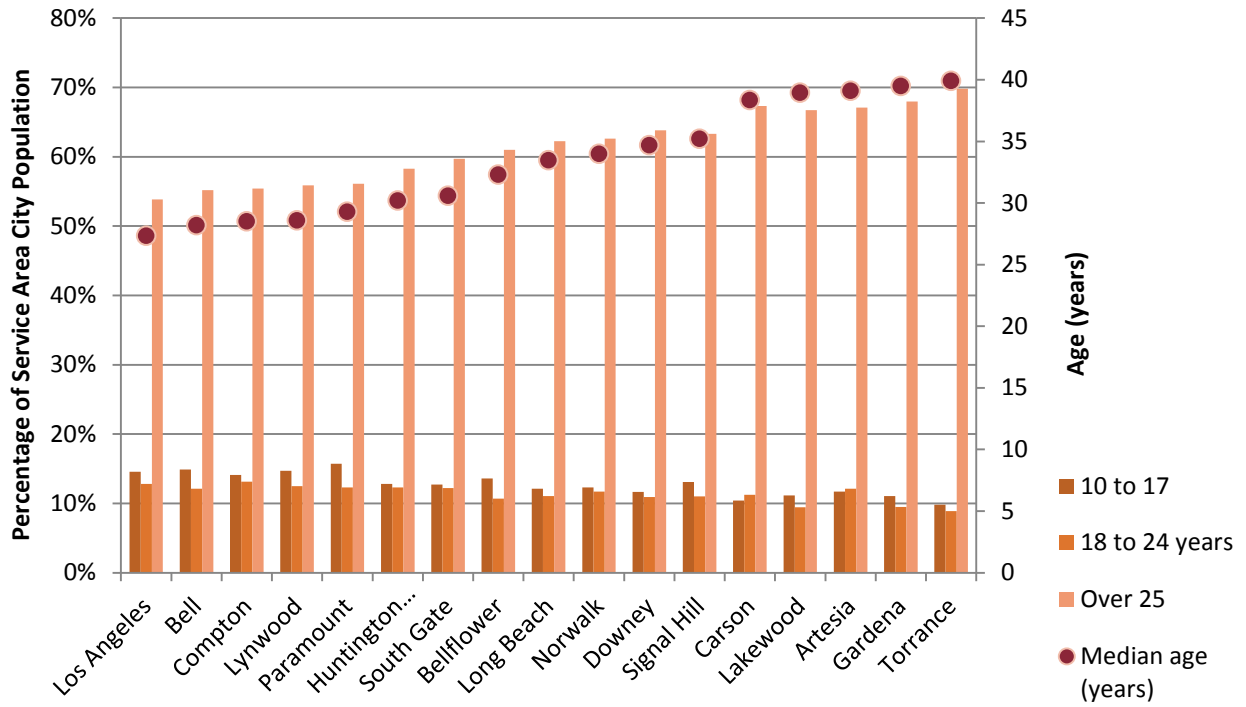
Source: American Community Survey 2010-2014 5-Year Estimate, Table S0101

Compton Center Community Profile

Recent population changes in the region since 2010 are shown below. The 2010 population data comes from the U.S. 2010 Census report and the most recent population data comes from the American Community Survey (ACS) average for 2010-2014. The comparison of the data should serve as only a general guide since the data for 2010-2014 is an estimated average.

The cities of the Compton Center service area have generally experienced very low growth (1.7%) since the 2010 Census. The largest growth occurred in Signal Hill (2.1%), which happens to comprise the least amount of the service area population (0.2%). However, the second-largest growth occurred in Los Angeles (1.8%), which accounts for a majority of the service area population (70.3%). Second to Los Angeles, Long Beach is the largest city in the service area, accounting for 8.5% of the population.

Population Trend by Compton CCD and Service Area Cities

City	Census 2010	ACS 2010-2014 (Average)	Percent Change	Percent of Service Area
Artesia	16,522	16,698	1.1%	0.3%
Bell	35,477	35,896	1.2%	0.7%
Bellflower	76,616	77,521	1.2%	1.4%
Bell Gardens	42,072	42,712	1.5%	0.8%
Carson*	91,714	92,475	0.8%	1.7%
Compton*	96,455	97,663	1.3%	1.8%
Downey*	111,772	113,082	1.2%	2.1%
Gardena	58,829	59,682	1.5%	1.1%
Huntington Park	58,114	58,787	1.2%	1.1%
Lakewood	80,048	80,926	1.1%	1.5%
Long Beach	462,257	468,594	1.4%	8.5%
Los Angeles*	3,792,621	3,862,210	1.8%	70.3%
Lynwood*	69,772	70,789	1.5%	1.3%
Norwalk	105,549	106,455	0.9%	1.9%
Paramount*	54,098	54,813	1.3%	1.0%

Signal Hill	11,016	11,245	2.1%	0.2%
South Gate*	94,396	95,515	1.2%	1.7%
Torrance	145,438	147,181	1.2%	2.7%
Total	*5,402,766*	*5,492,244*	*1.7%*	

Note. Asterisks denote cities within the CCCD. Sources: U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.

Population Trends by Age

ECC Compton Center has served a population of almost 1.9 million people. The total population in the region grew by less than 1% since 2010, with 63% of the population representing adults between 18 and 64 years of age. Despite the overall population growth, there is an uneven distribution in growth among different age groups. This uneven growth documents an aging population. Greater growth can be seen among ages 55 and older, particularly in the 65- to 74-year old group, which has shown the greatest increase at 7.8%. In contrast, the younger population aged 19 and under has declined. The number of high school graduates within the service area is therefore expected to continue to decline (see *Service Area School Enrollment* section). However, younger adults ages 20 to 24 have shown a growth in population whereas working adults ages 35-44 have been met with almost a two-percentage point decline in population.
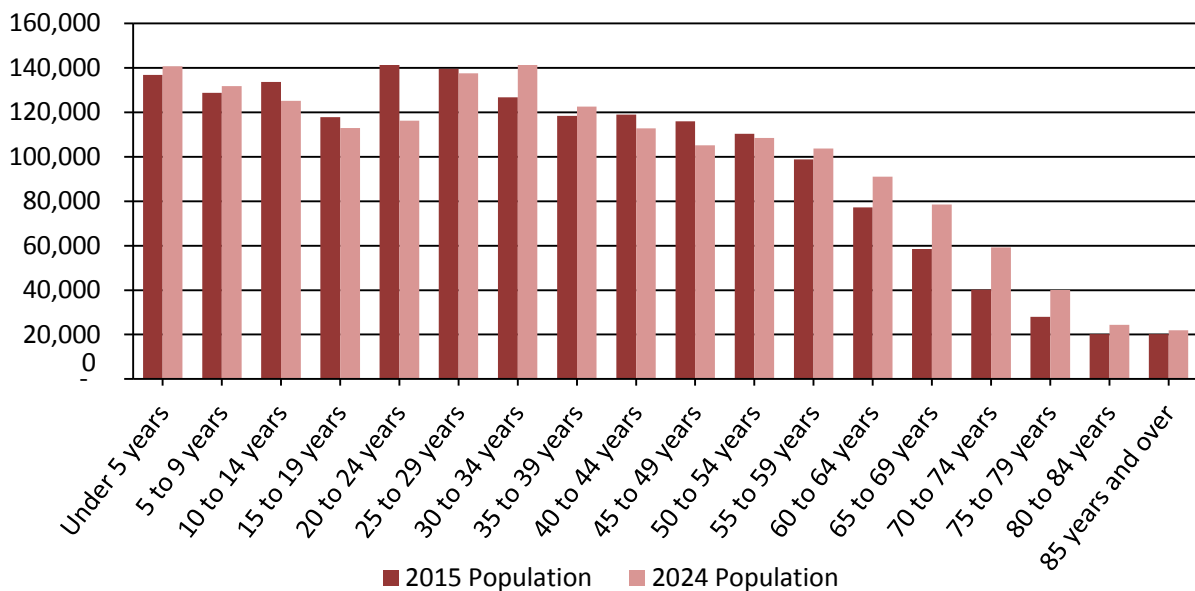
Compton Center Service Area Population Trend by Age

Service Area Population	Census 2010	2010-14 (average)	Percent Change	Percent of Service Area
Under 5 years	150,167	146,086	-2.7%	7.8%
5 to 14 years	299,795	286,312	-4.5%	15.4%
15 to 19 years	164,892	156,501	-5.1%	8.4%
20 to 24 years	149,068	157,052	5.4%	8.4%
25 to 34 years	274,922	272,282	-1.0%	14.6%
35 to 44 years	263,182	258,120	-1.9%	13.8%
45 to 54 years	237,889	242,534	2.0%	13.0%
55 to 64 years	165,013	177,647	7.7%	9.5%
65 to 74 years	88,307	95,180	7.8%	5.1%

75 years and older	70,640	73,894	4.6%	4.0%
Population ≥ 18 years of age	1,314,113	1,336,987	1.7%	71.7%
Population ≥ 65 years of age	158,947	169,074	6.4%	9.1%
Population 18 to 64 years of age	1,155,166	1,167,913	1.1%	62.6%
Total Population	1,863,875	1,865,608	0.1%	

Source(s): *U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.*

Projected calculations indicate the Compton Center service area will continue to be an aging population. The greatest growth is projected to occur among the 70- to 74-year-old group, which is expected to show a 47.1% increase. Altogether, those aged 60 years and older will make up about 18% of the 2024 service area population, a 4-point increase from 2015. Working adults aged 30 to 34 are expected to show an 11.5% growth in population by 2024. On the other hand, the younger population between ages 10 and 29 is projected to show a decline, with the greatest decrease (17.7%) to be seen among younger working adults ages 20-24. This decline in the younger population is noteworthy because approximately 85% of Compton Center student enrollment is younger than 35. Such a decline would indicate a smaller, decreasing pool of prospective Compton Center students from this population within the service area.

Projected Change in Service Area Population by Age Group from 2015 to 2024

Projected Percent Change in Service Area Population by Age Group from 2015 to 2024
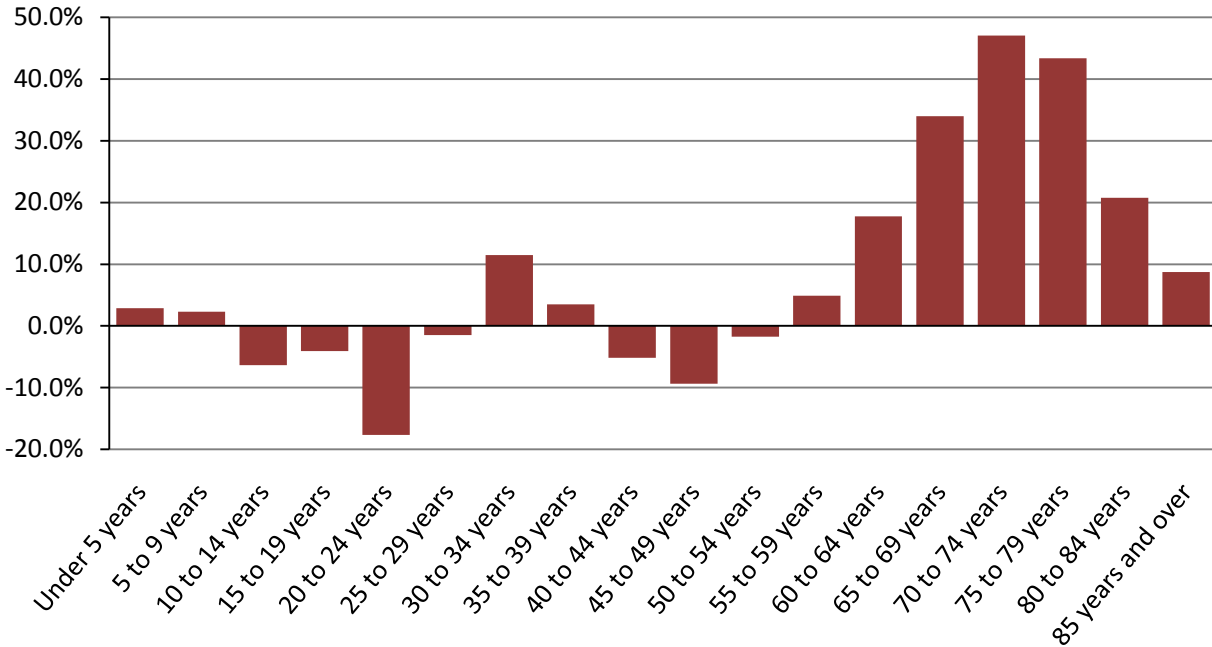
Service Area Population Trend by Age

Age	2015 Population	2024 Population	Change	% Change	% of 2015 Population
Under 5 years	136,824	140,737	3,913	2.9%	7.9%
5 to 9 years	128,748	131,693	2,945	2.3%	7.4%
10 to 14 years	133,629	125,119	-8,510	-6.4%	7.7%
15 to 19 years	117,762	112,965	-4,797	-4.1%	6.8%
20 to 24 years	141,207	116,272	-24,935	-17.7%	8.2%
25 to 29 years	139,511	137,469	-2,042	-1.5%	8.1%
30 to 34 years	126,674	141,213	14,538	11.5%	7.3%
35 to 39 years	118,426	122,569	4,144	3.5%	6.8%
40 to 44 years	118,873	112,704	-6,170	-5.2%	6.9%

45 to 49 years	115,979	105,129	-10,850	-9.4%	6.7%
50 to 54 years	110,360	108,415	-1,945	-1.8%	6.4%
55 to 59 years	98,859	103,704	4,845	4.9%	5.7%
60 to 64 years	77,260	90,962	13,702	17.7%	4.5%
65 to 69 years	58,556	78,446	19,890	34.0%	3.4%
70 to 74 years	40,214	59,148	18,934	47.1%	2.3%
75 to 79 years	27,983	40,116	12,133	43.4%	1.6%
80 to 84 years	20,211	24,408	4,197	20.8%	1.2%
85 years and over	20,178	21,940	1,761	8.7%	1.2%
Total	**1,731,254**	**1,773,008**	**41,754**	**2.4%**	**100.0%**

Source: EMSI, July 2016

Population Trends by Ethnicity

The number of people indicating Hispanic or Latino heritage has slightly increased by 1.1% since 2010 and now represents approximately 64% of the service area population. There was a substantial increase in the number of people identifying themselves as of two or more races (non-Hispanic). However, they represent slightly less than 2% of the population within the 7.5 mile radius of the Compton Center. Those who considered themselves to be of one race and non-Hispanic have slightly declined. The Asian population was the only population to show an increase within the non-Hispanic group, and this population makes up 9.3% of the service area.
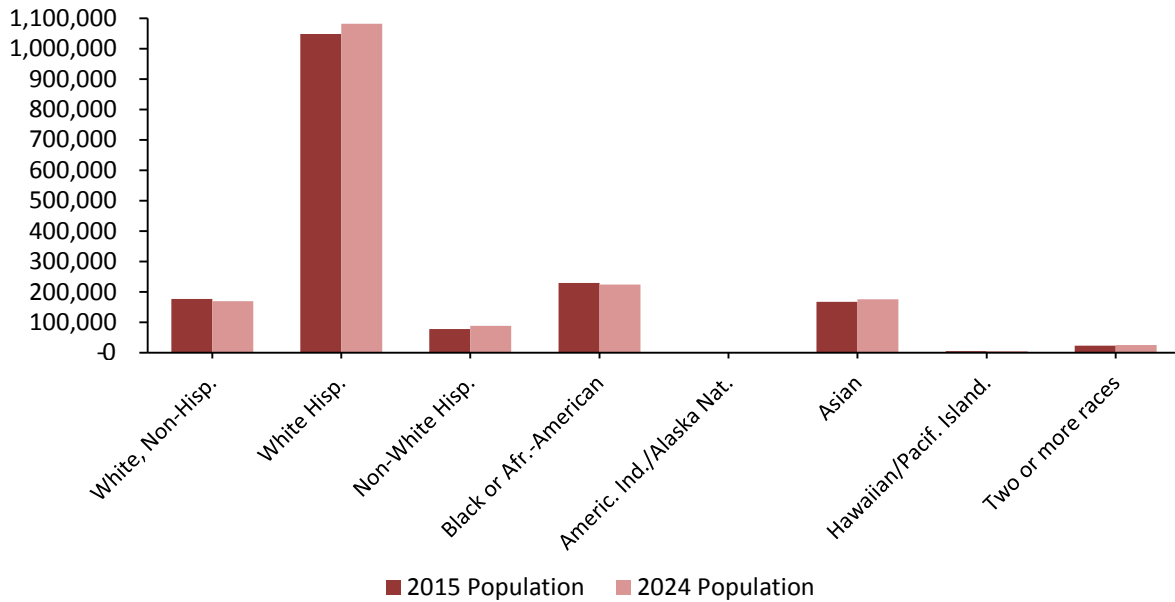
Service Area Population Trend by Race and Ethnicity

Race and Ethnicity	Census 2010	2010-14 (average)	Percent Change	Percent of Service Area
Hispanic or Latino	1,177,618	1,191,011	1.1%	63.8%
Two or more races, not Hispanic	26,585	32,039	20.5%	1.7%
One race, not Hispanic	686,257	674,597	-1.7%	34.6%
White	205,900	193,574	-6.0%	10.4%
Black or African American	262,602	258,603	-1.5%	13.9%
American Indian or Alaskan Native	3,632	3,192	-12.1%	0.2%
Asian	172,031	173,145	0.7%	9.3%
Native Hawaiian/Other Pacific Islander	11,366	10,175	-10.5%	0.6%
Other	4,141	3,869	-6.6%	0.2%
Total Population	1,863,875	1,865,608	0.1%	

Source(s): U.S. Census Bureau, 2010 Census, P9, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.

Projections indicate that non-White Hispanics and those identify with two or more races are expected to experience the greatest growth. However, these two groups represent a relatively small percentage (6%) of the service area population. There is also growth projected among the White Hispanic, Asian, and Native Hawaiian or Pacific Islander populations, although the White Hispanic group is the only one comprising a large amount of the service area population (61%). The two groups comprising the second- and third-largest proportions of the service area population (i.e., Black or African Americans and White non-Hispanics) are both projected to decline.

Service Area Population by Race/Ethnicity

Source: EMSI, July 2016

Projected Percent Change in Service Area Population by Race/Ethnicity from 2015 to 2024
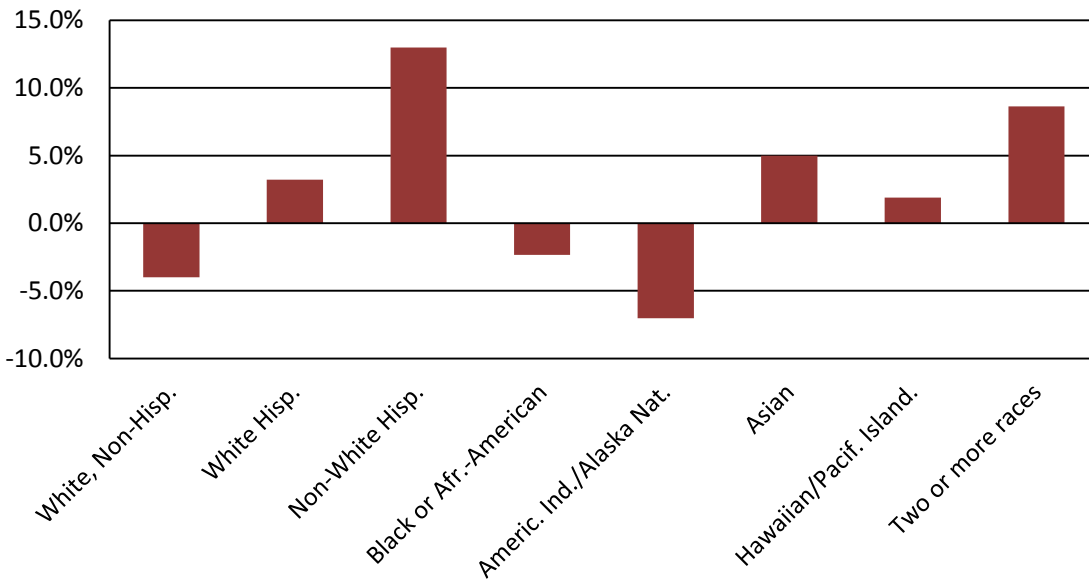
Source: EMSI, July 2016
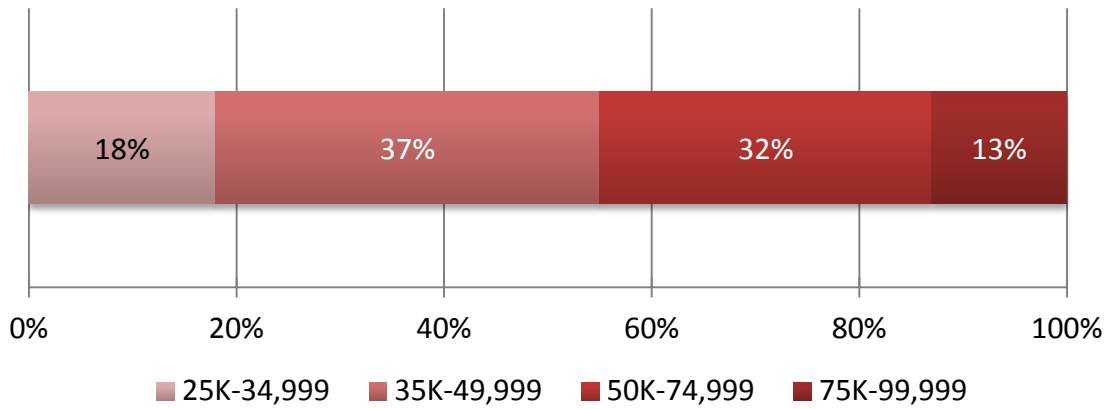
Service Area Population Trend by Race/Ethnicity

Race/Ethnicity	2015 Population	2024 Population	Change	% Change	2015 % of Population
White, Non-Hispanic	177,148	170,068	-7,080	-4.0%	10.2%
White Hispanic	1,048,129	1,081,797	33,667	3.2%	60.5%
Non-White Hispanic	78,479	88,664	10,185	13.0%	4.5%
Black or African American	229,302	223,955	-5,347	-2.3%	13.2%
American Indian or Alaskan Native	1,982	1,843	-139	-7.0%	0.1%
Asian	167,367	175,728	8,361	5.0%	9.7%
Native Hawaiian or Pacific Islander	5,690	5,797	107	1.9%	0.3%
Two or more races	23,156	25,156	2,000	8.6%	1.3%
Total	**1,731,254**	**1,773,008**	**41,754**	**2.4%**	**100.0%**

Source: EMSI, July 2016

Service Area Socioeconomics

An examination of socioeconomics helps consider the extent to which students who come from within the service area have the social capital necessary for college achievement. The reported median income for approximately 55% of the service area population was less than $50,000. The greatest percentage (37%) reported a median income ranging between $35,000 and $49,999. Twenty-eight percent of the individuals residing within the service area lived 150% below the Federal poverty line (see Table 4 for percentage by district city), which is used to identify economically disadvantaged students and serves as an indicator for students' eligibility for the Board of Governors (BOG) Fee Waiver and Pell Grants. In 2014, a family income of less than $35,775 for a family of four would fall below 150% of the Federal poverty level. Overall, approximately 15% of the population earned a bachelor's degree or higher, with the populations in Bell, Compton, Huntington Park, Los Angeles, Lynwood, Paramount, and South Gate reporting less than ten percent obtained such a degree. These same cities report over 90% of their populations earned less than any type of college degree.

Distribution of Median Household Income of Compton Service Area

| 18% | 37% | 32% | 13% |

0%   20%   40%   60%   80%   100%

■ 25K-34,999   ■ 35K-49,999   ■ 50K-74,999   ■ 75K-99,999

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1903.
http://factfinder.census.gov.

Median Household Income in Compton CCD Service Area Zip Codes

City	Zip	Income (Dollars)	Category
Los Angeles	90001	$34,050	25k-34,999
	90002	$30,214	25k-34,999
	90003	$30,016	25k-34,999
	90044	$28,344	25k-34,999
	90059	$33,678	25k-34,999
	90061	$34,566	25k-34,999
Bell	90201	$37,013	35k-49,999
Compton	90220	$45,474	35k-49,999
	90221	$42,753	35k-49,999
	90222	$40,056	35k-49,999
Downey	90240	$71,939	50k-74,999
	90241	$56,059	50k-74,999
	90242	$57,095	50k-74,999
Gardena	90247	$42,968	35k-49,999
	90248	$51,956	50k-74,999
	90249	$50,996	50k-74,999

Huntington Park	90255	$35,985	35k-49,999
Lynwood	90262	$42,057	35k-49,999
South Gate	90280	$43,526	35k-49,999
Torrance	90501	$59,878	50k-74,999
	90502	$62,533	50k-74,999
	90504	$75,180	75k-99,999
Norwalk	90650	$60,523	50k-74,999
Artesia	90701	$60,544	50k-74,999
Bellflower	90706	$49,360	35k-49,999
Lakewood	90712	$78,175	75k-99,999
	90713	$87,095	75k-99,999
Paramount	90723	$43,784	35k-49,999
Carson	90745	$71,757	50k-74,999
	90746	$75,031	75k-99,999
Signal Hill	90755	$67,878	50k-74,999
Long Beach	90804	$44,629	35k-49,999
	90805	$45,197	35k-49,999
	90806	$43,785	35k-49,999
	90807	$72,276	50k-74,999
	90808	$96,824	75k-99,999
	90810	$49,087	35k-49,999
	90813	$31,215	25k-34,999

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1903.

Percentage of Service Area below 150% Poverty Rate

Service Area City	Percent living below 150% Poverty
Artesia	12%
Bell	30%
Bellflower	18%
Carson	11%
Compton	27%

Downey	12%
Gardena	18%
Huntington Park	29%
Lakewood	6%
Long Beach	23%
Los Angeles	36%
Lynwood	26%
Norwalk	15%
Paramount	25%
Signal Hill	16%
South Gate	21%
Torrance	11%
Total	**28%**

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1701.
http://factfinder.census.gov.

Educational Attainment for Service Area Population: 25 Years and Over

Compton Center City	Population 25+ Years	Percent with a BA or higher	Percent with less than AA/AS
Artesia	11,182	25%	67%
Bell	56,732	5%	91%
Bellflower	47,279	16%	77%
Carson	56,245	25%	65%
Compton	75,550	6%	88%
Downey	72,377	21%	70%
Gardena	56,936	22%	70%
Huntington Park	44,440	6%	90%
Lakewood	40,336	28%	61%
Long Beach	212,347	21%	71%
Los Angeles	180,925	6%	90%
Lynwood	39,572	6%	91%
Norwalk	66,710	15%	78%
Paramount	30,731	8%	88%

Signal Hill	7,218	35%	58%	
South Gate	56,949	7%	89%	
Torrance	64,128	32%	58%	
Total	*1,119,657*	*15%*	*78%*	

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1501.
http://factfinder.census.gov.

Unemployment Rate within CCCD Service Area

City	Zip Code	Population Age Over 16	In Labor Force Rate	Employment Rate	Unemployment Rate
Los Angeles	90001	40,017	61.2%	53.3%	13.0%
	90002	34,743	56.0%	48.0%	14.3%
	90003	46,544	59.9%	50.1%	16.5%
	90044	64,958	56.6%	49.1%	13.2%
	90059	28,935	58.8%	48.3%	17.8%
	90061	20,403	58.4%	48.5%	17.0%
Bell	90201	73,392	63.8%	54.8%	14.0%
Compton	90220	37,167	62.4%	51.5%	17.5%
	90221	38,258	61.1%	51.0%	16.7%
	90222	22,976	60.3%	50.9%	15.4%
Downey	90240	20,590	64.7%	60.1%	7.1%
	90241	34,682	66.5%	58.9%	11.5%
	90242	32,673	66.7%	59.7%	10.5%
Gardena	90247	37,246	63.9%	56.8%	11.0%
	90248	8,388	56.7%	50.5%	11.0%
	90249	21,504	62.8%	55.5%	11.6%
Huntington Park	90255	56,280	64.9%	55.6%	14.4%
Lynwood	90262	51,506	59.8%	52.1%	12.9%
South Gate	90280	72,155	63.7%	54.6%	14.3%
Torrance	90501	34,208	69.1%	60.7%	12.0%
	90502	14,163	63.3%	56.2%	11.0%
	90504	27,072	68.0%	60.5%	10.8%
Norwalk	90650	82,337	62.6%	56.0%	10.3%

Artesia	90701	13,742	61.7%	57.3%	7.0%
Bellflower	90706	58,223	63.9%	56.9%	11.0%
Lakewood	90712	25,538	66.9%	61.5%	8.0%
	90713	22,421	69.1%	63.7%	7.6%
Paramount	90723	40,041	62.8%	54.5%	13.3%
Carson	90745	46,445	65.0%	55.6%	14.3%
	90746	22,002	62.5%	52.3%	16.2%
Signal Hill	90755	8,921	71.0%	63.7%	10.3%
Long Beach	90804	32,036	67.8%	59.7%	11.8%
	90805	70,300	66.2%	54.8%	17.0%
	90806	32,458	62.6%	54.0%	13.7%
	90807	27,553	67.6%	61.1%	9.4%
	90808	31,966	66.1%	61.2%	7.3%
	90810	27,597	62.6%	53.3%	14.9%
	90813	42,837	63.2%	53.6%	15.2%
Service Area Average		**36,902**	**63.43%**	**55.42%**	**12.65%**

Source: U.S. Census Bureau, American Community Survey, 2010-2014

Retail Salespersons, Cashiers, and Food Preparation/Service Workers currently make up the three largest groups of the fastest-growing occupations in the service area. However, the occupations with the fastest-projected rates of growth are Home Health Aides (62%), Personal Care Aides (55%), and Nursing Assistants (29%). The projected increases for these occupations could possibly be explained by the aging population of this service area, the relatively lucrative occupations available within the medical field, and recent changes in healthcare legislation. However, these would still continue to be among the smaller groups in this list of fastest-growing occupations.

Trend in Fastest-Growing Occupations within the Service Area
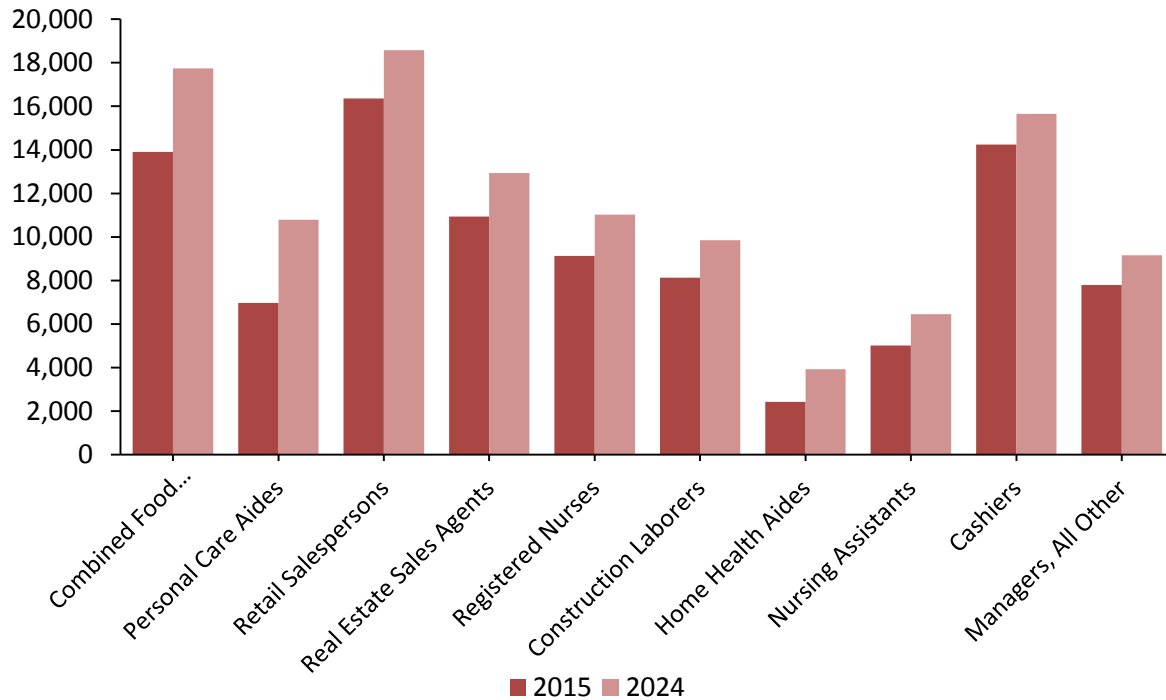
Source: EMSI, July 2016

Trend in Fastest Growing Occupations within the Service Area

Occupation	2015 # Jobs	2024 # Jobs	Change in Jobs (2015-2024)	% Change	2014 Median Hourly Earnings
Combined Food Preparation and Serving Workers, Including Fast Food	13,898	17,741	3,843	28%	$9.76
Personal Care Aides	6,967	10,783	3,816	55%	$10.63
Retail Salespersons	16,365	18,580	2,215	14%	$11.87
Real Estate Sales Agents	10,935	12,939	2,003	18%	$22.26
Registered Nurses	9,127	11,024	1,897	21%	$45.16
Construction Laborers	8,130	9,847	1,718	21%	$14.17

Home Health Aides	2,427	3,931	1,504	62%	$11.62
Nursing Assistants	5,011	6,453	1,442	29%	$13.40
Cashiers	14,238	15,659	1,421	10%	$9.94
Managers, All Other	7,796	9,156	1,360	17%	$23.62

Source: EMSI, July 2016

School Enrollment in the Service Area

At the national level, total public and private elementary and secondary enrollment was about 55 million in Fall 2014 and is expected to increase every year, according to National Center for Education Statistics projections to the year 2021. Between 2014 and 2021, public elementary school enrollment is projected to increase by 7% while secondary school enrollment is projected to increase by 3%. The school enrollment trend within the service area is slightly different, however.

Actual and Projected Numbers for Enrollment Nationwide in K-12: 1996-2021
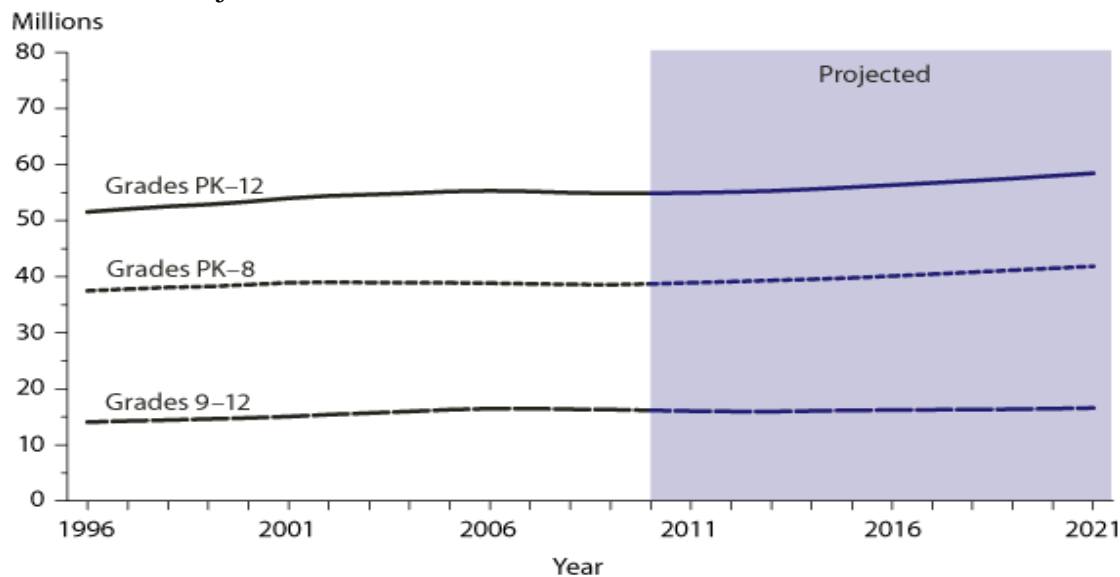
Source: Department of Education, National Center for Education Statistics,
https://nces.ed.gov.

The following information is based on the US Census reports comparing data for the Compton Center service area cities, where the 2005-2009 and 2010-2014 data are estimated averages and should only serve as a general guide. School enrollment for the

population ages three years and over has increased about 9.3%. Much of this growth in enrollment could be attributed to enrollment increases in nursery/preschool, kindergarten and high school. Only elementary school enrollment has experienced a decrease, but this does indicate high school enrollment may continue to decline in the future. This contrasts with the Department of Education's nationwide projection of increased high school enrollment. However, given the increase in preschool and kindergarten enrollment, the anticipated decrease in high school enrollment may be followed by a subsequent increase.

Recent enrollment trends by school segment based on the California Department of Education (CDE) data provide enrollment count by specific schools within each service area city's district that ultimately enrolls students into Compton Center's feeder high schools. The CDE report does not include enrollment at the nursery, preschool, college and graduate school level. It also does not account for students enrolled in private schools, charter schools and homeschools. Kindergarten, elementary (grades 1-8) and high school (grades 9-12) enrollment for the 2014-2015 academic year was compared to enrollment for the 2009-2010 academic year. The table shows that overall K-12 enrollment has increased by approximately 7%. Kindergarten, elementary school, and high school enrollment have all increased over the past five years, which is in accordance with the US Census data. Elementary school enrollment shows the smallest change in the CDE data and was the only declining enrollment in the US Census data. Kindergarten enrollment shows the largest increases in the CDE data, and there was a substantial preschool enrollment increase across the past five years of US Census data. This suggests a potentially large increase in college enrollment in the distant future.

Enrollment Trend in PK-12 in Service Area Cities: Averages from 2005-09 to 2010-14

School Enrollment	2005-09 (average)	2010-14 (average)	Percent Change	Percent of Service Area
Nursery school, preschool	5,219	6,347	21.6%	1.8%
Kindergarten	5,457	5,733	5.1%	1.6%
Elementary School (grades 1-8)	47,002	45,495	-3.2%	12.6%
High School (grades 9-12)	25,541	27,246	6.7%	7.5%
College or graduate school	N/A	29,356	N/A	8.2%
Population 3 years & over enrolled in school	104,434	114,177	9.3%	

| Total Population | 324,776 | 360,238 | 10.9% |

Source(s): U.S. Census Bureau, American Community Survey, 2005-2009 and 2010-2014, S1401. http://factfinder.census.gov.

Enrollment Trend in K-12 in Compton Area Feeder Schools: 2009-2010 to 2014-2015

School Enrollment	2009-2010	2014-2015	Percent Change
Kindergarten	21,993	24,465	11.2%
Elementary School (grades 1-8)	169,817	179,708	5.8%
High School (grades 9-12)	80,356	87,894	9.4%
Population enrolled in K-12 school	272,376	292,081	7.2%

Source: California Department of Education Dataquest. http://data1.cde.ca.gov/dataquest.

Compton Center and Community Participation

The table below shows the number of students who enroll at the Compton Center per every 1,000 residents for a given city. The city of Compton has the highest rate of enrollment, providing approximately 26 students per every 1,000 residents. Compton also yields the highest proportion of the enrollment from service area cities (32.3%), a higher proportion than some of the larger cities such as Long Beach and Los Angeles.

Compton Center Enrollments per 1,000 Residents from Service Area Cities

City	2010-2014 Population Average	2015-2016 Enrollment	Proportion of Enrollment	Enrollment per 1,000 Residents
Artesia	16,698	5	0.1%	0.3
Bell	35,896	71	0.9%	2.0
Bellflower	77,521	193	2.4%	2.5
Carson	84,465	473	6.0%	5.6
Compton	97,663	2,553	32.3%	26.1
Downey	113,082	114	1.4%	1.0
Gardena	59,682	345	4.4%	5.8
Huntington Park	58,787	59	0.7%	1.0
Lakewood	80,926	69	0.9%	0.9
Long Beach	348,693	1,298	16.4%	3.7
Los Angeles	332,848	1,086	13.8%	3.3
Lynwood	60,426	784	9.9%	13.0
Norwalk	106,455	76	1.0%	0.7
Paramount	54,813	279	3.5%	5.1
Signal Hill	11,245	15	0.2%	1.3
South Gate	95,515	204	2.6%	2.1
Torrance	93,319	274	3.5%	2.9
Service Area Total	**1,728,034**	**7,898**	**100.0%**	**4.6**

Sources: American Community Survey 2010-2014 5-Year Estimate, Table S0101. California Community College Chancellor's Office MIS Data.

The following figure depicts this same enrollment data per 1,000 residents of a given service area city. The enrollment per 1,000 residents is represented by bars along the left

y-axis. The service area city population (in thousands of residents) is represented by circles along the right y-axis. Compton and Lynwood tend to provide the highest proportions of enrollment in relation to their population within the service area, although Long Beach and Los Angeles have the largest populations of residents who reside in the service area.
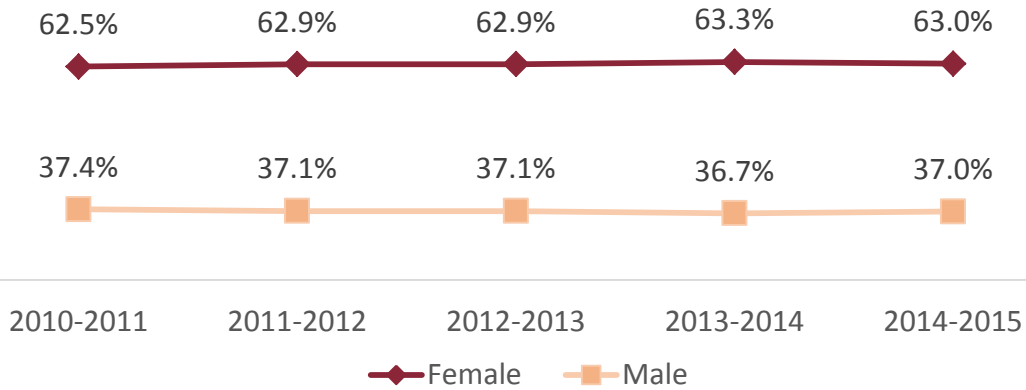
Compton Center Enrollments per 1,000 Residents within Service Area
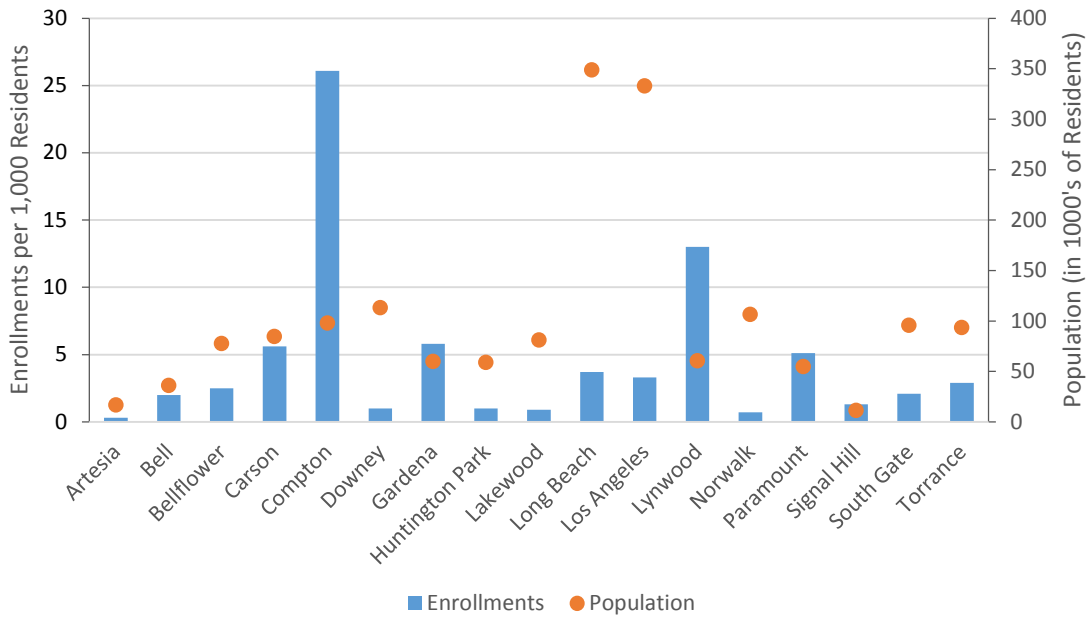
Sources: American Community Survey 2010-2014 5-Year Estimate, Table S0101. California Community College Chancellor's Office MIS Data.

Compton Center has consistently higher enrollments of women than men, although this is typical of many community colleges. The proportion of male and female students has remained relatively unchanged, with a student population of 37% males and 63% females in most academic years. Projections for the Compton Center service area population indicate there will be a similar rate of growth among both males and females, such that there will continue to be a slightly higher percentage of female residents (51%) compared to male residents (49%).

Compton Center Student Enrollment Trends by Gender: 2010-11 to 2014-15

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
62.5%	62.9%	62.9%	63.3%	63.0%
37.4%	37.1%	37.1%	36.7%	37.0%

—◆—Female   —■—Male

Source: California Community College Chancellor's Office MIS Data

CCCD 2015 Population by Gender

Female
51%
(883,720)
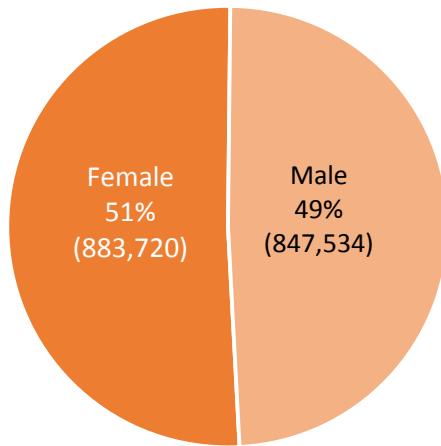
Male
49%
(847,534)

Source: EMSI, July 2016

CCCD Population Trends by Gender

Gender	2015 Population	2024 Population	Change	% Change	2015 % of Population
Females	883,720	904,648	20,928	2.4%	51.0%
Males	847,534	868,360	20,826	2.5%	49.0%
Grand Total	**1,731,254**	**1,773,008**	**41,754**	**2.4%**	**100.0%**

Source: EMSI, July 2016

Compton Center primarily serves African American and Latino students, who comprise approximately 86% of the student population and 78% of the district population. Latino students are more likely to be of younger and traditional college ages (i.e., in their 20s

and 30s), while African American students are more likely to be older and working adults. These appear to be relatively distinct patterns among Latino and African American students, as there is less pronounced variability found among other ethnic groups in this population.

Compton Center 2014-2015 Student Enrollment by Ethnicity

[CATEGORY NAME] <1%
Asian 6%
Latino 52%
African-American 34%
White 4%
Unknown <1%
Two or more Races 3%
Pacific Islander 1%
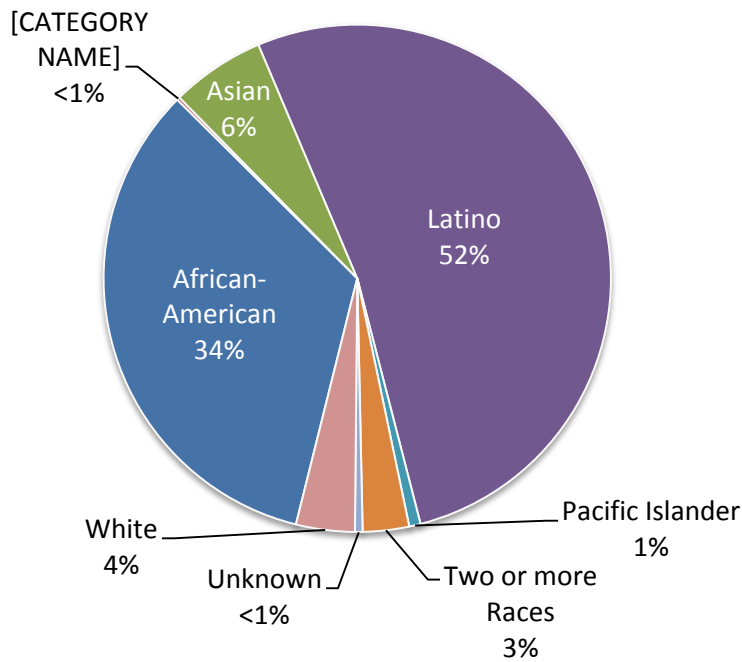
Source: ECC Compton Center 2014-2015 Annual Factbook.

2014-2015 Age Distribution by Ethnicity of Compton Center Students*

	19 or less	20-24	25-34	35-44	45-54	55+
African-American	23%	28%	39%	50%	59%	64%
Asian	5%	6%	6%	6%	6%	3%
Latino	67%	58%	45%	34%	26%	19%
White	3%	4%	5%	5%	4%	5%
Other	2%	3%	4%	5%	4%	10%

■ Other ■ White ■ Latino ■ Asian ■ African-American
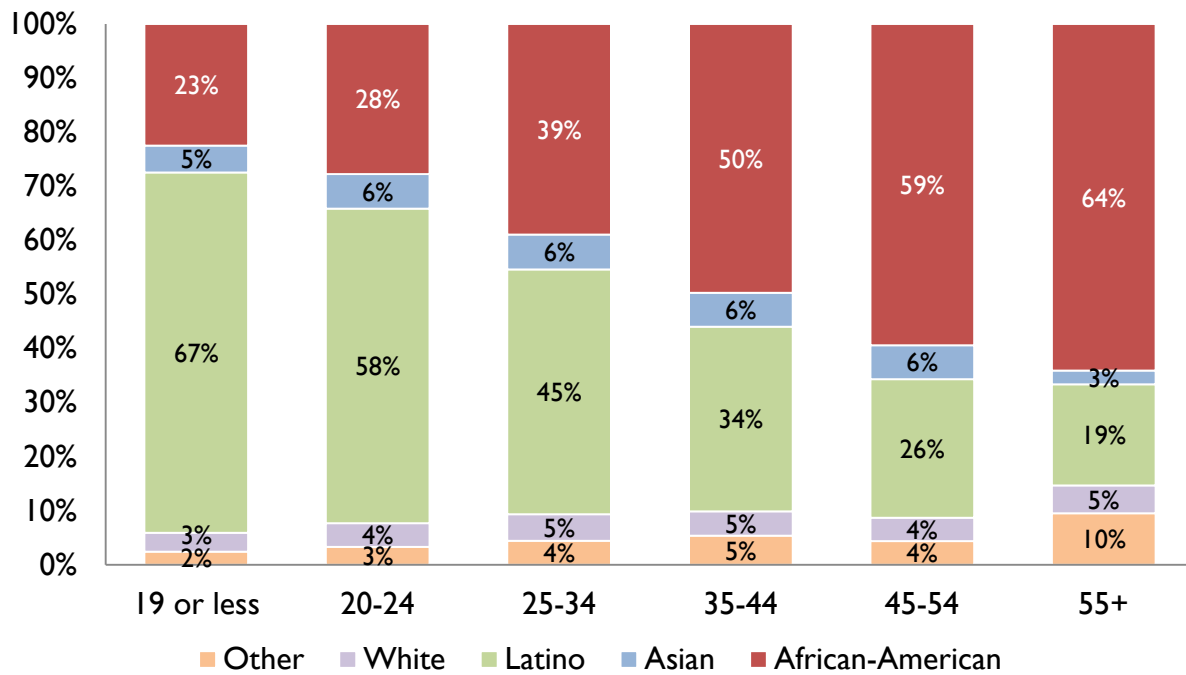
*Smaller groups (American Indian/Alaskan Native) and unidentifiable groups (Two or More Races and Unknown or Decline) are excluded from the figure.
Source: California Community College Chancellor's Office MIS Data

While Compton Center's student population does reflect the ethnic diversity of the surrounding community, some groups may be slightly over- or underrepresented with respect to the local residents. Compton Center primarily serves African American and Latino students, but at such a rate that these enrollments may be respectively decreasing and increasing to levels comparable with the surrounding community.

2014 CCCD Population by Ethnicity
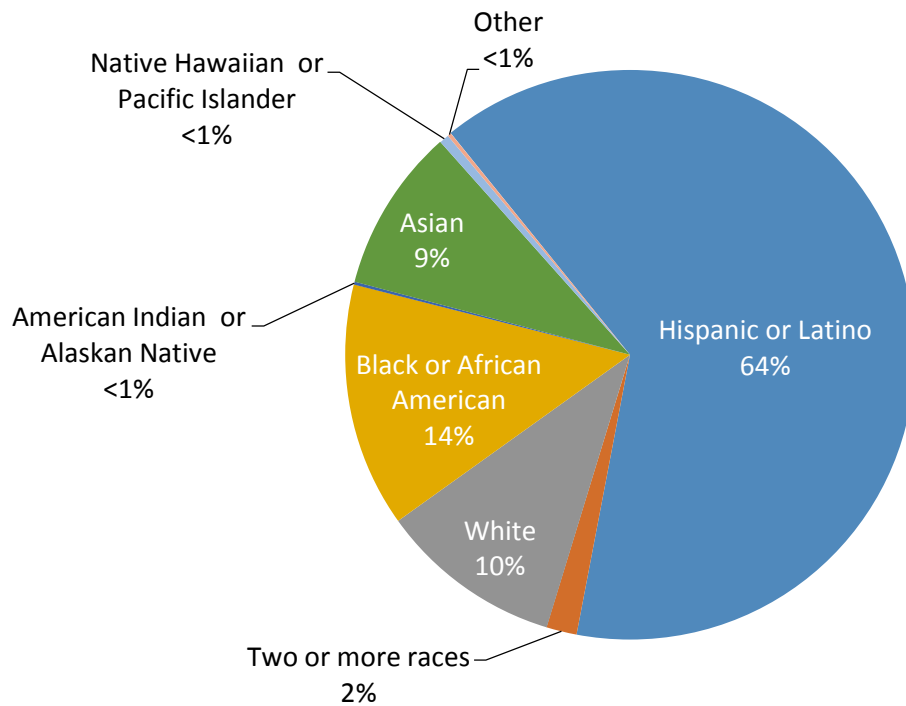
Sources: U.S. Census Bureau, 2010 Census, P9, and American Community Survey, 2010-2014, DP05. http://factfinder.census.gov.

Service Area Population Trend by Race and Ethnicity

Race and Ethnicity	2010-14 (average)	Percent of Service Area	2014-2015 Compton Center
Hispanic or Latino	1,191,011	63.8%	52.4%
Two or more races, not Hispanic	32,039	1.7%	3.0%
One race, not Hispanic	674,597	34.6%	44.6%
White	193,574	10.4%	3.7%
Black or African American	258,603	13.9%	33.5%
American Indian or Alaskan Native	3,192	0.2%	0.2%
Asian	173,145	9.3%	6.0%
Native Hawaiian/ Pacific Islander	10,175	0.6%	0.7%
Other	3,869	0.2%	0.5%

Total Population	1,865,608

Source(s): American Community Survey, 2010-2014, DP05. ECC Compton Center 2014-2015 Annual Factbook.

Compton Center Enrollment Trend by Ethnicity: 2010-11 to 2014-15

Ethnic Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African American	42.0%	40.2%	37.4%	36.3%	33.5%
Amer. Ind. or Alask. Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	8.3%	7.4%	7.8%	6.7%	6.0%
Latino	37.6%	41.1%	44.7%	48.0%	52.4%
Pacific Islander	1.2%	1.0%	0.8%	0.8%	0.7%
Two or more races	2.6%	2.9%	3.1%	3.1%	3.0%
Unknown or Decline	2.7%	1.9%	1.2%	0.7%	0.5%
White	5.4%	5.1%	4.8%	4.2%	3.7%

Source: California Community College Chancellor's Office MIS Data.

Compton Center Enrollment Profile

Compton Center serves an annual student population of approximately 12,000. This includes students and community members who enroll or participate in semester-length coursework, shorter classes, and a variety of skills-building and Career Technical Education (CTE) courses.

At the beginning of the partnership with El Camino College in 2006, the Compton Center had experienced a significant increase in student enrollment. There was a 31% increase in enrollment from the 2007-08 to 2008-09 academic years, and there was a 25% enrollment increase from 2009-10 to 2010-11. However, beginning in 2011-12, Compton Center started to see small decreases in enrollment before becoming relatively stable after the 2012-13 academic year.

Compton Center Total Annual Unduplicated Enrollment: 2006-07 to 2014-15
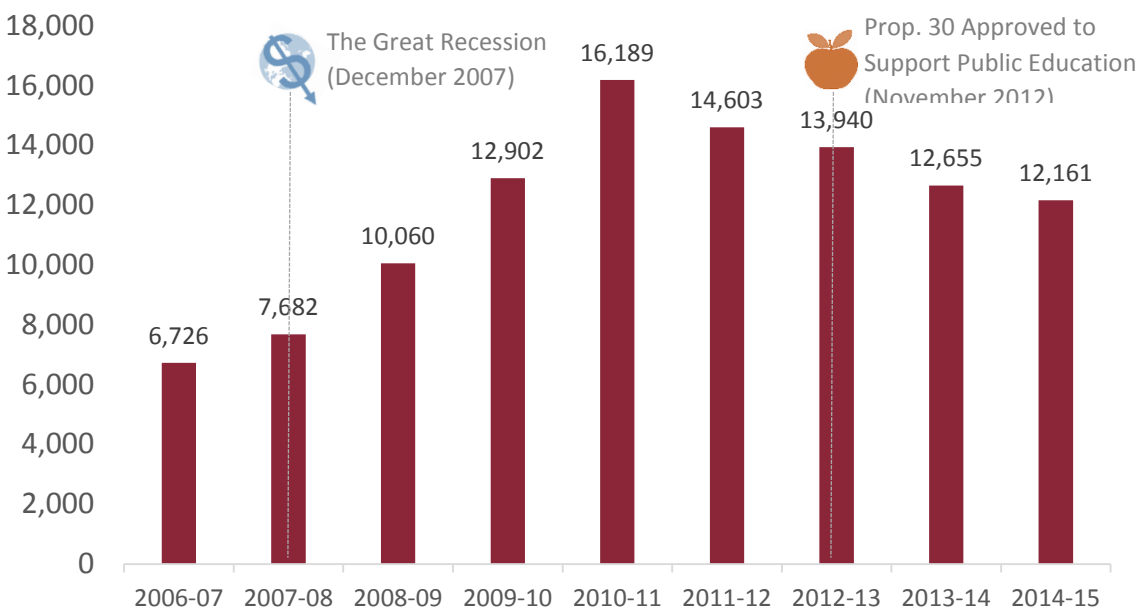
Source: California Community College Chancellor's Office MIS Data.

While the Compton Center had been steadily recovering enrollment after entering into the partnership with ECC, the 2010-11 peak also coincides with significant state budget cuts that subsequently led to restricted student enrollments across all public higher education segments in California and an increase in unemployed workers seeking to obtain certificates or degrees. This period of increasing enrollment was followed by a steady decline beginning in 2011-2012, when public universities began experiencing increases

40

in enrollment as a result of the improving state budget. Compton Center enrollment has been slowly declining, but compared to the larger losses between 2010-2011 and 2013-2014, the smaller loss between 2013-2014 and 2014-2015 indicates enrollment may be stabilizing.

Compton Center Total FTES: 2009-10 to 2014-15
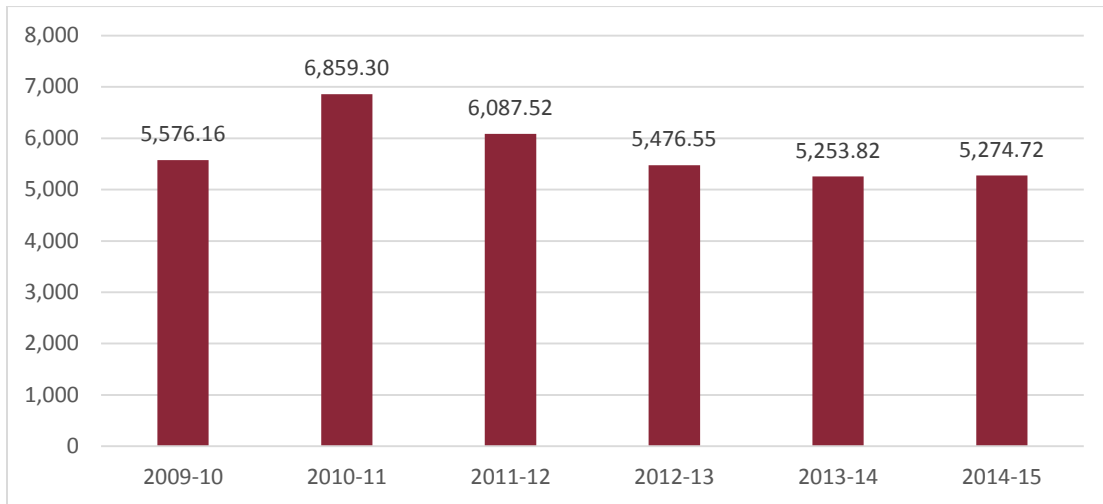
Source: California Community College Chancellor's Office MIS Data.

Compton Center Enrollment Headcounts: 10-year Trend
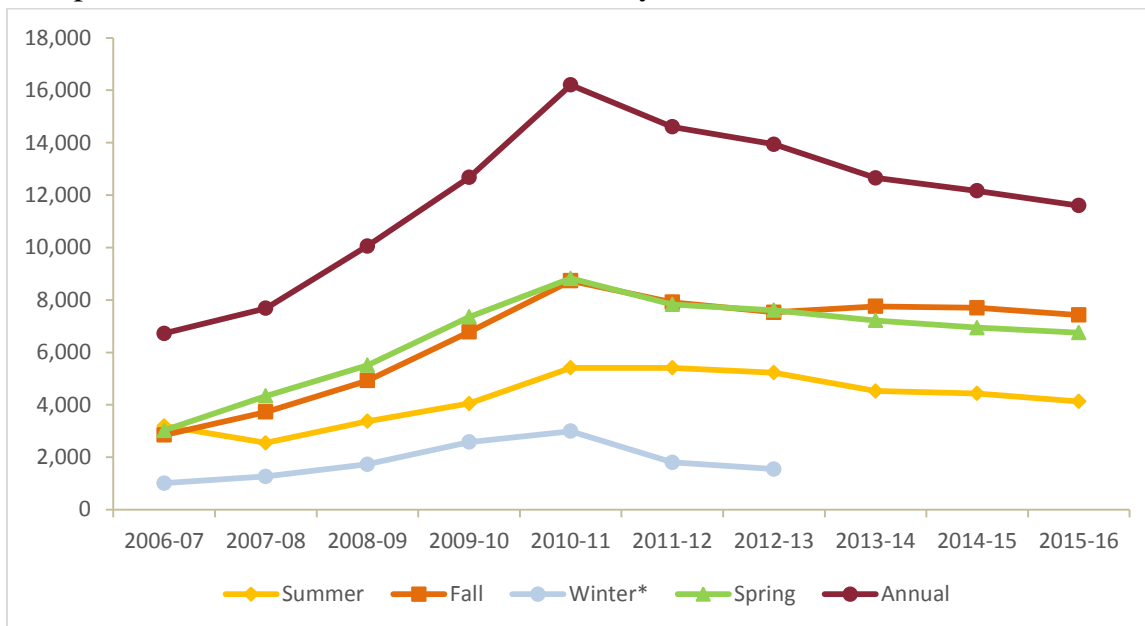
* Winter Intersession has not been held since 2012-13. Source: California Community College Chancellor's Office MIS Data.

Applicant yield rate is the percentage of applicants who enrolled at the college, and it is an indicator of how well Compton Center is encouraging applicants to enroll. Across five years, the number of applicants decreased from 5,560 in Fall 2011 to 4,579 in Fall 2015. Incidentally, the applicant yield rate has also been decreasing during this time period, from 33% to 28%. A fewer number of students are applying to the Compton Center, but there are also disproportionately fewer students enrolling as well.

Number of Compton Center Applicants who Enrolled: Fall 2011 to Fall 2015

| Applicants	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Applicants	5,560	5,054	5,142	5,216	4,579
Number of Applicants who Enrolled	1,840	1,667	1,770	1,570	1,297
Applicant Yield Rate	33.3%	33.0%	34.4%	30.1%	28.3%

Source: Internal Colleague data

Compton Center Applicant Yield Rate: Fall 2011 to Fall 2015
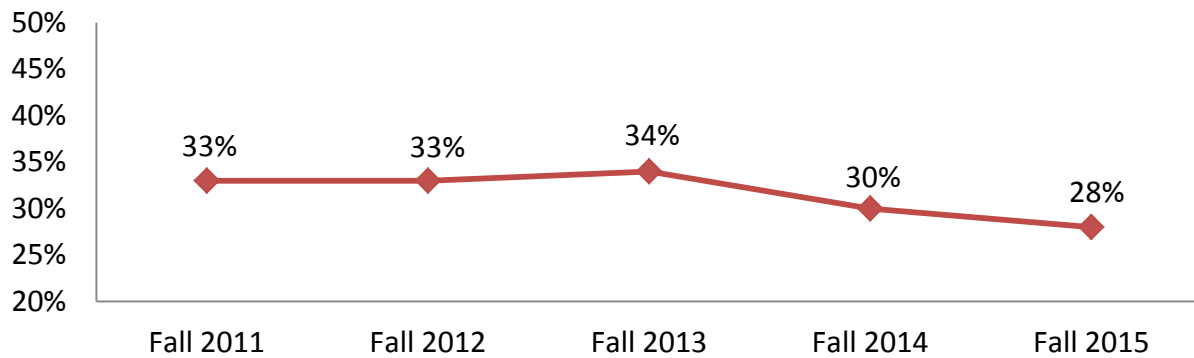
Source: Internal Colleague data

Of the Fall 2015 Compton Center students with known educational goals, more than half (55%) indicate they intend to transfer to a 4-year institution. Approximately 10% indicate a desire for a degree or certificate without intending to transfer, and a significant portion of the enrollment (18%) is undecided about its educational goals. A number of students also enroll at the Compton Center to develop career interests, acquire and/or update job skills and certifications, or improve basic skills.


Compton Center Fall 2015 Educational Goals
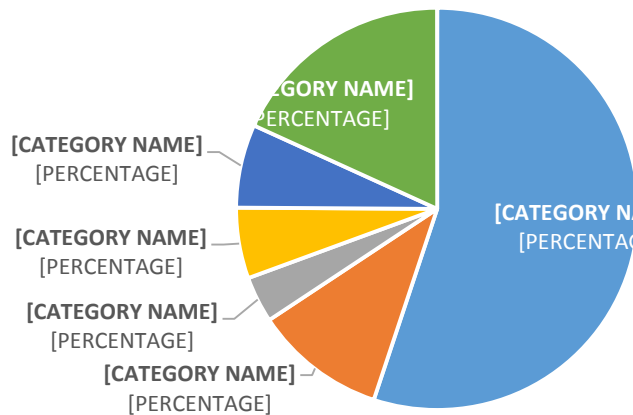
Source: California Community College Chancellor's Office MIS Data.

Compton Center serves a large number of first-time and continuing students, as well as students who are concurrently enrolled in high school as K-12 Special Admits. These students enroll in coursework to varying degrees, resulting in approximately 75% "part-time" students and 25% "full-time" students.

Compton Center Fall 2015 Enrollment Status
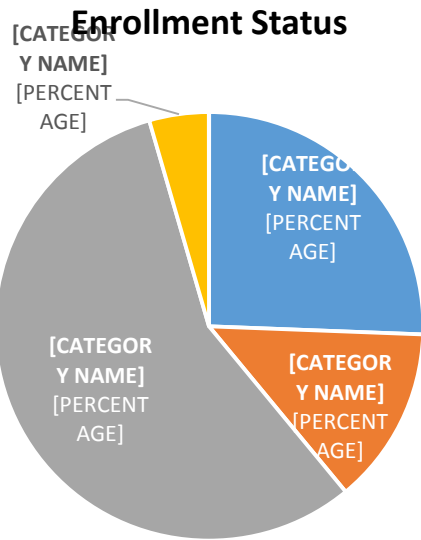
Compton Center Fall 2015 Unit Load
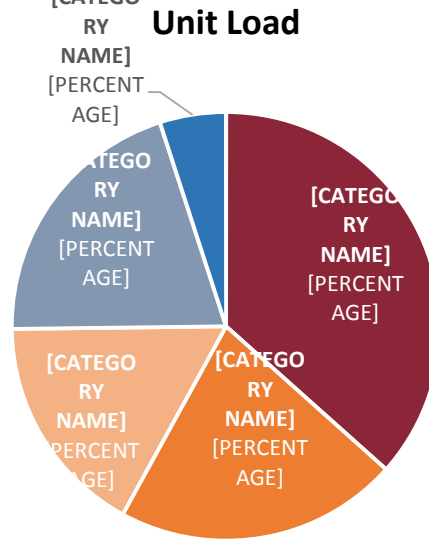
Source: California Community College Chancellor's Office MIS Data.

Changes in enrollment status indicate a decrease in first-time students from Fall 2014 to Fall 2015, after there had been a significant increase from Fall 2013 to Fall 2014. However, Fall 2015 yielded a significant increase in returning students, or students who returned to Compton Center after a break in their enrollment. This decrease in first-time students is accompanied by an improving economy, suggesting that potential first-time students may focus on finding employment or enrolling in UC or CSU campuses while returning students may seek to enhance their skills and further their professional development by enrolling in Compton Center courses.

Compton Center Trend in Enrollment Status: Fall 2011 to Fall 2015

Enrollment Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Time Student	27.4%	27.5%	25.6%	36.9%	25.6%
Returning	12.1%	13.1%	13.4%	3.5%	13.4%
Continuing	56.7%	56.5%	57.9%	56.8%	56.5%
K-12 Special Admit	3.5%	3.0%	2.4%	2.1%	4.4%

Source: California Community College Chancellor's Office MIS Data

Unit load, or the average number of units that students are enrolled in during the fall term, has varied over the past five years. Compared to five years ago, fewer students enroll in less than six units, and more students are enrolling in at least six units. There has also been an increase in the number of students who enroll "full-time" by taking 12 units. Overall however, enrollment patterns have been fairly stable. Approximately one-third of students enroll in less than six units, and two-thirds enroll in at least six units. About 25% of students consistently enroll in at least twelve units.

Compton Center Trend in Unit Load: Fall 2011 to Fall 2015

Unit Load	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Less than 6.0	39.0%	41.9%	39.3%	35.5%	36.6%
6.0 to 8.5	19.0%	19.9%	18.8%	20.5%	21.4%
9.0 to 11.5	16.1%	15.2%	16.6%	17.2%	16.8%
12.0 to 14.5	19.2%	18.6%	19.4%	20.1%	20.2%
15 or more	5.0%	4.2%	5.1%	5.4%	4.9%
Noncredit/Unknown	1.6%	0.3%	0.8%	1.3%	0.0%

Source: Internal Colleague data

There have been relatively minor changes in enrollment according to age groups. There has been a slight increase in students 19 and under and among young adults in the working age population (25 to 34). However, there has been a slight decrease among "traditional" college age students (20 to 24) and a decrease among older adults in the working age population (45 to 54). Compton Center has regularly enrolled older and working adult students in the past, and this decline is consistent with the national trend in community college enrollment that could be the result of an improving economy leading to a growing number of working age adults finding employment.

Compton Center Total Annual Unduplicated Enrollment by Age: 2006-2007 to 2014-2015

Age	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19 or less	29.2%	28.4%	29.7%	26.3%	30.2%	21.4%	23.6%	20.6%	21.1%

20 - 24	24.7%	26.6%	27.4%	30.1%	31.9%	38.7%	38.1%	39.4%	39.0%
25 - 34	21.9%	22.1%	21.5%	22.8%	22.2%	24.1%	23.1%	24.3%	24.6%
35 - 44	14.2%	12.9%	11.9%	10.9%	9.1%	9.2%	8.4%	8.3%	8.3%
45 - 54	6.9%	7.1%	7.0%	6.0%	4.9%	5.0%	5.1%	5.4%	4.7%
55+	3.0%	2.7%	2.5%	1.9%	1.7%	1.7%	1.9%	2.0%	2.2%

Source: Internal Colleague data

Nearly half of Compton Center students enroll exclusively in daytime courses. About 16% enroll exclusively in evening courses, and 21% enroll in a combination of daytime and evening courses. Over the five-year period, there has been a steady increase in daytime-only students, while evening-only and combination day-evening students have steadily decreased. However, there is also an increase in the percentage of students in the "unknown" category, which includes distance education courses and classes with irregular meeting schedules.

Trend in Compton Center Enrollment by Time of Day: Fall 2011 to Fall 2015

Enrollment by Time of Day	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Daytime Student	42.2%	42.6%	44.3%	44.1%	46.6%
Evening Student	20.4%	20.2%	19.3%	18.3%	16.3%
Combined Day/Eve Student	24.2%	22.7%	21.8%	22.7%	20.9%
Irregular/Unknown*	13.2%	14.5%	14.6%	14.9%	16.1%

* Irregular/Unknown includes Distance Education and variable meeting time courses
Source: Internal Colleague data

The following table highlights high schools within the Compton CCD boundaries as well as schools that are not within the district but still send a significant number of students to the Compton Center. A majority of the feeder high schools have sent an increased number of students to Compton Center over the previous year. Only four schools show a decrease in their Compton Center student enrollment: Carson, Dominguez, Locke (Alain Leroy), and King/Drew.

In most cases, schools with increasing enrollment show substantial increases, and schools with decreasing enrollment show small decreases. Carson Senior High School is the only

feeder high school indicating a substantial decrease in the number of students sent to the Compton Center. The most contributions of student enrollment in recent years appear to come from Dominguez, Compton, Jordan, Lynwood, Centennial, and Paramount. Until recently, enrollment had been steadily declining from Carson, Compton, Jordan, Locke (Alain Leroy), and Lynwood. Enrollment has been steadily increasing from Centennial and Paramount. Although student enrollment from non-district schools has been steadily decreasing, enrollment from district schools and the overall percentage of enrollment that comes from feeder high schools has remained relatively stable across this time period.

Student Enrollment from Compton Area Feeder High Schools: 2010-11 to 2014-15

High School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Carson Senior High School*	160	166	168	105	71 ↓
Centennial High School	110	110	117	122	155 ↑
Compton Senior High School	309	299	295	285	297 ↑
Dominguez High School	308	299	287	327	320 ↓
Jordan Senior High School*	215	196	189	170	187 ↑
King/Drew Medical Magnet	121	116	129	132	118 ↓
Locke (Alain Leroy) Senior High	56	57	50	29	20 ↓
Lynwood High School	229	171	146	141	164 ↑
Paramount High School	95	113	129	141	154 ↑
Other Non-District Schools	2,643	2,423	2,430	1,851	1,787 ↓
District Total	**1,228**	**1,165**	**1,153**	**1,177**	**1,228 ↑**
Non-District Total	**3,018**	**2,785**	**2,787**	**2,126**	**2,045 ↓**
Percentage of Total Enrollment From Feeder High Schools	26%	27%	28%	26%	27% ↑

* High schools outside of Compton district boundaries. Up-arrows indicate an increase over the previous year. Down-arrows indicate a decrease over the previous year. Source: ECC Compton Center Annual Factbooks.

The educational status of enrolling Compton Center students has varied over the previous years. While there has been a recent increase in the percentage of Compton Center students in the K-12 Special Admit program (K-12 students who are enrolled in college courses), the percentage of students with a college degree has been slightly declining, and non-high school graduates not in the K-12 program have decreased and remained below 1% for several years. The percentage of high school graduates has remained relatively stable near 80%, but there is an increasing number of students with unknown educational status who may belong to one of these other categories.

Trend in Compton Center Enrollment by Education Level: Fall 2011 - Fall 2015

Education Level	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College Degree	11.1%	11.2%	10.9%	10.1%	9.6%
HS Grad w/o College	78.6%	79.9%	81.0%	82.2%	80.5%
K-12 Special Admit	3.5%	2.9%	2.5%	2.1%	4.4%
Not a HS Grad (not K-12)	3.9%	3.0%	0.5%	0.4%	0.4%
Unknown*	2.8%	3.0%	5.1%	5.2%	5.1%

*'Unknown' includes unknown entries for students who did not indicate their education level
Source: Internal Colleague data

About 3% of Compton Center students report a registered disability. The most commonly reported disability is psychological disability, followed by mobile impairment. Most of these categories of students have remained fairly stable, but the "Other" disability category has continued to increase, likely due to the various disabilities, impairments, and health issues included in this category.

Trend in Compton Center DSPS Enrollment by Disability: 2010-11 to 2014-15

Disability	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Acquired Brain Injury	4%	4%	5%	5%	3%
Dev. Delayed Learner	10%	9%	7%	7%	7%
Hearing Impaired	4%	2%	2%	2%	2%

Learning Disabled	6%	6%	5%	8%	7%
Mobility Impaired	16%	18%	15%	14%	12%
Other Disability	32%	33%	40%	42%	44%
Psychological Disability	26%	25%	25%	21%	23%
Speech/Language Impaired	0%	0%	0%	0%	0%
Visually Impaired	1%	2%	2%	2%	1%

Source: California Community College Chancellor's Office MIS Data

About 44% of Compton Center students received some form of financial aid during the 2014-2015 academic year. Students primarily receive financial aid in the form of Board of Governors Fee Waivers or grants. Although the number of students receiving fee waivers has decreased while the number receiving grants has increased, the proportion of Compton Center students receiving financial aid has steadily increased over the previous five years.

Percent of Compton Center Enrollment Receiving Financial Aid

Year	BoG FW	Grant	Loan	Scholarship	Work Study	Total*
2010-2011	34.1%	16.6%	1.1%	0.1%	0.3%	34.3%
2011-2012	41.1%	19.2%	1.1%	0.1%	0.0%	41.7%
2012-2013	41.8%	16.2%	0.8%	0.2%	0.0%	42.2%
2013-2014	42.2%	22.4%	0.0%	0.2%	0.3%	42.9%
2014-2015	43.6%	25.4%	0.0%	0.4%	0.5%	44.4%

*Students may receive more than one type of award. Source: ECC Compton Center [2014-2015 Annual Factbook](#).

Number of Compton Center Students Awarded Financial Aid

Year	BoG FW	Grant	Loan	Scholarship	Work Study	Total*
2010-2011	5,533	2,696	173	12	49	5,533
2011-2012	6,005	2,800	158	17	1	6,086
2012-2013	5,822	2,255	105	28	0	5,887
2013-2014	5,344	2,835	0	26	44	5,428

| 2014-2015 | 5,305 | 3,088 | 0 | 46 | 62 | 5,396 |

Students may receive more than one type of award. Source: ECC Compton Center 2014-2015 Annual Factbook.

The Student Profile features a selection of demographic and enrollment characteristics for Compton Center's Fall 2015 student body. A quick demographic and enrollment summary is provided below, and additional information can be found online in the Fall 2015 Compton Center Student Profile.

Category	Characteristic	Fall 2015	
		n	%
All Students		*7,428*	*100.0*
Gender	Female	4,684	63.1
	Male	2,743	36.9
Age	17 or Less	387	5.2
	18 to 19	1,357	18.3
	20 to 24	2,746	37.0
	25 to 29	1,251	16.8
	30 to 39	959	12.9
	40 to 49	426	5.7
	50 +	302	4.1
Ethnicity	African-American	2,249	30.3
	Amer Ind/Alaskan	16	0.2
	Asian	331	4.5
	Latino	4,330	58.3
	Pacific Islander	43	0.6
	White	213	2.9
	Two or more races	214	2.9
	Unknown or Declined	32	0.4
Residency	California Resident	7,302	98.3
	Out of State	65	0.9
	International	61	0.8
Education Level	Not HS Grad	27	0.4
	HS Grad or Equiv.	5,978	84.8
	AA/AS Degree	412	5.8

	Bachelor's or Higher	303	4.3
	K-12 Special Admit	329	4.7
Class Times	Daytime Student	3,463	46.6
	Evening Student	1,214	16.3
	Combination Day/Eve	1,555	20.9
	Irregular	1,196	16.1
Educational Goal	Intend to Transfer	3,186	54.2
	Degree/Certif. Only	637	10.8
	Retrain/Recertif.	341	5.8
	Basic Skills/GED	403	6.9
	Enrichment	122	2.1
	Undecided	1,186	20.2
Credit Status	Credit	7,428	100.0
	Non-Credit	0	0.0
Enrollment Level	Full-time	1,767	23.8
	Part-time	5,267	70.9
Unit Load	Fewer than 6 units	2,577	36.6
(At Census)	6 to 8.5 units	1,506	21.4
	9 to 11.5 units	1,184	16.8
	12 to 14.5 units	1,421	20.2
	15 units or more	346	4.9
Term Units	Credit Students	7,428	100.0
	Total Units	54,217	
	Average Units/Student	7.3	
Cumulative Units	15 units or fewer	3,379	45.5
	15.5 to 30 units	1,269	17.1
	30.5 to 60 units	1,713	23.1
	Over 60 units	1,067	14.4

Sources: California Community College Chancellor's Office MIS Data and Internal Colleague Data

Compton Center Workforce Profile

Compton Center's workforce is described in the following tables and figures. Although the workforce reflects broad ethnic and gender diversity, this is not necessarily a direct reflection of the community residents' demographics.

Compton Center Workforce by Employment Category (Fall 2015)

Workforce Category	Count	Percent	Statewide %
Educational Administrator	11	2.57%	2.27%
Academic, Tenured/Tenure Track	99	23.13%	19.88%
Academic, Temporary	190	44.39%	47.59%
Classified	128	29.91%	30.26%
Total	428	100.0%	100.0%

Source: California Community College Chancellor's Office MIS Data.

Compton Center Workforce Category by Gender (Fall 2015)

Workforce Category	Female		Male	
	Count	% of Category	Count	% of Category
Educational Administrator	7	63.6%	4	36.4%
Academic, Tenured/Tenure Track	55	55.6%	44	44.4%
Academic, Temporary	86	45.3%	104	54.7%
Classified	77	60.2%	51	39.8%
Total	225	52.6%	203	47.4%

Source: California Community College Chancellor's Office MIS Data.

Compton Center Fall 2015 Workforce by Age Group
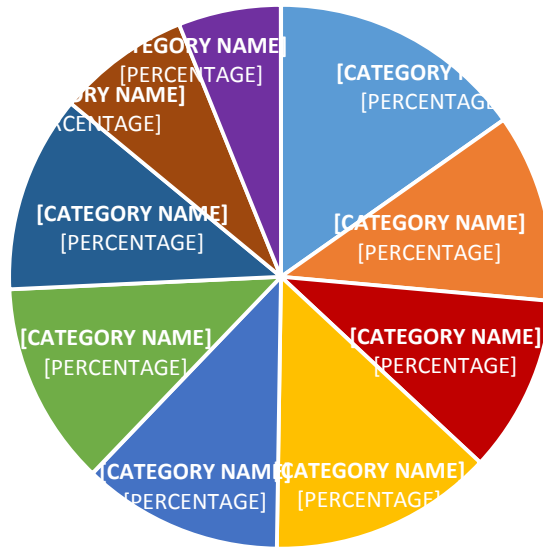
Source: California Community College Chancellor's Office MIS Data.

Compton Center Fall 2015 Workforce by Ethnicity
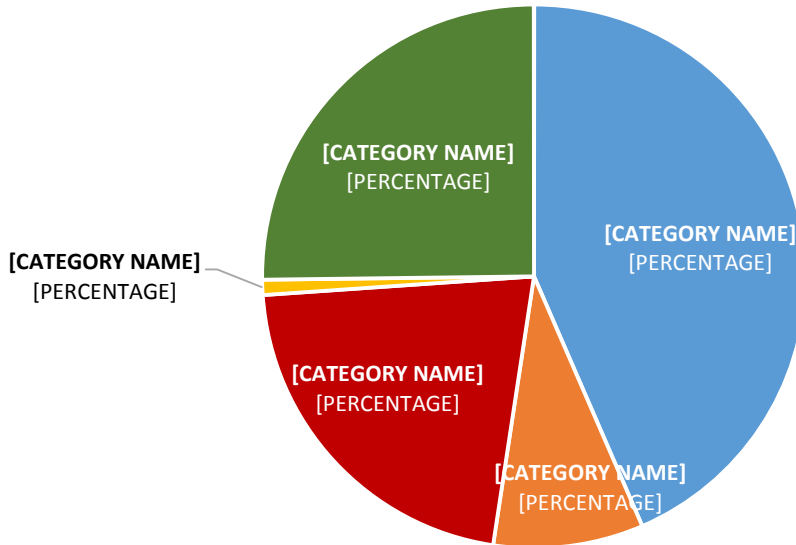
Source: California Community College Chancellor's Office MIS Data.

Compton Center Workforce Category by Ethnicity (Fall 2015)

Ethnicity	Administrators	Academic, Tenured	Academic, Temporary	Classified
African American	63.6%	35.4%	34.2%	61.7%
Asian	9.1%	10.1%	10.5%	5.5%
Hispanic or Latino	18.2%	24.2%	17.9%	25.0%
Multi-Ethnic	0.0%	0.0%	1.6%	0.8%
White Non-Hispanic	9.1%	30.3%	35.8%	7.0%

Source: California Community College Chancellor's Office MIS Data.

Longitudinal Student Achievement Data

The ECC Compton Center Factbook contains a variety of information about the Compton Center and its surrounding service area, as well as information regarding enrollment trends, special programs, and students' academic performance outcomes. Data for the Factbook is gathered by Institutional Research and Planning, and the sources include the California Community College Chancellor's Office, The National Student Clearinghouse, and ECC's local student databases.

Enrollment data is reported as a total, as well as by age, gender, ethnicity, meeting time, high school, residency, and various combinations of these demographics. The Factbook also reports student participation in special programs such as: CalWORKs, DSP&S, EOP&S, Financial Aid, and student athletic programs.

Student success and retention data is reported for the following course types: basic skills, transfer level, credit/degree-applicable, and Career Technical Education (CTE). In addition to student success and retention, student outcomes regarding persistence and program awards (i.e., degrees, certificates, and transfers) are reported. The latest published factbook is the El Camino College Compton Center 2014-2015 Annual Factbook.

General Student Achievement Data

The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date. Essentially, it is the percentage of students who successfully completed the course. The retention rate is the

percentage of students who remain enrolled through the end of a course (i.e., not receiving a DR or W) out of all students enrolled as of the census date. Essentially, it is the percentage of students who did not drop late or withdraw.

Compton Center Success Rates (Left) and Retention Rates (Right)
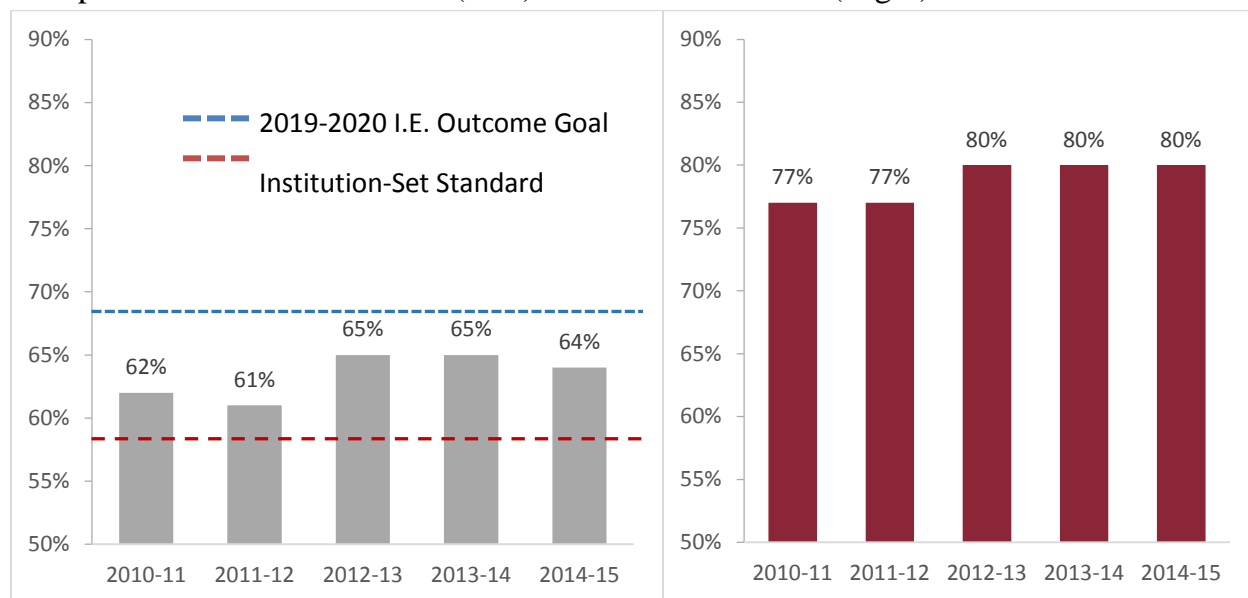
The above figure depicts overall success and retention rates for Compton Center students over the past five academic years. The overall success and retention rates for the 2014-15 academic year were 64% and 80%, respectively. Although success rates have improved compared to previous years, the most recent three-year trend for these success rates has been relatively stable near 65%. Similarly, retention rates have improved compared to previous years, but the most recent three-year trend for these retention rates has been relatively stable near 80%. The success rates have not fallen below the institution-set standard of 58% (indicated by the dashed red line) and the 2019-20 aspiration goal of 68% (indicated by the dashed blue line) is still attainable.

The tables below provide success and retention data disaggregated by various demographic characteristics. The first table presents success and retention rates according to specified age groups among the students. Both success and retention rates are fairly comparable across all age groups, with a few minor exceptions. The youngest students (those age 19 or younger) tend to have higher retention rates than other groups, but only slightly. Students aged 55 years and older tend to have relatively higher success rates, but

this may be due to the age group being relatively small with less variation in their coursework and academic performance.

Success and Retention Rates by Age

Age	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
19 or Less	67%	82%	64%	82%	66%	83%	67%	84%	65%	83%
20 - 24	58%	74%	59%	75%	63%	79%	63%	79%	63%	79%
25 - 34	61%	75%	61%	75%	65%	78%	65%	79%	65%	80%
35 - 44	65%	76%	62%	75%	67%	80%	66%	79%	65%	79%
45 - 54	69%	79%	65%	78%	66%	79%	62%	78%	66%	81%
55+	66%	77%	68%	79%	72%	81%	70%	80%	70%	81%
Total	**62%**	**77%**	**61%**	**77%**	**65%**	**80%**	**65%**	**80%**	**64%**	**80%**

Note: S = Success Rate, R = Retention Rate. Source: California Community College Chancellor's Office MIS Data.

The following table presents success and retention rates according to gender. These rates have been fairly equal across the years, with both males and females having respective success and retention rates of 64% and 80% in the 2014-15 academic year. In other words, both groups match the overall success and retention rates reported for the Compton Center.

Success and Retention Rates by Gender

Gender	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
Female	62%	77%	61%	76%	65%	80%	64%	80%	64%	80%
Male	62%	77%	61%	78%	65%	80%	65%	80%	64%	80%
Total	**62%**	**77%**	**61%**	**77%**	**65%**	**80%**	**65%**	**80%**	**64%**	**80%**

Note: S = Success Rate, R = Retention Rate. Source: California Community College Chancellor's Office MIS Data.

The following table presents success and retention rates according to specific ethnic groups. Notable differences are detailed further under "Course Completion" in the

Compton Center Equity Data section of this report, but general differences in rates and trends are also discussed presently. Across all groups, retention rates are fairly close to the Compton Center average (i.e., within five percentage points). However, success rates across all groups tend to vary more widely from the Compton Center average.

African American students report relatively stable trends in success and retention, although these rates tend to be below the average. American Indian and Alaskan Native students report relatively stable retention rates, but larger variation in success rates such that they are above and below the average in certain cases. This may be due to the relatively small size of this population. Asian and Asian American students typically report above-average success and retention rates. Although there has been a steady improvement in success rates, the retention rate dropped markedly during the 2014-15 academic year. Latino students report relatively stable trends in success and retention, and perform at or above the average level for the Compton Center. Incidentally, Latino students are the largest ethnic group among Compton Center students. Pacific Islander students tend to have below-average success and retention rates, although the trends are not necessarily stable. There had been improvement among success rates, but both success and retention rates dropped precipitously for this group over the most recent years. Students who report multiple ethnicities have been performing slightly below average in terms of success and retention rates, although their performance has been relatively stable. White students tend to perform above-average in both success and retention rates, although there was a slight decline in success rates over the most recent years.

Success and Retention Rates by Ethnicity

Ethnicity	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
Afr. Amer.	57%	73%	55%	77%	58%	75%	58%	76%	57%	76%
Amer. Ind.	60%	81%	59%	79%	70%	80%	65%	75%	56%	76%
Asian	78%	86%	80%	86%	82%	89%	82%	89%	84%	81%
Latino	66%	79%	65%	79%	69%	82%	68%	82%	67%	82%
Pacific Isl.	53%	72%	58%	73%	60%	80%	62%	75%	45%	68%

Multi-ethnic	63%	79%	59%	75%	62%	77%	59%	76%	61%	75%
Unknown	64%	77%	66%	78%	70%	83%	70%	82%	64%	79%
White	77%	86%	73%	82%	78%	85%	74%	84%	75%	84%
Total	**62%**	**77%**	**61%**	**77%**	**65%**	**80%**	**65%**	**80%**	**64%**	**80%**

Note: S = Success Rate, R = Retention Rate; Afr. Amer. = African American, Amer. Ind. = American Indian or Alaskan Native, Pacific Isl. = Pacific Islander, Multi-ethnic = Two or more races. Source: California Community College Chancellor's Office MIS Data.

The persistence rate is the percentage of students who enroll in courses for consecutive terms without taking a break from participating in Compton Center instructional programs. For example, second semester persistence refers to the percentage of students who enroll in a second semester consecutively after a previous semester, and third semester persistence refers to the percentage of students who enroll in three consecutive semesters in a row.

Persistence rates have been steadily improving at the Compton Center over the previous years, especially when considering three-term (3rd Semester) persistence rates. In fact, Compton Center has already achieved its 2019-20 aspirational goal of 49.6% fall-to-fall persistence (according to the Chancellor's Office Scorecard data for this outcome, reportedly 52.2% for the most recent cohort).

Student Persistence Over Four Semesters
Fall 2010 to Fall 2014
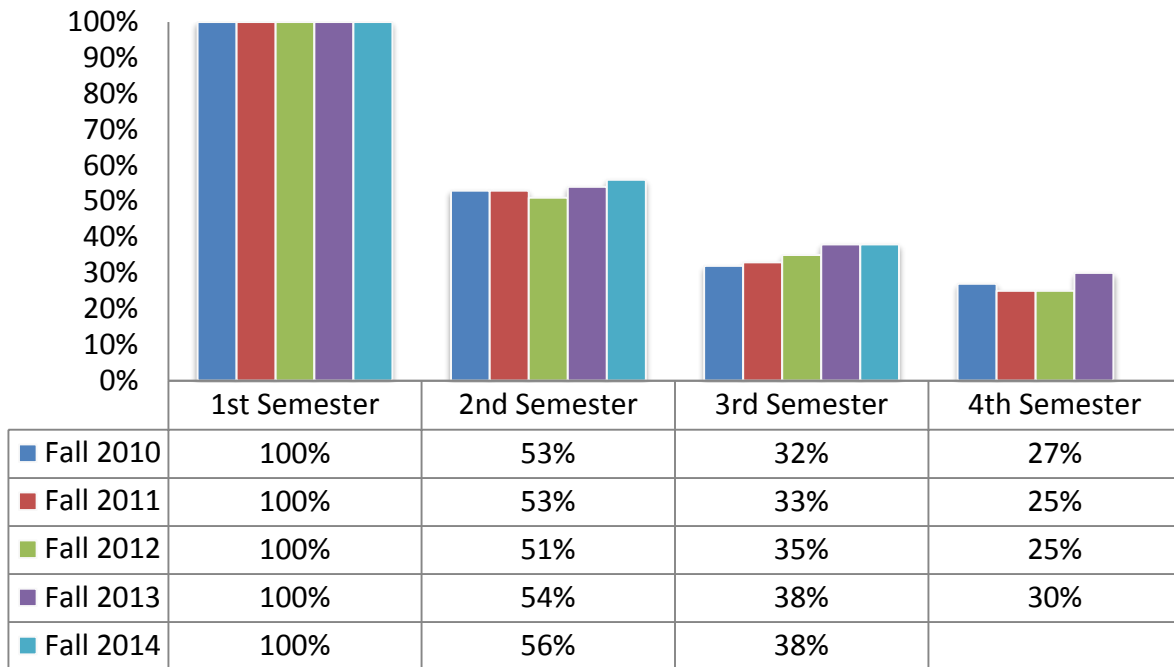
	1st Semester	2nd Semester	3rd Semester	4th Semester
■ Fall 2010	100%	53%	32%	27%
■ Fall 2011	100%	53%	33%	25%
■ Fall 2012	100%	51%	35%	25%
■ Fall 2013	100%	54%	38%	30%
■ Fall 2014	100%	56%	38%	

Source: California Community College Chancellor's Office MIS Data.

The following figure presents persistence rates for first-time, full-time students. Similar to the overall rates for the Compton Center, persistence rates have been consistently improving among first-time, full-time students. There was notable improvement in 2nd semester persistence beginning in Fall 2013, but unlike the overall rates, there was a decline in 3rd semester persistence beginning in this same time period. However, 4th semester persistence has improved markedly among this group.

First Time, Full Time Student Persistence Over Four Semesters
Fall 2010 to Fall 2014
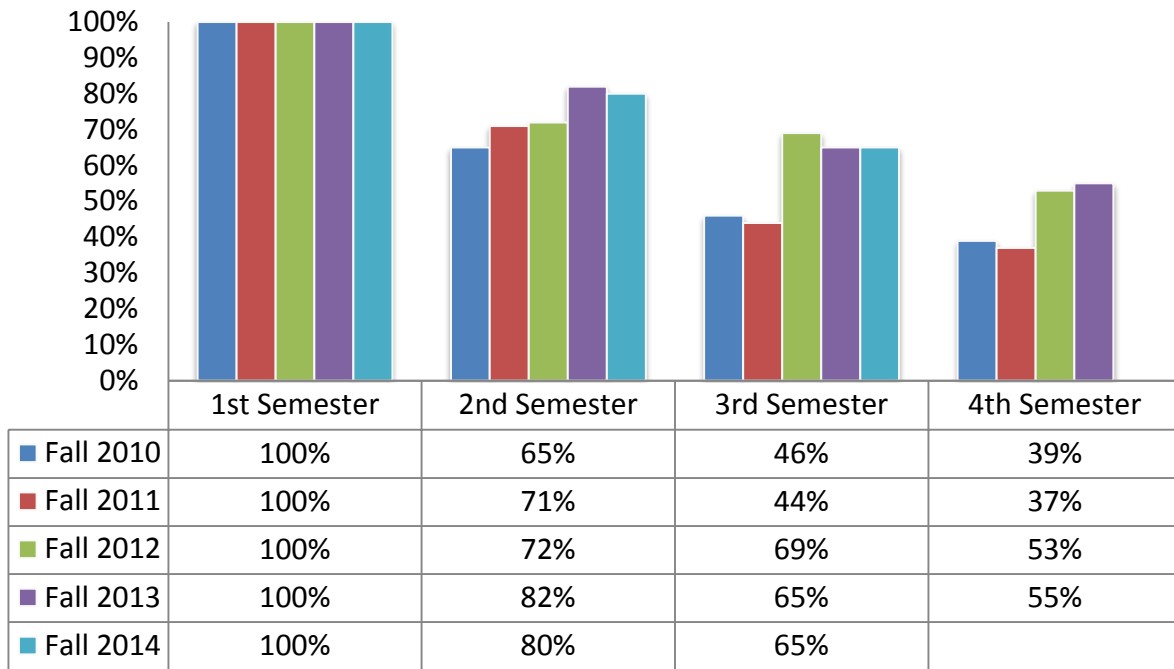
	1st Semester	2nd Semester	3rd Semester	4th Semester
Fall 2010	100%	65%	46%	39%
Fall 2011	100%	71%	44%	37%
Fall 2012	100%	72%	69%	53%
Fall 2013	100%	82%	65%	55%
Fall 2014	100%	80%	65%	

Source: California Community College Chancellor's Office MIS Data.

The following figure presents the Fall 2014 persistence rates for specified age groups among Compton Center students. Incidentally, the youngest age group (19 or younger) and the oldest age group (55 or older) have the highest rates of persistence. Although the range is only seven percentage points for 2nd semester persistence and ten percentage points for 3rd semester persistence, tend to persist at a much higher rate than the other groups. This could possibly be due to the unique nature of these two groups in the sense they may not typically have as many work/life stressors or distractions from their educational careers.

Student Persistence Over Three Semesters by Age Group
Fall 2014 Students
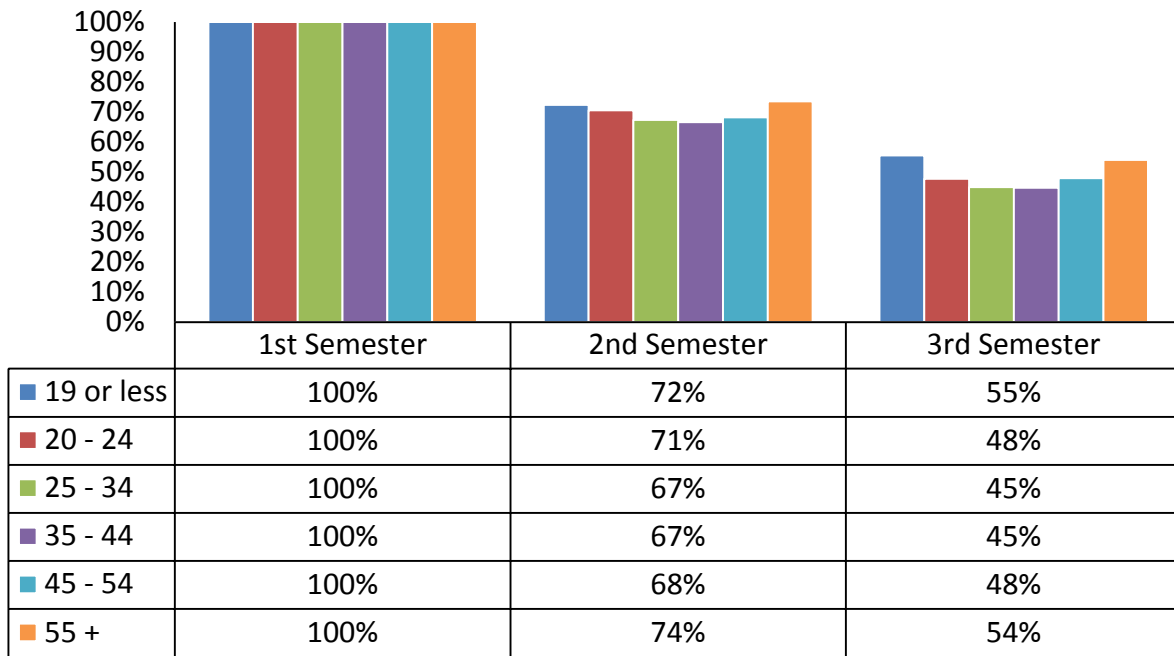
	1st Semester	2nd Semester	3rd Semester
■ 19 or less	100%	72%	55%
■ 20 - 24	100%	71%	48%
■ 25 - 34	100%	67%	45%
■ 35 - 44	100%	67%	45%
■ 45 - 54	100%	68%	48%
■ 55 +	100%	74%	54%

Source: California Community College Chancellor's Office MIS Data.

The following figure presents the Fall 2014 persistence rates disaggregated by gender. Women have higher persistence rates than men, both in terms of 2nd semester and 3rd semester persistence. Arguably, the community college environment is more supportive of a higher willingness to seek help, and this tends to clash with presumed gender roles and stereotypes.

Student Persistence Over Three Semesters by Gender
Fall 2014 Students
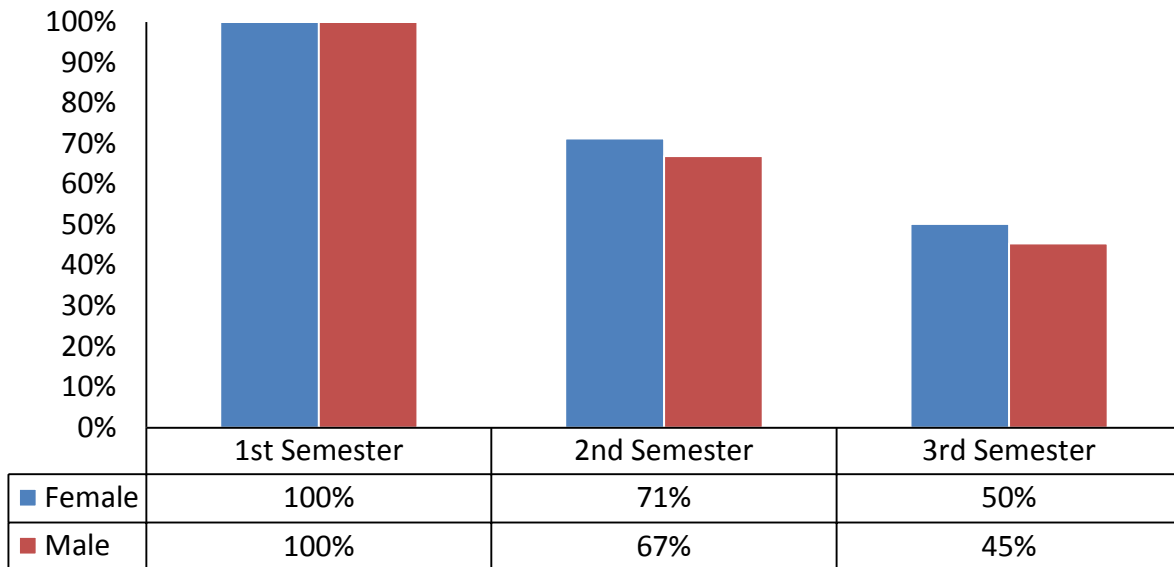
	1st Semester	2nd Semester	3rd Semester
■ Female	100%	71%	50%
■ Male	100%	67%	45%

Source: California Community College Chancellor's Office MIS Data.

The following figure presents the Fall 2014 persistence rates disaggregated by ethnic groups. There is variability among the persistence rates of these groups, such that Pacific Islander and American Indian or Alaskan Native students tend to have the lowest 2nd semester rates (54%), while Latino students tend to have the highest (74%). With the exception of Pacific Islanders, who have the lowest 3rd semester persistence rates (24%), there is less variability among the 3rd semester persistence rates such that students of two or more ethnicities have the second-lowest rates (40%), while Latino students still tend to have the highest (54%). It may be worth noting that Latino students are the largest ethnic group at the Compton Center, while Pacific Islanders are one of the smallest groups.

Student Persistence Over Three Semesters by Ethnicity
Fall 2014 Students

	1st Semester	2nd Semester	3rd Semester
■ African American	100%	64%	42%
■ Amer. Ind. or Alask. Native	100%	54%	46%
■ Asian	100%	73%	48%
■ Latino	100%	74%	54%
■ Pacific Islander	100%	54%	24%
■ Two or More	100%	63%	40%
■ White	100%	66%	46%
■ Unknown or Decline	100%	71%	41%
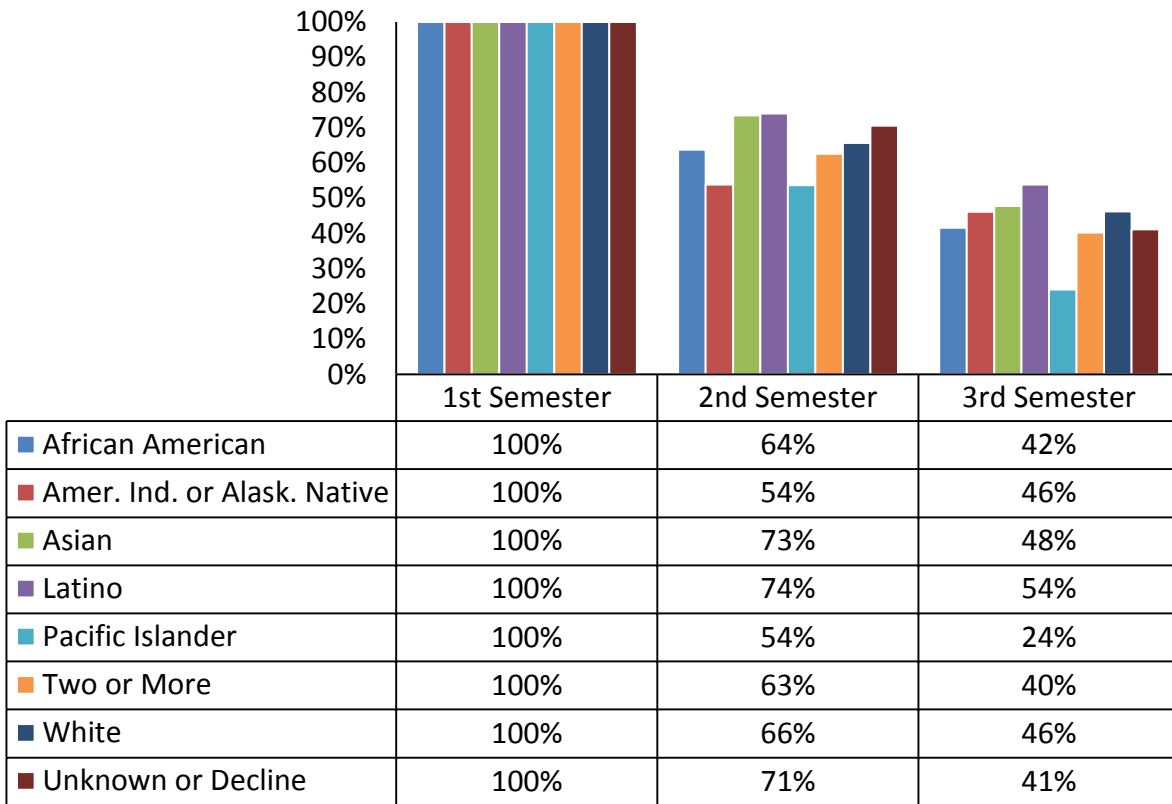
Source: California Community College Chancellor's Office MIS Data.

The following figures and accompanying tables provide data regarding program awards Compton Center students earned over the past five academic years. Overall, there has been a steady improvement in the number of program awards earned by students, although there was a slight decrease during the 2013-14 academic year. The number of certificates awarded has remained fairly stable over recent years, but the number of Associate in Arts (AA) degrees has steadily increased, and the number of Associate in Science (AS) degrees has increased compared to previous years.
Number of Degrees and Certificates Awarded, 2010-11 to 2014-15
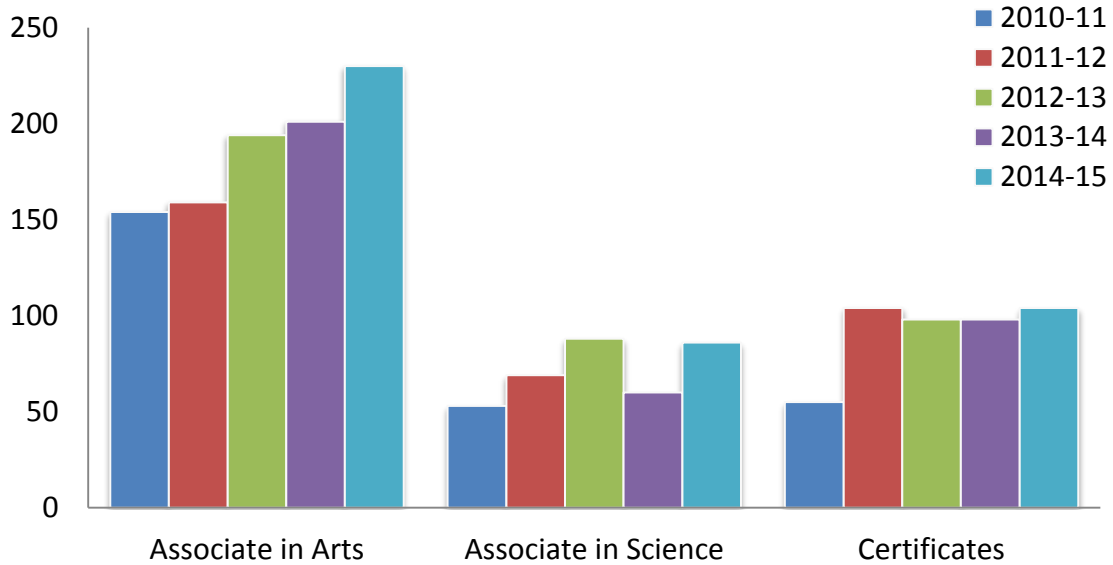
Source: California Community College Chancellor's Office MIS Data.

Number of Degrees and Certificates Awarded, 2010-11 to 2014-15

Award Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Arts	154	159	194	201	230
Associate in Science	53	69	88	60	86
Certificates	55	104	98	98	104
Total Awards	**262**	**332**	**380**	**359**	**420**

Source: California Community College Chancellor's Office MIS Data.

The following figure and table presents 2014-2015 program award data for specified age groups. The figure presents the proportion of award types received by a given age group, while the table presents the actual number of awards earned by the given age group. Note the table represents an unduplicated count of awards, and the number of awards earned by a given age group is relative to that group's enrollment at the Compton Center. Students age 19 or younger tend to earn mostly AA degrees and a few certificates, but no AS degrees. Older age groups tend to earn increasingly more AS degrees and fewer AA degrees, while the number of certificates earned is typically 10% to 20% of the awards for the given group. Notable exceptions to this are the 45-54 age group which earns between 30% and 40% AS degrees, and the 55 and older age group in which certificates comprise half of the awards earned.

2014-2015 Student Awards by Age Group
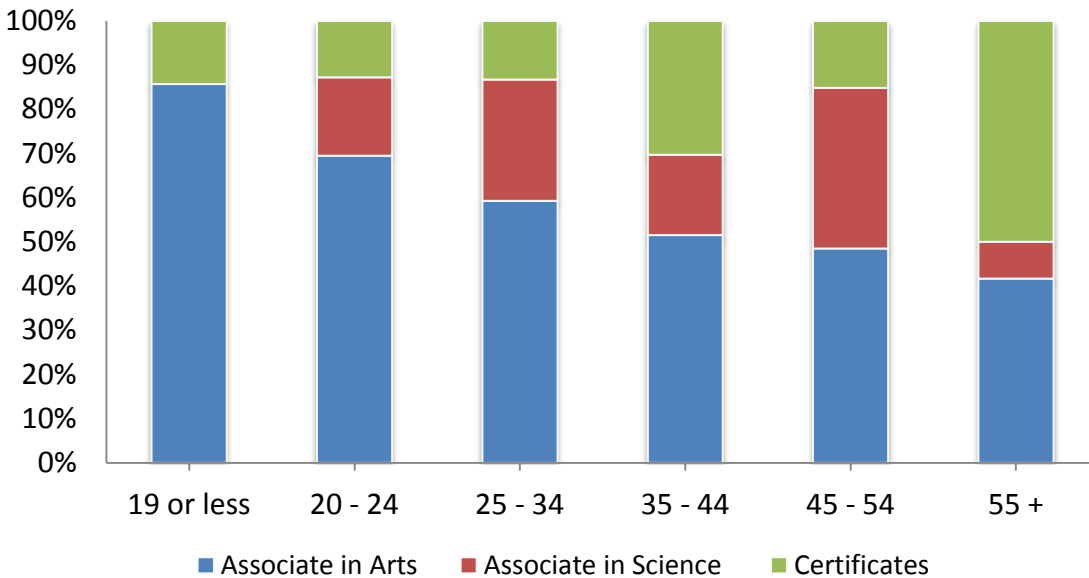
Source: California Community College Chancellor's Office MIS Data.

Number of 2014-2015 Degrees and Certificates Awarded by Age Group

| Award Type	19 or Less	20 - 24	25 - 34	35 - 44	45-54	55+	Total
Associate in Arts	6	98	67	17	16	5	209
Associate in Science	0	25	31	6	12	1	75
Certificates	1	18	15	10	5	6	55
Total Awards	**7**	**141**	**113**	**33**	**33**	**12**	**339***

*The total reflects an unduplicated count of students awarded a degree or certificate.
Source: California Community College Chancellor's Office MIS Data.

The following figure and table presents 2014-2015 program award data disaggregated by gender. The figure presents the proportion of award types received by men and women, while the table presents the actual number of awards earned by men and women. Note the table represents an unduplicated count of awards, and the number of awards earned by a given group is relative to that group's enrollment at the Compton Center. Women tend to earn a higher proportion of AA degrees compared to men, while men tend to earn a higher proportion of AS degrees and certificates. Women tend to earn approximately

two-thirds of the program awards at Compton Center, but women also comprise approximately two-thirds of the enrollment at Compton Center.
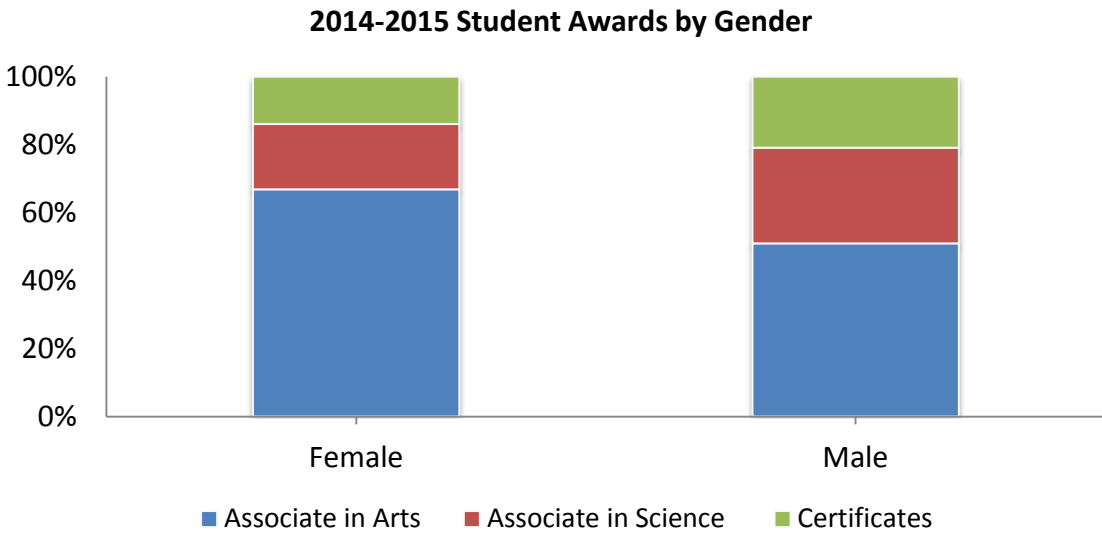
2014-2015 Student Awards by Gender

Source: California Community College Chancellor's Office MIS Data.

Number of 2014-2015 Degrees and Certificates Awarded by Gender

Award Type	Female	Male	Total
Associate in Arts	153	56	209
Associate in Science	44	31	75
Certificates	32	23	55
Total Awards	**229**	**110**	**339***

*The total reflects an unduplicated count of students awarded a degree or certificate.
Source: California Community College Chancellor's Office MIS Data.

The following figure and table presents 2014-2015 program award data disaggregated by ethnic group. The figure presents the proportion of award types received by each group, while the table presents the actual number of awards earned by each group. Note the table represents an unduplicated count of awards, and the number of awards earned by a given group is relative to that group's enrollment at the Compton Center. There is much variation in the proportion of award types received, but this is largely affected by the relatively small group sizes among several of these ethnicities. Incidentally, the two ethnic groups that comprise nearly 90% of the Compton Center student enrollment (i.e.,

African American and Latino students) have nearly identical proportions of AA degrees, AS degrees, and certificates earned in the 2014-2015 academic year.
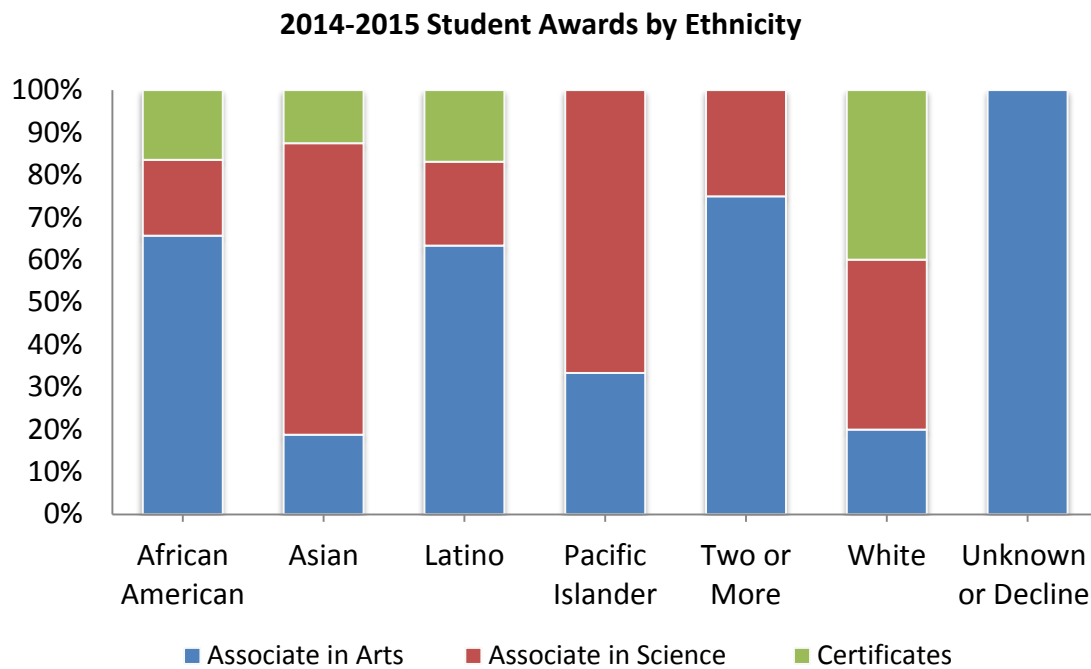
2014-2015 Student Awards by Ethnicity

Source: California Community College Chancellor's Office MIS Data.

Number of 2014-2015 Degrees and Certificates Awarded by Ethnicity

Award Type	African American	Asian	Latino	Pacific Islander	Two or More	White	Decline/Unkn.	Total
Associate in Arts	88	3	109	1	6	1	1	209
Associate in Science	24	11	34	2	2	2	0	75
Certificates	22	2	29	0	0	2	0	55
Total Awards	**134**	**16**	**172**	**3**	**8**	**5**	**1**	**339***

*The total reflects an unduplicated count of students awarded a degree or certificate.
Source: California Community College Chancellor's Office MIS Data.

The following tables present various transfer destinations for Compton Center students who transferred to other colleges between the 2010-11 and 2014-15 academic years. Overall, more students transfer to the California State University (CSU) system than

other colleges, with CSU Dominguez Hills consistently receiving the highest number of Compton Center transfers. Several students also transfer to CSU Long Beach, at a rate that is nearly equal to all University of California (UC) system transfers combined. Typically, Compton Center students who do transfer choose to enroll in colleges in nearby cities (e.g., Long Beach and Los Angeles), and the rate of in-state transfers is consistently much higher than the rate of out-of-state transfers.

Transfer Destinations for Compton Center Students, Cal State System 2010-11 to 2014-15

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Cal State Poly. University, Pomona	3	9	9	12	5
Cal State University, Bakersfield	2	1	2	7	0
Cal State University, Dominguez Hills	116	143	169	165	155
Cal State University, Fullerton	4	13	7	8	7
Cal State University, Long Beach	37	78	55	66	59
Cal State University, Los Angeles	27	26	44	27	36
Cal State University, Northridge	17	27	31	26	26
San Diego State University	4	6	3	0	1
San Francisco State University	1	0	0	3	1
San Jose State University	2	0	4	3	0
Other Cal States	14	23	20	23	17
Total Cal State Transfers	227	326	344	340	307

Sources: National Student Clearinghouse and Internal Colleague Data

Transfer Destinations for Compton Center Students, UC System 2010-11 to 2014-15

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
University of California, Berkeley	7	7	9	0	3
University of California, Davis	7	0	3	6	4
University of California, Irvine	9	13	13	16	14
University of California, Los Angeles	19	18	9	25	24
University of California, Merced	3	2	1	2	1
University of California, Riverside	0	0	8	7	5
University of California, San Diego	8	7	8	10	6
University of California, Santa Barbara	8	3	2	5	2
University of California, Santa Cruz	2	5	6	5	3
Total UC Transfers	63	55	59	76	62

Sources: National Student Clearinghouse and Internal Colleague Data

Transfer Destinations for Compton Center Students, Private Institutions 2010-11 to 2014-15

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Biola University	0	4	3	3	0
Chapman University	0	0	0	0	2
Loyola Marymount University	3	3	3	3	2
Mount St. Mary's University	7	9	5	3	2
National University	1	0	8	7	3
Otis College of Art and Design	2	0	0	1	0
Pepperdine University	0	0	1	0	0
University of Phoenix	9	2	6	6	6
University of Southern California	4	6	12	10	5

Other Private Institutions	15	14	10	8	23
Total Private Transfers	**43**	**38**	**48**	**41**	**43**

Sources: National Student Clearinghouse and Internal Colleague Data

Transfer Destinations for Compton Center Students, 2010-11 to 2014-15

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Total In-State Transfers	333	419	451	457	412
Total Out-of-State Transfers	71	44	67	40	69
Total Transfers	404	463	518	497	481

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The following figures depict Compton Center transfers among the specified age groups for the 2014-2015 academic year. The first figure represents the percentage of students in a given age group who transfer compared to the percentage of students in that age group who listed transferring to other colleges as an educational goal. This helps to clearly represent the students within each group who were able to achieve their intended educational outcomes as they relate to transferring. There are typically larger percentages of students transferring among the younger or "college aged" groups (i.e., 19 and younger, 20-24, 25-34), although these same groups also report the highest percentages of students with transfer goals. There are much lower transfer rates among older age groups, but the older age groups tend to not list transferring as an educational goal.
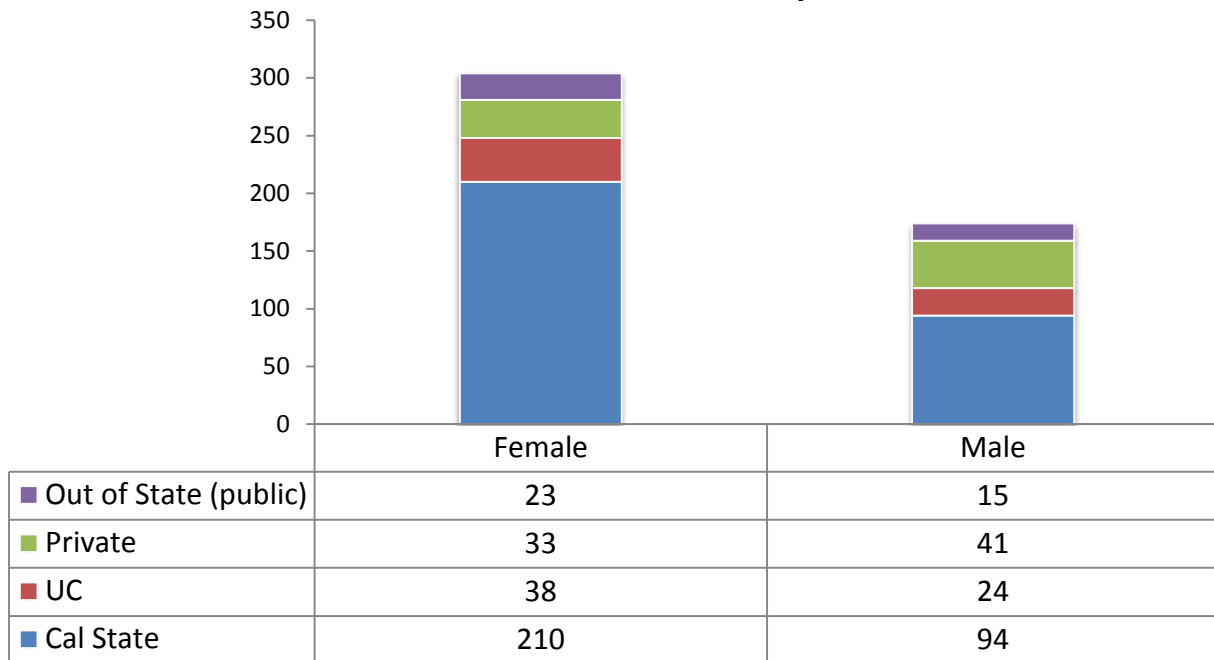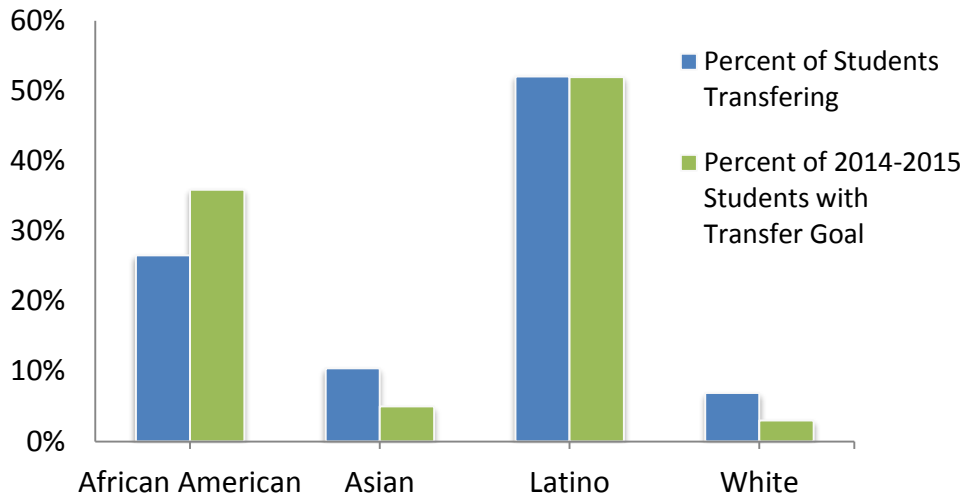
2014-2015 Transfers by Age
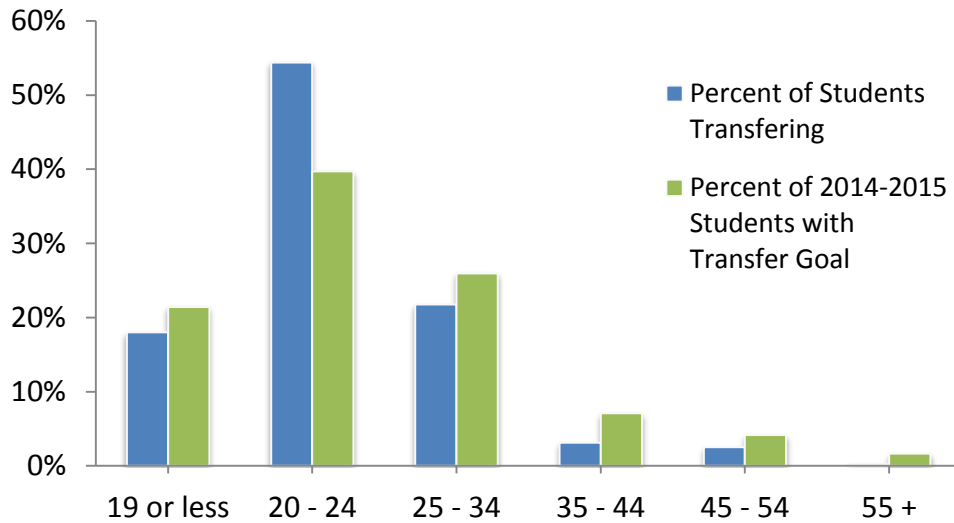
Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The second figure represents the percentage of students (among those who transferred) in a given age group according to their transfer destination, consolidated into the following college categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the CSU system, although younger students tend to also transfer to the UC system, private institutions, and public universities located out-of-state.

2014-2015 Transfer Destinations by Age
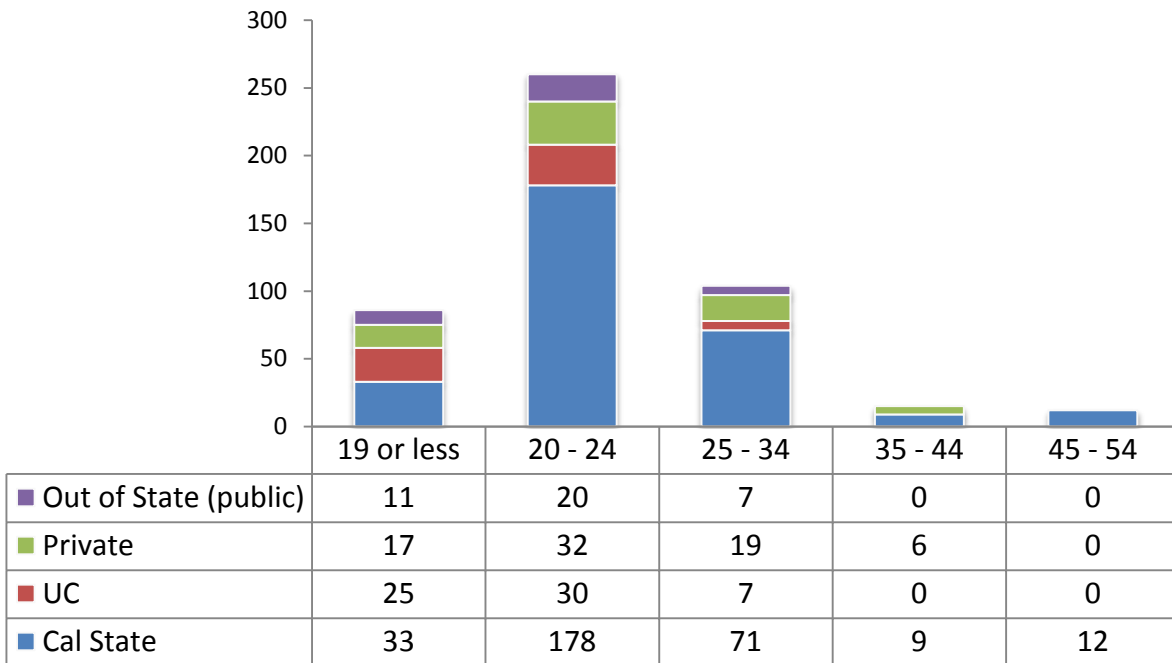
	19 or less	20 - 24	25 - 34	35 - 44	45 - 54
■ Out of State (public)	11	20	7	0	0
■ Private	17	32	19	6	0
■ UC	25	30	7	0	0
■ Cal State	33	178	71	9	12

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The following figures depict Compton Center transfers disaggregated by gender. The first figure represents the percentage of students among men and women who transfer compared to the percentage of students among men and women who listed transferring to other colleges as an educational goal. This helps to clearly represent the students within each group who were able to achieve their intended educational outcomes as they relate to transferring. For the 2014-15 academic year, both men and women appear to be transferring at rates fairly close to the percentages of students who listed transferring as an educational goal, although fewer men list transferring as an educational goal than women do.
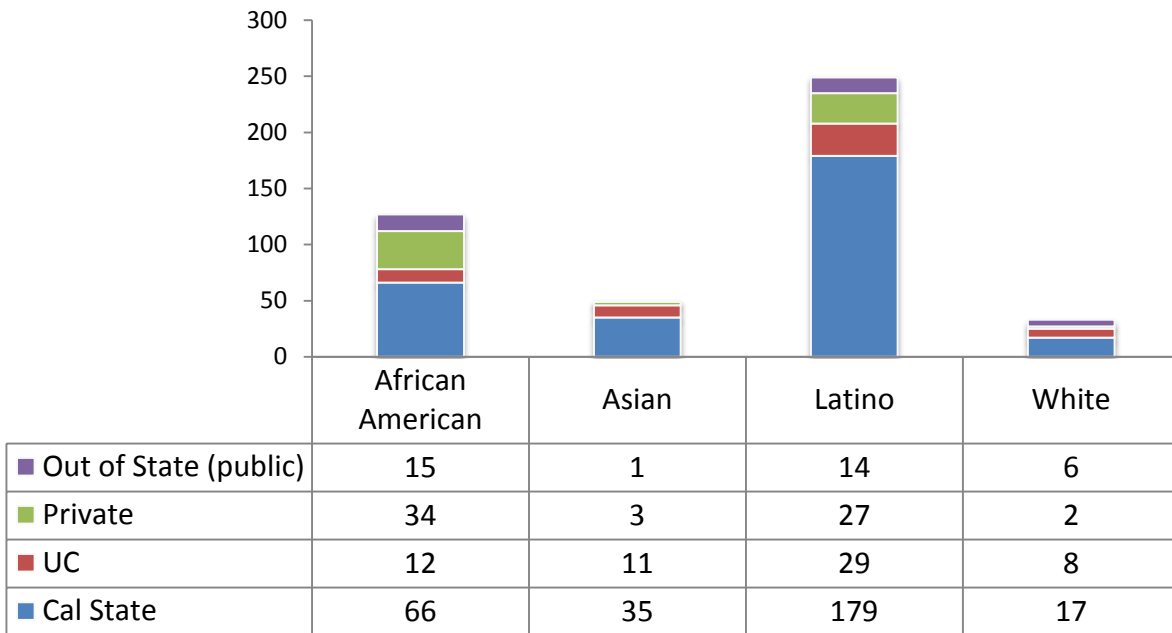
2014-2015 Transfers by Gender
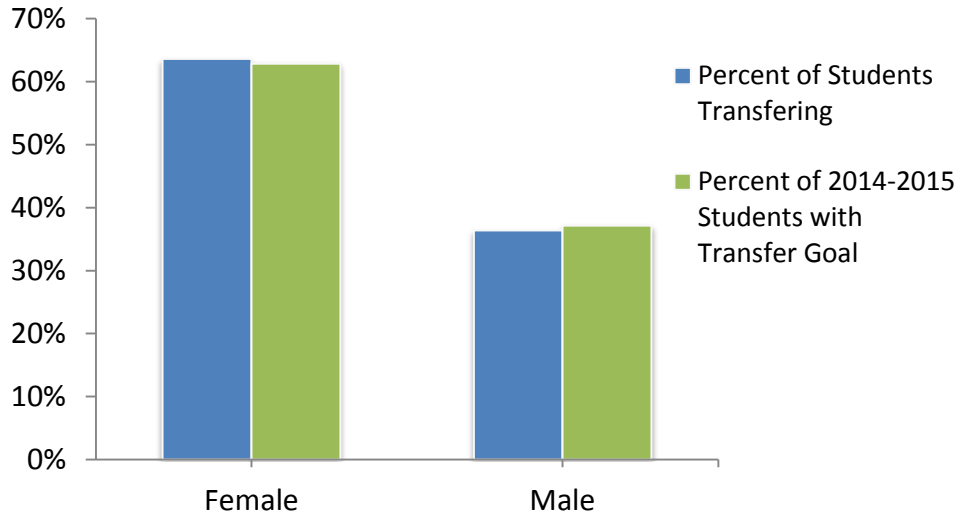
Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The second figure represents the percentage of male and female students (among those who transferred) according to their transfer destination, consolidated into the following college categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the CSU system, and men and women appear to transfer to the various colleges at comparable proportions.

2014-2015 Transfer Destinations by Gender

	Female	Male
■ Out of State (public)	23	15
■ Private	33	41
■ UC	38	24
■ Cal State	210	94

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The following figures depict Compton Center transfers disaggregated by ethnic group for the 2014-2015 academic year. The first figure represents the percentage of students in a given ethnic group who transfer compared to the percentage of students in a given ethnic group who listed transferring to other colleges as an educational goal. This helps to clearly represent the students within each group who were able to achieve their intended educational outcomes as they relate to transferring. Latino students report the highest percentage of transferring students (as well as students with transfer goals), and these rates are nearly identical. White students and Asian and Asian American students tend to transfer at rates higher than the listed intention to transfer, while African American students tend to transfer at rates lower than the listed intention to transfer.

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2014-2015 Transfers by Ethnicity

Bar chart legend:
- Percent of Students Transfering (blue)
- Percent of 2014-2015 Students with Transfer Goal (green)

X-axis categories: African American, Asian, Latino, White
Y-axis: 0% to 60%

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

The second figure represents the percentage of students (among those who transferred) in a given ethnic group according to their transfer destination, consolidated into the following college categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the UC system, although there are larger numbers among African American and Latino students who also transfer to the UC system, private institutions, and public universities located out-of-state.

2014-2015 Transfer Destinations by Ethnicity

	African American	Asian	Latino	White
■ Out of State (public)	15	1	14	6
■ Private	34	3	27	2
■ UC	12	11	29	8
■ Cal State	66	35	179	17

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

Time to Completion Data

Normal time to completion is defined by the amount of time necessary for a student to complete all the requirements for a given program award, assuming the student enrolled at a college-prepared level of coursework and maintains full-time enrollment. Time to completion in this report (when not presented as a number of years or academic terms) is represented as a percentage of the time a student required to achieve the award divided by the time expected to achieve such an award.

Relatively few students appear to complete the requirements for a degree within their first two years (18%), and the median time for degree completion is 3.2 years. Compared to degree-earners, proportionally more students completed the requirements for a certificate within the expected time (23%). The median time for certificate completion is also lower than that of degree earners (2.0 years). When considering the total number of awards, a majority (67%) of students require more than twice the normal time to complete their programs. Overall, the time to completion has decreased compared to the previous academic year.

Time to Completion by Award Type (2014-2015)

Award Type	Total Awards	Cumulative Percent 100%	150%	200%	Median Years	Average Years (SD)
Degrees	316	18%	29%	34%	3.2	4.4 (4.0)
Certificates	104	23%	28%	30%	2.0	4.4 (5.0)
Total	**420**	**19%**	**28%**	**33%**	**2.9**	**4.4 (4.3)**

Source: California Community College Chancellor's Office MIS data. Because degree and certificate programs vary in length, time to completion is reported as a cumulative percentage of the "normal time" required for the degree or certificate. "100%" refers to students completing within the normal time; "150%" refers to all students requiring up to 1.5 times the length of normal time; "200%" refers to all students requiring up to 2 times the length of normal time. Standard deviations for average years required are listed in parentheses.

More detailed information regarding time to completion and disaggregated data is available from the 2014-2015 Time to Completion report.

Distance Education Data
The following data compares academic performance in distance education (i.e., online) course offerings and enrollments to the traditional in-person classroom counterparts. This information compares Fall and Spring terms respectively because scheduling patterns and faculty course loads follow similar patterns, and comparing like terms (e.g., spring vs. spring rather than fall vs. spring) provides a better indication of growth or change in distance education (DE).

The following tables show the basic demographic data for the 1,511 students who enrolled in a DE course during the Fall 2014 term. Distance Education students are largely female. Approximately 75% of DE students are women. Most of the students are enrolled in less than 12 units for the term. In terms of age and ethnicity, DE students are very similar to the overall student population of the Compton Center. Proportions of the reported ethnicities are all within a few percentage points of the campus population. However, it is important to note that there is higher percentage of African American students and a lower percentage of Hispanic or Latino students taking online courses compared to the overall student body. 48% of those enrolled in DE courses are in the

typical college going age range of 18 to 24 years. Another 22% are between 25 and 39 years old. For the most part, DE students represent the same population as overall campus students with the exception of gender.

Student Demographics: Online Courses vs Overall, Fall 2014

Group	Percent Online	Percent Overall
Gender		
Female	74.3%	62.6%
Male	25.7%	37.4%
Ethnicity		
African American	42.4%	35.5%
American Indian	0.0%	0.2%
Asian	5.6%	3.3%
Hispanic	42.5%	55.1%
Pacific Islander	0.5%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.7%	2.1%
Age Group		
Under 17	0.5%	2.3%
18 - 24	48.1%	60.9%
25 to 29	22.0%	14.8%
30 to 34	10.5%	7.5%
35 to 39	8.5%	4.9%
40 to 49	6.9%	5.5%
50 +	3.5%	4.2%
Enrollment Status		
Full-Time	23.4%	37.8%
Residence		
In District	34.2%	50.0%
Outside 7.5 mile radius	64.8%	48.4%
Within 7.5 miles (includes In District students)	34.3%	51.0%
Financial Aid Status		
Received Aid	47.9%	61.3%

Did Not Receive Aid	52.1%	38.7%
Course Preparation		
Basic Skills	0.0%	11.2%
Transfer	92.5%	74.5%
Non Transfer	7.5%	25.5%

Source: California Community College Chancellor's Office MIS Data.

Student Demographics: Online Courses versus Overall, Spring 2015

Group	Percent Online	Percent Overall
Gender		
Female	73.2%	63.4%
Male	26.8%	36.6%
Ethnicity		
African American	41.0%	33.9%
American Indian	0.3%	0.2%
Asian	5.4%	3.4%
Hispanic	43.1%	56.5%
Pacific Islander	1.0%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.8%	2.2%
Age Group		
Under 17	0.1%	1.1%
18 - 24	46.6%	61.4%
25 to 29	21.8%	15.2%
30 to 34	11.8%	7.7%
35 to 39	7.2%	4.6%
40 to 49	8.4%	5.7%
50 +	4.1%	4.4%
Enrollment Status		
Full-Time	27.8%	40.1%
Residence		
In District	34.7%	51.3%
Outside 7.5 mile radius	63.3%	46.8%

Within 7.5 miles (includes In District students)	36.2%	52.6%
Financial Aid Status		
Received Aid	51.9%	63.4%
Did Not Receive Aid	48.1%	36.6%
Course Preparation		
Basic Skills	0.0%	9.7%
Transfer	90.3%	76.5%
Non Transfer	9.7%	23.5%

Source: California Community College Chancellor's Office MIS Data.

Student Demographics (Gender by Ethnicity and Age) Online Courses vs Overall, Fall 2014

	Percent Online		**Percent Overall**	
	Female	**Male**	**Female**	**Male**
Ethnicity				
African American	45.7%	33.0%	37.7%	31.7%
American Indian	0.1%	0.0%	0.1%	0.2%
Asian	4.9%	7.5%	2.8%	4.0%
Hispanic	40.8%	47.5%	53.3%	58.2%
Pacific Islander	0.6%	0.2%	0.9%	0.4%
Two or More	2.9%	5.8%	2.7%	2.7%
Unknown	0.6%	0.4%	0.3%	0.5%
White/Caucasian	4.3%	5.6%	2.0%	2.3%
Age Group				
Under 17	0.5%	0.6%	1.8%	3.1%
18 - 24	44.9%	57.4%	57.1%	67.2%
25 to 29	22.9%	19.1%	15.8%	13.0%
30 to 34	11.3%	8.4%	8.6%	5.7%
35 to 39	8.6%	8.4%	5.5%	4.0%
40 to 49	8.2%	3.2%	6.8%	3.5%
50 +	3.7%	2.8%	4.5%	3.6%

Source: California Community College Chancellor's Office MIS Data.

Student Demographics (Gender by Ethnicity and Age) Online Courses vs Overall, Spring 2015

	Percent Online		Percent Overall	
	Female	Male	Female	Male
Ethnicity				
African American	43.5%	34.2%	35.3%	31.5%
American Indian	0.3%	0.3%	0.2%	0.1%
Asian	4.4%	8.2%	2.9%	4.2%
Hispanic	41.9%	46.6%	55.5%	58.4%
Pacific Islander	0.8%	1.5%	0.8%	0.6%
Two or More	3.9%	3.3%	3.0%	2.3%
Unknown	0.4%	1.2%	0.3%	0.5%
White/Caucasian	4.8%	4.6%	2.1%	2.3%
Age Group				
Under 17	0.1%	0.2%	1.0%	1.2%
18 - 24	42.8%	57.0%	58.5%	66.5%
25 to 29	22.6%	19.6%	15.7%	14.3%
30 to 34	12.8%	8.9%	8.6%	6.1%
35 to 39	8.1%	4.6%	4.8%	4.1%
40 to 49	9.4%	5.8%	6.7%	4.0%
50 +	4.2%	3.8%	4.7%	3.8%

Source: California Community College Chancellor's Office MIS Data.

In Fall 2014, 51.9% of DE students took on-campus courses concurrently, which shows that a majority of online students are also on campus during the semester. In Spring 2015, 49.9% of students took on-campus courses concurrently, similarly indicating about half of the online students are also present on campus.

Distance Education Enrollment Patterns, Fall 2014

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	51.9%
Patterns for Previous Semesters	
Took DE courses previously	50.3%

Distance Education Enrollment Patterns, Spring 2015

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	49.9%
Patterns for Previous Semesters	
Took DE courses previously	56.5%

Distance education offerings have remained relatively stable. Only small increases and decreases can be seen in the department, course, and section offerings from semester to semester. This movement also affects the amount of FTES, which were slightly lower in 2015 than in 2011. Both the Fall and Spring semesters show similar trends.

Course, Section, Instructor, and Enrollment Growth: Online Courses, Fall 2011 to Fall 2015

Term	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Departments	18	17	18	18	18
All DE Courses	46	42	44	49	47
Hybrid Courses	8	10	12	10	8
Instructors	38	32	32	31	34
Sections	69	63	70	69	66
Seats	2,319	2,186	2,393	2,310	2,210
Avg. Section Size	34	35	34	33	33
Online FTES	**220**	**167**	**198**	**190**	**178**

Course, Section, Instructor, and Enrollment Growth: Online Courses, Spring 2011 to Spring 2015

Term	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Departments	19	20	18	18	19
All DE Courses	56	50	48	47	51

Hybrid Courses	12	11	13	10	7
Instructors	42	40	35	34	35
Sections	88	77	74	71	73
Seats	3,138	2,796	2,351	2,355	2,352
Avg. Section Size	36	36	32	33	32
Online FTES	**307**	**207**	**166**	**178**	**190**

Source: California Community College Chancellor's Office MIS Data.

The following tables show all online courses offered during the 2014-2015 year, ordered by department. Section and census date seat counts are included.

Online Course Offerings, Fall 2014

Division/Department	Number of Sections	Total Seats
Division 1		
Health Sciences		
Contemporary Health	2	86
Human Services		
Child Development	3	83
Psychology	3	122
Division 2		
Arts		
Art	2	78
Music	2	90
Social Sciences		
Administration of Justice	2	92
Anthropology	2	44
Economics	1	43
History	5	169
Humanities	2	94
Philosophy	2	88
Political Science	3	112
Sociology	4	184
Career Technical Education		
Business	4	102

Computer Information Systems	2	44
Division 3		
Academic Strategies	1	34
English	9	210
Human Development	1	34
Math	6	201

Sources: California Community College Chancellor's Office MIS Data and Internal Colleague Data.

Online Course Offerings, Spring 2015

Division/Department	Number of Sections	Total Seats
Division 1		
Health Sciences		
Contemporary Health	2	86
Human Services		
Child Development	3	91
Psychology	4	160
Division 2		
Arts		
Art	2	85
Music	2	77
Social Sciences		
Administration of Justice	1	31
Anthropology	2	87
Economics	1	43
History	5	107
Humanities	2	47
Philosophy	3	101
Political Science	4	151
Sociology	4	185
Career Technical Education		
Business	4	154
Computer Information Systems	3	59

Division 3		
Academic Strategies	2	27
English	9	231
Human Development	1	42
Math	7	227

Sources: California Community College Chancellor's Office MIS Data and Internal Colleague Data.

The following tables and figures address the academic performance of students in online courses. Metrics for assessing academic performance include the success and retention rates of students taking distance education courses. The California Community College Chancellor's Office defines success rates as the percentage of students who receive a grade of A, B, C, or P. Retention rates are the percentage of students who stayed in the course until the end and did not receive a notation of DR or W.

The fall semester success rates for online courses has been relatively stable over the past few years. Although rates have been slightly declining since Fall 2012, the difference between these success rates is no greater than 0.5%. Since Fall 2011, retention rates for online courses (during the fall semesters) had been steadily improving until Fall 2015. Although there was a slight decline in the Fall 2015 retention rates, this is still comparable to rates seen in recent years. Success and retention rates are lower than the state averages and have been closer in the past, but the current difference is approximately four percentage points for the Fall 2015 success rate and seven percentage points for the Fall 2015 retention rate.

Success and Retention Rates for Online Courses: Local vs. Statewide, Fall 2011 to Fall 2015
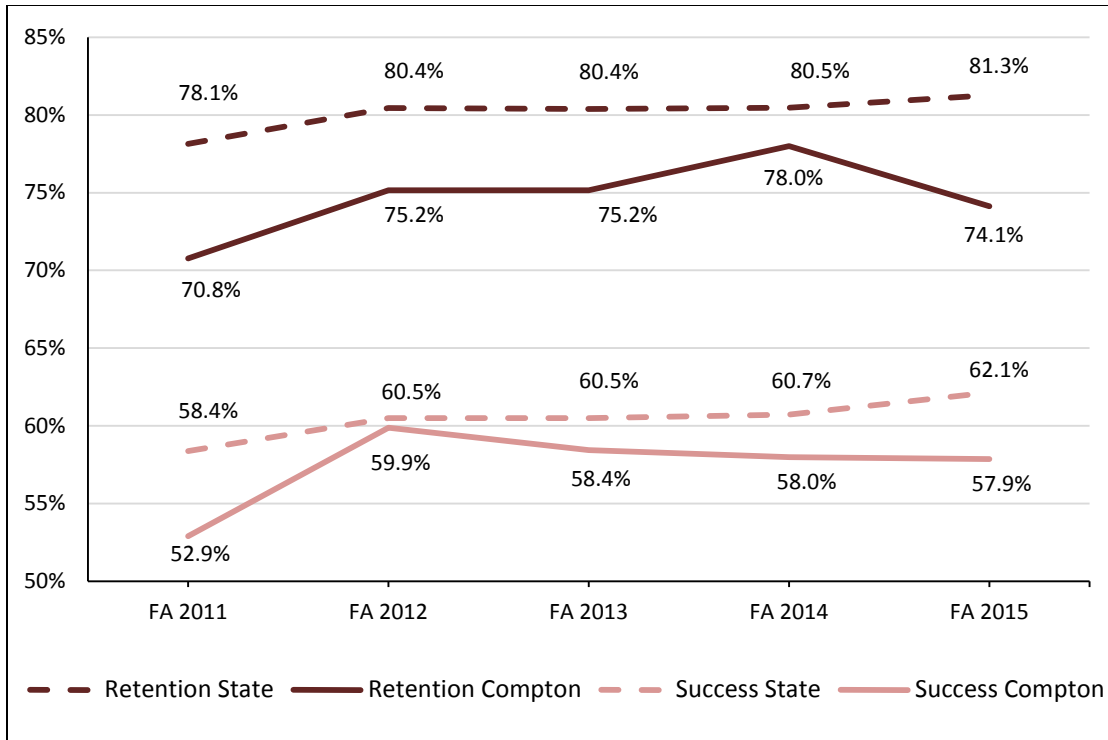
Source: California Community College Chancellor's Office MIS Data.

The spring semester success rates for online courses has been steadily improving over the past few years. Although success rates declined during the Spring 2014 semester, they continued to increase during the Spring 2015 semester. Similarly, retention rates had been steadily improving over the past few years with a slight decrease in Spring 2014, followed by a continued increase in Spring 2015. Success and retention rates are lower than the state average, with both the success and retention rates approximately five percentage points below the state averages.

Success and Retention Rates for Online Courses: Local vs. Statewide, Spring 2011 to Spring 2015
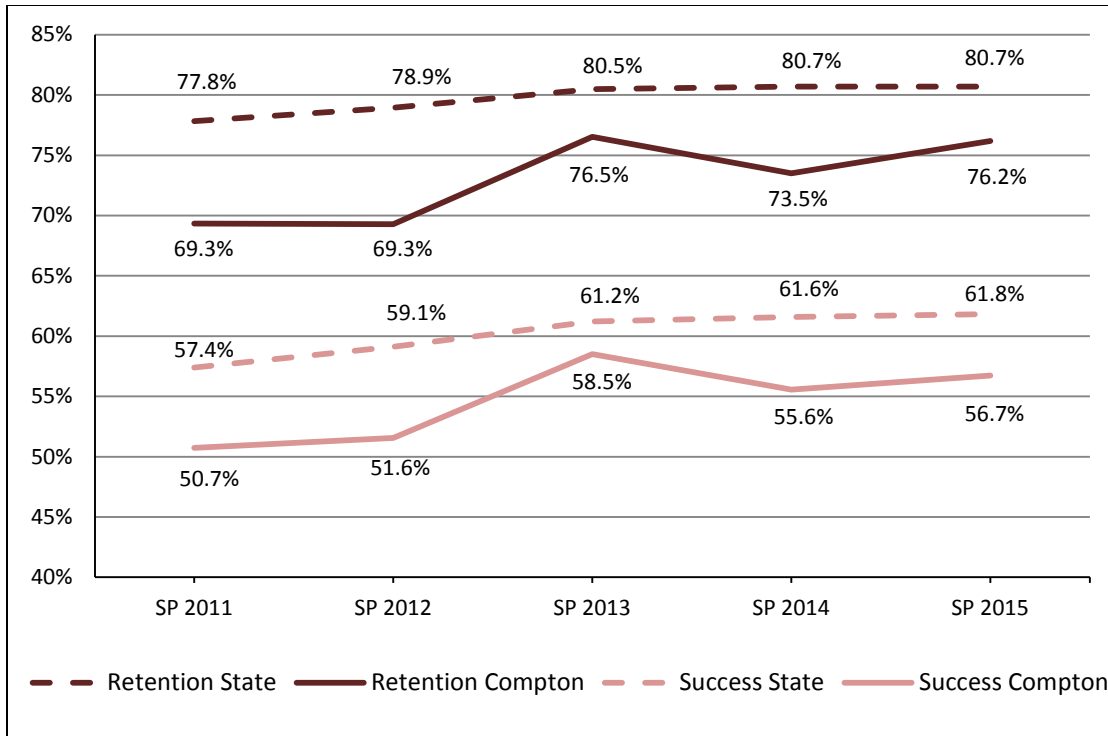
Source: California Community College Chancellor's Office MIS Data.

The following tables present success and retention rate data disaggregated by gender for online courses during the fall and spring semesters. Although the rates were more comparable in the past, women tend to outperform men in both success and retention rates during the most recent fall semesters. These rates are much more comparable during the spring semesters, although women still tend to have slightly higher retention rates than men in these online courses.

Success and Retention Rates by Gender: Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
Female	52.0%	60.3%	57.8%	59.7%	59.1%
Male	55.6%	58.6%	60.1%	52.9%	54.6%
Total	52.9%	59.9%	58.4%	58.0%	57.9%
Retention					
Female	70.4%	75.6%	75.5%	79.4%	75.7%
Male	71.7%	73.8%	74.2%	73.7%	69.9%
Total	70.8%	75.2%	75.2%	78.0%	74.1%

Success and Retention Rates by Gender: Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
Female	50.9%	51.2%	59.0%	54.9%	56.8%
Male	50.1%	52.6%	57.2%	57.5%	56.5%
Total	50.7%	51.6%	58.5%	55.6%	56.7%
Retention					
Female	70.5%	69.2%	77.1%	74.1%	76.6%
Male	66.1%	69.5%	74.7%	71.9%	74.9%
Total	69.3%	69.3%	76.5%	73.5%	76.2%

Source: California Community College Chancellor's Office MIS Data.

The following tables present success and retention rate data for specified age groups who enroll in online classes. The youngest group (students age 17 and younger) outperform the other groups during the fall semesters and underperform during the spring semesters, however this may be affected by how small the age group is in comparison to the others. Excluding the "under 17" age group, there is a fairly linear trend in success and retention rates such that older groups tend to perform better than younger groups until the rates decline beginning with the 40-49 age group. The 35-39 age group tends to be the highest performing among this population, although students age 50 and older have performed the best during the most recent spring semester. However, each of these groups shows fluctuation in the trends of their success and retention rates, making it difficult to draw conclusions from the longitudinal data.

Success and Retention Rates by Age: Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
Under 17	41.2%	64.7%	68.4%	60.0%	83.3%
18 - 24	52.9%	58.8%	58.4%	60.9%	56.2%
25 to 29	51.4%	54.6%	52.8%	55.5%	56.7%
30 to 34	49.1%	61.1%	59.8%	61.2%	57.1%
35 to 39	56.0%	55.0%	56.6%	60.5%	61.2%
40 to 49	60.4%	66.5%	62.7%	54.9%	60.1%

50 +	69.6%	70.0%	59.3%	67.1%	52.8%
Retention					
Under 17	76.5%	88.2%	94.7%	80.0%	100.0%
18 - 24	72.4%	76.2%	75.1%	80.2%	73.0%
25 to 29	68.9%	69.8%	69.2%	75.4%	73.1%
30 to 34	68.1%	74.5%	74.3%	80.8%	72.8%
35 to 39	72.0%	73.9%	77.0%	75.7%	77.7%
40 to 49	75.0%	79.9%	76.5%	80.3%	72.7%
50 +	83.9%	81.4%	83.5%	79.5%	72.2%

Source: California Community College Chancellor's Office MIS Data.

Success and Retention Rates by Age: Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
Under 17	63.6%	88.2%	57.1%	75.0%	33.3%
18 - 24	51.2%	52.4%	54.4%	56.4%	53.7%
25 to 29	43.6%	50.9%	55.4%	54.6%	59.8%
30 to 34	52.2%	50.6%	54.5%	53.4%	52.9%
35 to 39	57.6%	42.8%	62.4%	55.2%	61.5%
40 to 49	65.3%	53.8%	65.9%	56.9%	49.7%
50 +	55.1%	69.2%	81.6%	51.8%	61.8%
Retention					
Under 17	77.3%	88.2%	85.7%	75.0%	66.7%
18 - 24	70.2%	69.9%	75.7%	73.3%	74.1%
25 to 29	63.4%	70.7%	73.7%	73.2%	77.8%
30 to 34	71.1%	69.8%	72.4%	73.9%	73.7%
35 to 39	74.0%	59.3%	79.2%	72.7%	78.8%
40 to 49	77.9%	73.4%	86.9%	74.4%	71.0%
50 +	69.2%	78.5%	85.5%	72.9%	79.8%

Source: California Community College Chancellor's Office MIS Data.

The following tables present success and retention data among ethnic groups enrolling in online classes during the past five academic years of fall and spring semesters. Partially due to the size of enrollment from each group, there is much fluctuation in the success

and retention rates within several of these groups. Asian and Asian American students have typically had the highest success and retention rates in the past, although their rates are comparable to (and sometimes lower than) White students in more recent semesters. It is difficult to draw conclusions from this data, though some groups seem to improve greatly while other groups decline during the same period. Likewise, some groups have seen great improvement during the most recent fall semester (e.g., Pacific Islanders and multi-ethnic students), while the same is not true for the most recent spring semester (e.g., multi-ethnic students' rates declined greatly during this most recent term).

Success and Retention Rates by Ethnicity: Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
African American	48.2%	54.0%	52.2%	53.2%	52.6%
American Indian	25.0%	66.7%	25.0%	0.0%	37.5%
Asian	75.0%	80.5%	81.8%	72.4%	72.1%
Hispanic	51.6%	60.3%	60.4%	59.5%	58.8%
Pacific Islander	48.4%	42.3%	27.8%	45.5%	53.3%
Two or More	59.1%	61.8%	60.0%	57.9%	67.5%
Unknown	62.3%	69.6%	52.2%	58.3%	62.5%
White/Caucasian	64.7%	70.3%	67.7%	73.2%	72.9%
Retention					
African American	67.9%	70.6%	72.0%	75.7%	70.8%
American Indian	75.0%	66.7%	25.0%	100.0%	50.0%
Asian	86.4%	84.4%	89.2%	86.2%	86.0%
Hispanic	69.9%	76.8%	76.8%	78.9%	73.9%
Pacific Islander	64.5%	73.1%	55.6%	72.7%	73.3%
Two or More	75.0%	76.4%	70.7%	75.0%	79.2%
Unknown	73.8%	82.6%	65.2%	75.0%	87.5%
White/Caucasian	77.5%	82.9%	79.5%	83.5%	88.5%

Source: California Community College Chancellor's Office MIS Data.

Success and Retention Rates by Ethnicity: Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
African American	44.5%	46.2%	50.8%	48.2%	49.3%

American Indian	50.0%	50.0%	0.0%	0.0%	16.7%
Asian	66.7%	66.5%	76.3%	70.0%	78.0%
Hispanic	50.6%	55.9%	62.1%	60.5%	60.1%
Pacific Islander	53.2%	35.7%	59.0%	46.5%	51.9%
Two or More	34.5%	21.4%	42.9%	57.1%	38.1%
Unknown	60.2%	54.0%	61.1%	52.9%	50.0%
White/Caucasian	71.6%	67.3%	71.9%	64.2%	76.0%
Retention					
African American	65.8%	67.2%	71.8%	70.6%	73.5%
American Indian	66.7%	100.0%	100.0%	0.0%	83.3%
Asian	77.0%	76.9%	85.3%	85.0%	89.8%
Hispanic	69.3%	71.2%	78.9%	74.8%	76.7%
Pacific Islander	67.5%	56.1%	78.3%	76.1%	67.9%
Two or More	72.4%	47.6%	76.2%	85.7%	61.9%
Unknown	73.5%	69.8%	69.4%	58.8%	57.1%
White/Caucasian	82.8%	78.4%	85.2%	73.1%	90.4%

Source: California Community College Chancellor's Office MIS Data.

The following tables present the difference in success and retention rates for various groups, comparing the rates for online enrollment to the rates for enrollment in all classes across the Compton Center. Positive differences indicate the rate is higher with the online delivery method compared to the overall rates; negative differences indicate the rate is lower with the online delivery method compared to the overall rates. As noted above, there is much fluctuation in the success and retention rates for a given group due to the size of the enrollment from that group, and this impacts the gap analysis presented below as well. Rather than drawing conclusions that may be inflated by demographic group sizes, the present report simply states that groups with success and retention gaps in bold, italicized font represent groups that are potentially disproportionately impacted but will require further examination to accurately assess and address.

Success and Retention Rate Delivery Method Gaps: Online Courses vs Overall, Fall 2014

	Success Gap	Retention Gap
Gender		
Female	1.2%	1.6%
Male	*-3.3%*	*-4.2%*

	Success Gap	Retention Gap
Ethnicity		
African American	*-5.3%*	*-3.3%*
American Indian	*-20.4%*	*-24.1%*
Asian	14.2%	11.9%
Hispanic	0.9%	-0.2%
Two or More	9.6%	5.1%
Pacific Islander	*-4.6%*	-0.8%
Unknown	4.6%	13.4%
White/Caucasian	15.0%	14.4%
Age Group		
Under 17	25.4%	25.9%
18 - 24	-1.7%	-1.1%
25 to 29	-1.2%	-1.0%
30 to 34	-0.8%	-1.3%
35 to 39	3.3%	3.6%
40 to 49	2.2%	-1.4%
50 +	*-5.1%*	-1.9%

Note: Gaps larger than -3% are in bold. Source: California Community College Chancellor's Office MIS Data.

Success and Retention Rate Delivery Method Gaps: Online Courses vs Overall, Spring 2015

	Success Gap	Retention Gap
Gender		
Female	0.1%	0.4%
Male	-0.2%	-1.3%
Ethnicity		
African American	*-7.4%*	-2.7%
American Indian	*-40.0%*	7.1%
Asian	21.3%	13.6%
Hispanic	3.4%	0.5%
Two or More	*-4.8%*	*-8.3%*
Pacific Islander	*-18.6%*	*-14.3%*
Unknown	*-6.7%*	*-19.1%*
White/Caucasian	19.3%	14.2%

Age Group		
Under 17	*-23.4%*	*-9.5%*
18 - 24	*-3.0%*	-2.1%
25 to 29	3.1%	1.6%
30 to 34	*-3.8%*	-2.5%
35 to 39	4.8%	2.6%
40 to 49	*-7.0%*	*-5.2%*
50 +	5.1%	3.6%

Note: Gaps larger than -3% are in bold. Source: California Community College Chancellor's Office MIS Data.

More information, including a comparison of delivery methods within individual courses and a detailed list of DE course offerings, is available from the 2016 Distance Education Course Analysis report.

Compton Center Assessment and Placement Data
The following tables highlight the number of students taking each assessment test on-campus at Compton Center and off-campus regardless of first-time/full-time status. Students repeating the same test are counted only once in the unduplicated counts. These test counts typically mirror fluctuations in Compton Center enrollment. There was a slight overall decrease in the number of students who were assessed on the campus of Compton Center in 2014. There was also a decrease in the number of assessed students who enrolled in the Fall 2014 semester. Off-campus assessment data did not exist prior to 2014. Approximately 29% of the total number of students who were assessed off-campus ultimately enrolled at Compton Center in Fall 2014.

Number of Students Taking Placement Tests by Subject On-Campus

Test	Unduplicated Students Taking Each Test	
	2013	**2014**
Reading Comprehension	2,492	2,347
Sentence Skills	2,478	2,338
Math*	2,575	2,412
MATH & ENGL/ESL**	2,274	2,154
Total Assessed Students	2,833	2,629

(Unduplicated)		
Total Assessed Students Enrolled in Fall	1,416	1,358

Note: Time frame extends from November 1st to Last Day to add classes for Fall (First week of September).

*Took any of the three Math Tests

** SSSP Core Service

Number of Students Taking Placement Tests by Subject Off-Campus

Test	Unduplicated Students Taking Each Test	
	2013	2014
Reading Comprehension	--	191
Sentence Skills	--	177
Math*	--	156
MATH & ENGL/ESL**	--	155
Total Assessed Students (Unduplicated)	--	196
Total Assessed Students Enrolled in Fall	--	57

Note: Time frame extends from November 1st to Last Day to add classes for Fall (First week of September)

*Took any of the three Math Tests

**SSSP Core Service

Overall, the assessment test results below indicate that fewer first-time, full-time students took an assessment test in 2014 than 2013. Within the reading and math course groups in 2014, a higher percentage of students were placed at the basic skills level. However, the majority of students taking writing assessment tests were placed into college-preparatory level coursework. Additionally, a very small number of students who took the math placement exam within each year placed into transfer-level math. More detailed information is available in the 2015 Assessment Test Results report.

Assessment Results by Test and Course Group for First-time/Full-time Students

Course and Level	Fall 2013 (n=422)		Fall 2014 (n=365)	
	N	%	N	%
Reading				
Transfer-level	116	28%	107	31%
College-prep	92	22%	76	22%
Basic Skills	203	49%	160	47%
Total	**411**		**343**	
Writing				
Transfer-level	77	19%	79	23%
College-prep	223	55%	187	55%
Basic Skills	108	26%	77	22%
Total	**408**		**343**	
Math				
Transfer-level	7	2%	6	2%
College-prep	161	39%	164	47%
Basic Skills	245	59%	180	51%
Total	**413**		**350**	

Note: n = total number of first-time, full-time students who took assessment tests between the opening of the application window (first week of November) and the September census date in the year noted. Transfer-level placements for Reading and Writing reflect only that portion of the test. To qualify for enrolment in Transfer-level English, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test.

Reading Placement Disaggregated by Gender

	2013 (n=422)		2014 (n=365)		2-year Average
	N	%	N	%	
Female*					
Transfer-level	47	22%	52	30%	**26%**
College-Prep	49	23%	33	19%	**21%**
Basic Skills	120	56%	91	52%	**54%**

Male					
Transfer-level	69	35%	55	33%	**34%**
College-Prep	43	22%	43	26%	**24%**
Basic Skills	83	43%	69	41%	**42%**

* Using the 80% rule (27% into transfer-level minimum) suggests that disproportionate impact may be present for females on the reading placement test.

Writing Placement Disaggregated by Gender

	2013 (n=422)		**2014** (n=365)		**2-Year Average**
	N	**%**	**N**	**%**	
Female					
Transfer-level	35	16%	41	23%	**20%**
College-Prep	118	55%	102	58%	**57%**
Basic Skills	60	28%	32	18%	**23%**
Male					
Transfer-level	42	22%	38	23%	**23%**
College-Prep	105	54%	85	51%	**53%**
Basic Skills	48	25%	45	27%	**26%**

Note: Using the 80% rule (18% into transfer-level minimum) suggests that there was no disproportionate impact present for females on the writing placement test.

Mathematics Placement Disaggregated by Gender

	2013 (n=422)		**2014** (n=365)		**2-Year Average**
	N	**%**	**N**	**%**	
Female*					
Transfer-level	--	--	--	--	**--**
College-Prep	72	33%	79	45%	**39%**
Basic Skills	144	66%	97	55%	**61%**
Male					
Transfer-level	--	--	--	--	**--**
College-Prep	89	45%	85	49%	**47%**

| Basic Skills | 101 | 52% | 83 | 48% | **50%** |

Note: Cells of size 10 or fewer are not presented.

*Using the 80% rule (2% into transfer-level minimum) suggests that disproportionate impact may be present for females on the math placement test.

Reading Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-Year Average
	N	**%**	**N**	**%**	
African American					
Transfer-Level	32	24%	20	24%	**24%**
College-Prep	32	24%	10	12%	**18%**
Basic Skills	71	53%	53	64%	**59%**
Asian					
Transfer-Level	--	--	--	--	**17%**
College-Prep	--	--	--	--	**--**
Basic Skills	--	--	--	--	**84%**
Latino					
Transfer-Level	78	31%	79	33%	**32%**
College-Prep	56	22%	62	26%	**24%**
Basic Skills	118	47%	98	41%	**44%**
White					
Transfer-Level	--	--	--	--	**13%**
College-Prep	--	--	--	--	**63%**
Basic Skills	--	--	--	--	**25%**
Other					
Transfer-Level	--	--	--	--	**40%**
College-Prep	--	--	--	--	**10%**
Basic Skills	--	--	--	--	**50%**

Note: Cells of size 10 or fewer are not presented. Using the 80% rule (10% into transfer-level minimum) suggests that there was no disproportionate impact for African American and Latino students on the reading placement test. Other ethnicities comprise Filipino,

American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Writing Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-Year Average
	N	%	N	%	
African American					
Transfer-Level	19	14%	12	15%	**15%**
College-Prep	76	57%	47	58%	**58%**
Basic Skills	39	29%	22	27%	**28%**
Asian					
Transfer-Level	--	--	--	--	**17%**
College-Prep	--	--	--	--	**38%**
Basic Skills	--	--	--	--	**46%**
Latino					
Transfer-Level	54	22%	62	26%	**24%**
College-Prep	135	54%	129	54%	**54%**
Basic Skills	61	24%	49	20%	**22%**
White					
Transfer-Level	--	--	--	--	**17%**
College-Prep	--	--	--	--	**74%**
Basic Skills	--	--	--	--	**10%**
Other					
Transfer-Level	--	--	--	--	**24%**
College-Prep	--	--	--	--	**43%**
Basic Skills	--	--	--	--	**34%**

Note: Cells of size 10 or fewer are not presented. Using the 80% rule (14% into transfer-level minimum) suggests that there was no disproportionate impact for African American and Latino students on the writing placement test.

Other ethnicities comprise Filipino, American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Mathematics Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		2-Year Average
	N	**%**	**N**	**%**	
African American					
Transfer-Level	--	--	--	--	**--**
College-Prep	33	24%	17	20%	**22%**
Basic Skills	102	75%	66	78%	**77%**
Asian					
Transfer-Level	--	--	--	--	**--**
College-Prep	--	--	--	--	**46%**
Basic Skills	--	--	--	--	**54%**
Latino					
Transfer-Level	--	--	--	--	**--**
College-Prep	119	47%	141	58%	**53%**
Basic Skills	128	51%	100	41%	**46%**
White					
Transfer-Level	--	--	--	--	**--**
College-Prep	--	--	--	--	**45%**
Basic Skills	--	--	--	--	**55%**
Other					
Transfer-Level	--	--	--	--	**18%**
College-Prep	--	--	--	--	**27%**
Basic Skills	--	--	--	--	**56%**

Note: Cells of size 10 or fewer are not presented. Disproportionate impact could not be tested for African American or Latino students on the math placement tested because reference group was too small. Other ethnicities comprise Filipino, American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Compton Center Statewide and Federal Comparison Data

Several measures of student achievement are reported by the California Community College Chancellor's Office Student Success Scorecard. The Scorecard was developed as a way to provide a consistent and comparable set of student achievement measures across all California community colleges. Reports are based on tracking a cohort of students over six years, such that each annual Scorecard report represents a specific cohort of students who enrolled six years prior. The following tables compare the previous five years of cohorts for Compton Center's Scorecard data with the previous five years of cohorts for statewide Scorecard data. This data is reported according to the cohort year (e.g., the 2014-15 Scorecard data reflects a cohort of first-time students who enrolled in 2009-10). It is important to note, while this data is presented as a given year or cohort, it reflects the outcomes any student in the cohort may have achieved over the six-year period, and is therefore not a direct reflection of the Compton Center's institutional effectiveness for the given year.

The following table presents Scorecard data for success rates in remedial math courses (i.e., the percentage of students who completed a college-level transfer course in math within six years). With few exceptions, the success rates have been declining among each successive cohort over the previous five cohorts. Although the rates had been higher in the past, the largest decrease was seen between the 2008-2009 cohort and the 2009-2010 cohort. The overall statewide rates have steadily improved with each successive cohort, and Compton Center is typically below this statewide average.

Remedial Course Completion Rates: Math

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	**21.9%**	**21.6%**	**20.3%**	**21.4%**	**18.7%**
Female	24.0%	19.9%	19.4%	20.3%	20.0%
Male	17.1%	24.5%	22.3%	23.6%	16.1%
Under 20	19.7%	27.5%	20.7%	24.8%	20.6%
20-24	32.6%	18.6%	21.8%	24.2%	17.8%
25-39	21.2%	21.3%	19.9%	17.2%	17.9%

40 or Over	16.7%	14.0%	16.7%	17.6%	18.0%
African American	17.0%	18.5%	14.9%	16.9%	14.1%
American Indian/Alaskan	0.0%	N/A	0.0%	33.3%	0.0%
Asian	8.3%	33.3%	40.0%	22.2%	42.9%
Filipino	0.0%	0.0%	0.0%	25.0%	20.0%
Hispanic	28.0%	27.6%	31.3%	26.5%	24.9%
Pacific Islander	100.0%	22.2%	9.1%	15.4%	15.6%
White	0.0%	25.0%	0.0%	29.2%	25.0%
Statewide Overall	**28.9%**	**30.0%**	**30.7%**	**31.0%**	**32.7%**

The following table presents Scorecard data for success rates in remedial English (i.e., the percentage of students who completed a college-level transfer course in English within six years). Data is not available for the 2005-2006 cohort due to a lack of course offerings. The success rate had been declining over the previous years, but the 2009-2010 cohort shows an improvement bringing the overall success rate to a level comparable with the 2006-2007 cohort. With the exception of a slight decrease among students age 20-24, remedial English success rates improved for virtually every recorded demographic group. The overall statewide rates have steadily improved with each successive cohort, and Compton Center is typically below this statewide average.

Remedial Course Completion Rates: English

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	**N/A**	**33.4%**	**32.6%**	**27.2%**	**33.1%**
Female	N/A	32.7%	33.6%	26.8%	34.8%
Male	N/A	35.3%	30.5%	27.9%	30.1%
Under 20	N/A	37.0%	32.4%	29.0%	36.5%
20-24	N/A	28.9%	32.7%	26.7%	26.1%
25-39	N/A	33.9%	31.6%	23.3%	36.7%
40 or Over	N/A	33.3%	36.1%	29.0%	33.6%
African American	N/A	28.9%	29.8%	24.3%	28.4%
American	N/A	0.0%	N/A	0.0%	0.0%

Indian/Alaskan					
Asian	N/A	0.0%	50.0%	0.0%	57.1%
Filipino	N/A	66.7%	75.0%	25.0%	25.0%
Hispanic	N/A	42.6%	34.7%	32.7%	39.7%
Pacific Islander	N/A	22.2%	25.0%	7.7%	27.3%
White	N/A	11.1%	28.6%	50.0%	53.3%
Statewide Overall	**41.9%**	**42.8%**	**43.5%**	**43.4%**	**45.4%**

The following table presents Scorecard data for success rates in remedial ESL (i.e., the percentage of students who completed a college-level ESL course within six years). Data is not available for the 2005-2006 cohort due to a lack of course offerings. Because of how small the ESL cohort happens to be, drawing generalized conclusions from this data is not warranted. However, the success rates for the 2009-2010 cohort have been the highest success rates recorded for this outcome, and all groups have shown improvement (where applicable). The overall statewide rates have consistently improved with each successive cohort, although the most recent cohort showed very little improvement. Compton Center's most recent cohort performed well above the statewide average.

Remedial Course Completion Rates: ESL

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	**N/A**	**7.4%**	**28.6%**	**10.0%**	**40.0%**
Female	N/A	7.9%	50.0%	12.5%	30.0%
Male	N/A	6.3%	0.0%	0.0%	60.0%
Under 20	N/A	0.0%	100.0%	N/A	N/A
20-24	N/A	33.3%	N/A	N/A	100.0%
25-39	N/A	4.8%	0.0%	0.0%	40.0%
40 or Over	N/A	6.9%	0.0%	14.3%	33.3%
African American	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	0.0%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Hispanic	N/A	6.1%	33.3%	11.1%	40.0%
Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	50.0%	N/A	N/A	N/A
Statewide Overall	25.5%	26.4%	27.2%	28.5%	28.6%

The following table presents Scorecard data for three-term persistence rates (i.e., the percentage of students who enrolled in the first three consecutive terms). Overall, three-term persistence rates have been steadily improving with each successive cohort, and the 2009-2010 cohort shows greater improvement than the previous cohorts. Comparing the most recent cohort to previous ones, there was a small decrease in persistence among students age 40 and older, and there was a large decrease among students age 20-24. Likewise, there was a small decrease among Pacific Islander students, and larger decreases among White and Filipino students (although this may be inflated due to smaller group sizes). The overall statewide rates have shown a much greater improvement in recent years compared to previous ones, and Compton Center is typically below this statewide average.

Three-Term Persistence (Fall to Fall) Rate

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	42.0%	47.1%	46.6%	46.8%	52.2%
Female	42.3%	48.0%	44.9%	47.8%	53.2%
Male	41.0%	46.8%	48.9%	45.4%	50.6%
Under 20	34.1%	43.8%	44.6%	40.4%	50.5%
20-24	63.6%	57.5%	45.6%	61.0%	41.7%
25-39	58.2%	51.5%	61.9%	62.4%	65.9%
40 or Over	84.4%	57.7%	62.5%	69.2%	65.5%
African American	42.8%	42.2%	48.0%	50.7%	54.4%
American Indian/Alaskan	N/A	100.0%	N/A	N/A	100.0%
Asian	66.7%	25.0%	50.0%	50.0%	66.7%
Filipino	50.0%	100.0%	83.3%	75.0%	12.5%
Hispanic	39.4%	53.1%	42.9%	41.4%	51.2%

Pacific Islander	20.0%	50.0%	40.0%	38.5%	36.4%
White	75.0%	60.0%	66.7%	73.3%	61.9%
Statewide Overall	**70.1%**	**70.4%**	**70.5%**	**71.7%**	**73.4%**

The following table presents Scorecard data for 30-unit completion rates (i.e., the percentage of first-time students who achieve at least 30 units during the six-year period). Compared to the 2008-2009 cohort, the most recent rates (2009-2010) have slightly decreased. There were small increases among students 20 years and younger and those age 25-39. There was also a small increase among Hispanic or Latino students, and larger increases among White and Pacific Islander students, although these gains were offset by decreases among a number of the other groups. The overall statewide rates have been steadily improving at a minor rate with each successive cohort, and Compton Center is typically below the statewide average.

30-Unit Completion Rate

	2005-2006 **(2010-11)**	**2006-2007** **(2011-12)**	**2007-2008** **(2012-13)**	**2008-2009** **(2013-14)**	**2009-2010** **(2014-15)**
Compton Center Overall	**57.8%**	**50.0%**	**52.5%**	**54.3%**	**53.0%**
Female	64.3%	49.0%	53.4%	53.9%	53.6%
Male	48.3%	51.8%	51.5%	54.9%	52.2%
Under 20	52.6%	48.6%	54.7%	54.4%	55.1%
20-24	63.6%	47.5%	41.2%	54.9%	41.7%
25-39	78.2%	63.6%	45.2%	49.4%	51.6%
40 or Over	78.1%	50.0%	54.2%	59.6%	56.4%
African American	57.6%	42.2%	47.2%	52.2%	46.4%
American Indian/Alaskan	N/A	0.0%	N/A	N/A	0.0%
Asian	66.7%	25.0%	75.0%	62.5%	50.0%
Filipino	75.0%	75.0%	83.3%	75.0%	37.5%
Hispanic	55.9%	54.6%	54.6%	56.5%	58.5%
Pacific Islander	80.0%	50.0%	60.0%	23.1%	36.4%
White	75.0%	100.0%	66.7%	60.0%	85.7%
Statewide Overall	**65.9%**	**66.4%**	**66.5%**	**66.6%**	**67.6%**

The following table presents Scorecard data for program completion rates (i.e., the percentage of first-time students who completed degree, certificate, or transfer-related outcomes within six years). After a large increase among the 2006-2007 cohort, these rates have largely declined among successive cohorts. However, the 2009-2010 cohort shows improvement in completion rates compared to previous years. Compared to previous cohorts, women's completion rates improved while men's slightly declined during this time period. Similarly, rates for students age 20 and younger and those age 25-39 improved greatly, while rates for students age 20-24 and those age 40 and older declined. There were small increases among African American and Latino students, and larger increases among White and Asian or Asian American students, but decreases among Pacific Islander students. The overall statewide rates have been steadily declining with each successive cohort, but Compton Center is still typically below the statewide average.

Program Completion Rate (Degree, Certificate, or Transfer Outcomes)

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	**33.7%**	**38.2%**	**31.5%**	**29.6%**	**30.6%**
Female	35.1%	38.2%	30.6%	28.7%	30.7%
Male	32.2%	38.8%	32.7%	30.8%	30.4%
Under 20	33.1%	40.6%	33.1%	30.9%	32.5%
20-24	33.3%	25.0%	20.6%	25.6%	20.4%
25-39	32.7%	33.3%	26.2%	22.4%	31.9%
40 or Over	43.8%	42.3%	41.7%	34.6%	29.1%
African American	34.5%	33.5%	31.6%	28.1%	28.7%
American Indian/Alaskan	N/A	0.0%	N/A	N/A	100.0%
Asian	16.7%	50.0%	25.0%	37.5%	83.3%
Filipino	50.0%	75.0%	33.3%	37.5%	37.5%
Hispanic	31.8%	40.0%	30.0%	30.3%	30.6%
Pacific Islander	60.0%	50.0%	45.0%	30.8%	27.3%
White	75.0%	40.0%	11.1%	46.7%	52.4%

Statewide Overall	48.9%	49.2%	48.4%	47.3%	47.1%

The following table presents Scorecard data for Career Technical Education (CTE) completion rates (i.e., the percentage of first-time students completing more than eight units in courses specifically classified as CTE who also completed a degree, certificate, apprenticeship, or transferred within the six-year period). Overall, the CTE completion rate has been drastically improving with each successive cohort, and the 2009-2010 cohort yields the highest completion rate among all those compared. Despite these large overall improvements, the most recent cohort shows a decrease among students age 20-24 and those age 25-39. Likewise, there are decreases among Asian or Asian American, Filipino, Pacific Islander, and White students. However, these are typically smaller student populations at Compton Center, whose declines may have been offset by improvements among other demographic groups. The overall statewide rate has been fluctuating around 50%, but Compton Center is performing above this statewide average as of the most recent cohort year (2009-2010).

Career Technical Education (CTE) Completion Rate

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	**28.9%**	**40.1%**	**41.9%**	**49.8%**	**52.9%**
Female	30.2%	48.3%	42.0%	53.8%	58.6%
Male	26.0%	30.2%	41.8%	43.2%	44.7%
Under 20	30.1%	42.2%	35.8%	41.2%	64.5%
20-24	33.3%	42.9%	46.5%	53.8%	52.0%
25-39	29.5%	35.6%	44.8%	55.6%	50.4%
40 or Over	24.1%	43.5%	36.2%	41.7%	46.7%
African American	33.5%	39.8%	46.1%	46.3%	48.9%
American Indian/Alaskan	66.7%	100.0%	100.0%	25.0%	50.0%
Asian	43.8%	71.4%	50.0%	86.7%	83.8%
Filipino	25.0%	42.9%	88.9%	82.1%	73.3%
Hispanic	22.4%	37.5%	28.4%	48.6%	51.6%
Pacific Islander	66.7%	20.0%	40.0%	60.0%	33.3%

White	37.5%	30.0%	52.0%	53.1%	46.4%
Statewide Overall	**50.7%**	**51.4%**	**50.5%**	**50.0%**	**51.4%**

Compton Center also participates in federal education data reporting, primarily those administered by the National Center for Education Statistics (NCES). Perhaps the most standard report the NCES distributes to college and university leaders is the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report. Although the report cannot be reproduced in its entirety in the present document, a copy of the report is available from the following link: [link to online version needed].

Given the unique history of Compton Center and the distinct nature of its student body, a customized comparison group (rather than an automated group provided by IPEDS) was used. This group includes: Baltimore City College (Baltimore, MD), Cerritos College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Merritt College (Oakland, CA), and West Los Angeles College. These colleges were selected for being of comparable size and urban setting compared to Compton Center, and because they primarily serve underrepresented groups.

The conclusion drawn from this report is that Compton Center benefits from this customized comparison group reflecting similar features of the institution. On several measures of student achievement, Compton Center performs similarly to the custom group's median. One notable exception is the number of certificates Compton Center awarded in 2013-2014, which was lower than the group median. But while these results may be a vestige of the unique events experienced by Compton Center, the comparable persistence rates and increases in program awards indicates promise.

A more detailed report of Compton Center's federal data and comparisons to peer institutions was created by the Office of Institutional Research and is available [here].

Compton Center Equity Data

The following section details student equity data and examines disproportionate impacts on access to the institution as well as student performance outcomes.

Access

Access to education is defined by the "percentage of each population group that is enrolled to the percentage of that group in the adult population within the community served." This participation rate compares the population enrolled in credit courses within the Compton Center to the population of people living within its service area.

The metric used to identify disproportionate impacts on access is the proportionality index, which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled. Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 indicate the subgroup is over-represented within the student population relative to the community population. Values under 1 indicate the subgroup is under-represented within the student population relative to the community population.

The student population used are students who enrolled in credit courses at Compton Center during the Fall 2012 or Spring 2013 terms.

Gender

The population of males and females in the community is calculated based on American Community Survey (ACS) estimates for 18 to 64 year old adults in the selected zip codes. There is very little difference in the gender makeup of the population. Females, however, make up a disproportionate percentage of the student population. Females have a proportionality index of 1.24 and males have an index of 0.75 indicating that males are underserved by the Compton Center.

Gender	Population	Headcount	Proportionality Index
Female	558,332	6,937	1.24
Male	531,317	3,986	0.75

Ethnicity

The ethnic composition of the population is calculated based on ACS estimates for all people in the selected zip codes, rather than just those in the 18 to 64 age group. When compared to the representative populations in the community, Asian, Latino, and White students are being under-represented on campus in terms of access to courses at the Compton Center. African American students are over-represented relative to the community population.

Ethnicity	Population	Headcount	Proportionality Index
African American	255,026	4,231	2.69
Asian	153,186	757	0.80
Latino	1,129,843	4,907	0.70
Nat. Amer./Alas.	2,826	21	1.21
Pacific Islander	9,573	94	1.59
Two or More	32,111	337	1.70
White	186,505	445	0.38
Other	3,758	132	5.70

Disability Status
The service area population with an identified disability is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. Students who identify themselves as having a learning or physical disability with the Special Resource Center are grouped together as students with an identified disability. Relative to the service area population, this group is being greatly underserved in terms of the accessing Compton Center courses.

Disability Status	Population	Headcount	Proportionality Index
No disability identified	992,455	10,642	1.06
Identified disability	91,879	282	0.30

Economic Disadvantage
Students with an economic disadvantage are identified based on meeting at least one indicator including eligibility for a Board of Governor's (BOG) Fee Waiver, Pell Grants, CalWORKS, and Vocational and Technical Act (VTEA) economic disadvantage status. Service area population estimates for economically disadvantaged people are based on all people estimated to be living below the 150% of Federal Poverty Level threshold. In

2012, a family income of less than $34,500 for a family of four would fall below the 150% of the Federal Poverty Level. The 150% of poverty was chosen because that is an indicator for eligibility for the BOG Fee Waiver and Pell Grants which are used to identify students who are economically disadvantaged. Economically disadvantaged students are not being underserved in terms of accessing El Camino College Compton Center for courses. This may even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

Economic Disadvantage Status	Population	Headcount	Proportionality Index
No economic disadv identified	1,100,055	5,673	0.83
Identified economic disadvantage	656,377	5,251	1.29

Veterans
Veterans and their dependents are identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Veterans are not accessing the college at the same rates as the general population.

Veteran Status	Population	Headcount	Proportionality Index
Veterans	30,357	158	0.52
Non veterans	1,053,977	10,698	1.01

Foster Youth
Foster youth estimates in the community are based on reports from the Department of Children and Family Services Compton office which serves a large part of the Compton Center service area. Estimates include people with extended Foster Care case files (AB12 Youth Tracking Report) and the Compton Office Profile. Combined, these reports account for Foster Youth aged 16 to 21 within the area. Foster youth at the Compton Center are identified if a student has ever self-identified as a being in Foster Care.

Foster Youth seem to be over-represented in terms of access and enrollment, however this should be taken cautiously as it is difficult to get accurate counts of the Foster Youth living in the community.

Foster Care Status	Population	Headcount	Proportionality Index
Foster Youth	367	67	18.13
Non foster youth	1,053,977	10,698	1.01

Student Demographic Groups Under-represented on Campus
The table below summarizes the student groups who are under-represented within the student population relative to the community population.

Student Group	Proportionality Index
Identified Disability	0.30
White	0.38
Veterans	0.52
Latino	0.70
Asian	0.80

Course Completion
Course completion is defined as the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are still enrolled on the census day of the given term. This is calculated based on the number of students earning an A, B, C, or Pass grade in the term divided by the number of students enrolled and present on the census day for that term.

For the following outcomes, the Percentage Point Gap method was be used to identify equity gaps. The percentage point gap method compares the rate for each disaggregated subgroup to the rate for all students. According to this method, a "-3 percentage point gap or greater" is evidence of a disproportionate impact. The 3 percentage point gap is a relatively arbitrary designation, but it serves as a reasonable strategy for identifying unequal outcomes and is one of the earliest attempts at new methods to better determine meaningful differences in equity that promote further discussion.

Data for course completion is grouped into four categories: all credit courses, credit-basic skills courses, credit-developmental courses, and credit-transferable courses for students who enrolled during the Fall 2014 or Spring 2015 terms.

Gender

There is only a slight difference in the successful course completion outcomes for males and females in any of the categories. The biggest difference between the two groups is in basic skills where males perform at lower rates.

Category	Gender	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Female	21,882	13,773	62.9%	0.2%
	Male	12,890	8,032	62.3%	-0.4%
	Total	*34,772*	*21,805*	*62.7%*	
Credit Courses: Basic Skills	Female	2,386	1,342	56.2%	1.7%
	Male	1,287	659	51.2%	-3.3%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	Female	3,027	1,697	56.1%	.9%
	Male	1,644	880	53.5%	-1.7%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	Female	16,469	10,734	65.2%	0.0%
	Male	9,959	6,493	65.2%	0.0%
	Total	*26,428*	*17,227*	*65.2%*	

Ethnicity

Ethnicity is a factor which demonstrates evidence of a disproportionate impact for African American, Native American/Alaskan Native, Pacific Islander and two or more ethnic group students. White and unknown ethnicity students are disproportionally impacted in basic skills credit courses.

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	African American	12,228	6,828	55.8%	-6.9%
	Asian	1,161	960	82.7%	20.0%

	Latino	19,267	12,710	66.0%	3.3%
	Nat. Amer./Alas.	37	16	43.2%	-19.5%
	Pacific Islander	252	105	41.7%	-21.0%
	Two or More	939	559	59.5%	-3.2%
	White	753	546	72.5%	9.8%
	Unknown	140	85	60.7%	-2.0%
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	African American	1,454	642	44.2%	-10.3%
	Asian	39	30	76.9%	22.4%
	Latino	1,998	1,246	62.4%	7.9%
	Nat. Amer./Alas.	1	1	100.0%	45.5%
	Pacific Islander	48	17	35.4%	-19.1%
	Two or More	93	47	50.5%	-4.0%
	White	37	17	45.9%	-8.6%
	Unknown	3	1	33.3%	-21.2%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	African American	1,402	675	48.2%	-7.0%
	Asian	80	61	76.3%	21.1%
	Latino	2,954	1,728	58.5%	3.3%
	Nat. Amer./Alas.	4	2	50.0%	-5.2%
	Pacific Islander	32	12	37.5%	-17.7%
	Two or More	113	49	43.4%	-11.8%
	White	67	40	59.7%	4.5%
	Unknown	19	10	52.6%	-2.6%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	African American	9,372	5,511	58.8%	-6.4%
	Asian	1,042	869	83.4%	18.2%
	Latino	14,315	9,736	68.0%	2.8%
	Nat. Amer./Alas.	32	13	40.6%	-24.6%
	Pacific Islander	172	76	44.2%	-21.0%
	Two or More	733	463	63.2%	-2.0%
	White	649	489	75.4%	10.2%
	Unknown	118	74	62.7%	-2.5%
	Total	*26,433*	*17,231*	*65.2%*	

Disability Status

Students with an identified disability show evidence of disproportionate impact in basic skills and developmental course completion.

Category	Disability Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No disability identified	33,661	21,136	62.8%	0.1%
	Identified disability	1,116	673	60.3%	-2.4%
	Total	*34,777*	*21,809*	*62.7%*	
Credit: Basic Skills	No disability identified	3,414	1,876	55.0%	0.5%
	Identified disability	259	125	48.3%	-6.2%
	Total	*3,673*	*2,001*	*54.5%*	
Credit: Develop-mental	No disability identified	4,541	2,518	55.5%	0.3%
	Identified disability	130	59	45.4%	-9.8%
	Total	*4,671*	*2,577*	*55.2%*	
Credit: Transfer Level	No disability identified	25,706	16,742	65.1%	-0.1%
	Identified disability	727	489	67.3%	2.1%
	Total	*26,433*	*17,231*	*65.2%*	

Economic Disadvantage

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKS, and VTEA status do not show disproportionate impact in successful course completion when compared to those who have not been identified as having an economic disadvantaged status. In fact, students without an economic disadvantage showed disproportionate impact in basic skills and developmental course completion.

Category	Economic Disadv. Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No economic disadv. identified	12,104	7,295	60.3%	-2.4
	Identified economic disadvantage	22,673	14,514	64.0%	1.3

	Total	**34,777**	**21,809**	**62.7%**	
Credit Courses: Basic Skills	No economic disadv. identified	1,104	519	47.0%	-7.5
	Identified economic disadvantage	2,569	1,482	57.7%	3.2
	Total	**3,673**	**2,001**	**54.5%**	
Credit Courses: Developmental	No economic disadv. identified	1,425	741	52.0%	-3.2
	Identified economic disadvantage	3,246	1,836	56.6%	1.4
	Total	**4,671**	**2,577**	**55.2%**	
Credit Courses: Transfer Level	No economic disadv. identified	9,575	6,035	63.0%	-2.2
	Identified economic disadvantage	16,858	11,196	66.4%	1.2
	Total	**26,433**	**17,231**	**65.2%**	

Veterans

Veterans and dependents of veterans successfully complete courses at a similar rate as the general population with the exception of developmental credit courses.

Category	Veteran Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Veteran	212	134	63.2%	0.5%
	Non Veteran	34,565	21,675	62.7%	0.0%
	Total	**34,777**	**21,809**	**62.7%**	
Credit Courses: Basic Skills	Veteran	20	11	55.0%	0.5%
	Non Veteran	3,653	1,990	54.5%	0.0%
	Total	**3,673**	**2,001**	**54.5%**	
Credit Courses:	Veteran	21	6	28.6%	-26.6%
	Non Veteran	4,650	2,571	55.3%	0.1%

Developmental	*Total*	**4,671**	**2,577**	**55.2%**	
Credit	Veteran	171	117	68.4%	3.2%
Courses:	Non Veteran	26,262	17,114	65.2%	0.0%
Transfer Level	*Total*	**26,433**	**17,231**	**65.2%**	

Foster Youth

Foster youth complete at much lower rates than the general population, completing courses half or less of their course enrollments.

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Foster Youth	388	179	46.1%	-16.6%
	Non Foster Youth	34,389	21,630	62.9%	0.2%
	Total	*34,777*	*21,809*	*62.7%*	
Credit Courses: Basic Skills	Foster Youth	68	25	36.8%	-17.7%
	Non Foster Youth	3,605	1,976	54.8%	0.3%
	Total	*3,673*	*2,001*	*54.5%*	
Credit Courses: Developmental	Foster Youth	58	29	50.0%	-5.2%
	Non Foster Youth	4,613	2,548	55.2%	0.0%
	Total	*4,671*	*2,577*	*55.2%*	
Credit Courses: Transfer Level	Foster Youth	262	125	47.7%	-17.5%
	Non Foster Youth	26,171	17,106	65.4%	0.2%
	Total	*26,433*	*17,231*	*65.2%*	

Student Groups Experiencing the Greatest Gaps in Course Completion

The tables below summarize the student groups with a "-3 percentage point gap or greater" in Course Completion. The *Number of Course Completions "Lost"* is calculated by multiplying the *Percentage Point Gap* with the number of *Course Enrollments*. This is the same number of courses that, if they had been passed, would have closed the equity gap for the given group.

All Credit Courses

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Pacific Islander	-21.0%	252	**53**

Nat. Amer./Alas.	-19.5%	37	**8**
Foster Youth	-16.6%	388	**65**
African American	-6.9%	12,228	**844**
Two or More	-3.2%	939	**31**

Credit Courses: Basic Skills

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Unknown	-21.2%	3	**1**
Pacific Islander	-19.1%	48	**10**
Foster Youth	-17.7%	68	**13**
African American	-10.3%	1,454	**150**
White	-8.6%	37	**4**
Identified disability	-6.2%	259	**17**
Two or More	-4.0%	93	**4**
Male	-3.3%	1,287	**43**

Credit Courses: Developmental

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Veteran	-26.6%	21	**6**
Pacific Islander	-17.7%	32	**6**
Two or More	-11.8%	113	**14**
Identified disability	-9.8%	130	**13**
African American	-7.0%	1,402	**99**
Foster Youth	-5.2%	58	**4**
Nat. Amer./Alas.	-5.2%	4	**1**

Credit Courses: Transfer Level

Student Group	Percentage Point Gap	Course Enrollments	Number of Course Completions "Lost"
Nat. Amer./Alas.	-24.6%	32	**8**
Pacific Islander	-21.0%	172	**37**
Foster Youth	-17.5%	262	**46**

| African American | -6.4% | 9,372 | **600** |

Basic Skills Course Completion
Similar to course completion, Basic Skills completion is calculated according to students receiving an A, B, C, or Pass in the given course. However, this Basic Skills completion measure tracks cohorts of students similar to the Student Success Scorecard in order to determine the ratio of the number of students (by population group) who complete a degree-applicable course after having completed a the final basic skills course in that sequence, compared to the overall number of students who completed the final basic skills course (but not necessarily a degree-applicable course).

Using data from the 2015 Scorecard, the following data compare students who took their first class in a basic skills sequence during the 2008-2009 school year and subsequently completed the final course within that sequence, tracked over 6 years. A successful outcome is considered to be the successful completion of a transfer level or degree-applicable level course. Incidentally, Compton Center's Scorecard cohort for ESL courses was not large enough to be included in this analysis.

Gender
Female students have a lower completion rate when comes to basic skills math. The two groups have very similar rates in basic skills English.

Category	Gender	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Female	686	140	20.4%	-1.1%
	Male	343	81	23.6%	2.1%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	Female	597	161	27.0%	-0.3%
	Male	319	89	27.9%	0.6%
	Total	*916*	*250*	*27.3%*	

Ethnicity
In the math sequence, African American and Pacific Islander students successfully complete the sequence at lowest rates.

Asian, African American, Native American/Alaskan Native, and Pacific Islander students complete the English sequence at a lower rate than the average rate.

Category	Ethnicity	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	Asian	21	5	23.8%	2.3%
	African American	574	97	16.9%	-4.6%
	Latino	359	96	26.7%	5.2%
	Nat. Amer./Alas.	*	*	33.3%	11.8%
	Pacific Islander	13	2	15.4%	-6.1%
	White	24	7	29.2%	7.7%
	Unknown	35	13	37.1%	15.6%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	Asian	16	2	12.5%	-14.8%
	African American	518	126	24.3%	-3.0%
	Latino	334	110	32.9%	5.6%
	Nat. Amer./Alas.	*	*	0%	-27.3%
	Pacific Islander	13	1	7.7%	-19.6%
	White	10	5	50.0%	22.7%
	Unknown	22	6	27.3%	0.0%
	Total	*916*	*250*	*27.3%*	

Disability Status
Students with an identified disability complete the basic skills math and English sequences at a lower rate than the average rate.

Category	Disability Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No disability identified	978	212	21.7%	0.2%
	Identified disability	51	9	17.6%	-3.9%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills	No disability identified	866	240	27.7%	-0.4%

English	Identified disability	50	10	20.0%	-7.3%
	Total	*916*	*250*	*27.3%*	

Economic Disadvantage

Economically disadvantaged students performed much better than the students without an identified economic disadvantage in completing the basic skills math and English sequences.

Category	Economic Disadv. Status	Students	Completion	Completion Rate	Percentage Point Gap
Basic Skills Math	No economic disadv identified	282	47	16.7%	-4.8%
	Identified economic disadvantage	747	174	23.3%	1.8%
	Total	*1,029*	*221*	*21.5%*	
Basic Skills English	No economic disadv identified	253	44	17.4%	-9.9%
	Identified economic disadvantage	663	206	31.1%	3.8%
	Total	*916*	*250*	*27.3%*	

Veterans

There were not enough Veterans identified in the basic skills cohorts to compare outcomes with the general population.

Foster Youth

There are not enough Foster Youth identified in the basic skills cohorts to compare outcomes with the general population.

Student Groups Experiencing the Greatest Gaps in Basic Skills Completion

The tables below summarize the student groups with a "-3 percentage point gap or greater" in Basic Skills Completion. The *Number of Students "Lost"* is calculated by multiplying the *Percentage Point Gap* with the number of *Students*. This is the same number of students that, if they had completed the Basic Skills sequence, would have closed the equity gap for the given group.

Basic Skills Math

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Pacific Islander	-6.1%	13	1
African American	-4.6%	574	**27**
Identified disability	-3.9%	51	**2**

Basic Skills English

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Nat. Amer./Alas. Nat.	-27.3%	*	**1**
Pacific Islander	-19.6%	13	**3**
Asian	-14.8%	16	**3**
Identified Disability	-7.3%	50	**4**
African American	-3.0%	518	**16**

Degree and Certificate Completion

Degree and certificate completion is defined as the ratio of the number of students (by population group) who receive a degree or certificate compared to the number of students in that group with the same listed matriculation goal as documented in their student educational plan developed with a counselor/advisor.

The following comparisons use 2015 Scorecard cohort data, such that the population consists of students who first enrolled during the 2008-2009 academic year, completed six units, and attempted an English or math course, tracked for 6 years. Since English and math are considered to be requirements for most degrees and certificates, the California Community College Chancellor's Office uses this methodology in the Scorecard as a predictor of intent to graduate rather than the more unreliable student-indicated matriculation goal. A successful outcome is considered to be the completion of a degree or certificate.

Gender

Females outperform males in terms of the percentage completing a degree or certificate within six years, however the difference is not large enough to say there is a disproportionate impact.

Gender	Students	Awards	Rate	Percentage Point Gap
Female	457	72	15.8%	1.0%
Male	329	44	13.4%	-1.4%
Total	*786*	*116*	*14.8%*	

Ethnicity

Ethnicity is not an indicator of disproportionate impact in terms of degree and certificate completion.

Ethnicity	Students	Awards	Rate	Percentage Point Gap
African American	347	49	14.1%	-0.7%
Asian	16	5	31.3%	16.5%
Latino	370	53	14.3%	-0.5%
Nat. Amer./Alas.	-	-	-	-
Pacific Islander	13	2	15.4%	0.6%
White	15	4	26.7%	11.9%
Unknown	25	3	12.0%	-2.8%
Total	*786*	*116*	*14.8%*	

Disability Status

There were no students with an identified disability in the 2008-09 cohort who earned a degree or certificate.

Disability Status	Students	Awards	Rate	Percentage Point Gap
No disability identified	765	116	15.2%	0.4%
Identified disability	21	0	0.0%	-14.8%
Total	*786*	*116*	*14.8%*	

Economic Disadvantage
Students with an identified economic disadvantage earn degrees and certificates at higher rates than the general population.

Economic Disadv. Status	Students	Awards	Rate	Percentage Point Gap
No economic disadv. identified	101	7	6.9%	-7.9%
Identified economic disadvantage	685	109	15.9%	1.1%
Total	*786*	*116*	*14.8%*	

Veterans
There are not enough Veterans in the 2008-09 cohort to make a comparison for degrees and certificate rates.

Foster Youth
There are not enough Foster Youth in the 2008-09 cohort to make a comparison for degrees and certificate rates.

Student Group Experiencing the Greatest Gaps in Degree and Certificate Completion
The table below summarizes the student groups with a "-3 percentage point gap or greater" in Degree and Certificate Completion. The *Number of Students "Lost"* is calculated by multiplying the *Percentage Point Gap* with the number of *Students.* This is the same number of students that, if they had earned a degree of certificate, would have closed the equity gap for the given group. Latino students are included in this summary not because of the Percentage Point Gap, but because of the relatively large number of students who are potentially impacted and that Latino students comprise a large portion of Compton Center's enrollment. Likewise, students with "no economic disadvantage identified" are not included in this summary because students in this group may still be facing economic advantages without identifying them, and institutional equity efforts are designed to alleviate economic disadvantage rather than promote economic advantage.

Student Group	Percentage Point Gap	Students	Number of Students "Lost"

Identified disability	-14.8%	21	**4**
Latino	-0.5%	370	**2**

Transfer Outcomes

Transfer outcome comparisons are based on the ratio of the number of students (by population group) who complete a minimum of 12 units and have attempted a transfer-level course in English or mathematics, compared to the number of students in the given population group who actually transfer after one or more years (up to six years).

The following comparisons are based on the 2015 Scorecard cohorts, such that the population consists of students who first enrolled during the 2008-2009 academic year, completed six units, and attempted an English or math course, tracked for six years. Since English and math are transfer requirements, the California Community College Chancellor's Office uses this methodology as a predictor of intent to transfer rather than the more unreliable student-indicated matriculation goal. Essentially, this is the same cohort as the Degree and Certificate Completion cohort, but a successful outcome is considered to be the transfer to a Bachelor degree-granting institution which is identified through the California Community College Chancellor's Office.

Gender

Males outperform females in terms of the percentage transferring yet there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfers	Rate	Percentage Point Gap
Female	457	54	11.8%	-2.3%
Male	329	57	17.3%	3.2%
Total	*786*	*111*	*14.1%*	

Ethnicity

Students of Latino, White, and unknown ethnicities earn degrees and certificates at a slightly lower rate than the average but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Transfers	Rate	Percentage Point Gap
African American	347	51	14.7%	0.6%
Asian	16	3	18.8%	4.7%
Latino	370	49	13.2%	-0.9%
Nat. Amer./Alas.	-	-		
Pacific Islander	13	3	23.1%	9.0%
White	15	2	13.3%	-0.8%
Unknown	25	3	12.0%	-2.1%
Total	*786*	*111*	*14.1%*	

Disability Status

Students with identified disabilities in the cohort transfer at rates considerably lower than students without an identified disability. There is evidence of a disproportionate impact affecting disabled students.

Disability Status	Students	Transfers	Rate	Percentage Point Gap
No disability identified	765	110	14.4%	0.3%
Identified disability	21	1	4.8%	-9.3%
Total	*786*	*111*	*14.1%*	

Economic Disadvantage

Students with an economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage, but the difference is not large enough to indicate a disproportionate impact for the economically disadvantaged students.

Economic Disadv. Status	Students	Transfers	Rate	Percentage Point Gap
No economic disadv identified	101	21	20.8%	6.7%
Identified economic disadvantage	685	90	13.1%	-1.0%
Total	*786*	*111*	*14.1%*	

Veterans

There are not enough Veterans in the 2008-09 cohort to compare transfer outcomes with the general population.

Foster Youth

There are not enough Foster Youth in the 2008-09 cohort to compare transfer outcomes with the general population.

Student Groups Experiencing the Greatest Gaps in Transfer

The table below summarizes the student groups with a "-3 percentage point gap or greater" in Transfer. The *Number of Students "Lost"* is calculated by multiplying the *Percentage Point Gap* with the number of *Students*. This is the same number of students that, if they had transferred, would have closed the equity gap for the given group. Latino students are included in this summary not because of the Percentage Point Gap, but because of the relatively large number of students who are potentially impacted and that Latino students comprise a large portion of Compton Center's enrollment.

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Identified Disability	-9.3%	21	**2**
Latino	-0.9%	370	**4**

Compton Center Institution-Set Standards

El Camino College and the ECC Compton Center jointly established institution-set standards beginning in Spring 2013, through a combination of student achievement goals set during the 2013 ECC Planning Summit and a task force consisting of faculty and Institutional Research & Planning. Standards defining minimal expectations for academic quality and student performance were established along with aspirational goals for various institutional effectiveness outcomes.

The following outcomes are used to measure Compton Center's progress on student achievement and improvements in institutional effectiveness. These outcomes are monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (i.e., the 2019-2020 academic year). Standards were set for the successful course completion rate and the number of program awards (i.e., degrees, certificates, and transfers). The following goals for 2019-2020 were set in comparison to the 2012-2013 academic year as a baseline:

- Increase **Student Readiness Rate** to 100%
- Increase **Successful Course Completion Rate** by 5% to 68.3%
- Increase **Remedial English Completion Rate** by 10% to 36.0%
- Increase **Remedial Math Completion Rate** by 10% to 21.9%
- Increase **Three-Term Persistence Rate** by 5% to 49.6%
- Increase **30-Units Achievement Rate** by 5% to 55.4%
- Increase **Completion Rate** by 5% to 32.8%
- Increase **Transfer Rate** by 5% to 33.8%
- Increase annual **Number of Degrees and Certificates** awarded by 10% to 319 degrees and 111 certificates
- Increase annual **Number of Transfers** by 5% to 544, with special focus on CTE and STEM

Definitions of these outcomes and the most recently reported data is available from the Compton Center Institutional Effectiveness Outcomes document. A detailed description of the methodology used to calculate and determine these institution-set standards is available [here]. Compton Center has consistently met the standards set for successful course completion and program awards, and these standards (as well as other goals and recent performance) are reported below.

Compton Center Student Achievement Outcomes, 2013-14 and 2014-15

#	Achievement Measure	2012-13 (baseline)	2013-14	2014-15	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
Student Readiness and Progress Rates								
1	Student Readiness*	--	--	68.6%	--	--	100%	No
2	Successful Course Completion	64.9%	64.6% ▼	64.2% ▼	58.0%	Yes	68.3%	No
3	Persistence (Fall to Fall)	47.2%	46.8% ▼	52.2% ▲	--	--	49.6%	Yes
4	30 Units Achievement	52.7%	54.3% ▲	53.0% ▼	--	--	55.4%	No
5	Remedial English Completion	32.7%	27.3% ▼	33.1% ▲	--	--	36.0%	No
6	Remedial Math Completion	20.3%	21.5% ▼	18.7% ▼	--	--	21.9%	No
Student Outcomes – Annual Tallies								
7	Degrees Earned	282	262 ▼	316 ▲	199	Yes	319	No
8	Certificates	98	96 ▼	104 ▲	77	Yes	111	No
9	Transfer	518	497 ▼	481 ▼	278	Yes	544	No
Student Completion Rates – Cohort Rates								
10	Overall Completion	31.2%	28.8% ▼	30.6% ▲	--	--	32.8%	No
11	Transfer	32.2%	22.8% ▼	[Unknown]	--	--	33.8%	No
12	CTE Completion	41.1%	49.0% ▲	52.9% ▲	--	--	44.0%	Yes

Note. Std. = Standard. Green Arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. *Baseline year for this item is 2013-14. Source: California Community College Chancellor's Office Scorecard and MIS data.

Although they are not necessarily institution-set standards, Compton Center also provides goals for the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators. These institutional effectiveness indicators consist of district and college performance measures related to fiscal viability, accreditation status, compliance with state and federal guidelines, and student performance.

Compton Center has developed, adopted, and publicly posted its indicator report per California Education Code §84754.6. This report details the indicators consisting of trends in performance rates and goals established by Compton Center through a local consultative process. The most recent performance information and goals regarding these indicators is available from the Institutional Effectiveness Indicators report.

El Camino College Compton Community Educational Center Applying for Candidacy for College Status

Eligibility Requirements 1-5 for Accreditation

El Camino College is seeking candidacy for college status for El Camino College Compton Community Educational Center, hereafter referred to as Compton Center.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award 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 (CCCD) residents (ER1-1). This was followed by the Agreement Between El Camino Community College District and CCCD in May 2013 (ER1-2).

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

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 facility and approval to expand the service area of El Camino College to include the CCCD service area (ER1-3). On August 16, 2006 the ACCJC Committee on Substantive Change met to review the substantive change proposal and the committee granted El Camino College provisional approval to establish Compton Center (ER1-4). The Commission reviewed and accepted requested supplemental

information on April 23, 2007 (ER1-5). In January 2015, El Camino College submitted an accreditation eligibility application seeking Eligibility status for Compton Center to the Commission. ACCJC reviewed the application in March 2015 and acted to approved Eligibility (ER1-6). In June 2015, the Commission confirmed requirements for further review and the timelines for the application process for Initial Accreditation as a second institution of El Camino College (ER1-7).

ER 1 Evidence

ER1-1: http://district.compton.edu/history/docs/Partnership-Agreement-2006.pdf

ER1-2: http://district.compton.edu/history/docs/May22_2013_Agreement.pdf

ER1-3: http://www.compton.edu/campusinformation/accreditation/docs/Substantive_Change_Proposal_2006.pdf

ER1-4: http://www.compton.edu/campusinformation/accreditation/docs/August262006ACCJCLetter.pdf

ER1-5: http://www.compton.edu/campusinformation/accreditation/docs/April232007ACCJCLetter.pdf

ER1-6: http://www.elcamino.edu/administration/vpaa/accreditation/032615_ACCJC_Letter-Compton_Eligibility.pdf

ER1-7: http://www.elcamino.edu/administration/vpaa/accreditation/LetterReaffirmingEligibilityforComptonwithTimelinesandPolicyonCommissionActions-June172015.pdf

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a 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's educational mission is clearly defined and expresses the institution's commitment to achieving student learning.

El Camino College Mission: El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities (ER2-1).

The mission statement was updated in fall 2014 during a Planning Summit with representatives from both El Camino College and Compton Center (ER2-2). The revised El Camino College Mission Statement was adopted by the El Camino Community College District Board of Trustees on December 15, 2014 (ER2-3).

Compton Center uses the same mission statement (ER2-4).

ER2 Evidence

ER2-1: http://www.elcamino.edu/about/mission-statement.asp

ER2-2: http://www.elcamino.edu/administration/ir/docs/planning/OutcomesReport_PlanningSummit_2014.pdf

ER2-3: http://www.elcamino.edu/administration/board/agendas/2014/12-15-14_agenda.pdf

ER2-4: http://www.compton.edu/academics/

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 carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is 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 that assures that those 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.

Compton Center is governed by the El Camino Community College District Board of Trustees, which is responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being accomplished. The board is responsible for ensuring institutional financial resources are used to provide sound educational programming (ER3-1). The board comprises five members elected by trustee area (ER3-2) and is sufficient in size and composition to fulfill all responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions (ER3-3, ER3-4). None of the board members have any employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy (ER3-5), a code of ethics (ER3-6), a political activity policy (ER3-7), and a statement of economic interest policy (ER3-8), 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 (ER3-9).

Board members and their qualifications are below.

Kenneth Brown, President

Kenneth Brown, an engineer and part-time instructor, was appointed to the El Camino Community College District Board of Trustees in December 2010, and was elected by voters in November 2011. He represents Trustee Area 1. His current term of office is through 2019.

John Vargas, Vice President

John Vargas, an educator, was elected to the El Camino Community College District Board of Trustees in November 2013. He represents Trustee Area 2. His current term of office is through 2017.

Cliff Numark, Secretary

Cliff Numark, an executive with a national organization, was elected to the El Camino Community College District Board of Trustees in November 2013. He represents Trustee Area 5. His current term of office is through 2017.

William Beverly, Member

William Beverly, an attorney, was first elected to the El Camino Community College District Board of Trustees in November 1991. He represents Trustee Area 3. His current term of office is through 2019.

Mary Combs, Member

Mary Combs, a businesswoman and educator, was first elected to the El Camino Community College District Board of Trustees in November 2003. She represents Trustee Area 4. Her current term of office is through 2019.

ER3 Evidence

ER3-1: http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf

ER3-2: http://www.elcamino.edu/administration/board/

ER3-3: http://www.elcamino.edu/administration/board/policies.asp

ER3-4: http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf

ER3-5: http://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf

ER3-6: http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf

ER3-7: http://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf

ER3-8: http://www.elcamino.edu/administration/board/boarddocs/3400%20Statement%20of%20Economic%20Interest.pdf

ER3-9: http://www.compton.edu/campusinformation/accreditation/docs/BoardLetterNoInterest11.6.2014.pdf

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 executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The El Camino Community College District Superintendent/President oversees Compton Center. The Superintendent/President's full-time responsibility is to the institution. The Superintendent/President possesses the authority to administer board policies, as described in Board Policy 2430 (Delegation of Authority to Superintendent/President) (ER4-1). This policy states "The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." The Superintendent/President does not serve as the chair of the El Camino Community College District Board of Trustees.

Furthermore, Board Policy 2410 (Policy and Administrative Procedure) (ER4-2) 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) (ER4-3), 4020 (Program, Curriculum, and Course Development) (ER4-4), 5300 (Student Equity Plan) (ER4-5), 6100 (Delegation of Authority [Fiscal and Business]) (ER4-6), and 7110 (Delegation [Personnel]) (ER4-7).

Compton Center is a center of El Camino College. Dena P. Maloney is the Superintendent/ President of the El Camino Community College District.

Dena P. Maloney, El Camino College Superintendent/President
El Camino College, President's Office, 16007 Crenshaw Boulevard, Torrance, California 90506
Maloney began her career in higher education at College of the Canyons in Santa Clarita. In 2007, she was named founding Dean of the Canyon Country Campus, a new educational center within the Santa Clarita Community College District. Maloney later became Assistant Superintendent/Vice President, with responsibilities for the Canyon Country Campus and economic development.

In May 2012, she became the Superintendent/President of the West Kern Community College District and Taft College. Maloney guided the integrated planning process at Taft College, producing a new Educational Master Plan, Facilities Master Plan, and Technology Master Plan. She led the college in preparing for successful reaccreditation of the institution, improved institutional effectiveness, and ignited a renewed focus on student learning and institutional excellence.

In February 2016, Maloney became the 6th Superintendent/President and first woman chief executive officer of the El Camino Community College District. El Camino College serves 25,000 students at its campus in Torrance, CA and another 12,000 students at the El Camino College Compton Education Center.

Maloney earned a Doctorate in Education from the University of La Verne, a Master of Arts in Government from Georgetown University, and a Bachelor of Arts in Political Science from Loyola Marymount University.

Keith Curry, Compton Community College District CEO
Compton Center, 1111 East Artesia Boulevard, Compton, California 90221
Curry currently serves Provost of the El Camino College Compton Center and as the Chief Executive Officer (CEO) of the Compton District. He was appointed CEO on July 1, 2013 and Provost on July 1, 2015. Curry's full-time responsibility is to oversee all departments and functions of the Compton Center and Compton Community College District. Curry recommends 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 Compton Center while setting the tone and direction for the district. Curry has demonstrated great support for the Compton Center to provide quality education to the students of this community and to provide an environment of educational excellence.

Upon achieving initial accreditation status, the El Camino College Compton Community Educational Center will become a college within the El Camino Community College District. The Provost/CEO position and title will change to College President/CEO. Curry reports to the CCCD Special Trustee and the El Camino Community College District Superintendent/President.

Curry previously served as the Dean of Student Services, Compton Center, and Acting Dean of Student Affairs at the former Compton Community College. Prior to that, he was Director of Early Academic Outreach Programs at the University of California, Irvine.

Curry is an active member of the Foundation for CCCD, and the Association of California Community College Administrators.

Curry earned a Doctorate in Educational Administration from the University of California, Irvine and a Bachelor's degree in American Studies from the University of California, Santa Cruz.

ER4 Evidence

ER4-1: http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf

ER4-2: http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf

ER4-3: http://www.elcamino.edu/administration/board/boarddocs/3100%20Organizational%20Structure.pdf

ER4-4: http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf

ER4-5: http://www.elcamino.edu/administration/board/boarddocs/5300%20Student%20Equity.pdf

ER4-6: http://www.elcamino.edu/administration/board/boarddocs/6100%20Delegation%20of%20Authority.pdf

ER4-7: http://www.elcamino.edu/administration/board/boarddocs/7110%20Delegation%20of%20Authority.pdf

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.

Compton Center has an administrative structure and sufficient staffing, with appropriate preparation and experience, in place to fulfill the institution's mission and purpose (ER5-1a-b). Administrative officers are qualified by training and experience to perform their administrative duties.

Compton Center has a Provost who is directs the educational programs and activities. The Provost reports directly to the Superintendent/President of El Camino College. Under the auspices of Assembly Bill 318 (ER5-2), the CCCD is under the guidance of a state-appointed Special Trustee, and the day-to-day operations of the District are the responsibility of the CCCD CEO. The CEO is responsible for business affairs, facilities, and human resources.

Compton Center has a Vice President of instruction; 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; an Interim 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; an Interim Director of Enrollment Services; an Interim Director of Student Development and Athletics; and a Director of the Child Development Center.

Barbara Perez, Vice President, Compton Center

Perez has served as the Vice President, Compton Center since 2010. In this capacity, she serves as the Chief Instructional Officer, develops operational systems for Compton Center, develops instructional programs to meet the needs of the community, and works with the campus community to prepare Compton Center for accreditation. 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 CCCD CEO's Cabinet. She also serves as Compton Center's Accreditation Liaison Officer for the Accrediting Commission of Community and Junior Colleges.

Prior to Compton Center, Perez served as Vice President, 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 Perez's direction. Before assuming the role as vice president, Perez served as the Dean for the Natural Sciences Division.

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

Perez earned her Bachelor of Science in Chemistry and Master of Science in Chemistry from San Diego State University. She has also completed graduate coursework in the Community College Studies doctoral program at UCLA.

Rodney Murray, Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division)

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

Prior to becoming Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division), Murray was an adjunct instructor in the Business Division at the former Compton Community College (1994) and later a full-time faculty member (1999). He became a

tenured professor in 2003. Murray also served as president of the Compton College Federation of Employees, Certificated Unit, for three years.

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

Abiodun Osanyinpeju, Dean of Student Learning (Health, Natural Sciences, and Human Services Division)
Osanyinpeju was hired as the Dean of Student Learning (Health, Natural Sciences, and Human Services Division) at Compton Center in May 2018. He is responsible for planning, organizing and directing the operations of the Division which includes Health, Natural Sciences, and Human Services (Division 1). He provides leadership to deliver an integrated instructional program that offers academic and occupational education and transfer courses for the students and community. Osanyinpeju evaluates the educational programs, courses and services that are related student success. He also administers, supervises, and evaluates the performance of assigned academic and support personnel in the Division.

Osanyinpeju served as interim Dean of Student Learning for Division I from February, 2015 until he was hired in May 2016. He previously served as the faculty chair of the Division from July 2013 until January 2015. He was responsible for the daily operational activities of the division. From January 2003, he served Compton Center as a professor teaching various life science courses. Before being employed by Compton Center, he worked as a biology teacher at Inglewood High School in California, and as an instructor at the University of Agriculture in Abeokuta, Nigeria. In addition to his responsibilities overseeing academic Division I, Osanyinpeju contributes in many other ways to the campus community. He currently serves on the ECC College Curriculum Committee and he co-chairs the Planning and Budget, Strategic Planning, and the Accreditation Standards IIB committees at Compton Center. He was a member of the Academic Senate, Student Equity committee, ECC Natural Sciences Division Curriculum committee, and Accreditation Standards IIA subcommittee.

Osanyinpeju earned both a Doctorate in Philosophy with emphasis in genetics and a Master of Science degree in biology from the University of Lagos in Lagos, Nigeria. He earned his Bachelor of Science degree in Zoology from the University of Ibadan in Ibadan, Nigeria. He also received a California Professional Clear Teaching Credential in Biology from California State University, Los Angeles.

Chelvi Subramaniam, Dean of Student Success

Subramaniam is the Dean of Student Success at Compton Center and oversees the Humanities & Mathematics and Library-Student Success Center Division. Her responsibilities include implementing and assessing innovations in developmental education. 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 Compton 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 to student success.

Prior to becoming Dean of Student Success, Subramaniam was a tenured faculty member teaching both English and Communication Studies for the past 25 years. For nine of the 25 years, she served as chair of the Humanities, ESL, and Foreign Languages Division. She also served as the Student Learning Outcomes Coordinator for Compton Center for four years.

Subramaniam earned her Doctorate from USC, a Master of Arts in English, and a Bachelor of Arts in English and Communication Studies from the University of South Alabama.

Elizabeth Martinez, Interim Dean of Student Services
Martinez is the Interim Dean of Student Services at Compton Center. Her responsibilities include organizing, supervising, and coordinating the operations of the Student Affairs programs at Compton Center, including Admissions and Records, Athletics, Counseling, Disabled Student Programs and Services, EOPS/CARE, Financial Aid, Foster Care and Kinship Education, Outreach & School Relations, Student Success and Support Program, Student Development, TRIO Programs, Transfer & Career Services, the Welcome Center, Youth Empowerment Strategies for Success and all other student support services areas. Martinez coordinates and administers the planning, development, and management of the budget for the Student Services Division and makes recommendations to meet the educational and support needs of Compton Center students and the community.

Prior to her employment as the Interim Dean of Student Services, she was the Director of Enrollment, Interim Director of EOPS and CARE, and Transfer Center Coordinator at Compton Center. Martinez also was a Life Skills Instructor at WAHUPA Upward Bound, University of San Diego. She was a counselor/mentor at MAAC Community Charter School. She began her education career working at MEChA de UCLA's Xinachtli Program as a Venice High School Site Coordinator.

Martinez is a doctoral student at UCLA in the Ed.D Educational Leadership Program. She received her Master of Arts in Education Specialization in Multicultural Counseling from San Diego State University and a Bachelor of Arts in Sociology and Chicana/o Studies from UCLA.

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

Pascual has worked in all five of California's postsecondary education segments: the University of California, California State University, vocational/proprietary schools, California Community Colleges, and private/independent colleges and universities. Prior to her current position she was the institutional Compliance Director for Brooks College in Long Beach California with compliance oversight responsibilities for administration, academics, and financial aid.

As Director of Financial Aid, Pascual lead a team of associates in the administration of student financial aid implementing corrective action internal audits, audit responses, staff training, and consulting professional expert certifications for institutions in Federal heightened cash monitoring at numerous colleges and universities from 1987 to 1997. Her career in Financial Aid started at University of California San Diego in 1972 before accepting the Assistant Director of Financial Aid and EOP&S at San Diego Community College, Evening Division, where she managed the evening financial aid offices at San Diego City College, Claremont College and Miramar College in 1975. From 1978 to 1985 she served as the senior financial aid counselor at the University of California Riverside and California State University, Fullerton and Assistant Director of Counseling in the Financial Aid Office at University of California, Los Angeles from 1985 to 1988 where she led a team of financial aid counselors awarding millions of student financial aid and scholarships to eligible students.

Ms. Pascual earned her Bachelor of Arts from the University of California, San Diego, and a Master of Business Administration from the University of Phoenix.

Patricia Bonacic, Director of CalWORKs, TANF, GAIN and Special Resource Center
Bonacic has served as the Director of CalWORKs, TANF, and GAIN since 2006 and assumed administration of the Compton Center Special Resource and High Tech Centers in 2008. 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. Bonacic manages five

categorical and contract budgets and oversees faculty, classified staff, and a number of contracted employees including interpreters, note takers, tutors, and instructional assistants.

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 the University of Miami and VTEA Project Manager and Coordinator of Disability Services at Miami-Dade and Florida Keys Community Colleges. During this time she received the Leadership Award from the Equity Administration within the Florida Department of Education.

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

Christine Aldrich, Director of EOPS/CARE
Aldrich is Director of EOPS/CARE at Compton Center. Her responsibilities include advising and assisting students enrolled in the program, monitoring accountability systems, and implementing all program-related projects and services.

Prior to her appointment at Compton Center, Aldrich served as the CalWORKs Coordinator/Counselor at Rio Hondo College for over thirteen years. She also served as the Interim Director of EOPS/CARE and CalWORKs at Rio Hondo College. She played an active role in the Los Angeles Community College CalWORKs Consortium (LAC-5) for 11 years, serving as chairperson for three years. Aldrich is a certified True Colors Personality trainer.

Aldrich received her Master of Science in Counseling from California State University, Fullerton and a Bachelor of Science in Psychology from University of California, Irvine.

Bailey Smith, Director of Student Equity
Smith is the Director of Student Equity at El Camino College Compton Center. Her responsibilities include developing and coordinating student equity initiatives related to academic support, student success, and social needs of students; maintaining and monitoring the program budget; evaluating student equity projects; reporting and developing of student equity plans; supervision of staff; coordinating with the Office of Institutional Research to conduct various assessments related to student equity and student success; and collaborating with campus entities to support initiatives that promote success for disproportionately impacted student groups.

Before starting at the Compton Center in August 2016, she was the director of the Learning Assistance Center at Mt. San Antonio College, where she served on the Basic Skills Coordinating Committee, the Student Equity Committee, and as co-chair of the Developmental Education Study Team, a professional development working group. She was the director of the Learning Enhancement Center and an academic advisor for provisionally admitted students at University of La Verne, and her career previous to higher education was in educational and job training non-profits in Long Beach, Compton, and downtown Los Angeles.

Smith earned a Master's Degree in Multicultural Education from University of Wisconsin-Milwaukee and a Bachelor of Arts degree in Sociology from UC Santa Cruz. She also earned a certificate in Spanish/English Legal Translation and Interpretation from California State University, Fullerton.

Richette Bell, Director of Admissions and Records
Bell is the Director of Admissions and Records at Compton Center. 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, 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 and Director of Student Outreach and Visitor Services at California State Polytechnic University. Prior to that, Bell served as Admissions and Recruitment Coordinator for USC's School of Social Work and as Program Supervisor for Orangewood Children's Foundation. She began her supervisory career working for University Outreach and School Relations for California State University, Long Beach.

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

Nelly Alvarado, Interim Director of Enrollment Services
Alvarado is the Interim Director of Enrollment Services at Compton Center. Her responsibilities include providing overall planning, evaluation, direction and guidance to department staff and/or faculty in the day-to-day operations of the Student Success and Support Program (SSSP), Outreach and School Relations, Welcome Center, Transfer/Career Center, Foster & Kinship Care

Education (FKCE), Youth Empowerment and Strategies for Success (YESS) Program, Offsite Courses and the Upward Bound Math & Science Program (UBMS). Alvarado coordinates the planning, development and management of the budget for Enrollment Services.

Prior to her employment as Interim Director of Enrollment Services, she served as Program Manager and Program Specialist for UBMS, Program Coordinator for Regional Partnership Programs with UC Irvine's Center for Educational Partnerships, EOPS/CARE Program Specialist, and Student Coordinator for Early Academic Outreach program (EAOP) at UC Irvine.

Alvarado earned her Doctorate from UCLA, a Master in Public Administration from California State University Long Beach, and Bachelor of Arts degrees in Psychology and Social Behavior and Criminology Law and Society from the University of California Irvine.

Junior Domingo, Interim Director of Student Development and Athletics
Domingo is the Interim Director of Student Development and Athletics at Compton Center. He oversees the Student Development Office, which includes Student Life, Associated Student Body, Student Clubs, and the Inter Club Council as well as student discipline and grievances. Domingo also oversees Athletics, which includes 13 California Community College Athletic Association Intercollegiate Varsity Programs.

Prior to his arrival at Compton Center, Domingo served as Interim Director of Athletics and Kinesiology at El Camino College during his tenure as Athletic Trainer within the Athletics Department. He joined El Camino College after spending almost nine years at the University of Redlands as the Head Athletic Trainer. Domingo has also served as an Athletic Trainer at various institutions including Chapman University and Utah State University. He teaches or has taught within the Athletic Training or Kinesiology Programs at California State University, Long Beach; California State University, Dominguez Hills; California Baptist University; University of Redlands; Chapman University; and Utah State University.

Domingo is also active in the Athletic Training Profession by currently serving as the Region 4 Director and Legislative Action Team Member of the California Athletic Trainers' Association and Honors and Awards Committee Member of the Far West Athletic Trainers' Association. Domingo earned his Masters of Science in Exercise Science from Utah State University and his Bachelor of Arts in Kinesiology, Option in Athletic Training from California State University, Long Beach.

Shirley Edwards, Director of Child Development Center

Edwards serves as Director of Abel B. Sykes, Jr., Child Development Center at Compton Center. Her professional career spans 26 years 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.

Edwards received her Associate of Arts Degree from Compton Community College, her Bachelor of Science in Education/Behavioral Sciences from USC, and her Master of Science in Early Childhood Education from the University of La Verne.

<center>* * * * *</center>

In addition to the Compton Center administrators listed above, CCCD 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, and a Supervisor of Management Information Systems (MIS).

The Supervisor of MIS is an employee of El Camino College who is under the direct supervision of the El Camino College Vice President, Administrative Services. This employee is on administrative loan to CCCD. CCCD reimburses El Camino College for the salary and benefits of this employee.

Felipe Lopez, Chief Business Officer
Lopez serves as the Chief Business Officer at the CCCD. His job is to serve and maintain the fiscal integrity of the institution; provide technical information and assistance to the El Camino College Superintendent/President, the CEO, 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.

Lopez also directs the preparation and maintenance of a variety of financial and statistical reports, files, and records as required by the CEO, the El Camino College Superintendent/President, and the Special Trustee. He oversees the preparation of materials and reports for the Special Trustee and makes presentations as necessary. 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 CEO, 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. 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. He is a member of the CEO's Cabinet.

Prior to his employment at Compton Center, Lopez worked as an audit supervisor for Vavrinek, Trine, Day, & Co., LLP for nearly ten years. Lopez is a member of the Association of Chief Business Officers (ACBO) and serves on the ACBO Fiscal Standards Task Force.

Lopez earned his Master of Business Administration 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 in Business Administration from California Baptist University.

Rachelle Sasser, Dean of Human Resources
Sasser is the Dean of Human Resources at the CCCD, reporting to the CEO. She has nearly 30 years of community college experience including 14 years as an educational administrator and 15 years as a full-time tenured faculty member. 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. Sasser administers the District's employee benefits program which includes employee health/medical programs, as well as workers' compensation and retirement programs. She is a member of the CEO's Cabinet.

Sasser served as Acting Executive Assistant to the President of the former Compton Community College and Acting Dean of Human Resources. She served as the Executive Assistant to the President of the former Compton Community College; Acting Dean and Executive Dean Academic Affairs; Assistant to the President of the former Compton Community College;

Executive Dean of Vocational Education; Dean of Vocational Education; Associate Dean of Student Affairs; Director of DSPS; and Learning Disabilities Specialist.

Sasser earned her Master of Arts in Psychology from Pepperdine University, and her Bachelor of Arts in Psychology from UCLA.

Reuben James III, Director of Fiscal Affairs
James serves as Director of Fiscal Affairs at CCCD. He oversees the Payroll Department, Purchasing Department, and Facilities Rental and Usage Department. James assists in implementing computer software programs. For one year he served as the Director of the Emancipated Youth Program.

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

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

Steven Haigler, Director of Accounting
Haigler serves as Director of Accounting at the CCCD. 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.

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

Linda Owens, Director of Facilities Planning and Operations
Owens serves as Director of Facilities Planning and Operations at CCCD. She manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Compton 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.

Owens also manages the Maintenance and Operations Department. The Maintenance and Operations Department provides services to keep the District's facilities safe, clean, and functional.

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. Before joining the CCCD, Owens served as the Senior Project Manager for VANIR Construction Management.

Owens earned a Bachelor of Science in Mechanical Engineering from Lawrence Technological University. She also has a certificate in Real Estate Development from USC.

Andrei Yermakov, Director of Information Technology Services
Yermakov has been the Director of Information Technology Services at Compton Center since February 2016. In this capacity, he manages the day-to-day operations and is responsible for all information and communication technologies on campus. He oversees information security, applications, networking, helpdesk, and telecommunications services. Yermakov provides strategic guidance in future technologies and IT operations, continuously striving to enhance educational and administrative services with the latest technologies.

Prior joining the Compton Center, Yermakov managed IT departments in the public and private sectors. He served as a project manager for many enterprise system implementations, including ERP and CRM systems. Yermakov is a PMP certified professional with a strong record of successfully implemented projects. He led complex technology upgrades and operations improvements.

Yermakov earned his Master of Science in Electrical Engineering from Kiev Polytechnic University in Ukraine and his Bachelor of Science in Network Communication Management from DeVry University in Long Beach, CA.

ER 5 Evidence
ER5-1a: http://www.compton.edu/campusinformation/accreditation/docs/2014-2015ComptonOrgChart2.pdf
ER5-1b: http://www.compton.edu/adminandoperations/AdminExtensions/index.aspx
ER5-2: http://www.compton.edu/campusinformation/committees-governance/assemblybill318/Documents/ab_318_bill_20060630_chaptered.pdf

Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

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

Standard I.A - Mission

Standard I.A.1
The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Descriptive Summary

The El Camino College Compton Center's mission statement reads as follows:
> "El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities." (I.A.1-1)

The El Camino College Compton Center's mission statement reads as follows:
> "Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for transfer, completion, and lifelong learning." (I.A.1-2)

The mission describes the institution's educational purposes, which are centered on student learning and student success.

The mission describes the institution's intended student population through mention of "people's lives" and "our diverse communities". The majority of students are female, Hispanic/Latino,

under 25 years old, receiving financial aid, and intending to transfer to a four-year institution; in addition, 97 percent of the student population is non-white (I.A.1-3).

The mission broadly defines the types of degrees and certificates offered through "comprehensive educational programs and services". When the mission statement was last reviewed in 2014, the new accreditation Standards were not yet available. Now, the College is aware that description of types of degrees is part of the new Standards. The College regularly reviews the mission and will examine how reference to degrees might be incorporated into the mission.

Finally, the mission demonstrates the institution's commitment to student learning and student achievement. The mission reflects the educational goals of students with 54 percent intending to transfer to a four-year institution, 11 percent intending to earn a degree or certificate, and 13 percent intending to retrain or attain high school equivalency.

The mission statement informs institutional planning and the resource allocation process by providing a framework and foundation for decision-making with respect to educational programs and services that potentially impact student success (I.A.1-4, I.A.1-5, I.A.1-6, and I.A.1-7).

Distance Education. The College's offering of distance education (DE) courses supports the mission as this delivery mode provides students with a convenient way to take classes (I.A.1-8). The profile of DE students does not typically differ from students studying via the traditional learning mode, although particular resources and capabilities are required for DE courses (I.A.1-9, I.A.1-10, and I.A.1-11).

Self-Evaluation

Compton Center meets the standard. The mission statement broadly describes educational purposes and commitments, including programs and services offered to the intended student population in their pursuit of learning and achievement. The mission statement informs institutional planning at multiple levels including board policies and the planning and resource allocation process. Future review of the mission will utilize new accreditation Standards. Administration and the Academic Senate of the Compton Center are in current plans to draft a Making Decision document for the institution.

Evidence

I.A.1-1   El Camino College mission statement

I.A.1-2	El Camino College Compton Center's mission statement
I.A.1-3	Environmental Scan for student population demographics
I.A.1-4	BP1200
I.A.1-5	BP3250
I.A.1-6	Making Decisions
I.A.1-7	ECC Planning Model
I.A.1-8	DE Handbook
I.A.1-9	DE Access Guidelines and
I.A.1-10	DE Video Orientation/Online Orientation Tutorials
I.A.1-11	CCCCO DE Guidelines

Standard I.A.2
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Descriptive Summary

The mission statement and strategic initiatives are updated regularly using a comprehensive set of data—including college profiles, student access and achievement data, analysis of previous planning outcomes, and internal and external scans—which ensure that the mission and strategic initiatives are linked to the needs of the student population (I.A.2-1). A wide range of data is used to assess mission and strategic initiatives including college profile information, internal and external data, surveys, and student learning outcome assessment data. Data are disaggregated by race, gender, age, economic status, disability, and other factors of the student population

The College has an identified process for using data to determine how effectively it is accomplishing its mission and for ensuring the mission directs institutional priorities. The College sets annual priorities based on a review of the College's achievement of strategic initiatives

Data plays a primary and significant role in determining how effectively Compton Center is accomplishing its mission, as well as whether the mission is effectively being used to direct institutional priorities towards meeting students' educational needs. The Institutional Research and Planning (IRP) webpage presents a wide range of data relating to the institutional mission and its priorities as expressed by the strategic initiatives (I.A.2-2). IRP analyzes and distributes this data to facilitate institutional processes (e.g., program reviews) and also to promote open, direct communication via publicly available reports such as the Annual FactBook (I.A.2-3 and

[I.A.2-4)](#)) and factsheets pertaining to the Chancellor's Office Student Success Scorecard ([I.A.2-5](#)).

The institution uses various reports and analyses to assess the accomplishment of its mission. Evaluation processes for the effectiveness and success of the mission include numerous internal and external reports of student learning, success, and achievement, analyzed according to specific student characteristics ([I.A.2-6](#)). Discussions and committee meetings - such as those of the Consultative Council - are also used to determine what institutional adjustments are required to accomplish the mission (I.A.2-7). Student achievement outcomes, as reported in the Annual FactBook and various other reports from IRP ([I.A.2-8](#)), are a primary source of evaluating the accomplishment of the mission, but more qualitative data such as student and employee perceptions of the campus climate are used as well ([I.A.2-9](#), [I.A.2-10](#), [I.A.2-11](#), and [I.A.2-12](#)).

The 2013 Planning Summit initiated by El Camino College established a working group to determine specific quantifiable objectives related to each strategic initiative ([I.A.2-13](#)). Direct measurements via annual reviews of progress were made possible as of the 2014 academic year ([I.A.2-13](#)). Similarly, committees such as Enrollment Management use data indicators (e.g., success and retention rates, degree/certificate awards, use of student services, etc.) to create local benchmarks designed for continued institutional improvement ([I.A.2-14](#)). Data use and analysis is integrated throughout the planning cycle, as institutional effectiveness is central to the planning model ([I.A.2-15](#)). For a list of data used in assessment, see Standard I.B.4.

Integrating data directly into institutional planning processes, reference to the mission and strategic initiatives are taken into consideration at all levels of data collection. In addition to the research and analysis described above, all research requests from Compton Center stakeholders must be completed through the research request form [[IRP request form link](#)], which requires any request to be specified in terms of how it relates to the strategic initiatives.

Self-Evaluation

Compton Center meets the standard. Compton Center uses various sources of institutional data to evaluate how well it accomplishes the mission and meets student needs. Quantitative and qualitative data from several constituencies help inform this evaluation of the mission, and more direct measures of strategic initiative progress are also used.

Evidence

I.A.2-1   [Planning Summit Outcomes 2015](#)

I.A.2-2   IRP webpage
I.A.2-3   2016 FactBook (ECC)
I.A.2-4   2016 FactBook (Compton)
I.A.2-5   IE Outcomes
I.A.2-6   IRP Student Achievement Page
I.A.2-7   Links to Consultative Council minutes
I.A.2-8   IRP Report page
I.A.2-9   IRP Survey Page
I.A.2-10   2014 SENSE Survey Highlights
I.A.2-11   2014 CCSSE (Students)
I.A.2-12   2014 CCSSE (Faculty)
I.A.2-13   2013 Summit report
I.A.2-13   Academic Senate Agenda/Minutes 2014
I.A.2-14   Enrollment Management proposal/plan
I.A.2-15   ECC Planning Model
I.A.2-16   IRP request form link

Standard I.A.3

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

Descriptive Summary

Programs and services aligned with mission
Compton Center's mission and strategic initiatives are incorporated into department, program, and service area plans to support student learning and achievement. The program review process ensures that all programs and services are aligned with the mission. Programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the mission and strategic initiatives.

Compton Center's academic programs and services are aligned with the mission of providing comprehensive education to a diverse community. All institutional planning, decision-making, or resource allocation recommendations are conducted in accordance with this mission, and the mission also serves as the foundation for Compton Center's strategic initiatives (i.e., institutional goals) related to student learning and achievement (I.A.3-1).

Mission guides decision-making, planning, and resource allocation
Collegial consultation ensures institutional decision-making is consistent with the educational mission of the college. The planning model, including resource allocation, reflects the mission throughout each stage of the planning process. The Educational Master Plan and supportive plans are guided by the mission.

The institution's mission statement is integral for institutional planning and decision-making and is expressed through the strategic initiatives. Strategic initiatives are incorporated into every department, program, or service area's plan as a goal to support student learning and achievement (I.A.3-2). Through collegial consultation, institutional recommendations are framed by the education mission of the college. All meeting agenda include the college mission (I.A.3-3 III.8). Compton Center's Strategic Planning Committee (SPC) has developed a planning model that reflects the mission throughout each stage of the planning process (I.A.3-4). The mission guides Compton Center's comprehensive plans such as the Educational Master Plan as well as supportive plans such as the Enrollment Management plan (I.A.3-5, I.A.3-6, and I.A.3-7). The mission is also the foundation for various aspects of institutional planning, as indicated by the *Making Decisions at El Camino* document intended to inform and guide stakeholders in the long term (I.A.3-8).

Distance Education. While DE is not specifically mentioned in the mission, the offering of DE courses is congruent with the College's mission. DE students are included as part of the student population served at the Compton Center. DE students are comparable to students who take courses using a face-to-face instructional delivery method (I.A.3-9).

Self-Evaluation

Compton Center meets the standard. Compton Center's programs and services align with the El Camino College mission, as well as the Compton Center's mission created by its Strategic Planning Committee. BP 1200, BP 3250, and AP 3250 ensure that the mission and related strategic initiatives guide institutional goals and decision-making processes.

Evidence

I.A.3-1	AP 3250
I.A.3-2	Plan Builder Checklist
I.A.3-3	AP2510, III.8
I.A.3-4	Compton Planning Model

I.A.3-5 CMP
I.A.3-6 Compton Educational Master Plan
I.A.3-7 Compton Educational Master Plan
I.A.3-8 Making Decisions
I.A.3-9 DE Course Analysis – Compton Center

Standard I.A.4
The institution articulates its mission in a widely published statement approved by the
governing board. The mission statement is periodically reviewed and updated as necessary.

Descriptive Summary

Mission widely published
The mission statement is on the Compton Center website. The mission is printed in the College
catalog and on all schedules of classes. The institutional mission statement is published and
expressed in a wide variety of locations and formats, including but not limited to various web
pages and both on-campus and DE course syllabi for each academic program (I.A.4-1, I.A.4-2,
I.A.4-3, I.A.4-4, and I.A.4-5).

Mission approved by governing board
The governing board approved the current ECC mission statement on December 15, 2014 and
the Compton Community College District approved the proposed mission statement from
Compton Center on December 15, 2015 (I.A.4-6).

Mission periodically reviewed
Governing boards and planning committees review and update the mission statement as
necessary via regularly scheduled or special meetings. The mission is reviewed annually, at each
Planning Summit and revised as needed to accurately reflect the College's broad educational
purposes and service to the community (I.A.4-7 and I.A.4-8). The process for this revision is
documented in each Planning Summit Outcomes Report, with the most recent review occurring
during the 2016 Planning Summit (I.A.4-9).

Self-Evaluation

Compton Center meets the standard. There is a widely published board policy articulating the
institutional mission, which has recently been reviewed, updated, and approved by the governing
board.

Evidence

I.A.4-1	ECC Mission Statement
I.A.4-2	Syllabi checklist
I.A.4-3	MATH 180 2015 Syllabus
I.A.4-4	NFOO 15 2012 Syllabus
I.A.4-5	DE Syllabus Checklist
I.A.4-6	BP 1200
I.A.4-7	Need dates summit planning dates from Irene Graff
I.A.4-8	Planning Summit Report List
I.A.4-9	Planning Summit Outcomes Report 2016

Standard I.B - Assuring Academic Quality and Institutional Effectiveness – Academic Quality

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Descriptive Summary

Through its integrated planning and participatory governance structure, Compton Center maintains a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialogue is structured through virtually all outlets of institutional communication, including published policies, internal and external reports, committee meetings, department/area meetings, and informal discussions and conversations between stakeholders (I.B.1-1P 2510, I.B.1-2, I.B.1-3, I.B.1-4, I.B.1-5, I.B.1-6, I.B.1-7, I.B.1-8, , I.B.1-9, I.B.1-10, I.B.1-11, and I.B.1-12). Dialogue ranges from broad communication from campus-wide surveys (I.B.1-13 and I.B.1-14), board policies (I.B.1-15), and handbooks (I.B.1-16 and I.B.1-17), to departmental and program-level discussions (I.B.1-18, I.B.1-19, I.B.1-20, and I.B.1-21).

Compton Center is continuously engaged in dialogue regarding the various aspects of institutional effectiveness and student learning and achievement (I.B.1-22). In conjunction with this dialogue, academic programs and services utilize course, program, service area, and institutional learning outcomes to plan action items ranging from instructional changes and curricular adjustments to resource requests and improved assessments (I.B.1-23, I.B.1-24, I.B.1-25, and I.B.1-26]. Many of the most recent SLO/SAO reports and program reviews indicate that student learning is generally improving, or these programs and services are improving their ability to promote student learning. Compton Center's concerted dialogue has helped provide its stakeholders with an understanding of evidence, data, and research as it relates to student learning and achievement (CI.B.1-27, CI.B.1-28, 2I.B.1-29, and I.B.1-30).

Distance Education. The Distance Education Advisory Committee (DEAC) and appropriate faculty in respective academic departments are primarily involved in Compton Center's dialogue regarding the continuous improvement of student learning through DE and the comparison of student learning in DE versus traditional programs (I.B.1-31).

Self-Evaluation

Compton Center meets the standard. Compton Center engages in substantive dialogue regarding the aspects of academic quality, institutional effectiveness, and student learning and achievement outcomes. This dialogue is structured through several institutional processes and mechanisms that ensure it is systemic, ongoing, and occurs at various organizational levels.

Evidence

I.B.1-1   BP 2510
I.B.1-2   AP 2510
I.B.1-3   Compton BP 2510
I.B.1-4   Making Decisions
I.B.1-5   Educational Master Plan
I.B.1-6   ECC Planning Model
I.B.1-7   Compton Planning Model
I.B.1-8   2015 Summit Outcomes Report
I.B.1-9   2016 Summit Outcomes Report
I.B.1-10   Student & Faculty Engagement surveys
I.B.1-11   CCC Minutes
I.B.1-12   Meeting Minutes
I.B.1-13   CCSSE
I.B.1-14   CCFSSE
I.B.1-15   AP3250
I.B.1-16   SLO/PLO Assessment Handbook
I.B.1-17   Curriculum Handbook
I.B.1-18   Assessment Student Learning Diagram
I.B.1-19   PLO Statements Report Guide
I.B.1-20   SAO Assessment Plan (Template)
I.B.1-21   SAO Assessment Plan (Sample)
I.B.1-22   http://www.compton.edu/adminandoperations/provostceo/Documents/2016-ProfessionalDevelopment--Presentation_Curry.pdf
I.B.1-23   Link to SLOs by Division
I.B.1-24   Compton SLO Assessment Reports
I.B.1-25   SLO Alignment Grid
I.B.1-26   SAO Page
I.B.1-27   CCSSE
I.B.1-28   CCFSSE Surveys
I.B.1-29   2016 Planning Summit Outcomes Report
I.B.1-30   relevant board or committee minutes
I.B.1-31   DEAC webpage

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Descriptive Summary

Compton Center defines and assesses learning outcomes for all academic programs as well as for student learning and support services. Compton Center utilizes Student Learning Outcomes (SLOs) for course-level outcomes assessment, Program Learning Outcomes (PLOs) for program-level outcomes assessment, Service Area Outcomes (SAOs) for student services outcomes assessment, and Institutional Learning Outcomes (ILOs) for institutional-level outcomes assessment. These assessments are available from various web pages (I.B.2-1 and I.B.2-2).

Student learning outcomes and assessments are established for each course, program, certificate, and degree (including non-degree and distance learning). Courses, programs, certificates, and degrees (including non-degree and distance learning) are evaluated and assessed on a regular, yearly cycle through faculty, staff, and administrative SLO, PLO, and SAO reports which are entered into the TracDat system (I.B.2-3 and I.B.2-4). The assessment reports require all programs and services to provide evaluation and recommendations for improvements that are then also used during program review and the planning and resource allocation process (I.B.2-5, I.B.2-6, and I.B.2-7). Although Compton Center does not yet use disaggregated data for its ILO, SLO, PLO and SAO analysis, it does use disaggregated data in other areas of assessment, such as student achievement (I.B.2-8). Nevertheless, program review recommendations based on student learning and achievement are entered into the larger plans for, e.g., the academic Division. Recently, new teaching materials (like models and laboratory equipment) and an increased variety of course offerings have resulted from a comprehensive examination of program recommendations and available resources (I.B.2-9).

The faculty responsible for SLO assessments take part in many of the established policies and institutional processes to guide the development and evaluation of courses, programs, certificates and degrees (I.B.2-10, I.B.2-11, I.B.2-12, and I.B.2-13). The College Curriculum Committee (CCC) consists of faculty, staff, and administrators. This committee follows the Program and Course Approval Handbook, the Course Curriculum Handbook, and the College Curriculum Handbook to guide its decision making process (I.B.2-14, I.B.2-15, and I.B.2-16). Along with the instructional faculty and staff, the Articulation Officer is also responsible for ensuring course applicability, transferability, and other education requirements are being met during the development and evaluation of courses and programs (I.B.2-17).

The administrative procedure (I.B.2-18) and the Distance Education Faculty Handbook information on the DE faculty resources page also emphasize faculty expertise and knowledge to establish and maintain quality in these DE courses (I.B.2-19 , I.B.2-20 , and [I.B.2-21].

Self-Evaluation

Compton Center meets the standard. The institution has clear definitions and assessment procedures for all instructional programs and student and learning support services. These definitions and procedures are available online in the appropriate handbooks. Compton Center assesses student learning outcomes and disaggregated student achievement data for its programs and is currently developing methods to disaggregate the analyses for student learning outcomes.

Action Plan

Compton Center will consult with key constituencies to determine best methods for disaggregating learning outcomes data for SLOs, PLOs, and SAOs and for disaggregating learning outcomes data between DE and traditional courses.

Evidence

I.B.2-1	SLOs by division page
I.B.2-2	SAO page
I.B.2-3	SLO timeline
I.B.2-4	PLO reports
I.B.2-5	TracDat sample reports
I.B.2-6	Program Review page,
I.B.2-7	Institutional Planning policy (AP 3250)
I.B.2-8	IR Student Achievement page
I.B.2-9	Division 1 2015-2016 Unit Plan from TracDat
I.B.2-10	BP 4020
I.B.2-11	BP 4025
I.B.2-12	AP 4020
I.B.2-13	CCC handbook
I.B.2-14	Program and Course Approval Handbook
I.B.2-15	CCC Fall 2016 curriculum review timeline
I.B.2-16	Curricunet
I.B.2-17	AP4050
I.B.2-18	AP4105
I.B.2-19	DE guidelines

I.B.2-20   Library Distance Learning Faculty Resources
I.B.2-21   example program review with DE discussion

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Descriptive Summary

Compton Center establishes mission-appropriate institution-set standards for student achievement and continuously assesses and publishes information related to these in its ongoing process to improve the institution (I.B.3-1, I.B.3-2, I.B.3-3, I.B.3-4, and I.B.3-5). Academic Senate meeting minutes and the methodology for ACCJC Institutional-Set Standards that Compton Center follows demonstrate this assessment and information-sharing (I.B.3-6, I.B.3-7). Compton Center has an established process of committee and summit meetings to set priorities and expectations regarding student achievement outcomes, while providing a broad-based understanding of the priorities and processes required in implementing strategies to achieve desired student achievement outcomes (I.B.3-8). Evidence of this can be seen in the Institutional Research documents *Outcomes Report* and *Making Decisions at El Camino College* (specifically on page 15, "Strategic Initiatives") (I.B.3-9 and I.B.3-10). These standards, assessments, and objectives are the same for all classes regardless of method of delivery (i.e. for distance education or continuing education classes, programs, or certificates) (I.B.3-11,and I.B.3-12).

The Curriculum Committee approves the goals and objectives for all classes, and the accreditation annual report data is directly used in reporting appropriate and evidence-based institutional-set standards (I.B.3-13). If Compton Center does not meet its own standards, it determines how desired student outcomes can be introduced into the appropriate institutional plans or through Enrollment Management (I.B.3-14, and I.B.3-15).

Self-Evaluation

Compton Center meets the standard. Data reported in the Institutional Effectiveness Outcomes illustrates that Compton Center has established and measured institutional-set standards regarding student achievement outcomes. Compton Center uses a variety of measurements, assessments and reports to ensure that it is meeting these standards and has a system in place to remedy any programs that are not meeting standards (I.B.3-16 and further detailed in Standard I.B.5).

Evidence

I.B.3-1   2013 Summit report
I.B.3-2   Academic Senate Agenda/Minutes 2014
I.B.3-3   IRP Student and Achievement data sets
I.B.3-4   Academic Senate Minutes
I.B.3-5   SSSP plan
I.B.3-6   Academic Senate minutes
I.B.3-7   Methodology for Institution-Set Standards
I.B.3-8   Enrollment Management Plan
I.B.3-9   2015 Planning Summit Outcomes Report
I.B.3-10   Making Decisions at ECC
I.B.3-11   SLO Alignments
I.B.3-12   2016 IEPI Framework of Indicators
I.B.3-13   Methodology for Institution-Set Standards
I.B.3-14   SSSP plan
I.B.3-15   BP2320
I.B.3-16   Program review webpage

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Descriptive Summary

Compton Center uses assessment information in organizing its processes designed to support student learning and achievement. Compton Center comprehensively collects, analyzes, and reports assessment outcomes at the course, program, and institutional levels as they relate to student learning and achievement, as well as the overall effectiveness of educational services provided in fulfilling the mission (I.B.4-1, I.B.4-2, I.B.4-3, and I.B.4-4). Direct assessments of student performance (i.e., student achievement outcomes) are also implemented at various stages of institutional planning processes (I.B.4-5). Additionally, El Camino College board policies directly emphasize structural support for student learning and achievement (I.B.4-5 and I.B.4-7) as do the planning models (I.B.4-8 and I.B.4-9) and guides for decision-making (I.B.4-10).

Assessment data regarding student learning is primarily reviewed by academic programs' faculty and management and are incorporated into the appropriate area plans, unit plans, and/or program

reviews (I.B.4-11 and I.B.4-12). Each academic program prepares assessment reports to examine if specific learning outcomes are being met and recommends actions to be taken regarding effective production of these learning outcomes (I.B.4-13, Biology example and I.B.4-14). Academic and student service programs are also required to analyze and report student achievement data in their respective program reviews (I.B.4-15) and use this information to guide recommendations for improvement. Additionally, student achievement assessments serve as primary data indicators referenced in key institutional plans (I.B.4-16 and I.B.4-17).

Compton Center disaggregates virtually all student achievement data according to demographic characteristics in order to examine factors of difference when analyzing and reporting this information. The Institutional Research & Planning (IRP) website hosts demographic profiles of the student population (I.B.4-18), and regional data about the local community (I.B.4-19). The various student achievement reports provided by IRP are presented with disaggregated demographic student characteristic data (I.B.4-20) in order to help examine any potential differences among subpopulations that may need addressing through institutional action.

Self-Evaluation

Compton Center meets the standard. Compton Center uses assessment data in a variety of ways, and institutional processes are organized to promote student learning and achievement. Assessments of student learning outcomes and student achievement outcomes are integrated into several stages of institutional decision-making. Assessments of student achievement are disaggregated in order to reflect any demographic group differences, and Compton Center will begin disaggregating assessments of student learning outcomes in future reports. El Camino College has established board policies and institutional plans to structurally support student learning and achievement, while the assessment data functionally supports student learning and achievement via recommendations to improve given programs and services.

Evidence

I.B.4-1   SLO
I.B.4-2   SAO
I.B.4-3   PLO
I.B.4-4   ILO
I.B.4-5   IRP Student Achievements
I.B.4-6   BP2510
I.B.4-7   AP2510
I.B.4-8   Compton Planning Model
I.B.4-9   ECC Planning Model

Standard I.B - Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness

Standard I.B.5
The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Descriptive Summary

Compton Center uses a program review process to evaluate goals and objectives of student learning and achievement as they relate to the accomplishment of the mission ([I.B.5-1](#)). Data used for program reviews are disaggregated according to specific program types and delivery methods ([I.B.5-2](#)). The program review process incorporates cyclical, systematic, ongoing evaluations of institutional programs and services. Budgeting of resources is linked to recommendations from program reviews and area plans ([I.B.5-3](#), Appendix E: pg. 23-24). Planning is integrated into institutional processes via standing and steering committees that serve advisory or decision-making roles according to input from various stakeholders ([I.B.5-4](#) and [I.B.5-5](#)). The presentation and analysis of institutional data is mandatory for each program review, and the data for any given academic program or service is available through the institution's MyECC web portal ([I.B.5-6](#)).

The program review process at Compton Center serves as a cyclical, systematic, and ongoing evaluation of programs and services. The program review process is ongoing on a four-year cycle according to the program review schedule (I.B.5-7). The data used in a given program

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review is available from tools developed by the Office of Institutional Research & Planning. These tools provide disaggregated information such as success and completion rates, and are generally available from the MyECC portal used by faculty and staff. SLO, PLO, and SAO assessment data is also used in the program review and evaluation processes (I.B.5-8). Academic programs are generally required to review their learning outcomes assessments and discuss any recommendations or proposed changes to the program or instructional design according to the results of these assessments (I.B.5-9).

The information from program reviews is discussed and acted upon within specific programs and departments (I.B.5-10), and the broader impacts on institutional effectiveness and educational quality are topics for institution-wide committees [I.B.5-11, I.B.5-12, and I.B.5-13).

Planning is additionally integrated through the various committees serving an advisory role to the Planning and Budget committee. Most significantly, the Institutional Effectiveness and Strategic Planning committees incorporate evaluations of programs and services into their regular meetings and provide the Planning and Budget committee with the information necessary to effect meaningful budgeting of resources (I.B.5-14).

Compton Center currently uses similar processes for planning, approving, and evaluating DE courses and those offered via traditional instruction methods (DI.B.5-15). Planning, as it relates to DE courses, is integrated into the overall planning process by incorporating any DE program recommendations into the appropriate area plans or program reviews.

Self-Evaluation

Compton Center meets the standard. The accomplishment of Compton Center's mission to provide educational programs and services promoting student success is assessed via a systematic and ongoing program review process. This program review process utilizes evaluations and analyses of student learning outcomes and student achievement data in order to assess the attainment of program goals and objectives appropriately. These functions are carried out via an evaluation of program reviews conducted by the Institutional Effectiveness Committee and channeled through the Planning and Budget committee with input from various managers and administrators.

Evidence

I.B.5-1   PR page
I.B.5-2   success/retention Online pages

I.B.5-3   PR page w/ integration explanation (Appendix E: pg. 23-24)
I.B.5-4   organizational chart
I.B.5-5   planning model
I.B.5-6   http://www.elcamino.edu/myecc/
I.B.5-7   PR Schedule for Compton
I.B.5-8   SLO page
I.B.5-9   Program Review (PR) guidelines
I.B.5-10   Program and department minutes
I.B.5-11   Academic Senate minutes
I.B.5-12   Institutional Effectiveness minutes
I.B.5-13   PBC minutes
I.B.5-14   Link to organizational chart and planning model
I.B.5-15   DE Guidelines and Policy

Standard I.B.6
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Descriptive Summary

Compton Center disaggregates measures of student achievement according to demographic characteristics. As described in Standard II.B.2, Compton Center is currently developing techniques to disaggregate student learning outcomes data in a similar manner. When examining student data, the institution attempts to identify any significant trends among subpopulations of students and interpret the meaning of such trends where they exist (I.B.6-1). When performance gaps are identified, strategies to reduce these gaps are created and written into the upcoming versions of any relevant institutional plans (I.B.6-2). For further details regarding resource allocation, please refer to Standard II.A and II.C.

The institution has set goals and standards for student outcomes among specific subpopulations according to institutional plans (e.g., the SEP), but not according to disaggregated student learning outcomes (I.B.6-3). The institution measures the success of these targeted outcomes by comparing the quantified student data to the previously-established expectations and goals (I.B.6-4). Institutional performance is satisfactory in that progress is on-target with several goals such as degrees and certificates awarded, while some goals such as persistence and CTE

completion have already been met. While progress towards reducing gaps among student subpopulations has been made, specific measures regarding goals and expectations among subpopulations are not yet available.

In terms of student achievement, institutional plans and programs such as the Student Equity Plan (SEP) and the Student Success and Support Program (SSSP) have been implemented to reduce gaps seen between subpopulations of students and to provide additional support to particular students who would benefit from such assistance (I.B.6-5 and I.B.6-6). For more specific details on resource allocation, please refer to Standard II.A and II.C.

In terms of student learning, analysis of disaggregated data has yet to occur, but the SEP and SSSP are designed to improve both student learning and student achievement. Compton Center is considering methods for disaggregating student learning outcome data through various possible options, such as including an "SLO" Component in the MyECC WebAdvisor tool for faculty use in submitting grading information (I.B.6-7 and I.B.6-8).

Self-Evaluation

Compton Center meets the standard. Compton Center disaggregates student achievement data and implements strategies to reduce any performance gaps that are identified. Compton Center has utilized Student Equity and Student Success resources to hire directors and personnel to improve our ability to mitigate performance gaps as student learning outcomes are disaggregated.

Evidence

I.B.6-1	Example link to Time to Completion report 2014-15
I.B.6-2	Student Equity Plan
I.B.6-3	Institution-Set Standards and methodology
I.B.6-4	IE Outcomes infographic
I.B.6-5	Student Equity Plan
I.B.6-6	SSSP Plan
I.B.6-7	WebAdvisor tool on MyECC
I.B.6-8	https://myecc.elcamino.edu/faculty/Pages/WebAdvisor.aspx?title=Grading&pid=ST-XWESTS017

Standard I.B.7
The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management,

and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Descriptive Summary

Compton Center regularly evaluates all of its policies and practices to assure their effectiveness in supporting academic quality and accomplishing the mission. The institution primarily uses systematic review processes to assess the effectiveness of its cycles of planning, resource allocation, and evaluation (I.B.7-1 , I.B.7-2 , I.B.7-3 , I.B.7-4).

El Camino College holds an annual planning summit for all stakeholders to discuss the effectiveness of the evaluation cycle (I.B.7-5). Compton Center also hosts Strategic Planning Summits for its stakeholders to establish an institutional planning model and determine how planning processes are designed to foster improvement. The effectiveness of these planning processes is measured via surveys such as the (I.B.7-6, I.B.7-7, and I.B.7-8) evaluating stakeholder perspectives and understanding of decision-making and planning processes.

Various committees assess the effectiveness of their area regarding evaluation, integrated planning, resource allocation, and re-evaluation. This includes but is not limited to the Institutional Effectiveness Committee, the Strategic Planning Committee, the Assessment of Learning Committee, and the Distance Education Committee (I.B.7-9 and I.B.7-10).

Compton Center utilizes several methods of data collection to obtain evidence regarding the effectiveness of DE learning programs and related support services, including but not limited to student surveys and quantitative student outcome data related to learning and achievement (I.B.7-11). For example, students are sent surveys regarding the satisfaction of DE courses after completing them, and the results are compiled and analyzed (I.B.7-12). Academic program reviews are required to include an analysis of the effectiveness of DE courses in comparison to on campus instruction (I.B.7-13). The Office of Institutional Research & Planning also reports student outcomes disaggregated according to instructional method when possible (I.B.7-14).

Self-Evaluation

Compton Center meets the standard. Compton Center has several methods of evaluating the effectiveness of institutional policies and practices. Planning summits are attended by stakeholders from all institutional areas, and, in addition to the data discussed at these summits, surveys are administered to attendees in order to provide an evaluation and assessment of policies and practices. Student achievement data and outcomes are some of the additional

measures used, especially to determine the effectiveness of DE learning programs and support services.

Evidence

I.B.7-1	Program Review
I.B.7-2	SAOs
I.B.7-3	SLOs
I.B.7-4	AP 3250 - Institutional Planning
I.B.7-5	2015 Planning Summit Outcomes Report
I.B.7-6	Compton Strategic Planning summits
I.B.7-7	Compton Consultative Survey
I.B.7-8	2015 Consultation Survey
I.B.7-9	CEO Recommendations for Standing Committees
I.B.7-10	Need link to standing committee survey results
I.B.7-11	Online Success & Retention Rates
I.B.7-12	Spring 2016 DE Student Survey Results
I.B.7-13	2016 Academic Program Review Guide
I.B.7-14	2014-15 Distance Education Course Analysis

Standard I.B.8
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Descriptive Summary

Compton Center publishes or otherwise broadly communicates the results of all assessment and evaluation activities so that stakeholders have a shared understanding of strengths and weaknesses that can be appropriately prioritized.   Compton Center regularly hosts opportunities for participation in and communication about its planning and evaluation processes.   The Strategic Planning Summit invites broad participation, and board meetings which invite comments from both college and community stakeholders (I.B.8-1 and I.B.8-2).

Examples of assessment and evaluation activities include Compton Center's program review process (I.B.8-3). The results of these program reviews are broadly communicated via the website (I.B.8-4) and through procedures such as Academic Senate meetings (I.B.8-5). Data regarding evaluations of the effectiveness of programs and services are communicated through

various internal channels (e.g., the MyECC PR tool) (I.B.8-6). The SLO website is a publicly accessible source for communicating assessment results and reports for the institution and all programs and services. The SLO website is also a repository for assessment resources, the Assessment of Learning Committee's activities and reports, and presentations from SLO Coordinators (I.B.8-7). The Institutional Effectiveness Committee examines the procedures for programs and services' assessment results (I.B.8-8 and I.B.8-9), and this information is passed on to the Planning and Budget Committee (I.B.8-10 and I.B.8-11). The Institutional Effectiveness Committee and Strategic Planning Committee serve as advisors to the Planning and Budget Committee (I.B.8-12), so institutional decision-making is necessarily based on a shared understanding of these assessment and evaluation results (I.B.8-13, I.B.8-15, and I.B.8-15).

Likewise, stakeholders provide direct evaluative input during events such as Compton Center's Strategic Planning summit (I.B.8-16), the joint planning summit hosted by El Camino College (I.B.8-17,and I.B.8-18), and surveys or evaluations distributed in response to the summits held (I.B.8-19 and I.B.8-20). Compton Center also provides opportunities for informal evaluation as well as communication of various institutional assessments via public participation in board meetings (I.B.8-21, I.B.8-22, and I.B.8-23).

Self-Evaluation

Compton Center meets the standard. Compton Center communicates assessment and evaluation results through a variety of channels. Committees dedicate meetings and summits to discussing these results, which are forwarded to other committees more responsible for institutional decision-making. Several mechanisms exist for participation in and communication about college planning and evaluation, and this participation and communication is duly noted and circulated through the institution.

Evidence

I.B.8-1	Summit Evidence
I.B.8-2	Board minutes
I.B.8-3	PR page
I.B.8-4	Link to Completed PRs page
I.B.8-5	Link to Senate minutes
I.B.8-6	Screenshot or link to MyECC PR tool
I.B.8-7	SLO website
I.B.8-8	PR rubric
I.B.8-9	IEC minutes

I.B.8-10	IEC minutes
I.B.8-11	PBC minutes
I.B.8-12	Committee Org Chart
I.B.8-13	IEC minutes
I.B.8-14	SPC minutes
I.B.8-15	PBC minutes
I.B.8-16	Strategic Planning Summit evidence
I.B.8-17	2015 ECC Planning Summit
I.B.8-18	Making Decisions at ECC document
I.B.8-19	2015 ECC Consultation Survey
I.B.8-20	Planning Summit Outcomes Report
I.B.8-21	BP 2350,
I.B.8-22	BP 2345,
I.B.8-23	Board minutes

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Descriptive Summary

Compton Center engages in continuous, broad, systematic evaluation and planning processes (I.B.9-1, I.B.9-2, I.B.9-3, I.B.9-4, and I.B.9-5). Program review, planning, and resource allocation are all integrated into a comprehensive decision-making process designed to accomplish the institutional mission while improving its effectiveness and academic quality (I.B.9-6 and I.B.9-7). Planning specifically addresses short- and long-term needs for our programs and services. For example, program review guidelines specify that the short- and long-term needs of a given program or service be written into the document as recommendations for improved human, physical, technological, and financial resources (I.B.9-8).

Compton Center ensures that institutional planning addresses the needs of programs and services through an integrated process that allows smaller units such as programs and service areas to send recommendations to larger units such as departments. These departments ultimately provide recommendations to the institution itself, as represented by decision-making committees

such as Planning and Budgeting Committee (I.B.9-9 and I.B.9-10). The needs and recommendations specified by smaller areas and units are effectively carried through a comprehensive process such that the broadest institutional planning is reflective of resources required to achieve Compton Center's mission.

This process is further detailed on the Academic Affairs Program Review page (I.B.9-11) specifying that program review recommendations are entered into Program Plans, which are considered by Deans and Division leadership into the appropriate Unit Plans, which the Vice President integrates into Area Plans. These Area Plans are then prioritized into Compton Center's overall recommendations, which are reviewed by the Planning and Budgeting Committee (according to the institutional mission and strategic initiatives) before being incorporated into the institutional budget forwarded to the CEO and governing board for approval.

The institution collects data in several ways to analyze the effectiveness of its academic programs and services, including program reviews (I.B.9-12), student surveys (I.B.9-13), and the maintenance of Management Information Systems (MIS) data pertaining to student learning and achievement outcomes and the use of student services. SLO, PLO, and SAO assessments are also incorporated into the evaluation process and used to identify what is working well among the programs and what areas need further improvement (I.B.9-14, see example assessments). In a broader sense, departmental data (e.g., Student Services intake data), personnel evaluations (I.B.9-15), and meeting minutes serve as additional evidence about the effectiveness of Compton Center's programs and services. Compton Center's evaluation processes and results directly contribute to improvement in programs and services by serving as evidence to support any recommendations (e.g., from program reviews) entered into various levels of institutional planning. Area plans and overall recommendations for the institution reflect the desired improvement noted in program reviews (I.B.9-16).

Compton Center collects assessment data for DE similarly to data collected for traditional instructional methods. All academic programs and services collect and assess learning outcomes through departmental meetings, regardless of instructional method (I.B.9-17).

Self-Evaluation

Compton Center meets the standard. Compton Center engages in continuous, broad, systematic planning and evaluation. As indicated by institutional plans and governing board documents, Compton Center has established a system for guiding resource allocation and decision-making based on the wide variety of available evidence reported by various stakeholders and constituent

groups. These evaluation and planning processes are cyclical and sufficiently comprehensive to consider various resource needs throughout all levels of institutional planning.

Action Plan

Compton Center will determine how to incorporate a continuous improvement design into its Planning Model. The design will describe the categories and components, methods, and cycle of these evaluation and improvement processes.

Evidence

I.B.9-1   Ed Master Plan
I.B.9-2   Comprehensive Master Plan
I.B.9-3   BP 3250
I.B.9-4   AP 3250
I.B.9-5   Making Decisions at ECC
I.B.9-6   Compton Planning Model
I.B.9-7   ECC Planning Model
I.B.9-8   Program Review guidelines
I.B.9-9   Compton Planning Model
I.B.9-10   Committee Org Chart
I.B.9-11   PR page
I.B.9-12   Completed PRs page
I.B.9-13   CCSSE results
I.B.9-14   SLO page and/or example assessments
I.B.9-15   Link to anonymous personnel evaluations
I.B.9-16   Link to Area/Unit/Program plans and associated sample PRs
I.B.9-17   SLO alignment grid and timeline

Standard I.C - Institutional Integrity

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Descriptive Summary

Compton Center assures that information provided to students, prospective students and stakeholders regarding its mission statement, learning outcomes, and educational programs and services is provided clearly, accurately, and with integrity. Compton Center provides stakeholders and the public with accurate information through the following avenues:

- The Compton Center Mission Statement, as adopted under El Camino College, is shared with the general public through the Compton Center website (I.C.1-1), the printed College Catalog (I.C.1-2) and the semester Class Schedules. Poster versions of the Mission statement are posted in various areas around campus, as provided from the Public Relations & Marketing Department.
- Student Learning Outcomes (SLOs) for every course provided through the Compton Center are provided on every class syllabus students receive the first day of class for both in-person and distance education courses. All SLOs and PLOs are posted online through El Camino College (I.C.1-3).
- The Compton Center's accreditation status is available online (I.C.1-4) and I.C.1-5) along with annual updates printed in the College Catalog (I.C.1-6 page 300).
- All educational programs are outlined online (I.C.1-7) in the College Catalog (page 51), and in the degree transfer articulations provided in the Transfer and Career Center. All student support programs available at the Compton Center are outlined in the College Catalog (page 311) and online through their respective webpages (I.C.1-8).
- Programs with independent accreditation list their accreditation status and other related information on their website [Nursing? Other?].

In addition, Compton Center provides accurate information regarding student achievement data and the data provided to external agencies such as the California Community College Chancellor's Office (I.C.1-9).

The Compton Center ensures the integrity of publications through regular reviews of policies and procedures regarding publications. The Public Relations and Marketing (PR&M) department has developed standards and a process for all publications. PR&M provides a Communications Guide and Publishing Manual that presents publication and branding guidelines (I.C.1-10). PR&M gathers feedback from students, faculty, staff, and administration. This process ensures all published material, including all electronic representation, is developed with the integrity of the campus.

Compton Center currently provides information related to DE programs on its Distance Education website (I.C.1-11 and I.C.1-12). General information regarding the definition and approval process is indicated in the relevant administrative procedure (I.C.1-13) and DE-related data is available through the Institutional Research & Planning (IRP) website (I.C.1-14, EI.C.1-15 and I.C.1-16).

Compton Center provides information to the public about student achievement in DE programs in the form of regular reports available from Institutional Research & Planning (IRP) and program reviews conducted for these DE courses (I.C.1-17). Currently, no measure is in place to evaluate the institution's DE programs, but IRP is developing a proposal for an evaluation (I.C.1-18). This Distance Education Research Design proposal is intended to provide an evaluation of students' perspectives of our DE courses, the knowledge and availability of courses, and the overall effectiveness of promoting DE. In addition, students' understanding of this information will be addressed by the Distance Education Advisory Committee (DEAC).

Self-Evaluation

Compton Center meets the standard. Compton Center consistently provides accurate and current student achievement information to the public through a variety of channels. Compton Center also provides accurate information regarding student achievement data as well as the data provided to external agencies such as the California Community College Chancellor's Office.

Evidence

I.C.1-1   [Mission Page]
I.C.1-2   [2015-2016 College Catalog (page 7)]
I.C.1-3   [SLO Timelines and Alignment Grids]
I.C.1-4   [Compton Accreditation Page]
I.C.1-5   [BP 3200 - Accreditation]
I.C.1-6   [College Catalog (page 300)]
I.C.1-7   [Majors Page]

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".

Descriptive Summary

El Camino College and the Compton Center produce a joint catalog containing accurate and current information according to the 'Catalog Requirements' listing. This catalog is available in both electronic and print formats (I.C.2-1).

Requirement	Catalog Page Number
Official name, Address, Telephone Number, and Website Address of the Institution	
Educational Mission	
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	
Course, program, and Degree Offerings	
Assessment of Student Learning Outcomes	
Student Learning Outcomes for Certificates and Degrees	
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	
Admissions Requirements	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation, and Transfer Requirements	
Academic Regulations, Including Academic Honesty	
Nondiscrimination	
Acceptance of Transfer Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
Locations or Publications Where Other Policies May Be Found	

The course catalogs are updated annually based on combined input from faculty and administration to ensure the information presented is accurate in terms of programs, locations, and policies. This information is published through the Public Relations and Marketing Department of El Camino College (I.C.2-2 and I.C.2-3).

Compton Center addresses issues of academic freedom, financial aid, and learning resources for DE courses similarly to those for face-to-face instructional methods (I.C.2-4 and I.C.2-5). Because these issues and policies are applied uniformly throughout the institution, instructors of DE courses may only be required to provide additional information that pertains to the given DE course. The catalog provides a brief explanation of how DE courses are structured and offered (I.C.2-6), and students are instructed to contact the Distance Education Office or visit the Distance Education website for more information (I.C.2-7 and I.C.2-8). Instructors are given guidelines for regular effective contact per Title 5 requirements and as indicated through administrative procedure (I.C.2-9 and AP I.C.2-10).

Self-Evaluation

Compton Center meets the standard. Compton Center regularly publishes both physical and electronic formats of its college catalog. This catalog is easily and readily available to the students, faculty, staff, and other members of the public. This catalog contains all necessary

information regarding facts, requirements, policies and procedures for its classes, degrees, and certificates whether the instructional delivery method is in-person, hybrid, or entirely online.

Evidence

I.C.2-1	2015-2016 Catalog
I.C.2-2	Public Relations Department
I.C.2-3	Admissions catalog (PDF)
I.C.2-4	BP 4030
I.C.2-5	AP 4105
I.C.2-6	Course Catalog
I.C.2-7	ECC DE Page
I.C.2-8	Compton DE Page
I.C.2-9	Title V
I.C.2-10	AP 4105

Standard I.C.3
The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Descriptive Summary

Compton Center makes student learning outcomes (SLOs) and student achievement outcomes publicly available through SLO assessment reports (I.C.3-1) and program reviews (I.C.3-2) as well as research reports (I.C.3-3). Compton Center collects assessment data related to student learning outcomes (I.C.3-4), program learning outcomes (I.C.3-5), institutional learning outcomes (I.C.3-6), and service area outcomes (I.C.3-7) as they pertain to the respective academic programs and student services offered. Additionally, student achievement data is assessed through program reviews [I.C.3-8) and research reports (I.C.3-9).

Compton Center makes data publicly available through information submitted to and hosted by the California Community College Chancellor's Office, which can be accessed and queried through their website (I.C.3-10). Additionally, all external and relevant internal reports are available through the Office of Institutional Research & Planning's website (I.C.3-11). Other internal reports are available at the request of IRP or the Office of Institutional Research.

<u>Self-Evaluation</u>

Compton Center meets this standard. Documented assessments are evaluated for student achievement by student learning and achievement outcomes that are made available to current and prospective students as well as the public. Outcomes are also disseminated into program reviews and research reports. Information is submitted and assessed California Community College Chancellor's Office in addition to the Compton Center Institutional Research Department.

<u>Evidence</u>

I.C.3-1   SLO Assessments
I.C.3-2   Program Review
I.C.3-3   Institutional Research Success & Retention Rates
I.C.3-4   SLO Page
I.C.3-5   PLO Page
I.C.3-6   ILO Page
I.C.3-7   SAO Page
I.C.3-8   2015 Program Reviews
I.C.3-9   Institutional Research (Student Achievement) link
I.C.3-10   California Community College Chancellor's Office Data link
I.C.3-11   Institutional Research & Planning link

Standard I.C.4
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

<u>Descriptive Summary</u>

Compton Center describes its degrees and certificates in terms of purpose, content, requirements, and learning outcomes, and this information is available through the course catalog and on the individual websites for each academic program (I.C.4-1 and I.C.4-2). Information about programs is verified during catalog development and regular review of website information by the appropriate academic department prior to being made available (I.C.4-3). Degrees and certificates are clearly described in the introduction of each academic program (AI.C.4-4). Student learning outcomes are not currently included in the catalog descriptions of courses and programs, but course syllabi are required to include student learning outcomes before they can be

distributed. In addition, detailed course and program information is currently listed on the homepage of various academic programs and the SLO webpages (I.C.4-5 and I.C.4-6). The College also verifies that faculty adhere to stated course objectives and learning outcomes through the faculty evaluation process (I.C.4-7).

Although Compton Center does not currently verify individual sections' provisions of learning outcomes, student learning outcome results can be disaggregated and evaluated according to individual sections or faculty members (I.C.4-8). Likewise, academic program reviews allow for the assessment and analysis of learning outcomes in individual sections or courses (I.C.4-9).

Students enrolled in DE courses receive program information through the course catalog or the webpage of their given academic program (I.C.4-10 and I.C.4-11). All DE course syllabi are required to include a description of student learning outcomes, and the student learning outcomes of individual sections can be disaggregated and analyzed separately from traditional instruction methods if necessary(I.C.4-12 and I.C.4-13).

Self-Evaluation

Compton Center meets the standard. Compton Center provides clear, consistent and accurate descriptions of the requirements, purpose, content, and learning outcomes for certificates, degrees, and courses. This information is readily available to students, faculty and staff, and the wider public through course syllabi and websites, as well as the print and online catalogs. The accuracy of these communications is continuously monitored through the appropriate college departments in charge of publishing this data and information.

Evidence

I.C.4-1	2016-2017 Catalog
I.C.4-2	Academics homepage
I.C.4-3	Admissions homepage
I.C.4-4	Academics homepage
I.C.4-5	Course Outline of Record or Syllabi Guidelines, appropriate program pages
I.C.4-6	SLO homepage
I.C.4-7	Faculty Evaluation
I.C.4-8	SLO Assessment reports
I.C.4-9	Program Review guide
I.C.4-10	Course Catalog
I.C.4-11	Admissions page

I.C.4-12   Course Outline of Record
I.C.4-13   IRP Online-Course Success and Retention Page

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Descriptive Summary

Compton Center regularly reviews its policies, procedures, and publications to ensure integrity in the representations of its mission, programs and services. These policies, procedures, and publications are reviewed, evaluated, and discussed by a wide variety of stakeholders to ensure there is consensus and integrity in the information provided (I.C.5-1 and I.C.5-2). Primarily, the governing board (Board of Trustees) oversees and identifies any problems regarding these policies, procedures, and publications (I.C.5-3, I.C.5-4], I.C.5-5, and I.C.5-6), and any such problems are communicated through the administration as well as in the publicly available meeting minutes of the governing board meetings (I.C.5-7, I.C.5-8, and I.C.5-9).

Self-Evaluation

Compton Center meets the standard. Various stakeholders and the governing board regularly review institutional policies and procedures to ensure integrity in the representation of the institutional mission and its programs and services.

Evidence

I.C.5-1   2015 Planning Summit Outcomes Report
I.C.5-2   Making Decisions at ECC
I.C.5-3   Compton BP 2200
I.C.5-4   ECC BP 2200
I.C.5-5   BP 2510
I.C.5-6   AP 2510
I.C.5-7   Compton Board Page
I.C.5-8   ECC Board Agendas
I.C.5-9   ECC Board Minutes

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Descriptive Summary

Compton Center informs current and prospective students about the basic cost of education, including tuition, fees, and other required expenses (I.C.6-1, I.C.6-2, and I.C.6-3). Compton Center follows all federal guidelines regarding disclosure of costs of education, such as tuition and fees charged to full-time and part-time students, cost estimates of for books and supplies, room and board, transportation, and any additional program costs for a program in which a student is enrolled or for which a student has expressed interest. The net price calculator accessed through the Financial Aid webpage will total the cost of tuition, fees, and instruction; estimated personal expenses and transportation; room and board; and estimated grant aid (I.C.6-4). Costs are also listed in the college catalog or the Admissions and Records webpage, but textbooks and other instructional materials are determined by the class instructors. Cost estimates for most programs are also available through gainful employment disclosures (I.C.6-5).

Compton Center publishes information on the estimated total cost of education via gainful employment disclosures for certificates offered by each academic program (I.C.6-6), but information for associate degree and transfer outcomes is not currently provided, due in part to the fact that specific pathway completion costs vary by program.

Self-Evaluation

Compton Center meets the standard. The institution informs students about the total cost of education through widely published or otherwise easily accessible means.

Evidence

I.C.6-1	Compton Fees Page
I.C.6-2	ECC Fees Page
I.C.6-3	Course Catalog: Page 20
I.C.6-4	Net Price Calculator
I.C.6-5	Examples of GE disclosures
I.C.6-6	Certificates (GE Disclosure pages)

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Descriptive Summary

Compton Center uses and publishes governing board policies on academic freedom and responsibility that make clear the institutional commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including students, faculty, and staff. The governing board policy on academic freedom applies to all courses offered by the Compton Center, and academic freedom in DE courses is the immediate responsibility of faculty or the appropriate dean for a given academic program.

Specifically, academic freedom is addressed in Board Policy 4030 (I.C.7-1), the 2016-2017 College Catalog (I.C.7-2), the student handbook (I.C.7-3), and the faculty bargaining unit contract (I.C.7-4). Additionally, board policies related to free speech and prohibition of harassment are in place (I.C.7-5 and I.C.7-6). DE students are able to access institutional policies on academic freedom and responsibility through the catalog and website. In the event there a concern about academic freedom, procedures are in place via AP 5530 (AI.C.7-7) to file formal complaints or grievances.

Self-Evaluation

Compton Center meets the standard. Compton Center publishes and communicates academic and intellectual freedom through various documentation such as board policies, employee guidelines, and the student handbook.

Evidence

I.C.7-1	BP 4030
I.C.7-2	2016-2017 College Catalog
I.C.7-3	Link to Student Handbook
I.C.7-4	Faculty Bargaining Unit Contract
I.C.7-5	Free Speech (BP 5550)
I.C.7-6	Prohibition of Harassment (AR 3431)
I.C.7-7	AP 5530

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Descriptive Summary

Compton Center establishes and publishes clear policies and procedures promoting honesty, responsibility, and academic integrity that apply to all constituencies. These policies include specific regulations for student behavior, academic honesty, and consequences for academic dishonesty (I.C.8-1, I.C.8-2, and I.C.8-3). The institution's board-approved policies on student academic honesty and student behavior are publicly available through the governing board (I.C.8-4, I.C.8-5, I.C.8-6). Additionally, academic honesty policies are required to be listed on each syllabus and are most immediately enforced by the faculty (or deans and division chairs, as appropriate) (I.C.8-7 and I.C.8-8).

Compton Center implements prevention strategies to promote student verification prior to their access of DE courses (I.C.8-9). Guidelines for student authentication are provided, and training and professional development regarding DE systems are made available to the faculty (I.C.8-10 and I.C.8-11].

Self-Evaluation

Compton Center meets the standard. Board policies and institutional practices affirm Compton Center's procedures regarding academic honesty, responsibility, and integrity. These policies and procedures apply to all constituencies and are communicated through the publicly available documents such as board policies, handbooks, and syllabi.

Evidence

I.C.8-1	Curriculum Handbook,
I.C.8-2	Page 34 of Catalog
I.C.8-3	English Handbook
I.C.8-4	BP 5500
I.C.8-5	AP 5500
I.C.8-6	AP 5520

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Compton Center's faculty members are required to distinguish between personal conviction and the professionally accepted views in their disciplines. Faculty members must follow the course outline of record regarding the topics covered in class. Faculty members are instructed to present information fairly and objectively. Compton Center communicates faculty expectations regarding the separation of personal conviction and professionally accepted views through guidelines provided to the faculty and clauses in the faculty contract regarding evaluation (I.C.9-1 and I.C.9-2).

Specifically, academic freedom is addressed in Board Policy 4030 (I.C.9-3), the 2015-2016 college catalog (I.C.9-4), and the faculty bargaining unit contract (I.C.9-5). In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 (I.C.9-6) to file formal complaints or grievances.

Self-Evaluation

Compton Center meets the standard. The agreed-upon faculty contract and board-approved policies explicitly state academic freedom is encouraged and protected at Compton Center and through the District.

Evidence

I.C.9-6   AP 5530

Standard I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Descriptive Summary

Compton Center does not seek to instill specific beliefs or worldviews. However, the institution requires conformity to codes of conduct to the extent of nondiscrimination (I.C.10-1) academic freedom (I.C.10-2) and the prohibition of harassment (I.C.10-3 , I.C.10-4, and I.C.10-5) as outlined in administrative policies approved by the governing board . Clear notice of these policies and expectations is provided prior to stakeholder and student engagement with the institution. Requirements of conformity to codes of conduct are communicated primarily through Board Policies (I.C.10-6) and Administrative Policies (I.C.10-7) with specific statements pertaining to equitable treatment listed in various handbooks, guidelines, and syllabi.

Self-Evaluation

Compton Center meets this standard. Codes of conduct are distributed to staff, faculty, administrators and students through mandated publications before involvement with the institution. Currently, the Compton Center does not endorse or publicize specific beliefs or worldviews, nor does it intend to do so.

Evidence

I.C.10-1   AP 3410
I.C.10-2   BP 4030
I.C.10-3   BP 3430
I.C.10-4   AP 3430
I.C.10-5   AR 3431
I.C.10-6   BP 5500
I.C.10-7   AP 5500

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Descriptive Summary

At this time, Compton Center does not operate in foreign locations and has no programs or activities taking place outside the United States. Distance education is not promoted in foreign locations, and the institution does not enroll students who do not currently reside in the U.S.

Self-Evaluation
Compton Center meets the standard. There are currently no institutional activities occurring in foreign locations, but if Compton Center considers future implementation of programs in foreign locations, it is aware of the proper procedures and requirements from the Commission.

Evidence

Not Applicable

Standard I.C.12
The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Descriptive Summary

Compton Center agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Compton Center will respond to meet requirements within a time period set by the Commission. Compton Center discloses information required by the Commission to carry out its accrediting responsibilities.

Compton Center demonstrates its commitment to complying with the various standards, requirements, policies, and guidelines related to the accreditation process via the Compton

Center Accreditation webpage, which is one click away from the main webpage (I.C.12-1). Documents such as the Eligibility Application (I.C.12-2), the ACCJC Letter Reaffirming Eligibility (including timelines and policies) (I.C.12-3), and general information regarding the Process to Accreditation (I.C.12-4) are all available from this page. This webpage additionally presents details of the partnership agreement between Compton Center and El Camino College (I.C.12-5), which also provides institutional documentation in compliance with accreditation and the Commission (I.C.12-6 and I.C.12-7).

Self-Evaluation

Compton Center meets the standard. Compton Center indicates its agreement to comply with various requirements, guidelines, and policies related to accreditation by communicating relevant, updated information through a dedicated Accreditation webpage on its site.

Evidence

I.C.12-1	Compton Center Accreditation Page
I.C.12-2	Compton Center Eligibility Application
I.C.12-3	ACCJC Letter Reaffirming Eligibility
I.C.12-4	General Information regarding Accreditation Process
I.C.12-5	ECC-Compton Partnership Agreement
I.C.12-6	BP 3200 - Accreditation
I.C.12-7	AP 3200

Standard I.C.13
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Descriptive Summary

Compton Center advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes (I.C.13-1). The institution describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public (I.C.13-2 and I.C.13-3).

The institution's historical record with external agencies demonstrates honesty and integrity in its relationship with such agencies, and board policies are in place to assure compliance (I.C.13-4) and prevent external conflicts of interest (I.C.13-5 and I.C.13-6). The institution responds promptly and honestly to recommendations and citations (I.C.13-7 and I.C.13-8). There are no current citations indicating difficulty with the Compton Center. The institution is compliant with the U.S. Department of Education regulations as indicated by its accredited status under the ACCJC and letters from the Commission confirming eligibility, as well as current and official data entries at the (I.C.13-9).

Self-Evaluation

Compton Center meets this standard. Compliance with institutional regulations and statutes has historically been demonstrated through administrative and board policies, as well as correspondence with external agencies. The Compton Center is currently compliant and appropriately informs all federal and state partnerships.

Evidence

I.C.13-1	AP 3200
I.C.13-2	Compton Accreditation Page
I.C.13-3	El Camino Accreditation Page
I.C.13-4	BP 3200
I.C.13-5	BP 2710
I.C.13-6	BP 3400
I.C.13-7	Compton Accreditation Correspondence
I.C.13-8	El Camino Accreditation Correspondence
I.C.13-9	National Center for Education Statistics

Standard I.C.14
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Descriptive Summary

As a public institution, El Camino College and Compton Center ensures that its commitments to high quality education, student achievement, and student learning are paramount to other

objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Institutional policies and practices demonstrate that delivering high quality education is paramount to other objectives (I.C.14-1 and I.C.14-2). For example, the institution's priorities are documented as strategic initiatives to be followed in order to fulfill the institutional mission (I.C.14-3). Compton Center does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Compton Center is a non-profit, state-funded, teaching organization with no emphasis on research or private scholarship. The campus is defined solely by its educational mission.

Self-Evaluation

Compton Center meets the standard. Compton Center's Institutional Planning board policies and the District's mission clearly prioritize student achievement and learning over other objectives.

Evidence

I.C.14-1   BP 1200 - ECC District Mission
I.C.14-2   BP 1200 - Compton District Mission
I.C.14-3   BP 1200 - ECC

Standard II:
Student Learning Programs and Support Services

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

Standard II.A – Instructional Programs

Standard II.A.1
All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Descriptive Summary

All Compton Center instructional programs meet the established standards set by the mission and strategic initiatives. All instructional programs at Compton Center are offered in fields of study that align with the institution's mission in providing transfer courses and programs, career technical education (CTE), basic skills, non-credit courses and programs for basic skills and lifelong learning. Students have the ability to earn either AA/AS/AA-T degree in 31 areas or a certificate in 29 areas (II.A.1-1). As we continue to work with our district adult schools and business partners in response to the strong workforce initiative, the potential to offer contract education, and community education grows (II.A.1-2 Page 3); (II.A.1-3 Page 10). All Compton Center courses and programs were adopted from ECC curriculum (II.A.1-4 Page 10). All courses and programs are appropriate to higher education and culminate in defined student learning outcomes (II.A.1-5). Students successfully completing courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs

(II.A.1-6 Pages 27-9) and (II.A.1-7). Program review and planning processes ensure continued course and program alignment with the mission.

Programs were identified by the Faculty Council at Compton Center and evaluated through processes and procedures specified by the El Camino College program review process (II.A.1-8). The Center is in the process of adapting the program review process through its work with the Institutional Effectiveness Partnership Initiative. Discipline faculty members develop degrees and certificates according to the standards in the ECC Curriculum Handbook (CH) (II.A.1-9 Pages 1-6). All new degrees and certificates must be reviewed and approved by the Curriculum Development committee, relevant faculty, and administrators, to determine feasibility and alignment with the College mission. Once approved locally – by the Curriculum Committee (CC), the Academic Senate, and the Board of Trustees (BOT) - new programs are submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval (II.A.1-10 Pages 1-6) and (II.A.1-11). All approved programs are published in the College Catalog, with clearly stated Program Learning Outcomes, program goals and objectives, target populations, and possible careers associated with each program (II.A.1-12); (II.A.1-13 Pages 27-29) and (II.A.1-14).

As a Center of El Camino College, all students attending the Center have access to all the programs offered by ECC even though they are not offered at the Center. In preparation to being accredited as a college, the faculty is in the process of identifying which programs and courses will that will make up the future Compton College under the auspices of BP 1200 (II.A.1-15). Their recommendations will be reviewed and approved by the Compton Curriculum Committee (II.A.1-16).

In order to further assess programs for currency and appropriateness within higher education, CTE programs must provide labor market information (LMI) drawn from a number of data sources, including recent employer surveys, regional economic studies, and newspaper/magazine articles on industry or employment trends (II.A.1-17). Additionally, the creation of an Advisory Board, consisting of appropriate CTE faculty and locals at all levels of the industry, ensures that curriculum developed is appropriate and meets industry needs (II.A.1-18).

Our offerings in distance education are focused on general education courses, which allow students opportunities to complete their degree in a timely manner. Administrative policy 4105, Distance Education, ensures compliance with Department of Education, including distinguishing between correspondence and distance education. However, the Center does not offer correspondence education (II.A.-1-19). Distance Education programs are chosen and evaluated through processes and procedures specified by El Camino College (II.A.1-20). Courses delivered

through distance education are based on the same Course Outlines of Record (CORs) as face-to-face courses, to ensure consistency and academic rigor in all courses offered in the name of El Camino College, regardless of location or mode of delivery. Distance education at Compton Center includes quality assurances built into the curriculum, course delivery and management, and program review processes (II.A.1-21). Even though Compton Center offers courses through distance education, it does not offer the ability to earn a degree or certificate solely through distance education.

El Camino College has clear transfer pathways for students that include extensive articulation of curricula to CSU, UC, and private universities). The Compton Center adheres to the same transfer pathways established by ECC. (II.A.1-22) Compton Center faculty are in the process of establishing their own curriculum process including articulation. (II.A.1-23)

Self-Evaluation

El Camino College Compton Center meets this standard. Compton Center ensures the high-quality and appropriateness of all programs and services to the mission of the College through multiple institutional processes, starting with the curriculum review process and continuing through program review where programs are periodically evaluated for effectiveness.

Action Plan

The Academic Senate, in conjunction with the Office of Academic Affairs, will create a functioning curriculum process within two years.

Evidence

II.A.1-1 Academic Programs
II.A.1-2 District Mission and Strategic Plan Page 3
II.A.1-3   College Catalogue Page 10
II.A.1-4   Academic Senate Minutes Page 10
II.A.1-5   Student Learning Outcomes
II.A.1-6 Annual Fact Book Pages 27-29
II.A.1-7 Academic Performance
II.A 1-8 Program Review Process and Materials
II.A.1-9 Curriculum Review Development Pages 1-6
II.A.1-10 Curriculum Review Development Pages 1-6
II.A.1-11 Program Review Process and Materials

II.A.1-12 College Catalogue Page 10
II.A.1-13 Annual Fact Book Pages 27-29
II.A.1-14 CTE Employment Outcomes Survey
II.A.1-15 Student Learning Outcomes
II.A.1-16 District Mission Statement
II.A.1-17 Program Review Cycle
II.A.1-18 CTE Employment Outcomes Survey Pages 1-3
II.A.1-19 Degrees and Certificates
II.A.1-20 Administrative Procedure 4105
II.A.1-21 Distance Education Faculty Resources
II.A.1-22 Transfer Definitions
II.A.1-23 Curriculum Recommendations

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Descriptive Summary

Faculty members ensure that the content and methods of instruction meet accepted standards to improve teaching and learning for student success. Faculty members who are content experts review all course outlines of record to ensure their relevancy and appropriateness every six years. (II.A.2-1). Training in curriculum development is an ongoing part of faculty professional development. Curriculum development and revision provide faculty the opportunity to reflect and update course objectives, methods of instruction and evaluation based on SLO assessment results and other related factors (II.A.2-2). Faculty members are also responsible for developing courses in response to emerging needs. For example, when the California Commission on Teacher Credentialing added another class requirement for the issuance of the Child Development Permit, a new course was created to meet that need (II.A.2-3). Another example is the Aerospace Fastener Manufacturing program where the Compton Center partnered with industry experts to design the courses and ensure that essential topics are covered to speed up career advancement by offering students and working adults the chance to receive industrial job training (II.A.2-4); (II.A.2-5 start at 6:58 minute mark).

All courses at the Compton Center are El Camino College courses and follow the same College Curriculum Committee (CCC) approval and review process. The criteria to determine appropriate credit type is take from Title 5 and the Course Outlines of Record (COR) that have been established at ECC. When determining alternate delivery modes, the same factors established by the CCC are used relying on faculty expertise. Credit units are granted based on achievement of the stated learning objectives in the COR (II.A.2-6); (II.A.2-7).

Faculty members discuss the relationship between teaching methodologies and student performance in SLO reports, program review, and the course review process. SLO and PLO assessment reports include a section on analysis of the assessment results (II.A.2-8). Faculty members provide detailed reflection on each assessment to demonstrate how they can improve teaching methodologies to improve student performance. An example of this is the work that has been done to improve success and retention rates in English A, B and C. Through the restructuring of the in-class tutoring program. Based on assessment results, faculty who teach these courses provided feedback on how to better use in-class tutors. In fall 2015, a pilot restructuring program was developed to determine how tutors and the instructor of record could best work towards improving retention and success. The new structure has been adopted as part of the curriculum starting fall 2016 (II.A.2-9). Another example of how SLO assessment reflection leads to improvement in teaching methodology is the use of service learning which is incorporated into a Geography I class. The instructor assessed the SLO for "How the Earth affects Humans and how humans affect the Earth" and from that assessment, he decided to include service learning into his class to increase student retention and success (II.A.2-10); (II.A.2-11).

Similarly, completed program reviews address areas where faculty members provide suggestions for improvement in program reviews that discuss professional development activities geared toward improving student performances (II.A.2-12); (II.A.2-13).

In the program review process, faculty analyzes relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future, and the process is consistently followed in all instructional programs, regardless of program type (II.A.2-14). One element of program review examines the curriculum's impact on the overall program. Frequency of offerings, course relevancy, success, and retention rates are all examined in the program review process (II.A.2-15). Changes to articulation and degree requirements are also considered. One result of program review may be that recommendations are made for course development or inactivation (IIA.2-9). The Compton Center's CTE programs completes program updates every 2 years. (II.A.2-16).

Program reviews utilize robust data sets including, success, retention persistence and completion data, curriculum review, SLO and PLO assessments and information regarding conditions in the academic field or related industry (II.A.2-17); (II.A.2-18). Program review is one way that Compton Center evaluates its programs and courses (II.A.2-15). Compton Center also uses course and program success and retentions rates to reflect on improving student success, curriculum and student pathways to degrees and certificates (II.A.2-19). Additionally, SLO and PLO assessment data are used to measure program improvement (II.A.2-20).

A program's relevancy is determined through environmental scans and the program review process. Program relevancy is evaluated in several ways. The process begins with analysis of course offerings, degree requirements, enrollment demand and fill rates to determine which courses are still needed. The analysis further determines how well courses, degrees, and certificates best meet transfer and career needs of students, current occupational demands and outlooks, and district and state needs for all programs (II.A.2-21); (II.A.2-15).

The results of program review are used in institutional planning with changes and improvements occurring as a result of the consideration of the program evaluations. One of the steps to evaluating program reviews is to create a list of prioritized recommendations related to strategic initiatives (II.A.2-15); (II.A.2-16). These recommendations are integrated as objectives in annual program plans. These recommendations are then considered for resource allocations and become part of Compton Center's plan (II.A.2-22).

Competency levels and measurable student learning outcomes are determined for distance education in the same manner as traditional programs by faculty during curriculum development (II.A.2-23). Faculty propose, develop, and update course outlines, certificates and programs in their disciplines, based on input from their advisory committees, the program review cycle, SLO and PLO assessments, student surveys, changes in transfer requirements and employment factors, technologies, and student and community requests (II.A.2-18).

Faculty members play a role in the process of curriculum development for distance education by completing a distance education addendum that describes how the DE version of the course will differ from the face-to-face version. Advisory committees and faculty involvement are essential in the development of new courses and certificates (II.A.2-7). Faculty members define competency levels for their courses and programs and determine how competency levels will be included in the curriculum. They also ensure all courses and programs have measurable SLOs and PLOs. Regarding teaching methodologies and student performance in distance education, subject matter expert faculty members select and discuss commonly used teaching methodologies for distance education. Distance education courses are assessed in the same

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fashion as traditional courses (II.A.2-16). When SLO assessments are conducted, distance education faculty complete the same analysis and discussions of assessment data, teaching methodologies and student performances (II.A.2-18).

SLO and PLO assessments and program reviews are mechanisms that are in place to evaluate the rigor of all courses and programs, including DE courses/programs (II.A.2-18). In addition to SLO and PLO data, along with ILO data, Institutional Research provides data for DE programs. This data also evaluates curricular review and relevancy of all courses and programs. The relevancy of a program is based on data and trends (II.A.2-13). Periodically, the Compton Center has done analysis of distance education courses versus traditional. These show traditional courses perform better than their online counterparts. A 2014-15 institutional research report concluded that there are some noticeable differences in outcomes for individual courses which are taught both online and on campus (II.A.2-24). On line education offerings have stayed mostly level over the last five years after peaking in 2011- Overall, the success and retention rates for online offerings have remained steady but are lower than state distant education rates for Spring 2011- More work is required to improve the success and retention rate (II.A.2-24) Data from these studies have been shared with the Academic Senate and with the distance education faculty to discuss improvement strategies. To improve success and retention rates, many professional development on-campus training and workshops are available for faculty participation to begin these efforts (II.A.2-25).

Academic deans determine if courses are offered in the distance education or traditional format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule (II.A.2-7). The Distance Education Office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education (II.A.2-26). In addition to training on the DE course management systems, all DE instructors must complete ECC's 8-week online certification which focuses on pedagogy related to distance education (II.A.2-27).

Self-Evaluation

Compton Center meets this standard. Faculty, including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty members, staff, and administrators act to continuously improve instructional courses, programs, and directly related services through systematic

evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence

II.A.2-1 Curriculum Handbook
II.A.2-2 Student Learning Outcomes
II.A.2-3 Child Development Course Outline of Record
II.A.2-4 The Messenger
II.A.2-5 Manufacturing Movie (start at 6-58 minute mark)
II.A.2-6 Curriculum Handbook
II.A.2-7 Curriculum Handbook
II.A.2-8 Math Course Assessment
II.A.2-9 Link to SLA Manual/Report
II.A.2-10 Trac Dat
II.A.2-11 FYE Service Learning
II.A.2-12 English 1A Course Assessment
II.A.2-13 Curriculum Handbook
II.A.2-14 Student Learning Outcomes
II.A.2-15 Program Review
II.A.2-16 Course Review Guidelines and Checklist
II.A.2-17 Student Learning Outcomes
II.A.2-18 Assessment Report
II.A.2-19 Success and Retention Rates
II.A.2-20 Life science program review, page 30
II.A.2-21 Academic Senate Packet
II.A.2-22 Irene Graff's handout on PRP, page 9
II.A.2-23 Curriculum Handbook
II.A.2-24 Enrollment Growth and Academic Performance
II.A.2-25 Distance Education Faculty Resources
II.A.2-26 Distance Education Webpage
II.A.2-27 Distance Education Senate Item

Standard II.A.3
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class

section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

<u>Descriptive Summary</u>

The Assessment of Learning Committee (ALC) strives to improve student success by coordinating assessment planning, developing sustainable methodologies and procedures, providing ongoing training, and promoting authentic communication on campus and with the community. The ALC is comprised of a faculty representative from each of the academic divisions on campus including the Compton Center and with representation from Deans and Associate Deans, Institutional Research and Planning, Student Services, Academic Affairs, and Academic Senate (II.A.3-1 Page 2-2). There are designated roles that fall upon faculty as well (II.A.3-2).

1. The Center has an SLO Coordinator who is a full-time faculty who works closely with the Dean of Student Success to oversee the assessment process.
2. Each division has an SLO Facilitator who works to disseminate SLO information to faculty and staff, and to organize the assessment process in ways that are effective within their area. (II.A.3-3)
3. Faculty SLO roles and responsibilities include entering SLO/PLO reports into TracDat, serving as department leads, developing SLO/PLO statements and assigning alignment, conducting assessments per timeline, following up on action items, recommending materials (Rubrics/assessments/strategies to be shared campus wide), providing evidence of dialogue, and reporting any changes needed to SLO website to SLO facilitators (II.A.3-4 Pages 2-3).

Compton Center evaluates student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Assessment (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). Compton Center also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment (II.A.3-5).

In the classroom, SLOs are an integral part of every syllabus (II.A.3-6) (II.A.3-7); (II.A.3-8). SLOs also act as a guide for classroom activities and direct classroom assessments or evaluations. Additional SLO prompts and guidelines have been added in the Program Review template to better integrate SLO and PLO assessments into college planning, program review, and budget processes (II.A.3-9 Pages 1-77). Each course has a course outline of record (COR) that includes SLOs (II.A.3-10). The Center provides faculty members with a model syllabus and checklist to use in preparing their syllabi (II.A.3-11). Faculty members are required to inform

students of course SLOs in their syllabi which must follow the course outline of record and submit an electronic version to the Academic Affairs Office and the discipline dean's office. The dean's office reviews all syllabi to verify the presence of adopted SLOs that are found in the course outline of record (II.A.3-11).

The College's planning model and language demonstrates the essential connection between outcomes assessment and the mission of the College and how assessment integrates with program review, curriculum, planning, and resource allocation (II.A.3-12). A number of factors shape the SLO and PLO assessment process including the college mission, strategic initiatives, Master Plan, and program goals. SLO and PLO assessment results drive curricular and instructional changes and influence program review analysis and recommendations and annual planning steps (II.A.3-13).

Compton Center has defined and assessed learning outcomes for all courses and programs. Students completing a course at the college will achieve the following Institutional Learning Outcomes ILOs): (II.A.3-14).
1. Critical Thinking – Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
2. Communication – Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
3. Community and Personal Development – Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
4. Information Literacy – Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

There are three instructional divisions at the Compton Center. The divisions are Health, Natural Sciences and Human Services; Arts, Social Sciences and Career Technical Education; and Humanities and Mathematics (II.A.3-15). Each course falls into one of these three divisions and the department PLOs and course SLOs are aligned with the ILOs in the publicly available alignment grids (II.A.3-16).

SLOs are assessed, and the data reported is recorded in TracDat by faculty SLO leads. The latest reports, which can be found on the College's SLO webpage, detail recommendations to improve success in the standard if not met as detailed in the assessment process overview (II.A.3-16); (II.A.3-17). As detailed in Standard IIA.2, the assessment results for learning outcomes are used in program review (II.A.3-18).

Self-Evaluation

El Camino College Compton Center meets this standard. All instructional programs have established and recorded PLOs and SLOs for existing courses, programs, certificates, and degrees using established institutional procedures All courses have course outlines of record that include SLOs and faculty are required to inform students of course SLOs in their syllabi Faculty members assess SLOs and PLOs and enter assessment reports into TracDat.

The ALC coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, and promotes authentic communication on campus and with the community. The ALC oversees the Institutional Learning Outcomes assessment that takes place annually, cycling through one outcome each year. Data is gathered from multiple programs and areas across campus including the Center and the information is analyzed and disseminated during Professional Development activities.

Evidence

II.A.3-1 Outcomes Assessment Handbook Page 2-2
II.A.3-2 Outcomes Assessment Handbook
II.A.3-3 SLO Contact Page
II.A.3-4 Outcomes Assessment Handbook page 2-3
II.A.3-5 Planning Model
II.A.3-6 Bibb Math 40 Syllabus
II.A.3-7 Biffle Contemporary Health1 Syllabus
II.A.3-8 Aasi Physiology 31 Syllabus
II.A.3-9 Outcomes Assessment Handbook page 1-77
II.A.3-10 CurricuNet Course Search
II.A.3-11 Syllabus Checklist
II.A.3-12 Planning Model
II.A.3-13 Assessment Process Review
II.A.3-14 Institutional Learning Outcomes
II.A.3-15 Academic Affairs

II.A.3-16 SLO Alignment Grids and Timelines
II.A.3-17 Course SLO and PLO Assessment Reports
II.A.3-18 Program Review

Standard II.A.4
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Descriptive Summary

The institution offers pre-collegiate level curriculum that supports student learning to advance to college level curriculum and clearly distinguishes pre-collegiate level curriculum from college level curriculum. The two levels are clearly distinguished as separate entities. Pre-collegiate level classes, which include non-credit, basic skills, and developmental courses, are offered in English, Math, and ESL. Pre-collegiate level classes in English are designated with numbers 80, 82, 84 for writing and letters C, B, A for reading. Pre-collegiate level classes in Math are distinguished with number coding below 100 (II.A.4-1 pages 156 and 207).

The curriculum process for both pre-collegiate and college levels begin with the Curriculum Development Process where faculty begin the process through dialogue regarding the quality of instruction, the appropriate breadth, rigor, sequencing, and time completion; this process can be found in the Curriculum Handbook which conforms to Title 5 regulations. Pre-collegiate level courses follow the same processes identified in the Curriculum Handbook. Faculty members evaluate and chart the direction for their courses and programs every four. The reviews are based on student enrollment, declared majors, recommendations from academic/professional bodies, and prevailing economic conditions. The decisions and recommendations from the reviews are incorporated into program plans (II.A.4-2).

Pre-requisite consideration for new classes and their appropriate sequence for all collegiate and pre-collegiate courses are initiated by faculty who are experts in their field. Compton Center faculty members serve as ECC Curriculum Committee members (II.A.4-3). They initiate additions or amendments to program/course offerings in order to make the curriculum at Compton Center responsive to the needs of its community in alignment with El Camino College's procedures for curricular review. Compton Center ensures the integrity of its academic offerings by conducting regular course and program reviews, faculty evaluations, and student surveys under the supervision of El Camino College (II.A.4-4); (II.A.4-5).

Course review, which includes SLOs assessments and program review, is in place to align pre-collegiate level curriculum with college level curriculum to ensure clear and efficient pathways for students. Compton Center's focus to directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum can be seen with the curriculum development and course review process (II.A.4-2)

Student Learning Outcomes are assessed on a timeline and results are used to evaluate and establish program review that ensures that students are successfully completing the pre-collegiate pathway to college level classes (II.A.4-7). Similarly, DE courses follow the same process.

Currently the Center offers some developmental math classes online in a hybrid format. Until recently Math 40, Elementary Algebra, was part of these offerings but when the latest review of online courses showed a 25% success rate, we removed Math 40 from the online offerings (II.A.4-8).

Self- Evaluation

El Camino College Compton Center meets the standard. The college ensures that pre-collegiate classes in English and Math are clearly distinguished from collegiate level classes. Faculty experts are actively involved in the curriculum process through SLO assessment, course review, and program review. Their input ensures that clear pathways are provided for students to efficiently move from pre-collegiate level courses to collegiate level courses.

Evidence

II.A.4-1 El Camino 2015-2016 Catalog pages 156 and 207
II.A.4-2 Program review home page
II.A.4-3 Curriculum handbook, People subsection
II.A.4-4 Program Review timeline
II.A.4-5 Agreement between CCCD and CCCFE
II.A.4-6 Compton Center Student engagement survey
II.A.4-7 PLO/SLO alignment grids and timelines
II.A.4-8 Unknown unworkable link.
http://www.elcamino.edu/administration/ir/docs/research/COM%20DE%20Spring%202016-pdf

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Descriptive Summary

The degrees and programs at Compton Center fulfill the requirements in accordance with the standard practices for higher education. Board Policies 4025, 4228, and 4100, as well as the El Camino College Catalog 2016-2017 specifies the general education and unit requirements necessary to qualify for degrees, certificates, transfers and other enhanced educational programs (II.A.5-1); (II.A.5-2); (II.A.5-3). 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 (II.A.5-4). Credits are awarded according to the Carnegie unit standard. Credits are awarded based on the fulfillment of the measures found in the course outline of record such as the course objectives, SLOs, and grading criteria. These criteria are found in the college catalog. The general education and graduation requirements for the degrees are stated in the 2016-2017 college catalog and Board Policy 4100.1 (II.A.5-5 Page 61). Associate degree programs are two years in length. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The Office of Institutional Research annually examines the time to completion. In the most recent study, 2014-2015, the median time to completion for degrees is 2-3 years which is down from 2013-2014 (II.A.5-6).

Degree and certificate programs at the Compton Center conform to California Education Code/Title 5 regulations for appropriate breadth, depth, rigor, sequencing and time to completion (II.A.5-7). The Center addresses the quality of course content through the curriculum development process in conjunction with the El Camino College (ECC) Curriculum Committee. The comprehensive progression is detailed in the El Camino College Curriculum Handbook and illustrated in the College Curriculum Committee-Development/Review Flowchart (II.A.5-8); (II.A.5-9).

Faculty from Compton Center participate in department, division, and college curriculum committees at ECC and are involved in creating instructional objectives, course content, instructional methodologies, methods of evaluation and assignments that demonstrate writing and critical thinking skills (II.A.5-10). Dialogue between faculty on revising or developing courses begins at the department level, then the courses progress to the division level with deans,

and finally to the College Curriculum Committee (CCC) where several readings occur before they are approved (II.A.5-11). The CCC recommends curriculum changes to the President who forwards the recommendations to the Board of Trustees for approval and ultimately, the new or modified degrees or programs are articulated with the CCC, CSU, and the UC system (II.A.5-12). The Course Outline of Record for each course is available on CurricUNET, which is searchable by any faculty member or administrator (II.A.5-13).

Additionally, the quality of instruction is evaluated through the faculty evaluation process. All new adjunct faculty are evaluated the first semester they teach. All full-time probationary faculty are evaluated each fall semester. All full-time tenured faculty are evaluated on an established timeline (II.A.5-14 Pages 18-37). Evaluation criteria include the depth of an instructor's content knowledge, classroom organization and teaching practices, and inclusion of SLOs. The evaluation procedures culminate in a conference with one or more evaluators, which include the division dean. This process ensures the quality of its instructors in each division or department.

The El Camino College Distance Education Advisory Committee (DEAC) develops policies and procedures for distance education courses that comply with local and state guidelines and Title 5 federal regulations (II.A.5-15). The committee includes faculty from all academic divisions, along with the Director of Learning Resources, the Distance Education Coordinator and staff from the DE Office, representatives from the College Curriculum Committee, Special Resources Center, and Counseling. DEAC collaborates with the Academic Senate, college and division curriculum committees to ensure quality by using guidelines from Title 5 and local standards to determine the appropriate credit type for DE courses and programs (II.A.5-16).

At the Center, there is an extensive approval process for all DE mode courses and program offered. The Instructional Division Coordinator, under the supervision of the Dean of Student Learning (Division 2-Arts, Social Sciences, and Career Technical Education), coordinates distance education offerings. Distance education student resources include online orientation, course management system information, and a student handbook for distance education (II.A.5-17). Distance education faculty resources include training, instructional media and online communication tools, and resources supporting effective online instruction (II.A.5-18).

Self-Evaluation

El Camino College Compton Center meets the standard. All degrees and programs follow standard practices for higher education in designing degree and certificate programs. In compliance with the Federal and State Code of Regulations, Compton Center meets the minimum requirements for Associate Degrees as 60 semester units. All career and technical

education and transfer programs are aligned with established policies and regulations and meet the appropriate rigor, breadth of knowledge, sequence of courses, frequency of course offerings, and stated outcomes common to institutions of higher education.

Action Plan

El Camino College Compton Center will form its own Distance Education Advisory Committee to oversee distance education at the Center.

Evidence

II.A.5-1 Requirements for Degrees and Certificates
II.A.5-2 Philosophy for Associate Degree
II.A.5-3 Graduation Requirements
II.A.5-4 Philosophy for Associate Degree
II.A.5-5 Requirements for Degrees and Certificates, page 61
IIA.5-6 Time to Completion
II.A.5-7 Program Course Approval
II.A.5-8 Curriculum Handbook
II.A.5-9 Curriculum Flowchart
II.A.5-10 College Curriculum Committee Timeline
II.A.5-11 Committees and Their Roles
II.A.5-12 College Curriculum Committee Timeline
II.A.5-13 Curricunet website
II.A.5-14 Faculty Evaluation, pages 18-37
II.A.5-15 DEAC Responsibilities
II.A.5-16 Requirements for DE Courses
II.A.5-17 Distance Education Handbook
II.A.5-18 Faculty Resources for DE

Standard II.A.6
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Descriptive Summary

The institution schedules courses in a manner that allows students to complete their degree programs (II.A.6-1 Pages 60-65). Because of the Center's size, careful consideration is given to scheduling; some programs like English, Psychology, Sociology, Political Science and Child Development offer a full breadth of courses each semester. In other programs, the courses offering are smaller and are not offered each semester. For smaller programs, courses are offered based on the programs' 4-semester plans to ensure necessary courses for degrees and certificated are offered in a timely manner (II.A.6-2) (English Four Semester Plan). The catalog publishes all GE and certificate requirements and is updated when articulation changes occur. The certificates or degrees offered require that students complete a program of study of sufficient depth in a specific field of knowledge. In addition to the courses in a specific field, degree earners also complete a general education pattern designed to encourage the development of broad knowledge in core subjects (II.A.6-3).

The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Deans and division chairs work with faculty to ensure that courses are offered so that students can complete their goals in a reasonable amount of time. In order to ensure timely completion, 4-semester plans were created for many programs which aids in scheduling (II.A.6-2).

The institution monitors and evaluates the effectiveness of learning at each level of a course sequence or program. Program Reviews are used to review and update certificate, GE requirements, course sequencing, and program sequencing (II.A.6-4). These updates are used during the development of class schedules in fall, spring and summer. Courses and programs are scheduled after course and program level performance data are evaluated for course completion and retention data. Completion and retention data are used to determine when and if course and programs are offered. The program review process includes Analysis of Research Data, Evaluation of Curriculum, SLO assessment, PLO assessment, Analysis of Student Feedback, Facilities and Equipment, Technology and Software, Staffing, Future Direction and Vision, and Recommendations. All of these areas play a role in the evaluation of the effectiveness of learning in the program (II.A.6-5).

Self- Evaluation

El Camino College Compton Center meets this standard. The Compton Center uses program review to ensure that courses within the program are aligned and that students are successfully completing the courses. As part of the program review process, student surveys are also used to gain feedback from students to help close gaps in scheduling and student needs.

II.A.6-1 Degree and Certificate Requirements
II.A.6-2 English Four Semester Plan
II.A.6-3 Course Sequence in College Catalog, pages 60-62
II.A.6-4 Program Review Process
II.A.6-5 Student Learning Outcome Process

Standard II.A.7
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Descriptive Summary

To promote equitable student success, the institution effectively uses delivery modes, and teaching and learning methods with support services to meet the needs of diverse students (II.A.7-1). The college is aware of the diversity of its students and their individual learning needs. This is demonstrated in course outlines of record where learning styles, developmental instruction, support services and educational plans are incorporated (II.A.7-2). The institution makes clear efforts to adapt coursework and instruction to the diverse needs of its students. An example of this effort is the creation of several accelerated courses in English and Math. This effort stemmed from researched results showed that the completion rate for Basic Skills Math was at 32% and the completion rate for students who started at Basic Skills English and completed a transfer-level English courses was 41-5% (II.A.7-3).

An example of acceleration was to combine two of the three basic courses into a semester long course by eliminating topics that are repeated on the course outline of record. The same was done to combine two of the three basic skills writing classes, English A and B, into a semester long English 50W course, whereby repeated topics are eliminated (II.A.7-4). In addition to these accelerated courses, there are several innovative methods employed that foster student success. Learning communities promote collegiality in which students develop learning groups to establish stronger relationships with each other and the instructor (II.A.7-5).

Technology is used because students show great comfort and enthusiasm when it is incorporated in learning. Student learning is supported through Supplemental Instruction (SI) allows improved student engagement due to personal connection through tutoring (II.A.7-6).

In the course outline of record faculty describe methods of assessment as well as appropriate delivery modes of course contents. Methods of evaluation are varied and authentic, used as a tool to measure student learning, critical thinking tasks and different teaching methods. Professional development and results from SLO assessments help instructors determine pedagogical strategies, methods, and materials which foster student success among diverse student groups (II.A.7-7). Each year, a lengthy list of professional development activities are offered to faculty and staff to foster student success. More recently, at the Fall 2016 flex day, topics like "Assessment & Feedback in the Equitable Classroom," "Facilitating Student engagement in Online Learning," and "Career Coach and Motivating Your Students." These workshops are examples of the many activities which faculty participate in to improve their teaching pedagogy so as to improve student retention and success (II.A.7-8).

Appropriate teaching methods are selected based on successfully reaching target performance for SLOs. If the results do not meet or exceed expectations, a plan is created to address the deficiency including looking at teaching methods. Teaching methods are selected from the Curriculum Handbook and at the instructor's discretion. Faculty members utilize the results of SLO assessments to evaluate the effectiveness of their instructional method. As the faculty reviews results, action plans including teaching methodologies are created for those SLOs where the standard was not met (II.A.7-9).

Distance Education courses use self-direction of students and instructor input and interaction to promote success. Academic Strategies 60 is offered each semester to help students in anticipation of skills necessary for successful completion of DE courses (II.A.7-10). The Center periodically monitors DE statistical data. A recent study done by the Office of Institutional Research shows there are some courses where the success and completion rates of online students is far below those in traditional classes. The report is being reviewed by the Faculty Council with plans to outline strategies to improve outcomes. Instructors are required to have direct/virtual/email contact with students in DE courses. In this manner, instructors can offer feedback to students in order to improve student success (II.A.7-11). In distance education courses, regular and substantive interaction between the instructor and student is expected and the dean overseeing distance education periodically visits the classes.

Compton Center uses assessment of outcomes for student learning, program learning, and institutional learning outcomes to review the effectiveness of teaching methods. This is true for traditional courses as well as DE courses. The college is cognizant of the varied needs of DE students. The Distance Education office surveys online students regarding their courses. Online learning support services are offered to students where they can hone their skills in to order to be

successful in this type of course (II.A.7-12). Statistical analyses are made examining the success of student in DE courses (II.A.7-13).

To continue assisting DE students the Center has created a format for best practices resulting in effective student learning. A list of best practices has been created for use in order to create an optimal learning experience for students in distance education courses. DE courses offer multiple ways to assess student learning. This is important so as to allow students to excel in their learning style (II.A.7-14 page 2). An example of these best practices is found in the Student Resources for Distance Education section that outlines the Online Education Initiative (OEI). This initiative has a series of interactive multimedia tutorials that address the real challenges experienced by online students, new and experienced, while pursuing success in online classes. The goal of these tutorials is to assist the Compton Center students to develop the skills required to be successful in an online course (II.A.7-15).

Utilizing these best practices in a distance education course result in student success in DE courses. Best practices resources are also available for faculty teaching online courses at the Compton Center (II.A.7-16) Instructors use a variety of teaching methods in DE courses, such as a textbook, virtual lecture and discussion, as well as homework. These methods are chosen and used initially by software training (etudes) and trial and error. Curriculum delivery is adjusted based on statistical analysis of student success (II.A.7-17).

Self-Evaluation

El Camino College Compton Center meets the standard. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students by fostering equity of student success among all students. Teaching methods and student learning is evaluated using Student Learning Outcomes.

Evidence

II.A.7-1 Student Support Services
II.A.7-2 Course Outline of Record Sample
II.A.7-3 Student Equity Plan
II.A.7-4 Introductory Level Courses
II.A.7-5 First Year Experience
II.A.7-6 Supplemental Instruction
II.A.7-7 Profession Development Flex Day Exemplars
II.A.7-8 Fall 2016 Professional Development Flex Day

II.A.7-9 Assessment Student Learning Diagram
II.A.7-10 Academic Strategies Course Description
II.A.7-11 Regular and Effective Contact
II.A.7-12 Net Tutor- Online Tutoring Service
II.A.7-13 Enrollment Growth and Performance Distance Education
II.A.7-14 Hybrid Math Syllabus page 2
II.A.7-15 Student Resources Distance Education
II.A.7-16 Distance Education Faculty Resources
II.A.7-17 Distance Education Annual Report

Standard II.A.8
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Descriptive Summary

The institution validates the effectiveness of department-wide course examinations and ensures that measures are in place to reduce test bias and enhance reliability although very few programs utilize this. The English department at Compton Center uses two reading examinations, the Degrees of Reading Power (DRP) and the Townsend Press exam to validate its reading program. These examinations assess students' mastery of skills learning in developmental reading courses. The English department establishes cut-scores to measure student progress but these scores are not the only criteria used to assess student learning or to assess them to the next level. Continued dialogue is ongoing in the department related to reading pedagogy and identifying appropriateness of the course/program examinations (II.A.8-1). CEC reading faculty members continue to work closely with ECC reading faculty and Institutional Research to periodically review the validation process of these exams. The Center ensures the use of unbiased, valid measures of student learning. Faculty members at the college participate in Reading meetings at the El Camino College campus and have a representative on the Reading Advisory Committee. This group meets to examine the validity and reliability of the uniform assessment tests being used in the program and to determine their accurate measure of SLOs. Faculty consultation and discussions take place to determine changes that may need to be made to exams and SLO statements to ensure programs use unbiased testing. When changes are made to the exam process, the changes are piloted in a sample size of courses to gain data that will assist in deciding on department- wide implementation (II.A.8-2).

El Camino College Compton Center meets the standard. The English Department ensures that it validates its department wide reading exam by active participation with the El Camino College campus Reading Meeting and Reading Advisory Committee to determine the validity and bias of exams. Faculty participates I the close alignment of course SLOs to department-wide exams to ensure that SLOs are properly assessed through the exam process. This participation results in the rewording of SLO statements for clarity and changes to department-wide exams that create more accurate measures.

Evidence

II.A.8-1 Reading Comprehension tests
II.A.8-2 Reading Advisory Committee meeting minutes

Standard II.A.9
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Descriptive Summary

The institution awards course credit, degrees, and certificates in a manner that is consistent with institutional policies and reflect generally accepted norms or equivalencies in higher education. Student learning outcomes are measures used to assess student learning but are not the sole basis for awarding course credit. The faculty has established learning outcomes with meaningful assessments and methods of evaluation in the course outline of record (COR) to ensure that students meet the outcomes that are directly linked to courses leading to successful completing of programs, certificates and degrees (II.A.9-1) and (II.A.9-2).

Credits are awarded according to accepted norms in higher education. The catalog documents established criteria that determine credits awarded for student achievement. The institution demonstrates that it follows Federal standards for clock to credit hour conversions in the award of credit. The Course Outline of Record for each course establishes clock hours for each course. The COR states lecture hours and laboratory hours. It designates what each lecture/lab hour of the class is designed to cover. Appropriate units for each course are developed through the

curriculum process.   The institution uses Federal regulation 34CFR 600.2 and state regulation 5500II.5 of the California Code of Regulations, Title 5, Division 6 for clock to credit hour conversions in the award of credit (II.A.9-3). These criteria are published in the college catalog. Credits are awarded based on the fulfillment of the measures found in the Course Outline of Record (COR) such as the course objectives, SLOs, and grading criteria (II.A.9-2).

The institution ensures that achievement of stated programmatic learning outcomes are part of the basis for awarding degrees and certificates. In addition to published criteria in the catalog, all course curriculum submitted to ECC's Curriculum Committee are reviewed every 6 years to assess learning objectives, methods used to assess student learning and outcomes, course pre-requisites, and other conditional restrictions for enrollment to courses. As courses go through course review, SLOs are included on all Course Outline of Record (COR) along with method of class instruction, assessment methods, course objectives, content, and grading standards. As stated in the COR, the most current SLO statements are maintained on the El Camino College SLO webpage (II.A.9-4). SLO statements, assessment instruments and timelines are revised accordingly to reflect generally accepted norms. All course syllabi include SLO statements and course objectives that have been adopted by the Center. Division deans monitor the consistency of each syllabus to determine accuracy of content, activities and assessment methods for all courses. Dialogue begins at the department level with faculty members who serve at every level of the vetting process. The dialogue that begins at a department's program review level and ends with approval by the Vice President assures that courses contain the appropriate depth, sequencing and expected learning outcomes (II.A.9-5) and (II.A.9-6).

The institution has policies for the award of academic credit for DE programs that are the same as traditional programs and include rationale for the credit, and are regularly reviewed. The DE course process includes approval by the Curriculum Committee and during the curriculum review process. The institution awards credits for DE courses in the same manner as traditional programs. DE courses use the same COR for courses as traditional courses plus an addendum that describes any changes between the DE course and the traditional one. Successful completion of the courses is measured through assessments delineated in the COR and is at the discretion of the faculty teaching the course. All SLOs and course objectives are met and measured through the specified measurable assignments found in the COR. Courses that are suitable for DE teaching are reviewed through the curriculum review process (II.A.9-7).

Self-Evaluation

El Camino College Compton Center meets the standard. The awarding of course credits is directly calculated through the assessment of student learning outcomes, course objectives, as

well as grading criteria found in the Course Outline of Record. The Compton Center adheres to all federal and state standards for credit-to-clock hour calculations. The college has developed a streamlined system that uses SLOs to develop PLOs and subsequently to develop ILOs. This allows for assurance that the granting of course credit is aligned with all goals of the institution.

Evidence

II.A.9-1 Course Outline of Record sample
II.A.9-2 Academic Handbook
II.A.9-3 Definitions of types of Associate Degrees, College Level and Credit Hour
II.A.9-4 Student Learning Outcomes
II.A.9-5 Curriculum Processes
II.A.9-6 Certificates offered
II.A.9-7 Curriculum Processes

Standard II.A.10
The institution makes available to its students clearly stated transfer- of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The institution makes available to students the policies on transfer of credit to fulfill degree requirements that certify the expected learning outcomes (II.A.10-1) and (II.A.10-2). Transfer of credit policies are communicated to students through the Admissions and Records office. Students submit official transcripts from other institutions to evaluators to determine which courses may be used to fulfill degree or transfer requirements. An evaluator awards transfer credit certifying the transferred courses have comparable learning outcomes to the particular courses offered at the Compton Center. In addition, students receive curriculum guide sheets that outline the CSU, UC and private university transfer requirements (II.A.10-3). Utilizing funding from the Student Success and Support Program, the Center hired an evaluator to evaluate transcripts of incoming students to assist counselors in preparing education plans.

A Counselor is currently placed in the Transfer Center and works with other counseling staff to advise them of changing requirements at the CSU, UC, and private universities. Counselors are kept up-to-date on changing transfer requirements at meetings coordinated on the ECC campus. The college catalog and transfer/articulation websites are important resources for students regarding transfer policies (II.A.10-4). The catalog also provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associates Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites (II.A.10-5 Pages 70-74).

El Camino College maintains comprehensive articulation agreements with a number of public and private universities including out-of-state schools including institutions from the Historically Black Colleges and Universities (II.A.10-6 page 70). As part of the articulation process, the Articulation officer works closely with all of the faculty to facilitate the transferability of new and revised courses to university, and conducts ASSIST workshops to enhance their understanding of articulation agreements. Once a course is reviewed and approved by Curriculum Committee, the Articulation Officer electronically submits the course outline of record for possible inclusion on the CSU Breadth and UC general education pattern by ASSIST and Online Services for Curriculum and Articulation (OSCAR). The Articulation Officer updates the CSU and UC sheets in both hard copy and online as well as states the changes in the current catalog. The Articulation Officer also serves prepares a yearly curriculum change document and electronically submits it to the college's and Center's counselors and evaluators and to the California Intersegmental Articulation Council (CIAC) listserv to gather any updated information for the catalog (II.A.10-7).

While El Camino College and the Compton Center offer distance education courses, only one course, Academic Strategies 60, Strategies for Success in Distance Education, is offered exclusively online. As this course is non-degree applicable, no articulation agreement is necessary. All other courses and programs, if offered through distance education, are covered by articulation agreements already in place.

Self –Evaluation

El Camino College Compton Center meets the standard. Articulation and transfer information is maintained and communicated through the website and catalog. Admissions and Records certify all of the transfer of credit courses. Through its affiliation with ECC, the Compton Center maintains current articulation agreements for the purpose of ensuring transferability.

Action Plan

As part of the curriculum development process, the Center will establish appropriate policies and procedures for a functioning articulation process within two years.

Evidence

II.A.10-1 Policy on Credits
II.A.10-2 Transfer Admission Guarantee
II.A.10-3 Transfer Requirements
II.A.10-4 Transfer Center
II.A.10-5 Articulation/Transfer Patterns Pages 70-74
II.A.10-6 Articulation/Transfer Patterns Page 70
II.A.10-7 Articulation

Standard II.A.11
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Descriptive Summary

The institution includes SLO, PLO, and ILO assessment results to measure the effectiveness of all institutional programs. All Compton Center programs have aligned courses to program learning outcomes, programs to institutional learning outcomes and course learning outcomes to institutional learning outcomes (II.A.11-1). Student learning outcomes and program learning outcomes are communicated to students via course syllabi, division, college web pages and division catalogs (II.A.11-2); (II.A.11-3 page 11) and (II.A.11-4). TracDat, a relational database, now integrates SLO statements and corresponding assessment reports with program review reports (II.A.11-5). SLO data, when submitted into TracDat, is automatically populated into the program review module for reference when faculty members are reflecting on program success or areas to improve during program reviews (II.A.11-6). SLO assessments are ongoing. Results are used to improve student learning and teaching practices, as well as to inform curricular and program changes (II.A.11-7).

The institution uses several processes to ensure that it provides high quality programs. To ensure that the institution provides high quality programs, course success and retention data, program

review, and SLO assessment findings at both the College and Compton Center are used to measure the effectiveness of all instructional programs. All courses and programs are reviewed through an established course review cycle (II.A.11-8). SLO assessments are "… the vehicle to promote continuous improvement in our courses, programs and services" (II.A.11-9).

Each academic program has established Student Learning Outcomes, Program Level Outcomes, and these in turn contribute to Institutional Level Outcomes. Data from these assessments are used in all program reviews (II.A.11-9). Faculty within the program use institutional data, student and faculty evaluations, established trends, and results and reflections from SLO assessments to evaluate their program. One of the 9 items that makes up each program review includes "Assessment and Student and Program Learning Outcomes" which requires that faculty describe how they have improved their SLO process and engaged in dialogue about assessment results (II.A.11-10). The analysis conducted through the reviews allows faculty to evaluate the quality of their programs and what measures need to be in place to improve each program's course offerings and ultimately its program offerings.

There are four ILOs that are aligned to PLOs and SLOs (II.A.11-11). The fours ILOs are: Critical Thinking; Communication; Community and Personal Development; and Information Literacy. The Compton Center faculty work in collaboration with ECC's faculty in evaluating all ILOs. One of the ILOs is Community and Personal Development. This ILO's outcomes are assessed to ensure that students become productive and engaged members of society by demonstrating personal responsibility and community and social awareness which includes an understanding and appreciation of diverse perspectives. The ILO statement reads: "Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services." This ILO assesses the student's ability to become an engaged member of society to bring about social awareness that will include the ability to engage in diverse perspectives. Assessments are conducted on a cyclical basis to measure if students fulfill the goal of the ILO (II.A.11-12).

In Fall 2012, an one of the ILOs were assessed to determine if students exhibited the following "Community and Collaboration" competency. More than half of respondents included in the survey indicated that they participated in group projects in class, obtain news regularly and voted in a local, state or federal election during their time at the college. They reported that being at the College has increased their ability to work collaboratively with people from other cultures or backgrounds and to see things from the perspective of others. Students also expressed that being at the college has impacted their sense of responsibility and engagement in their communities by taking on more responsibility, being more collaborative and engaging in community activities. In addition, students gained confidence in taking on leadership roles inside and outside the

classroom. Students took leadership roles in their class group projects, campus organizations and their respective communities ([II.A.11-11](#)).

Quantitative competency is address in the Critical thinking ILO which requires students to be able to "compute and analyze multiple presentations of quantitative information, including graphical, formulaic, numerical, verbal, and visual." It also asks to "analyze, compose and assess the validity of an argument" which addresses the ethical reasoning ([II.A.11-11](#)).

The institution uses information competencies to assess if students are able to evaluate and choose credible sources for information, understand when and how to give citations in the format appropriate for their field of study and research data and draw conclusions based on an analysis of that data. The Information Literacy ILO states: "Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use." The institution assesses these competencies in information retrieval/use by assessing both students and faculty to determine if these competencies are being taught to students ([II.A.11-11](#)). This ILO assessment was completed in Spring 2013, and several findings were reported. One recommendation from this assessment was to redefine the Information and Technology ILO statement to make the assessment clearer. Another recommendation was to "adopt a Consistency Project approach, like that adopted by the ECC Humanities Division, that encourages a knowledge and use of varied information resources and told for research" ([II.A.11-13](#)). Training could be provided through peer faculty brown bag discussions, through Faculty/Staff Development Committees, Flex Day offerings, Division meetings, Academic Senate ([II.A.11-12](#)).

Self-Evaluation

El Camino College Compton Center meets this standard. The Compton Center includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence

[II.A.11-1](#) PLO and SLO Statements and Timeline Alignment Grid
[II.A.11-2](#) CEC Faculty Resources
[II.A.11-3](#) El Camino 2016-17 Catalog page 11.

II.A.11-4 DeHardt Psychology 5 Sec 9179
II.A.11-5 Tracdat Dashboard
II.A.11-6 ECC Assessment Overview Diagram2
II.A.11-7 English PLO Assessments Fall 2015
II.A.11-8 PR Cycle
II.A.11-9 SLO Home Page
II.A.11-10 Program Review materials 2016 home page
II.A.11-11 Institutional Learning Outcomes
II.A.11-12 Institutional Learning Outcomes
II.A.11-13 Final report for Assessment of Institutional learning outcomes October 2013

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Descriptive Narrative

The general education philosophy is reflected in degree requirements through courses offerings that encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge. The governing board establishes the general education philosophy, (II.A.12-1). This board policy states that the associate's degree represents more than an accumulation of units. Each associate degree offered contains a pattern of general education and major courses designed to provide students experiences, capabilities, and insights into a specific field of knowledge. The courses offered promote the ability to think and communicate, both orally and in writing. The four ILOs address critical thinking, communication, community and personal development and information literacy that are used to assess if the Compton Center is producing civil society, skills for lifelong learning who are applying learning and expanding their knowledge in the arts and humanities, the sciences, mathematics, and social sciences. Students are given the opportunity to take a wide variety of courses that teach the above mentioned skilled. All SLOs and PLOs are aligned with the ILOs

and the mission of the Center which determine program and course offerings. These courses provide students mathematical skills, inquiry skills, and promote insights to gaining self-understanding and becoming aware of other cultures and times (II.A.12-2); (II.A.12-3); (II.A.12-4) and (II.A.12-5).

The graduation requirement found in the catalog confirms the work faculty have done to establish relationships between course and program outcomes to determine the inclusion of Board Policy 4025 courses for general education. A course must be recommended by discipline faculty members and goes through a process from the division curriculum committee to the College Curriculum Committee for approval before it is included in the catalog. Courses and programs are evaluated by faculty members. They use institutional data, analysis of curriculum, established trends, and results and reflections from SLO and PLO assessments to evaluate their program. Faculty members are able to evaluate the quality of their program and strategize on the steps to improve each program's course offerings and program offerings. Finally, approved courses are included in the general education pattern after articulation with the four-year (II.A.12-6 pages 60-62).

The rationale to offer general education courses in a DE mode is published in the institution's catalog and its rationale is to offer students a flexible class schedule. The institution holds DE faculty to the same standards as faculty who teach face-to-face courses, and they are evaluated on an established timeline to confirm that DE students are meeting collegiate standards and rigor. The Compton Center faculty contract has adopted an additional evaluation document to evaluate DE faculty. This form is used to confirm if DE faculty members are meeting established collegiate rigor and standards (II.A.12-7 pages 23 and 59). All DE faculty are provided the more resources and training offered to face-to-face instructors so they are able to keep current with on-line teaching strategies (II.A.12-8).

SLO, PLO and ILO assessments are used to evaluate that students are developing the listed skills in DE/CE mode and periodic evaluation of the established assessment methods are used to determine the effectiveness of the assessment method. All courses and programs, whether DE or face-to-face, undergo the same assessment process and timeline (II.A.12-9). SLO and PLO assessment results are used for curricular and instructional changes. These assessment results are used to analyze if changes are required in DE course offerings, instructional design or teaching strategies. These changes will affect program review analysis and annual planning recommendations (II.A.12-10) and (II.A.12-11).

Self-Evaluation

El Camino College Compton Center meets this standard. It requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence

II.A.12-1 Board Policy 4025
II.A.12-2 Institutional Learning Outcomes
II.A.12-3 Distance Education Catalog
II.A.12-4 Earn and Degree or Certificate
II.A.12-5 Approved Distance Education Courses
II.A.12-6 Catalog Pages 60-62
II.A.12-7 Catalog Pages 23 and 59
II.A.12-8 Distance Education Faculty Resources
II.A.12-9 Administrative Procedure 4105
II.A.12-10 PLO AND SLO Statements and Alignment Grids
II.A.12-11 Assessment Reports

Standard II.A.13
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Descriptive Summary

All degree programs are focused on at least one area of study that is based upon student learning outcomes and competencies to meet appropriate degree level of key theories and practices in the established area of focused study. Degree requirements are outlined in the 2016-2017 college catalog. The catalog outlines general education and major requirements. There are four general education patterns: Associate of Arts, Associate of Science, California State University transfer,

and Intersegmental General Education Transfer Curriculum (IGETC). Students may choose to complete at least 18 units of coursework in a major under the "El Camino College Major Requirements" in which a degree is currently offered. These courses pertain to the student's specialization for transfer or to receive an AS or AA degree. These courses are reviewed for outcomes and completion through program reviews, SLO assessments and curriculum review (II.A.13-1).

The College's commitment to focused study is likewise reflected in both its definition of the associate degree and in Board Policy 4025 and it is also found on page 56 describing the requirements for an associate degree that states "the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest." Students are required to successfully complete a minimum of 60 units of degree applicable coursework that includes 23-31 units of general education, a minimum of 18 units of focused study in the major or in an interdisciplinary core, and, if necessary, electives. A complete list of the focused areas of study for El Camino College is available in the 2016-2017 catalog as well as Certificates of Achievement and ten state-approved Certificates of Accomplishment in specific core areas, many of which provide options from which the student can choose. The Compton Center offers 31 degree programs and 29 certificate programs (II.A.13-2) However, ECC's catalog lists 41 Associate in Arts Degree programs and 36 Associate in Science Degrees, for a total of 77 AA/AS degrees. The 2016-2017 catalog has 22 approved AA-T/AS-T degrees listed. All degrees are reviewed by the College Curriculum Committee to ensure that they meet Title 5 requirements with regard to general education and in-depth study before they are submitted for state approval. Program level outcome assessments are used to evaluate the appropriateness of the focus in all programs within the area of inquiry (II.A.13-2). The list of programs that can be earned solely at the Center can be found on the website. Each of the ECC certificate programs requires completion of courses in a particular field. Unlike degree programs, courses outside the field are not generally required (II.A.13-4).

Self-Evaluation

El Camino College Compton Center meets the standard. All degrees at the college include depth of knowledge in the selected area of study as well as general education knowledge. All courses that are included in each degree are selected and evaluated through the Program Review process to ensure that PLOs and SLOs are aligned. This ensures that standard discipline knowledge is maintained in each degree.

Evidence

Standard II.A.14
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Descriptive Summary

The Compton Center offers 27 CTE certificates and 11 CTE associate degrees which can be found listed on the Center's website. CTE programs adhere to a competency-based curriculum. Faculty, working with advisory committees, develops or modifies curriculum to comply with industry standards, changes in regulations, and licensing requirements (II.A.14-1). Students completing degree and certificates demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external certification or licensure through a variety of methods. Instructors evaluate students' skills through practical examinations. Assessment and evaluation of student and program learning outcomes measure preparedness for employment and illustrate that students meet or exceed targets and the results are stored in TracDat.

Several programs have external licensure or certification testing: nursing, emergency medical technician, cosmetology, auto, and welding. Associate degree nursing students take the NCLEX exam at the completion of their program to become licensed registered nurses. Over the past five years, our pass rate for first-time takers decreased from a high of 84-75% in 2011-12 to a low of 59-26% in 2014-15, the department initiated interventions to improve the NCLEX pass rate. Based on quarterly reports provided by the Board of Registered Nursing, our pass rate from July for 2015 through June 2016 was at 66-7% which is a slight increase from the 2014-15 rate. The rate in 2016 improved to 82.3% (IIA.14-2). The Center just reinstated the cosmetology program; therefore, there will be no licensure data for 18 to 24 months. The remaining certifications are not easily tracked. Our knowledge of the results is dependent on the student providing us with the information. For example, in the welding program, the instructor arranges for the Department of Building and Safety to offer the LA City Structural written exam on campus for the students. In Fall 2016, 16 of the 18 students who took the exam passed (II.A.14-3). Upon completing the Emergency Medical Technician class, students who have earned a B or better are eligible to take the National Registry of Emergency Medical Technician (NREMT) certification exam. Since

spring 2015, 27 students have taken the exam. Of the 13 students who attempted the exam for the first time, 11 were certified (84-6%). Of the remaining 14 students, within this time frame, 9 were certified (64%) (II.A.14-4).

El Camino College Compton Center has participated in the CTE Employment Outcomes Project since 201II. The purpose of this statewide project was to address the current lack of data to validate the impact of CTE programs. In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges—including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs—El Camino College and other community colleges partnered with the RP Group, the Bay Area Community College Consortium and practitioners from around the state to develop a universally available survey methodology. A survey based on completers and leavers is conducted annually. Getting students to respond is a problem. In the last survey, 732 students were surveyed but only 191 responded for a response rate of 26% survey was encouraging. The latest survey showed that even if a degree was not earned, students noted a positive employment outcome and respondents posted a 21% increase in their hourly wage (II.A.14-5)

Self-Evaluation

Compton Center meets the standard. All CTE programs demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. A faculty advisory committee works with employment labor force representatives to ensure accuracy and currency of the programs.

Action Plan

The Dean of Student Learning for Arts, Social Sciences & Career Technical Education will work with faculty to devise a method to better track the results of external certification exams for the programs offered at the Center.

Evidence

II.A.14-1 Compton Center Committee page on MyECC
II.A.14-2 combined quarterly NCLEX results
II.A.14-3 email from P. Richardson
II.A.14-4 NREMT results

CTE employment outcomes survey for Compton Center 2016

Standard II.A.15
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Appropriate arrangements are made when programs are eliminated or changed so students can complete their education in a timely manner. The college assists students that have completed 75 percent of the program to complete the program at another college, or allows the program to remain open until the students complete their program requirements (II.A.15-1). The Compton Center provides courses that are components of El Camino College programs (II.A.15-2). Accordingly, the Center-has no ability or mechanism to eliminate or downsize an established El Camino College program. Compton Center has developed a separate configuration, however, for program review purposes and this provides a means to evaluate whether course offerings in a specific program or discipline should be increased or decreased. In those instances, where course offerings are reduced, students are advised and are able to take courses on the main campus to complete all program requirements. This enables Compton Center to best meet the needs of its students without compromising their ability to matriculate in any program. In spring 2016, an Educational Program Taskforce was convened to identify programs that have had a decline enrollment. The identified programs are required to produce a comprehensive plan ~~to~~ that addresses areas for improvement with timeline for improvement or discontinuance before the programs are terminated (II.A.15-3).

Self- Evaluation
El Camino College Compton Center meets the standards. Compton Center ensures that students are able to complete their education in a timely manner if it becomes necessary to eliminate or change programs.

Action Plan

The Academic Senate in conjunction with the Office of Academic Affairs will develop a program discontinuance policy for the Compton Community College District.

Evidence

II.A.15-1 Graduation Requirements for Degrees and Certificates
II.A.15-2 2015-2016 Catalog Page 300
II.A.15-3 CEO recommendation and taskforce report

Standard II.A.16
The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Descriptive Summary

The Compton Center evaluates the effectiveness of its courses and programs through Student Learning Outcome (SLO) Assessment and Program Review. Program Review is conducted by all departments every four years, with the exception of CTE programs, which conduct a review every two years (II.A.16-1). The Program Review schedule can be found here (II.A.16-2). During 2015-16, the Center working through the Institutional Effectiveness Partnership Initiative prepared a plan to improve our program review process and its linkage to planning and budgeting (II.A.16-3). The Compton Center regularly evaluates and improves the quality and currency of all instructional programs. All instructional programs are evaluated for quality and currency though the curriculum review process (II.A.16-4). In addition to the curriculum oversight, while conducting program reviews, faculty analyze their curriculum utilizing SLO assessment data (II.A.16-5) to determine the what changes need to be in the curriculum during the coming years. Compton Center strives to create a culture where outcomes assessment continually improves the quality of student learning and institutional effectiveness. Members of each department and program engage each other in the development and assessment of outcomes. Dialogue within and amongst departments and programs moves the college forward to meet the evolving needs of our students through instruction, curricula, programs, and services (II.A.16-6).

The SLO assessment schedule for all programs are found on the Center's website (II.A.16-7) and the program review schedule too is posted on the Center's website (II.A.16-8).

The College follows the "Guiding Principles for Student Learning Outcomes Assessment Cycles" (II.A.16-9). Assessments of student learning offer the institution a vital measure of how effectively the College is fulfilling its mission. Assessment results provide evidence upon which

to base curricular, planning and budget decisions, which promote greater student success. SLOs are assessed each semester according to the schedule set by the SLO Alignment grid (II.A.16-10).

Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all the Center's courses, programs and services. A student learning outcome assessment cycle is a four-stage process which includes:
1. Identifying a student learning outcome.
2. Designing and implementing an assessment plan.
3. Reflecting on assessment results and drawing conclusions with the college community, inviting review and comment, and recommending and implementing changes to promote improved student learning.
4. Sharing results and conclusions with the college community, inviting review and comment, and recommending and implementing changes to promote improved student learning.

Criteria used in program review include relevancy, appropriateness, achievement of students learning outcomes, currency, and planning for the future. The program review process is consistently followed for all college programs, regardless of the type of program (II.A.16-11). Program Review provides an opportunity for faculty and staff to discuss the strengths, weaknesses, opportunities and threats to a program. After considering a variety of quantitative and qualitative data, including SLO assessment results and Institutional research data (II.A.16-12), program review identifies changes to improve student learning and success in the program and its courses (II.A.16-13). These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost. Other times, faculty recommends changes to curriculum or degrees and certificates, which are proposed to the Division and College Curriculum Committees (II.A.16-14). Curriculum development is guided by *The Course Outline of Record: A Curriculum Reference Guide* (II.A.16-15). An example of a Course Outline of Record can be found here (II.A.16-16).

Data are available for program evaluation including curricular review and program review. Institutional Research provides a breakdown by course for each program (II.A.16-12). Data may include:
1. Grade and retention rates for Day and Evening courses.
2. Grade and retention rates for on campus and distance courses.
3. Grade and retention rates broken down by gender, ethnicity and age.
4. Number of applications and requests processed.
5. Results of satisfaction surveys.

Program evaluation results are used in institutional planning and suggested changes and improvements occur as a result of these evaluations.

One of the steps involved in evaluating program reviews is creating a list of prioritized recommendations related to the Compton Center's Strategic Initiatives. These recommendations are integrated as objectives in annual program plans and are considered for resource allocations.

At this time, we do not offer any DE programs. The majority of the classes offered online allow students to complete some of their general education requirements. Data are available for DE offerings but are incorporated with the data for the programs. Recently a study was done to compare success and retention rates of online and traditional courses. These results are used by all academic deans to determine the appropriateness of courses offered in the distance education format based student performance. The Distance Education Office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education.

Self-Evaluation

The El Camino College Compton Center meets this standard. Compton Center regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence

II.A.16-1 Program Review home page
II.A.16-2 Program Review 2015-2019 schedule
II.A.16-3 CEO recommendations to improve the Institutional Effectiveness Committee
II.A.16-4 Curriculum Committee Handbook – people section
II.A.16-5 SLO homepage
II.A.16-6 Faculty Meeting Minutes
II.A.16-7 SLO statements for ART
II.A.16-8 Program Review cycle

II.A.16-9 SLO Assessment Principles home page

II.A.16-10 SLO and PLO timelines and alignment grids home page

II.A.16-11 Program view home page

II.A.16-12 Compton Center grade distributions with success and retention rates

II.A.16.13 Program Review

II.A.16-14 College Curriculum Committee Flowchart

II.A.16-15 Course Outline of Record Guide

II.A.16-16 Course Outline of Record Sample

Standard II.B – Library and Learning Support Services

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

<u>Descriptive Summary</u>

Compton Center supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services provided by the Library and other learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education (II.B.1-1). Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services such as software programs like PLATO, an educational support software that assists students in improving their learning skills and works to reinforce instructional concepts (II.B.1-2).

Role of the Library
The Compton Center Library is a critical part of the institution that meets the needs of students and supports the college's mission of successful student learning by providing quality information and instructional support for Compton Center's diverse community. The Library is located in a new facility on campus, the Library Student Success Building, which opened in 2014. Compton Center offers a Student Success Center (SSC) to provide tutoring and other academic support services that fulfill this requirement (II.B.1-1); (II.B.1-2); (II.B.1-3).

Information about student learning needs is provided by instructional faculty and staff through the Library Advisory Committee. This information guides selection of library resources. Librarians attend division meetings and have access to SLOs and syllabi from all academic departments. Compton Center Library staff meet with their El Camino College counterparts to share and develop ideas about meeting student needs. Instructors inform librarians about

assignment specifics before class orientations. With this information, librarians can prepare and select materials and be ready to direct students to the available relevant resources.

Assessment of the Library and Learning Support Services
Compton Center assesses the effectiveness of the Library and learning support services in terms of quantity, quality, depth, and variety by striving to meet ACRL (Association of College and Research Library) Standards, comparing learning outcome data with other libraries, and conducting student surveys. In a joint effort, the Student Success Center generates a detailed survey each semester for students to provide feedback on library services (II.B.1-8); ([II.B.1-9](#)). In this way, the SSC assesses effectiveness of tutoring and academic support services, including recommendations for library materials or services.

Library Education for Students
Compton Center Library SLOs address desired research skills as presented in the Introduction to Information Competency course, (Library Science I), which has been offered consistently since Fall 2014. Library orientations and one-on one bibliographic instruction are also provided to students. In addition, Compton Center librarians have worked with several instructors to develop assignments for their disciplines that involve accessing information through various library resources. Orientations and workshops continue on a regular basis for classes in several disciplines. During 2014-2015 year, 57 orientations were presented to approximately 1,342 students. This is an increase from previous years; a total of 43 orientations were presented to 1,177 students in 2011-2012. These orientations provide students with an understanding of the Library and its purpose; how Library staff can assist them; the services and resources available to them through the Library, and techniques for accessing and evaluating information. Learning outcomes are measured through evaluation of assignments from the Library Science I course as well as how proficiently students retrieve and evaluate information.

Library Collection and Accessibility to Students
The Compton Center Library ensures a sufficient depth and variety of library materials by maintaining a current, constantly evolving collection, with services, and resources to meet learning needs and support the Center's diverse population of students, faculty, and staff. Student satisfaction surveys of 2014-2015 confirm that the Library addresses the myriad requirements of students and staff. The depth and variety of the library collection reflects diverse needs, including basic literacy, popular works, and scholarly information resources to support the range and levels of academic and vocational courses (developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. The Library has a Collection Development Librarian who continually adds and updates materials in the inventory. The Compton Center

Library houses a variety of resources comprising print books of various levels, E-books, print periodicals, audio books, CDs and a diverse assortment of databases to cover the curriculum.

The Compton Center Library collection includes over 40,000 print books and over 130,000 e-books accessible through an online catalog on and off campus. The Library is open 61 hours each week during regular fall and spring semesters, and 40 hours per week during Summer and Winter sessions, with hours clearly posted on the Compton Center website. In addition, the Library provides access to quality online information resources such as subscription databases, internet sites for reference assistance both on campus and off campus via the Library website.

The Library subscribes to 42 full-text online periodical and reference databases and 115 print periodicals to support the academic, vocational, and personal needs of Compton Center students. These databases offer thousands of peer-reviewed and scholarly journals, popular resources, recreational reading, newspapers, and personal development materials, and are accessible on and off campus via the Library website (II.B.1-12); (II.B.1-13); (II.B.1-14).

The Compton Center Library strives to support its diverse student population and all instructional programs equally to ensure accessibility. In addition to the variety of resources and texts detailed above, many materials are available various formats, such as audio books, low-level readers and CDs to meet diverse needs. There are 18 student-use computers for in-library research and six dedicated computers for searching the online catalog. Two stations include enhancements for students with disabilities. A networked printer is linked to the computers in the lab, and The Library offers a copy station equipped with printers for student use. Staffing consists of two daytime library assistants, one afternoon/evening clerk, three full-time librarians, and three part-time librarians; library personnel are scheduled during evenings and weekends to ensure that students who attend night classes are adequately served. The Library is open Monday through Thursday from 7:30 a.m. to 8:00 p.m., Friday from 7:30 a.m. to 4:00 p.m. and on Saturday from 7:30 a.m. to 2:00 p.m. during regular semesters (II.B.1-12); (II.B.1-13).

Library Access for Distance Education and Off-Site Students
Comparable services are provided to Distance Education students and students at off-site locations. The Library provides access to materials through the website in a variety of formats such as e-books, thousands of periodicals in the databases with media that support the curriculum and can be accessed on or off campus. Tutorial PowerPoint presentations on using the Library and conducting research, as well as a virtual tour of the Library are provided on the website. Telephone and e-mail reference service are available during operating hours so that DE and off=site students have equal access to a librarian. Compton Center offers online tutoring through NetTutor, a 24/7 online tutoring service free for students. All students have access to this service

via Etudes, Compton College's current Learning Management System. ([II.B.1-13](#)); ([II.B.1-16](#)); ([II.B-1-17](#)); ([II.B.1-19](#)); ([II.B.1-20](#))

Self-Evaluation

Compton Center meets this standard. The Library maintains a quality collection with abundant services, and resources to support Compton Center's diverse population of students, faculty, and staff. The depth and variety of the Library collection reflects diverse student needs and supports a wide range academic and vocational courses. Materials are accessible on or off campus through a modern interface on the campus website.

Evidence

[II.B.1-1](#) Library Website
[II.B.1.2](#) Student Success Center Webpage
[II.B.1-3](#) Library Services PDF
II.B.1-4 El Camino College Curriculum Committee Meetings Minutes
II.B.1-5 Minutes of Library Advisory Committee
II.B.1-6 SLO Samples
[II.B.1-7](#) El Camino College Catalog, Page 249
II.B.1-8 Student Surveys
[II.B.1-9](#) ACRL Standards
II.B.1-10 SLOs Comparisons with other libraries of similar size and composition
II.B.1-11 Library Survey PDF
[II.B.1-12](#) Library Database Log-In
[II.B.1-13](#) E-Book Data Base Access
[II.B.1-14](#) Listing of Library Databases
[II.B.1-15](#) Library Tutorial Page
[II.B.1-16](#) Etudes Log-In
[II.B.1-17](#) Library Pathfinders
[II.B.1-18](#) Library Virtual Tour
[II.B.1-19](#) Gutenberg Website
[II.B.1-20](#) Library Reserve Collection

Standard II.B.2

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Descriptive Summary

The Compton Center Library provides educational services and resources to support curriculum and provides means for accessing information for student learning and research. The Library strives to maintain its mission of providing services and materials to students and the broader community as a means of enhancing student learning. The Library collection is substantial and is regularly evaluated to ensure its collection and services promote student success.

As addressed in Standard II.B.1., the Library relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain adequate educational equipment and materials to support student learning in keeping with the Compton Center mission. Professional librarians, with input from other faculty, paraprofessionals and students, update and add to the collection by using standard publisher catalogs and book reviews. Librarians keep up with curriculum changes so that current needs are met, including when a class is added or removed from the course schedule. Removal of outdated materials from the collection is as important as obtaining new materials, so input from faculty, staff, and administration is vital. Librarians, with the help of other faculty, are continuously involved in weeding the collection–removing and disposing of outdated materials that are no longer useful to students. Compton Center follows the same collection and weeding policies that are in place at El Camino College (II.B.2-1).

In the Compton Center's state-of-the-art Library, there are dedicated classrooms for instruction and librarians who offer classes in Information Competency. Also, the Library can accommodate classes that require students to perform hands-on exercises. As addressed in Standard II.B.1, Compton Center evaluates library and other learning support services to ensure adequacy in meeting identified student needs. Evaluation of these services provides evidence that contributes to the achievement of SLOs and other objectives. The institution uses the results of these evaluations as the basis for improvement.

Instructional faculty and staff provide information about student learning needs to guide the selection of educational equipment and materials that support student learning. The Student Success Center makes effort to reach out to faculty to learn about any software programs that the Center would purchase as supplemental learning support such as PLATO, Rosetta Stone, and

other software. Furthermore, the Faculty Innovation Center is designed to serve as the platform at addressing any faculty needs for student learning (II.B.2-2).

The Compton Center assesses the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety by striving to meet the ACRL standards. In addition, the Student Success Center conducts surveys related to usage and effectiveness of learning support equipment. According to the SLOs, students demonstrate knowledge of the various services available that the Library offers. The results of the surveys indicate that students are using the Library and are generally satisfied with the level of services provided. (II.B.1-9); (II.B.1-11); (II.B.2-3).

The institution knows it has sufficient depth and variety of library materials to meet the learning needs of its students because it maintains a quality collection, with services, and resources to support the Center's diverse population of students, faculty, and staff. The institution makes continuous efforts to maintain sufficient depth and variety of the library collection which reflects diverse needs, including basic levels, popular, and scholarly information resources to support the range and levels of classes (developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. The Library listens to the requests that are made by students and staff, and it works to fill those areas where gaps are noted (II.B.2-3). The Student Success Center orders books from the campus bookstore for both tutors and students to use during tutoring sessions. In addition, the SSC holds a variety of anatomy models and other textbooks which students borrow during tutoring sessions.

Information about the learning needs of Distance Education students is provided by instructional faculty and staff to inform the selection of library resources. Faculty members submit requests for Reserve materials for their classes: if these are not in the collection, they are ordered as soon as possible. Instructors and students freely suggest materials/resources, and the Library ensures these requests are met as promptly as possible. (II.B.2-5). Professional librarians also provide input for the selection and acquisition of materials that are relevant to our DE/CE (Distance Education/Correspondence Education) curriculum.

The Library and other sectors of the Center provide different resources that support student learning in the DE mode. Equipment to support learning for students studying in DE mode are provided in the Student Success Center open lab. Students have access to a state of the art 100 PC station computer lab located inside the Student Success Center. The Library also has a lab to support student information retrieval. Other open access labs are in the Vocational Tech building. The computers in the Student Success Center and the Vocational Technology building labs are supported by the servers provided by the Information Technology Services (ITS) of the

Center. ITS servers provide 24-hour internet service through WI-FI and broadband sources. Student learning in the DE/CE mode is also supported by an online tutoring program, Net Tutor, at no cost charge to the students.

The Library collection is made available to students with remote access to the institution through the Compton Center's website and the MyECC student portal. Students can remotely access the library collection through their internet providers at any time of the day and for as long as needed.

The Library collects materials based on the current curriculum, and the students have access to every collection in the Library. Students have access to the online catalog of our print collection, and to the e-book collection which has over 130,000 books. The 42 databases have thousands of journal articles available, all of which can be remotely accessed (II.B.1-14). The Library also provides access to quality online information resources such as subscription databases, internet sites for reference assistance, both on campus and virtually via the Library's website (II.B.1-1). Also available online is a tour of the Library and a tutorial on how to use the available tools to locate materials and conduct research. Compton Center believes that these means of access to the library collection adequately address the learning needs of the students. Annual service surveys conducted by the Library to poll its users always generate positive responses especially to user satisfaction questions.

The Library uses information from Institutional Research on retention and success rates from DE courses, SLO assessment data, and program review reports in TracDat to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE mode. (II.B.2-7). Institutional Research regularly provides data segregated by division, department, discipline, course, and instructor every semester. (II.B.2-8) Information from the library survey is also evaluated to determine if the services provided by the Library do enhance the achievement of stated student learning outcomes or not for students using the DE mode.

Self-Evaluation

Compton Center meets this standard.

Evidence

II.B.2-1 Collection and Weeding Policy
II.B.2-2 Faculty Innovation Center
II.B.2-3 Feedback and requests from faculty

II.B.2-4 Survey Feedback
II.B.2-5 Library Advisory Committee Minutes
II.B.2-6 SSC Computer Lab Homepage
II.B.2-7 Tracdat Login Page
II.B.2-8 El Camino College Success and Retention Rates

Standard II.B.3
The institution evaluates Library and other learning support services to assure adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The institution uses various instruments such as student surveys and questionnaires to evaluate the Library and other learning support services (II.B.3-1). The evaluation instrument assesses the use, access, and relationship of the services to intended student learning. The survey/feedback includes input by faculty, staff and students who serve on the Library Advisory Committee. The evaluation provides input from all sectors of the college, which includes managers who also contribute feedback related to the Library and learning support services. The Institutional Effectiveness Committee evaluates the program reviews from the Center's various Service Area Outcomes and this includes the Library and the Learning Resource Center. The SSC also houses a Faculty Innovation Center which serves as a location where all faculty can participate and offer input on how to better the services of the SSC. There is also a computer lab for instructors to use for research and course preparation (II.B.2-6).

The evaluation of Library and other learning support services includes assessment of use, access, and relationship of the services to intended student learning outcomes for DE programs. The Center has a Distance Education Advisory Committee (DEAC) that is responsible for offering a DE curriculum that enhances achievement of stated student learning outcomes. The committee comprises faculty, staff, and students. DEAC evaluates DE instruction and ensures that available resources adequately support DE student learning. DEAC evaluates the use, access, and relationship of the services to intended student learning outcomes for DE programs. The Student Success Center uses data from surveys, questionnaires, and feedback from semester to semester to measure and improve the use, access, and relationship of the services to intended student learning outcomes for DE programs.

In evaluating and assessing the services the Library provides, the librarians take into account the Library's mission statement, annual program plan, program review and SLOs. The Library also surveys its DE mode students and faculty to assess use and satisfaction with the facility and services (II.B.3-1). The results of the survey do indicate that students are using the Library and are generally satisfied with the level of services provided. The Library also participates in state, federal and other surveys. These surveys are generally used to compare how we stand against other libraries and are also used to make some improvements as we strive to become a better Library.

Self-Evaluation

Compton Center meets the standard. Compton Center evaluates library and other learning support services to assure adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. Compton Center uses data from evaluation surveys of orientations conducted by librarians for the different classes and individual students to use the Library and other learning support services available in the Student Success Center.

The needs of students and faculty recommendations serve as the primary basis for improvement of the services provided by the Library and the Student Success Center. Professional librarians with input from other faculty, paraprofessionals and students, update and add to the collection by using standard publishers' catalogs and book reviews. The librarians keep up with curriculum changes so that all areas are fully provided for, whether it is a new class added or taken off the curriculum.

Evidence:

II.B.3-1 Library-SSC User Survey

Standard II.B.4
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through

contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Descriptive Summary

Compton Center collaborates with other institutions or other sources for library and other learning support services for its instructional programs. Formal agreements with other libraries are documented (II.B.4-1). These resources and services are adequate for the Center's intended purposes, and are easily accessible and utilized. Compton Center is responsible for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement with materials and service vendors. The College regularly evaluates these services to ensure their effectiveness. The Student Success Center has agreements with software companies such as PLATO and Rosetta Stone. (II.B.2-6).

There are yearly agreements with vendors or their agents that are signed and paid annually for goods that Compton Center receives. For example, there is a yearly agreement with Community College League of California to purchase various software programs/packages at a discounted price. There is a standing reciprocal contract in place with California State University Dominguez Hills (CSUDH) whereby students from either campus can use and borrow books from either library.

The Library contracts with system vendors, book vendors, copy vendors, database, and security vendors for the provision of library and learning support services. Compton Center regularly evaluates the services and responses to our needs by the contract partners, thereby ensuring the quality of the Library and learning support services. These services are used regularly by students, faculty and staff as evidenced from surveys on satisfaction and database use tracking. In the case of PLATO and Rosetta Stone, the software packages have data generating components. The software companies inform the Student Success Center of usage and effectiveness. The Student Success Center also conducts its annual user satisfaction survey to be sure its services are being used and are effective. A formal agreement is in place for student printing in the Library. Network Digital Resources and Services provides the hardware, supplies and maintenance for printing for a fee to the students. Maintenance agreements are in place yearly for the 3M security gate, and the automated system Voyager and its reporting module, Analyzer. These are all yearly agreements and are renewed only if they are serving the needs of the institution. (II.B.4-2)

Self-Evaluation

The Compton Center meets the standard. Compton Center collaborates with other institutions or other sources for library and other learning support services for its instructional programs. Formal agreements with other libraries are documented. These resources and services are adequate for the Center's intended purposes, and are easily accessible and utilized. Compton Center is responsible for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement with materials and service vendors. The Center regularly evaluates these services to ensure their effectiveness. The Student Success Center has agreements with software companies such as PLATO and Rosetta Stone.

Evidence

II.B.4-1   Formal Agreements with other Libraries
II.B.4-2   Agreements with Vendors

Standard II.C – Student Support Services

Standard II.C.1
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution.

Descriptive Summary

Compton Center regularly evaluates the quality of student support services and demonstrates that these services support student learning and ensure accomplishment of the mission of Compton Center. Student support services, including distance education, are evaluated through systematic Program Review and annual Service Area Outcomes assessment. In addition, Compton Center administers annual student and department-level surveys and engages in formal annual planning efforts. Such assessment demonstrates support of student learning by determining necessary improvements.

Assuring Quality Student Support Services
Compton Center has implemented a four-year cycle for Program Review to measure the effectiveness of student support programs, including Admissions and Records; Assessment, Athletics, Counseling, California Work Opportunity and Responsibility to Kids Act (CalWORKs); Extended Opportunity Program and Services (EOPS); Cooperative Agencies Resources for Education (CARE); Financial Aid; First-Year Experience; Outreach and School Relations; Foster & Kinship Care Education (FKCE); Special Resources Center (SRC); Student Development; Transfer & Career Center, and TRIO Upward Bound Math Science (UBMS). Student Services submits respective department program reviews to the Program Review Committee for approval every semester so that each service area is thoroughly and systematically evaluated. Unapproved program reviews are returned with comments for resubmittal and improved as required. After approval, Program Reviews are submitted to the Institutional Effectiveness Committee for final review. (II.C.1-1).

Requests for improvements that may arise between formal program review cycles assure that assessment data is considered on a more frequent basis than every four years. Recommendations from program review and annual plans for specific student support areas are linked in TracDat for prioritization; these are included in the Comprehensive Master Plan, which drives the allocation of funds as detailed in Standard II.A. (II.C.1-2).

Compton Center maintains an Institutional Research Office to assist with the development of surveys and other research instruments to ascertain reliable and relevant data on the impact and effectiveness of programs and projects offered at the Center. Funding is directly aligned with this process to ensure that the College and Center validates its Strategic Initiatives for continued growth of program and project effectiveness (II.C.4).

Programs that require additional assessment and external review in order to receive ongoing funding are the Student Success and Support Program (SSSP), EOPS/CARE, Special Resources Center, CalWORKs, FKCE, UBMS, and Youth Empowerment Strategies for Success (YESS) programs. In addition to the assessment procedures outlined above, Compton Center evaluates these programs annually according to state and/or federal regulations (II.C.1-2).

Assessing Distance Education Support
To identify the needs for distance education support services and ensure these are addressed properly, Compton Center has adopted the review and assessment processes established by the Distance Education Office at El Camino College, which are based on WASC standards, and for which El Camino College received special commendation from the ACCJC in 2014.

Since less than ten percent of Compton Center's course offerings are online, formal assessment of distance education infrastructure occurs through consistent Program Review and routine analysis of Student Learning Outcomes for individual academic departments in addition to examination of Service Area Outcomes. In addition, Compton Center relies on extensive survey data to evaluate distance education infrastructure and monitor student progress, including student knowledge of DE campus policies; technological proficiency; DE course effectiveness, and overall effectiveness. Surveys such as the Community College Survey of Student Engagement (CCSSE); Survey of Entering Student Engagement, (SENSE); the Distance Education Survey, and Customer Service Satisfaction Surveys regularly assess services in order to ensure The Center makes informed decisions for improving distance education infrastructure. Compton Center administers these surveys annually, addressing the results in departmental meetings and campus forums to ensure well-targeted improvements. Survey outcomes are published annually on Compton Center's Institutional Research webpage (II.C.3, II.C.4, and II.C.5).

Compton Center prepares students for success in distance education courses through the implementation of an extensive online readiness test and DE student handbook, both adapted from materials provided at El Camino College. These documents specifically address the skills and tools required to complete an online course, with special emphasis on support services available for distance education students, including online tutoring and a full-time distance education coordinator who is accessible to both day and evening students (II.C.6 and II.C.7).

<u>Self-Evaluation</u>

The college meets this standard. Compton Center regularly evaluates the quality of student support services to ensure they meet the needs of Compton Center students. Improvements to these myriad services rely upon metrics data, SAOs, SLOs, program review, and formal surveys to improve and enhance student learning, including the continued success of DE students.

<u>Evidence</u>

II.C.1-1 Program Review Timeline
II.C.1-2 Student Services Student Area Outcomes
II.C.1-3 Survey of Entering Student Engagement 2014 Survey Results
II.C.1-4 Distance Education Student Survey Results Spring 2016
II.C.1-5 Enrollment Growth and Academic Performance: Traditional vs Distance Ed Courses
II.C.1-6 Student Handbook for Distance Education Courses
II.C.1-7 Student Resources for Distance Education Courses

Standard II.C.2
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

<u>Descriptive Summary</u>

Compton Center routinely assesses its student support services, including its Distance Education support infrastructure, through a variety of standard assessment methods as enumerated in Standard II.C.1, including formal program review, Service Area Outcomes, and extensive student and staff surveys. Evaluation results are used at the department level to improve student services as needed to meeting changing needs. The location of Distance Education students is addressed at the initial application stage through Admissions and Records, as is authorization requirements for out-of-state students.

Assessment and Improvement of Student Support Services
As described in detail in Section II.C.1, Compton Center relies on a four-year cycle for Program Review to assess its many student support programs. Every semester, different service areas are scheduled for review, so that each is assessed thoroughly every four years. Upon completion,

such reviews are forwarded to the Program Review Committee for approval. Approved Program Reviews are submitted to the Institutional Effectiveness Committee for final review. (II.C.2-1); (II.C.2-2); (II.C.2-3); (II.C.2-4)

Recommendations from program review and Annual Plans (detailed goals and projections for each service area) are presented in TracDat and in turn included in the Comprehensive Master Plan, which drives the allocation of funds as detailed in Standard II.A.

Location of Distance Education Students
The Compton Center Admissions and Records division, through the use of the State Chancellor's Office OpenCCC application process, requires accurate location information for all students, include those enrolled in distance education. Online students must be reasonably local, as many DE courses require at least one on-campus meeting. Compton Center complies with the Chancellor's Office guidelines on out-of-state tuition fees and charges non-residents $216 per unit in addition to the standard $46 per unit fee. All students, including those enrolled in DE courses, must provide reasonable documentation to prove state residency of no less than one year to qualify for standard tuition rates. (II.C.2-5); (II.C.2-6); (II.C.2-7).

Determining Distance Education Student Benefits
As addressed in Standard II.B, Compton Center determines how well students benefit from its Distance Education support services through assessment of use, access, and relationship of the services to intended student learning outcomes for DE programs. The Center has a Distance Education Advisory Committee (DEAC) that is responsible for offering a DE curriculum that enhances achievement of stated student learning outcomes. DEAC evaluates DE instruction and ensures that available resources adequately support DE student learning. In addition, DEAC uses data from surveys and questionnaires to measure and improve services for DE programs. See Standard II.B.2 and II.B.3 for details and evidence.

Distance Education Improvements
While Compton Center relies on its partnership with El Camino College to provide distance education infrastructure, the campus has made significant strides in its own right by building robust support services for online students, including online tutoring, online assessment and orientation tutorials for new DE students, strategies for success, study scheduling assistance, and clear netiquette guidelines as well as an extensive Distance Education Handbook available for download on the DE website. In addition, support staff are available daily Monday-Friday, including evenings, to assist DE students with registration, login, and Etudes CMS questions in person. These support services have expanded on a near-continual basis each year since Compton Center first instituted online learning in 2006. (II.C.2-8); (II.C.2-9).

<u>Self-Evaluation</u>

Compton Center meets this standard.

<u>Evidence</u>

II.C.2-1. [Student Service Learning Outcomes](#)
II.C.2-2. Student Services Program Review Timeline
II.C.2-3. Student Services Program Review Template
II.C.2-4. Student Services Program Review Matrix
II.C.2-5. [Compton Center Online Application](#)
II.C.2-6. [Compton Center Distance Education FAQ](#) (See page two.)
II.C.2-7. [Non-Resident Tuition Fees](#)
II.C.2-8. [Distance Education Support Overview](#)
II.C.2-9. [Distance Education Student Handbook](#)

Standard II.C.3
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

<u>Descriptive Summary</u>

In addition a full range of student support services, Compton Center provides comprehensive counseling, orientation, tutoring, and material delivery services to all students, regardless of their service location or course delivery method. The Center strives to meet the service needs of its students by assessing all service areas, including those offered online or off-site, using the same rigorous program review, survey data, and SAO processes outlined in Standard II.C.I.

Assessment of Student Needs for Services
As described in detail in Section II.C.1, Compton Center utilizes extensive survey, Program Review, and SAO data to assess the sufficiency of its many student support programs and ensure the services meet student needs. Each service area, including those related to Distance Education and off-site locations, is assessed thoroughly every four years. Upon completion, such reviews are forwarded to the Program Review Committee for approval. Approved Program Reviews are

submitted to the Institutional Effectiveness Committee for final review, where decisions for decisions on funding priorities for additional services. (II.C.3-1); (II.C.3-2).

Survey data for the past several years consistently indicates a high level of student satisfaction with the services offered at Compton Center. (II.C.3-3); (II.C.3-4); (II.C.3-5); (II.C.3-6.)

Equal Access to Student Services
All Compton Center students have access to numerous online services; as such, DE and off-site students are served equitably. Most campus services, with the exception of placement exams, can be accomplished wherever internet access is available. These online services include, but are not limited to Frequently Asked Questions, CCCApply Application, the MyECC Student Portal, which includes options for online orientation, schedule of classes; college catalog; course registration services; unofficial and official transcript requests, online degree audit tool; online payment summary and financial aid communications; clearing prerequisites via fax requests, and online counseling appointments. Additionally, NetTutor is available exclusively for online students. The Distance Education department provides further support to students enrolled in Distance Education courses by responding to requests for assistance via phone and email. (II.C.3-7).

Off-site CCCApply application workshops, Orientations, Assessments and Educational Plans and workshops for student support services such as financial aid are also offered for students taking Compton Center courses at Early College and Afternoon College locations. The department of Enrollment Services, which includes SSSP and Outreach and School Relations, assigns faculty and staff to facilitate student services offsite at Afternoon College and Early College locations (II.C.3-8); (II.C.3-9)

The Student Success and Support Program (SSSP) Plan documents how core services will be provided to students. The goal of SSSP is to increase student access and success by providing core services including: 1. Orientation, 2. Assessment and placement, and 3. Counseling, advising and other educational planning services, and the support services necessary to assist student success. The SSSP plan is coordinated with the Student Equity Plan, Basic Skills Initiative, AB 86/104; Adult Education, Enrollment Management Plan and Strong Workforce, under the umbrella of the Student Success Committee, as a way to collaborate and ensure all students participate in the core services, and services are streamlined equitably in all service areas. (II.C.3-10).

Self-Evaluation

The Compton Center meets this standard. The descriptions listed above demonstrate how the institution assures equitable access to all of its students, including those taking courses through distance education and off-site locations.

Evidence

II.C.3-1. Program Review Timeline
II.C.3-2. Student Services Student Area Outcomes
II.C.3-3. Survey of Entering Student Engagement 2014 Survey Results
II.C.3-4. Community College Survey of Survey of Student Engagement 2014
II.C.3-5. Student Campus Climate Survey 2013
II.C.3-6. Distance Education Student Survey Results Spring 2016
II.C.3-7. MyECC
II.C.3-8. Distance Education Support Overview
II.C.3-9. Online Tools
II.C.3-10 Student Success and Support Program (SSSP) Plan

Standard II.C.4
Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Descriptive Summary

Compton Center has many co-curricular and athletic programs that support both Compton Center's mission and contribute to the overall educational experience of its students.

Social and Cultural Dimensions Represented
Compton Center develops co-curricular and athletic programs that reflect the diverse student demographic. The ongoing development of many co-curricular activities are handled by the Office of Student Life (II.C.4-1) and Compton Center's Associated Student Body. All clubs on campus are designed, created, and run by students. Although faculty generally serve as club advisors, faculty involvement is somewhat minor to encourage student leadership. Co-curricular clubs such as Formerly Incarcerated Student Transition Club and the Multicultural Alliance Club

and events such as the Historically Black College and University Tour (HBCU) reflect Compton Center's goal in reaching a diverse student population (II.C.4-2).

Additional student services programs also foster student engagement as well as intellectual and personal development outside of the classroom. Employment and volunteer opportunities are available to students and include: tutoring, note-taking, peer advising, and working as student ambassadors. Furthermore, students can find supplementary employment or volunteer opportunities in various programs including Federal Work Study, CalWORKs, the Welcome Center, Outreach and School Relations, Counseling Department, Child Development, Foster Kinship and Care Education, Youth Empowerment Strategies for Success, EOPS/CARE, MESA/STEM Center, Reading and Writing Center, Math and Science Center, Special Resource Center, Student Success Center-Library and the Business Office. Cohort and cooperative learning opportunities are also embedded in academic programs such as First Year Experience (FYE) (II.C.4-3); (II.C.4-4); (II.C.4-5).

An active member of California Community College Athletic Association (CCCAA), Compton Center's athletic program has grown significantly in the last few years, with nearly 200 student athletes participating in 13 sports (seven for women, six for men). Compton Center's Athletic Philosophy also supports the mission to actively work to "provide the experiences of all participants to reflect dignity and exemplify competition at its finest" (II.C.4-6).

Programs Conducted with Sound Educational Policies and Standards of Integrity
Compton Center's co-curricular and athletic programs are steered by educational policies and standards of integrity that are robust and rigorous. Each program is guided by Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) that are then measured in regular intervals. Assessment of these programs is sometimes conducted in conjunction with Institutional Research (i.e. Athletics) to ensure SLOs are assessed consistently and accurately (II.C.4-7). Student Life, which oversees the Associated Student Body, clubs, and various activities, conducts regular assessments in their Service Area Outcomes report (II.C.4-8). Like any academic program, all co-curricular and athletic programs must complete a Program Review. Additionally, students are also asked to complete surveys that address the overall effectiveness and integrity of any given program (II.C.4-9).

Self-Evaluation

Compton Center meets the Standard.

Evidence

II.C.4-1. Student Life Webpage
II.C.4-2. HBCU Tour Press Release
II.C.4-3. CALWorks Webpage
II.C.4-4. FYE Webpage
II.C.4-5. Foster and Kinship Care
II.C.4-6. Athletic Webpage/Athletic Philosophy
II.C.4-7. Athletic Department Program Review 2013-2014
II.C.4-8. Student Development Service Area Outcomes Assessment
II.C.4-9. Student Survey

Standard II.C.5
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Descriptive Summary

Compton Center provides counseling and academic advising programs to support student development and success. Counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on student goals, aptitude, academic strengths and interests.

Development and Implementation of Counseling Services
The Center offers counseling services through several programs to support student development and success. Counselors participate in extensive training to meet the needs of students. The Institutional Learning Outcomes (core competencies) of Compton Center are a common thread throughout counseling services, including group counseling and transfer/career/vocational counseling, enhancement workshops, educational planning, Human Development courses and student orientation. In addition, counselors provide required educational plans, which students can access using their MyECC web portal to communicate with faculty and student services personnel. This is particularly important for DE and off-site students at Compton Center. (II.C.5-1)

Counseling services available to students through various programs on campus including general counseling or specialized counseling, such as Financial Aid; Transfer & Career; Veterans; Foster Youth; Athletics; Career Technical Education; Nursing; Formerly Incarcerated Students; Probation; Strong Workforce; EOPS/CARE; CalWORKs; Outreach, and Special Resource Center. In addition, counselors are assigned academic departments to build liaisons with faculty and create information pathways for students and fellow counselors. Compton Center encourages students who have chosen a major to visit one of the counselors assigned to that field, while an undeclared or undecided student may see any counselor. Counselors review assessment data and other information about student abilities, interests and needs; help students plan for their education; help students select classes; follow a student's academic progress; answer questions about students' needs; assist students in career planning; help students plan for graduation; and make appropriate referrals. (II.C.5-2)

Aside from program and service area outcome reviews, the Counseling Division ensures continued development of services by engaging in professional development to remain current in the field and promote student success. Examples of professional development for counselors include: Annual University of California (UC) Counselor's Conference; California State University (CSU) Counselor's Conference, and the California State University, Dominguez Hills Counselor's Conference. There are also various on-campus staff development opportunities, including speakers series and faculty brown bag workshops. In addition, monthly division meetings include cross departmental trainings to ensure counseling faculty are apprised of the most up-to-date campus information.

Evaluation of Counseling Services
The Compton Center Counseling Division is evaluated at various levels via student satisfaction surveys, Service Area Outcomes (SAOs), and Program Review. The data collected from student satisfaction surveys as well as SAOs is reviewed in departmental counseling meetings to ascertain possible improvements. For examples, past discussions have included whether or not current survey tools are generating useful answers to address student needs and what investigative methods could collect more meaningful student data to assist in improving student services. Previous data discussions have led to modifications of current SAOs as well as modification of survey instruments encourage more useful findings. (II.C.5-3); (II.C.5-4): (II.C.5-5).

Counseling Services and Distance Education
Standards II.C.2 and II.C.3 provide extensive discussion and evidence of counseling services available to online and off-site students in addition to assessment details.

Compton Center meets this standard. Compton Center has comprehensive counseling programs to support student development and success for all courses, including those offered online or off site. Development of counseling services is supported by robust professional development opportunities, with extensive administrative support for workshop and conference attendance. In addition, all new counselors, full time and part time, participate in an extensive training process. Compton Center routinely evaluates counseling services in varied ways, with point-of-service surveys, student satisfaction surveys, Program Review and SAOs. Counseling services are designed and implemented based on student demands and evaluation results.

Evidence

II.C.5-1. Counseling Support Services
II.C.5-2. Student Support Services
II.C.5-3. Counseling Division Program Review
II.C.5-4. Counseling Department SAO Survey
II.C.5-5. Counseling Department Student Customer Service Survey

Standard II.C.6
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Descriptive Summary

The Compton Center has adopted and adheres to admission policies consistent with its Mission Statement to provide "quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." Courses and services at Compton Center are guided by The Statement of Values, along with the Strategic Initiatives. The Planning Model demonstrates how the mission statement influences all levels of planning at Compton Center including program review, curriculum review, budgeting, assessment and development of student learning outcomes, the annual plan, the enrollment management plan, and the comprehensive master plan. The Compton Center is dedicated to fulfilling its mission with integrity in all programs

Clear Pathway to Degree Completion

In addition to formulation of educational plans and extensive general counseling, students benefit from a wide-ranging list of programs designed to define and advise students on clear pathways to complete degrees, certificate and transfer goals.

- First-Year Experience Program—cohorts, streamlined curriculum and transfer/graduation process (II.C.6-1).
- Early College (II.C.6-2); (II.C.6-3)
- Concurrent Enrollment—Afternoon College
- AAT/AST
- Transfer Admission Guarantees/Honors Transfer Program
- Transfer Center (II.C.6-4)
- Evening and Weekend Programs (II.C.6-5)
- AB 86/104 Adult Education – Courses at Adult Schools

The Compton Center offers a wide variety of Associate of Arts (AA) and Associate of Science (AS) degrees and certificates. The El Camino College course catalog describes the courses and graduation requirements for students to complete on pages 63-67. Preparation for Transfer to CSU/UC requirements is described in the catalog on pages 70-74. In addition, the Compton Center Transfer Center offers counseling on degree requirements to prepare students for university transfer as well as completion of certificate programs. (III.C.6-4); (III.C.6-6).

Self-Evaluation

Compton Center meets this standard. Compton Center provides clear, accurate and consistent information through print, electronic format, the College's websites and public services announcement for student. This information is constantly assessed for accuracy and adjusted as needed.

Evidence List for Standard II.C.6
III.C.6-1. First Year Experience Website
III.C.6-2. Early College 5yr plan
III.C.6-3. Early College MOU
III.C.6-4. Transfer Center
III.C.6-5. Compton Center Schedule of Classes
III.C.6-6. Compton Center Course Catalog (See pages 63-67 and 70-74.)

Standard II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Compton Center regularly evaluates its admissions and placement instruments and practices to validate their effectiveness. The Accuplacer Exam (Reading, ESL, English and Mathematics) is used to assess new students for whom English is the primary language, while the Combined English Language Skills Assessment Test (CELSA) is administered to ESL students. These tests are administered by the Compton Center's trained Assessment/Testing Center personnel (II.C.7-1).

Validation studies are conducted by the Office of Institutional Research and Planning (IRP) for all English, ESL and Math placement tests. These studies examine the appropriateness of the established cut scores and include analysis of disproportionate impact by language, age, gender, disability, and ethnicity. In addition, the content validity of each instrument is examined in these studies by having faculty review items on the test and then rate the extent to which the tests match prerequisite skills for the courses into which the students are to be placed. All placement instruments are up-to-date on their validation studies and are approved by the California Community Colleges Chancellor's Office (II.C.7-2). Furthermore, the use of validation studies was confirmed by the ACCJC visiting team at ECC in 2014 (II.C.7-3 Pages 39-40).

The assessment instruments have been approved by the California Community College Chancellor's Office as meeting guidelines for reliability, bias, content validity, and disproportionate impact. The College Board Accuplacer Assessment Test is used in the credit assessment process. The assessment test used for placement into English and mathematics is College Board Accuplacer. The non-credit process employs the Combined English Language Skills Assessment (CELSA), as stated in the ESL Program Review (II.C.7-4 Page 2). The College Board upgrades the testing platform annually. Alternative testing formats are available for students who cannot use the standard format. The Testing Center staff can arrange for individual testing sessions for students with disabilities. This helps to ensure equal access for all students. In these cases collaboration takes places between the Testing Center and the Special Resource Center to determine the level of accommodation needed for each student. This assessment process is the same for Distance Education students.

The assessment tests used for placement into ESL courses are the Accuplacer Level of English Proficiency (LOEP) and the CELSA. The Compton Center writing sample, administered in conjunction with the LOEP reading test, is a locally managed test. ESL staff independently score

the LOEP writing sample while the reading portion is completed on a web-based platform. The CELSA is a written test scored by the Testing Center staff. The Institutional Research office completes the required analysis of test validity. The Accuplacer, LOEP, and CELSA are administered on campus using web-based software. The Accuplacer test is also administered off campus by Compton Center staff as necessary.

Self-Evaluation

Compton Center meets this standard. The Compton Center adheres to a six year cycle of evaluation to validate the validity, reliability and bias of the assessment instruments used to place students into courses.

Evidence

II.C.7-1 Assessment Center Webpage
II.C.7-2 California Community College Chancellor's Office List of Approved Assessments
II.C.7-3 Evaluation Report – ACCJC Visiting Team 2014
II.C.7-4 ESL Program Review

Standard II.C.8
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Compton Center maintains all student records with the utmost security. Institutional policies follow Title 5, Section 59020 guidelines for maintenance of records (II.C.8-1). Student records are maintained permanently, securely, and confidentially with provisions for secure backup of all files. Compton Center students' records have been maintained by El Camino College since the partnership in 2006. These records are electronically maintained with the highest standards in mainframe computers. The mainframe has an extensive firewall network maintained by Information Technology Services (ITS). Access to student files can only be requested through the ITS department and must have personnel authorization with good cause by the Director of Admissions and Records at El Camino College. The ITS director at Compton Center works

closely with the El Camino College ITS personnel to ensure and maintain the security and confidentially of student records.

To ensure that no information will be permanently lost, the server files are backed up at Copper Mountain to provide a secure, remote location in case a catastrophe strikes El Camino College and all records at the college are destroyed.

All historical student records for students who attended Compton Community College are retained in the central storage (SAN) which retains all historical records for the campus prior to 2006. The information is maintained by the Compton ITS department and is backed up weekly, monthly, and yearly. These files are limited, and only transcripts can be generated, as the data is not live. Students can have access to their records after they submit a Release of Information Form to Admissions and Records (II.C.8-2).

Self-Evaluation

The Compton Center meets the standard. Student records are maintained in permanent, secure, and confidential locations. The procedure for the release of student records is defined as well as published and the institution abides by these policies. Some records are stored on microfilm. These records should be digitized before the microfilm begins to deteriorate.

Action Plan

Compton Center will work to develop a plan to digitize records currently stored as hard copies within the next four to five years. Since some records are stored on microfilm, these records should be digitized before the microfilm begins to deteriorate.

Evidence

II.C.8-1 Title V Regulations on Retention and Destruction of Records
II.C.8-2 Release of Information Form

Standard III:
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IIIA: Human Resources

Standard III.A.1
The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Descriptive Summary

Development and Use of Hiring Criteria
Compton Center establishes hiring criteria by referring to the *2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges* text and the 2015 Board-approved policies and procedures for faculty in the collective bargaining agreement. (III.A.1-1.) The CEO creates regulations for the recruitment and selection of employees with emphasis on equal employment opportunity, minimum qualifications, and the merit system. Regulations and procedures for hiring represented employees are implemented in accordance with applicable collective bargaining language. (III.A.1-2.)

The Personnel Commission recommends to the Board positions that are to be hired; the Board has the authority to hire. AB 318 authorizes the Special Trustee to assume the powers of the Board of Trustees and Personnel Commission. As such, all personnel activities require the final approval of the Special Trustee. (III.A.1-3.) Under the terms of the partnership with El Camino College, the final decision to create new positions and to hire new full-time employees is made by senior management, including the El Camino College Superintendent/President, Vice

Presidents, the CCCD Special Trustee, and Provost/CEO. (III.A.1-4, pages 123-125, Appendix H.)

Faculty Members Involved in Selection of New Faculty
Three tenured faculty members serve on faculty hiring committees with the division dean and other academic personnel. The *Compton Community College District Employee's Policy and Procedures Handbook* clearly outlines these procedures on the District's Human Resources homepage. (III.A.1-5, pages 55-56, section 10.3.III.B.)

Positions Widely Advertised
To manage the advertisement of positions, Human Resources contacts the private Northern California advertising firm, *Ad Club*, to develop and manage the advertisement of positions. Human Resources staff draft job announcements for Compton Center and announcement of positions appears for 45 to 60 days on the Compton Community College District website. In addition to being listed on the district website, Human Resources posts positions on the California Community College Registry as well as in pertinent publications and websites, including professional and educational organizations and placement centers. (III.A.1-6, pages 48-49, Section 10.2.D and III.A.1-7, pages 127-128, Appendix H, III.C.)

Advertisement of Positions and Verification of Qualifications
Job announcements delineate job requirements. Human Resources and the appropriate managers review the job description and duties to ensure the classification meets the needs of the position. (III.A.1-8, pages 48-49, Section 10.2.D.1.)

All applicants are required to complete a job application and submit a Curriculum Vitae (CV)/resume with references, a query letter to show their intent to serve and meet the needs of the Center, and unofficial transcripts. Human Resources verifies the qualifications of applicants and newly hired personnel (through official transcripts) to ensure that applicants meet the minimum qualifications of positions. Human Resources checks all references for each applicant and newly hired personnel. (III.A.1-8, page 50, Section 10.2.E.2 and page 52, Section 10.2.G.2-3.)

Upon hire, all newly hired personnel must submit original, sealed copies of their official transcripts from any and all accredited institutions. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. (III.A.1-9, under the "To Apply" section of sample job announcement and III.A.1-10, page 50, Section 10.2.E.2.) Required degrees earned at non-U.S. institutions are evaluated for equivalency. (See explanation and evidence in Standard III.A.4.)

Position Qualifications Matched to Programmatic Needs
The Compton Center staffing plan is incorporated into the Master Plan. (page six III.A.1-11.)
The Vice President meets with his or her staff to identify the critical staffing needs of the area
based on program review. As vacancies occur or new positions are requested, managers submit a
justification form, which is reviewed by the Planning & Budgeting Committee and the Vice
President prior to making a recommendation to the Superintendent/President. (III.A.1-12.)

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate
convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline,
prepare an analysis of the need for a new faculty member. The committee examines the impact
on program integrity, growth, and staffing availability before making a recommendation to the
Superintendent/President. (III.A.1-13, pages 124-125, Appendix H, IIIA.1-7 and page 12,
6.4.B.6.)

Hiring Procedures Consistently Applied
Compton Center maintains consistent and fair hiring procedures through the participation of an
Equal Employment Opportunity Representative and the use of confidentiality and nondisclosure
agreements. All work, including committee member notations and minutes, is collected and filed
in Human Resources. (III.A.1-14, page 52, Section 10.2.H and page 62, Section 10.3.III.G.)

Human Resources uses iGreentree software to assist with the coordination of the tracking and
selection process. In addition to hiring committees using the software to screen applicants for
possible interview, iGreentree compiles statistical applicant demographic data and generates
compliance-related reports. (III.A.1-15.)

During the hiring process, the Chief Human Resources Officer takes an active role in ensuring
that all guidelines for hiring are being met, and assists the hiring committee during meetings to
facilitate fair practices and offer advice to committee members, when necessary, to maintain the
integrity of the hiring process. The Chief Human Resources Officer is also present during
interviews to avoid nepotism or special treatment of individual candidates. Measures are in place
to ensure a uniform and fair process for all candidates and employees. These policies are
available to the public on the District Website. (III.A.1-16, III.A.1-17, and III.A.1-18.)

Distance Education Hiring Procedures
Compton Center does not advertise specifically for distance education (DE) instructors since less
than ten percent of total courses are online; as such, there is insufficient demand for such
specialization to be feasible. (III.A.1-19.) Although DE experience may be taken into
consideration in disciplines where classes such as math, computer science, and English are
offered, it is not necessarily a central consideration in the hiring process, as faculty generally will
be required to teach primarily on campus even when they do teach DE.

All new distance education faculty must present a course shell with syllabus, assignments, and module lectures to be evaluated by a committee. (III.A.1-21, page 67, Article 23.2 and page 68, Article 23.3, b3 and III.A.1-22.) Hiring committees at Compton Center are comprised of faculty and administrators familiar with DE processes and course offerings.

Self-Evaluation

Compton Center meets this standard. Comprehensive hiring criteria are in place to screen and select qualified administrators, faculty, and classified staff. Compton Center verifies the qualifications of applicants and newly hired personnel through official transcripts and standard transcript evaluation processes to ensure that applicants with non-U.S. degrees meet minimum qualifications. Whereas staffing needs are identified as part of program and unit plans by faculty and administration, the final decision to create new positions and to hire new, full-time employees is made by senior management, which includes the El Camino College Superintendent/President, the CCCD Vice President, the CCCD Special Trustee, and the Provost/CEO. Hiring committee chairpersons and the Equal Employment Opportunity Representative apply multiple safeguards to ensure that Compton Center consistently applies hiring procedures. In addition, Compton Center has policies in place to ensure extensive faculty involvement in the hiring of new instructors.

As stated in the November 2012 FCMAT Comprehensive Report, the Center has "clearly defined and clarifies roles for board and administration relative to recruitment [and] hiring . . . . of employees." Human Resources is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. The Center earned a fully or substantially sufficient scores during the previous inspection, meaning that these criteria for the standard are met.

Evidence

III.A.1-1. California Community College Minimum Qualifications Handbook
III.A.1-2. Compton Community College District Board Policy 7120 on Recruitment
III.A.1-3. California Assembly Bill AB-318
III.A.1-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (pages 123-125, Appendix H.)
III.A.1-5. Compton Community College District Employee's Policy and Procedure Manual (pages 55-56, section 10.3.III.B.)
III.A.1-6. Compton Community College District Employee's Policy and Procedure Manual (page 49, Section 10.2.D.)

III.A.1-7. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated](#) (pages 127-128, Appendix H, III.C.)

III.A.1-8. [Compton Community College District Employee's Policy and Procedure Manual](#) (pages 48-49, Section 10.2.D.1; page 49-50, Section 10.2.E, and page 52 Section 10.2.G.2-3.)

III.A.1-9. [Sample Job Announcement](#) (the "To Apply" section.)

III.A.1-10. [Compton Community College District Employee's Policy and Procedure Manual](#) (page 50, Section 10.2.E.2.)

III.A.1-11. [Compton Center Educational Master Plan](#) (page six.)

III.A.1-12. http://www.compton.edu/academics/programreviews.aspx

III.A.1-13. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated](#) (pages 124-125, Appendix H, IIIA.1-7 and page 12, 6.4.B.6.)

III.A.1-14. [Compton Community College District Employee's Policy and Procedure Manual](#) (page 52, Section 10.2.H and page 62, Section 10.3.III.G.)

III.A.1-15. [Greentree Personnel Management Systems](#)

III.A.1-16. [Dean of Human Resources Job Description](#)

III.A.1-17. [Compton Community College District Board Policy 7310 on Nepotism](#)

III.A.1-18. [Compton Community College District Board Policy 7120 on Recruitment](#)

III.A.1-19. [Compton Center Class Schedule](#) (Distance Education section.)

III.A.1-20. [El Camino College/Compton Center Online Teaching Requirements and Procedures](#)

III.A.1-21. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated](#) (page 67, Article 23.2 and page 68, Article 23.3, B.3.)

III.A.1-22. [El Camino College/Compton Center Online Classroom Visitation Protocol](#)

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Compton Center requires faculty selected for hire to demonstrate knowledge of their subject matter and requisite skills through various tasks at the interview stage. To ensure that the faculty selected for hire are effective teachers, such faculty are scheduled for annual comprehensive evaluations for a period of four consecutive years, including the first semester of employment. Compton Center has adopted the screening and training processes for distance education instruction established by the Distance Education Office at El Camino College, which are based

on WASC standards, and for which El Camino College received special commendation from the ACCJC in 2014.

Descriptive Summary

Selected Faculty Possess Appropriate Subject Knowledge
To ensure that faculty selected for hire have knowledge of their subject matter, hiring committees require candidates to submit a writing sample, answer rigorous questions drafted by faculty committee members prior to the interview, and make presentations on selected topics. (III.A.2-1, pages 60-61, Section 10.3.III.E-F.) All tenure-track faculty undergo an annual comprehensive evaluation processes for the first four years of service to demonstrate consistent knowledge and skills. (III.A.2-2, pages 28-36, Article IX, Section 9.6.) Temporary or part-time faculty are evaluated during their first semester of employment and at least once during the following three semesters of employment. Thereafter, evaluations occur evaluated at least once every three years provided a break of service of more than one year has not occurred. (III.A.2-2, pages 25-28, Article IX, Section 9.5.)

College Appropriately Defines and Evaluates Effective Teaching in Hiring Process
Faculty candidates demonstrate effective teaching by completing an instructional demonstration on a topic relevant to the specific position. Committee members serve as an ad-hoc "student group" during such demonstrations, modeling an actual classroom setting. The hiring committee, which includes three tenured faculty members, evaluates these demonstrations to ensure instructional effectiveness. Committee members establish specific evaluation criteria in writing prior to the interview process, and such criteria is kept on file in Human Resources. (III.A.2-3, page 62, Section 10.3.III.G.) In addition, interviews require the candidate to submit a writing sample, answer rigorous questions drafted by faculty committee members prior to the interview, and to present a teaching demonstration. (III.A.2-3, page 60, Section 10.3.III.D3 and E1-3.)

Faculty Qualifications and DE Instruction
Hiring committees at Compton Center are comprised of faculty and administrators familiar with DE processes and course offerings. As addressed in Standard III.A.1, Compton Center identifies faculty expertise in DE instruction by requiring proof of certifications to ensure that these meet or exceed the requirements for online educators at Compton Center. (III.A.2-4.)

First-year online educators at Compton Center submit to a teaching observation in addition to presentation of a course shell with syllabus, assignments, and module lectures prior to the beginning of the term. These are evaluated by peer committee, including no fewer than two

faculty with extensive online instruction experience. (III.A.2-5, page 67, Article 23.2 and page 68, Article 23.3, b3 and III.A.2-6.)

The development of qualification standards for DE instruction at Compton Center is determined by El Camino College, including required trainings associated with online instruction. El Camino College received a commendation in this area from the ACCJC in 2014. The Center adopted said standards through the terms of the partnership.

Self-Evaluation

Compton Center meets this standard. Compton Center utilizes fair and comprehensive evaluation procedures while accurately assessing personnel in the performance of their duties. Compton Center's distance education infrastructure befits the scope of online course offerings. Distance education instructors are held to rigorous evaluation standards based on well-defined criteria and on standard good practices for online courses as established by WASC. Human Resources retains all evaluations and tracks the number of completed evaluations performed.

Evidence

III.A.2-1. Compton Community College District Employee's Policy and Procedure Manual (pages 60-62, Section 10.3.III.E-G.)
III.A.2-2. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (pages 28-36, Article IX, Section 9.6 and pages 25-28, Article IX, Section 9.5.)
III.A.2-3. Compton Community College District Employee's Policy and Procedure Manual (page 60, 10.3.III.D3 and E1-3.)
III.A.2-4. El Camino College/Compton Center Online Teaching Requirements and Procedures
III.A.2-5. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (page 67, Article 23.2 and page 68, Article 23.3, B.3.)
III.A.2-6. El Camino College/Compton Center Online Classroom Visitation Protocol

Standard III.A.3
Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Descriptive Summary

In order to sustain institutional effectiveness and academic quality, Compton Center has established policies to ensure that administrators and other personnel who are responsible for educational programs are well qualified. (III.A.3-1. pages 46-53, Section 10.2.) Qualifications for administrative positions at Compton Center meet or exceed the requirements published in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges.* (III.A.3-2.)

Further, other employees who are responsible for educational programs and services must meet or exceed the minimum requirements noted in the job descriptions listed on the Compton Community College District website. (III.A.3-3.) As detailed in Standard III.A.4, to ensure institutional effectiveness, administrators and supervisors are evaluated annually. The process includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor's evaluation and a conference.

Self-Evaluation

Compton Center meets this standard. Qualifications for administrative positions are based on California Community Colleges Chancellor's Office guidelines and administrators are regularly evaluated in accordance with an established schedule.

Evidence

III.A.3-1. Compton Community College District Employee's Policy and Procedure Manual (pages 46-53, Section 10.2.)
III.A.3-2. California Community College Minimum Qualifications Handbook
III.A.3-3. Compton Community College District Administrative Job Descriptions

Standard III.A.4
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Compton Center verifies the qualifications of applicants and newly hired personnel through official transcripts and standard transcript evaluation processes to ensure that applicants with non-U.S. degrees meet minimum qualifications.

Descriptive Summary

Required Degrees from Accredited Institutions

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As addressed in Standard III.A.1, all academic applicants submit a job application and CV/resume with references, a query letter to demonstrate their intent to serve and meet the needs of the Center, and unofficial transcripts. (III.A.4-1, pages 49-51, Sections 10.2.E-G.)

Prior to making a formal offer, Human Resources confirms the qualifications of applicants to ensure that personnel meet all requirements, including education. (III.A.4-1, page 61, Section 10.3.F.2.) Upon hire, all newly hired personnel must submit original, sealed copies of their official transcripts from any and all accredited institutions. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. (III.A.4-2.)

Equivalency Established for Non-U.S. Institutions
As stated in all Compton Center job announcements. Human Resources authenticates candidate transcripts from non-U.S. institutions with an equivalency statement from a certified transcript evaluation service prior to hiring. (III.A.4-3, in the "To Apply" section.)
Compton Center recognizes degrees from non-U.S. institutions only if equivalence has been established. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. Human Resources refers applicants to the State of California's Commission on Teacher Credentialing's Guidelines on Foreign Transcript Evaluation to comply with Compton Center policy. (III.A.4-4.)

Hiring Processes Yield Qualified Employees
Compton Center ensures that its hiring processes yield highly qualified employees through regular and extensive evaluations of newly hired faculty, staff, and administrators as outlined in Standard III.A.5. (III.A.4-5, page 21, Section 5.1.) New full-time faculty undergo comprehensive evaluations during their first four consecutive years of service prior to tenure. Permanent classified new hires are evaluated annually; newly hired administrators and supervisors are evaluated annually for the first two years of service. (III.A.4-6, pages 18-37, Article IX; III.A.4-7, page 25, Article X, and III.A.4-8.)

In addition, Compton Center relies on data from its Institutional Research and Planning Department to assess institutional and program learning outcomes to ensure that hiring decisions contribute to continuing growth and improvement.

Determination of Appropriate Qualifications for DE Faculty and Staff
As addressed in Standard III.A.2, under the terms of the partnership, Compton Center has adopted the screening and training processes for DE instruction established by the Distance Education Office at El Camino College, which are based on ACCJC standards. See Standard III.A.2 for detailed explanations and evidence.

<u>Self-Evaluation</u>

Compton Center meets this standard. Applicants are screened for appropriate credentials and job requirements by screening committees consisting of administrators, classified employees and faculty members. Currently, the Provost/CEO and all academic deans hold doctorate degrees. All faculty, (apart from vocational/career technology instructors) as well as academic advisors, directors and professional staff hold graduate degrees from U.S. accredited institutions.

<u>Evidence</u>

III.A.4-1. [Compton Community College District Employee's Policy and Procedure Manual](#) (pages 49-51, Sections 10.2.E-G and page 61, Section 10.3.F.2.)
III.A.4-2. [Compton Community College District Board Policy 7125 on Verification of Employment Eligibility](#)
III.A.4-3. [Sample Job Announcement](#) (the "To Apply" section.)
III.A.4-4. [State of California Teacher Credentialing Guidelines on Foreign Transcript Evaluation](#)
III.A.4-5. [Compton Community College District Employee's Policy and Procedure Manual](#) (page 21, Section 5.1.)
III.A.4-6. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated](#) (Article IX on pages 18-37.)
III.A.4-7. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees](#) (page 25, Article X.)
III.A.4-8. [Evaluation Procedures for District Administrators](#)
See Standard III.A.2 for detailed explanations and evidence.

Standard III.A.5
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

<u>Descriptive Summary</u>

Personnel evaluations at Compton Center are designed to ensure institutional effectiveness and improvement. Compton Center administers personnel evaluations at consistent intervals for the main purpose of ensuring institutional effectiveness. Evaluation criteria at Compton Center measure the effectiveness of personnel in the performance of their duties through a process known as "Comprehensive Evaluation." Compton Center distance education faculty are subject to the same rigorous evaluation processes as on-campus instructors; such evaluations address and identify specific areas of improvement as pertains to the online class environment.

Evaluations Assess Job Performance and Lead to Improvements
Faculty evaluation committees review faculty member portfolios, offering specific feedback in writing about successes as well as areas needing improvement; subsequent evaluations must address such areas. Evaluation committee members visit each class to observe the faculty member during lecture and to distribute student evaluations. Once these observations are complete, the faculty member meets once more with their evaluation committee to receive feedback. (III.A.5-1, page 21, Section 5.1; III.A.5-2, page 18-37, Article IX; and pages 73-113, Appendix B.) After the evaluation committee completes their assessment, they pass all materials to the respective division dean, where a final meeting with the faculty member is held. Any "needs improvement" notations require immediate action, including an additional evaluation the following semester to ensure that satisfactory progress is made. (III.A.5-2, page 22, Section 9.2.F.3.)

As a result of continuous SLO assessment and regular evaluation, faculty make necessary changes in teaching methodologies to improve student learning. Under the current bargaining agreement, all faculty members, as part of their evaluation, are to include a self-evaluation. Evidence of changes in teaching methodologies can be found in the self-assessment portion of the faculty evaluation. (III.A.5-2, page 75, Article B and III.A.5-3.)

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service. (III.A.5-4, page 25, Article X.)

Compton Center evaluates all administrators and supervisors annually. The evaluation process also includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor's evaluation and a conference. (III.A.5-5.)

Evaluations Designed to Ensure Institutional Effectiveness
Personnel evaluations at Compton Center are designed specifically to promote institutional improvement. The faculty evaluation process focuses largely on how well instructors meet Student Learning Outcomes (SLOs). SLOs and Program Learning Outcomes (PLOs) are assessed annually to measure student success and identify areas where changes are indicated.

Compton Center's institutional learning outcomes (ILOs) and assessments are performed in tandem with El Camino College. (III.A.5-6, #5, and III.A.5-7, page 20, Article IX, Section 9.1.14; page 22, Section 9.2.F.3 and page 75, Appendix B.)

Evaluation Criteria Measure DE Effectiveness and Promote Improvement
As is the case for all Compton Center instructors, distance education faculty make improvements to their methods and curriculum based on SLO results as well as peer and student evaluations. Evidence of such changes and how they promote improvement is required in the self-assessment section of the comprehensive evaluation. (III.A.5-8, pages 84-85, Appendix B.) Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. Any unsatisfactory findings require immediate action, including a follow-up evaluation to ensure satisfactory progress. (III.A.5-2, page 75, Appendix B.)

In addition, to ensure quality distance education instruction that adheres to ACCJC policies and standards, it is common practice for administrators to visit online classes occasionally to offer support to instructors as well as to observe students in virtual class settings and to stay connected to the actual practice of instruction. (III.A.5-9.) Online classroom visits may take place as part of a formal evaluation, but can occur at any time during the semester. Visitation of online courses by administrators may occur for the purposes listed below. Administrators are required to notify course instructor in a timely fashion via email and/or phone prior to the visitation. Visitation of online courses may occur:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular effective contact is taking place according to the established ECC Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students).
- In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)
- In response to student complaints about the instructor, the course, or the course management system infrastructure.

At the conclusion of the visitation, the Dean or designee will contact the instructor and share any recommendations or comments. (III.A.5-9.)

Compton Center has created these procedures based on the models for distance education effectiveness in use at El Camino College. (III.A.5-10, page 11, #5.)

Self-Evaluation

Compton Center meets this standard. The institution implemented evaluation procedures for administrators in the 2008-09 academic year, and has established fair, accurate, and comprehensive faculty evaluation procedures tied specifically to improvements in learning outcomes. For distance education faculty, Compton Center has created procedures based on the models for distance education effectiveness in use at El Camino College and for which ECC received a commendation from the ACCJC in 2014.

Evidence

III.A.5-1. Compton Community College District Employee's Policy and Procedure Manual (page 21, section 5.1)
III.A.5-2. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (Page 18-37, Article IX; and pages 73-113, Appendix B.)
III.A.5-3. Student Learning Outcome Assessment Reports
III.A.5-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (page 25, Article X.)
III.A.5-5. Evaluation Procedures for District Administrators
III.A.5-6. SLO Assessment Principles (#5.)
III.A.5-7. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (page 20, Article IX, Section 9.1.14; page 22, and page 75, Section 9.2.F.3.)
III.A.5-8. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (pages 84-85, Appendix B.)
III.A.5-9. El Camino College/Compton Center Online Classroom Visitation Protocol
III.A.5-10. El Camino College Evaluation Report (page 11, #6.)

Standard III.A.6
The evaluation of faculty, academic, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Descriptive Summary

As addressed in Standard III.A.5, SLO assessment is a key component in the evaluation of academic personnel. Faculty and other personnel responsible for student learning must provide specifics on how they use SLO results to improve teaching methodologies. This is a key

component of the detailed self-assessment section required during the comprehensive evaluation process.

Faculty Discussions and Role in Assessing/Improving Learning Outcomes
Compton Center faculty have primary responsibility for the assessment of student learning outcomes, and such assessment routinely incorporates significant "in-depth thinking" on how to increase student success. Compton Center faculty measures learning, including outcomes for DE courses, in accordance with state and federal guidelines mandating the incorporation, continual assessment, and creation of SLOs. (III.A.6-1 and III.A.6-2.)

Compton Center faculty, as individuals and within committees, continuously engage in discussions assessing student learning in individual courses and in college programs overall. Compton Center has a close-knit faculty serving underrepresented and disadvantaged populations; the vast majority of students enter at the basic skills level. As such, these discussions occur constantly as an integral part of the institutional culture, not only in formal settings such as evaluations and SLO assessment, but in division and department meetings, committees, conferences, and small groups. (III.A.6-3.) During a semester where SLO assessment is to occur, faculty who teach a specific course will meet to discuss which assessment tool will be implemented and the necessary rubrics to use during assessment. Depending on the assessment outcome, faculty reflects upon, compares, and discusses new ways to effectively improve learning. Each cycle begins with discussion on the action plans of the prior year's findings. (III.A.6-1.)

Teaching Methodology Changes to Improve Student Learning and Future Plans
Plans for formal changes in teaching methodologies are formulated at the department level when SLO results indicate such changes are required to improve learning. Faculty share their assessment results and provide narratives focusing on possible areas of improvement. These findings, suggestions, and narratives are completed on a SLO Assessment form that is submitted to the SLO Facilitator, who then updates these to TracDat so the information is easily accessible for future use. (III.A.6-1.)

For individual faculty, evidence of changes in teaching methodologies are found in the self-assessment portion of the faculty evaluation. This self-evaluation summary includes specific action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success. (III.A.6-4, page 19, Article IX; Section 9.1.G.1; page 20, Section 9.1.G.14, and page 75, Appendix B.)

Academic deans are also evaluated on the use of learning outcomes to inform the efficacy of the programs they oversee. The performance evaluation for deans includes a specific item relating to the use of learning outcomes data to inform the teaching and learning process within academic

programs and divisions. In addition, the performance evaluations for the Vice President and for the CEO/Provost include items relating to use of learning outcomes. [Evidence – need dean, VP, and CEO eval links]

In terms of concrete plans for improvement, for the 2014-15 school year, the Basic Skills Initiative provided funding for Learning Teams for English and Math faculty specifically to discuss the needs and/or challenges students might be encountering. The Learning Teams placed instructors teaching the same course together in a team for the duration of the semester. Each group chose an area to focus on as a team to create a specific strategy to benefit student learning and strengthen pedagogy. The program was so successful that it was repeated in the spring term. (III.A.6-5 and III.A.6-6.) Plans for 2015-2016 include investigating methods for increasing student equity, particularly among male and African American student populations. (III.A.6-7.)

Improvement of Learning Outcomes and Teaching Methodology in DE
As less than ten percent of the courses offered at Compton Center are presented online, SLO assessment and improvement plans for DE/CE courses are included with their on-ground counterparts. For example, the SLOs for a transfer-level general education class are identical for both online and on-ground versions of the course; as such, they are not assessed separately. (III.A.6-8.)

Nonetheless, there are significant DE-specific challenges that Compton Center continues to address. In particular, increasing retention of online students is an ongoing area of concern. Many lack basic computer skills and such deficiencies continue to hamper their chances of success. More than half of the student population lacks basic technology tools in the home, such as internet access. How to reach and serve these students is a common focus for online faculty and support personnel, with frequent discussions on how such conditions affect student success and how (or if) adjustments in teaching methodology can begin to address problems resulting from social inequality. Recent reports from compiled by Institutional Research, however, have been encouraging. Increasingly strict adherence to increased "effective contact" in online courses and more careful preparation of students enrolling in online courses has led to a significant increase in student success rates over the past five years. (III.A.6-9.)

Evidence of changes in online teaching methodologies can be found in the self-assessment portion of the faculty evaluation where applicable. This self-evaluation summary includes specific action plans to demonstrate that the distance education faculty member is actively seeking specific new ways to meet SLOs and increase student success, particularly with regard to retention, content delivery, and ADA guidelines. (III.A.6-3, page 19, Article IX; Section 9.1.G.1; page 20, Section 9.1.G.14, and page 75, Appendix B.)

Self-Evaluation

Compton Center meets this standard. Completed SLO assessments are at an all-time high, with ample data available for Compton faculty members to utilize when developing course syllabi, assignments, and future assessments in face-to-face courses. Improvements in teaching methodologies are reflected within SLO assessment results and faculty evaluations, as well as improving DE/CE success and retention rates. The institutional culture at Compton Center encourages a central focus on improving student success.

Evidence

III.A.6-1. Frequently Asked Questions on SLO Procedures
III.A.6-2. SLO Home Page
III.A.6-3. Division Three Meeting Minutes. (See attached enclosed .pdf file.)
III.A.6-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (page 19, Article IX; Section 9.1.A.3-4, and page 75, Appendix B.)
III.A.6-5. Basic Skills Initiative: English Department Learning Teams
III.A.6-6. Basic Skills Initiative: Math Department Learning Teams
III.A.6-7. Compton Center Student Equity Plan, 2014-2017
[Evidence – need dean, VP, and CEO eval links]
III.A.6-8. Sample SLO Assessment Report for a Transfer-Level General Education Course
III.A.6-9. Enrollment Growth and Academic Course Performance: DE Courses (page 10.)

Standard III.A.7
The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Descriptive Summary

Compton Center determines appropriate staffing level for each program and service, including distance education, based on the number of FTES.

Institution Determines and Maintains Appropriate Staffing Levels
Since 2006, Compton Center has strived to maintain an adequate number of staff to support the mission of El Camino College. In 2015, Compton Center employed 100 full-time faculty and approximately 220 adjunct faculty members, including instructional and non-instructional faculty

members. Non-faculty positions include 119 classified staff, 18 administrators, and 10 supervisors, along with approximately 176 students, temporary classified, and provisional employees. The Center has experienced sporadic growth in FTES over the past six years. As a result, recruitment for replacement or new faculty position has occurred based on such growth. Staffing levels at Compton Center have stabilized as of spring 2015, and the majority of administrative positions have been filled. (III.A.7-1, page six.)

The Compton Center staffing plan is incorporated into the Master Plan. The Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form, which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President (See. III.A.7-2.)Each fall, the Vice President and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President. (III.A.7-3, page nine.)

As addressed in Standard 3.A.1, the terms of the partnership with El Camino College specify that senior management has final authority on the creation of new positions and the hiring of full-time employees. (III.A.7-4, pages 123-125, Appendix H.)

Institution Determines and Maintains Appropriate DE Staffing Levels
Compton Center, with support of El Camino College, has maintained sufficient administrative and staffing support for distance education, as is demonstrated in its increased student success and retention rates over the past five years. Less than ten percent of total course offerings are offered exclusively online at Compton Center, and the current staffing ratio has been stable for the past several years. (III.A.7-5.) Compton Center evaluates distance education courses at the program and institution level every three years, and student learning outcomes at least every two years, using this information as part of its monitoring of appropriate staffing. (III.A.7-6, page 11, number six , III.A.7-7 and III.A.7-8.)

Self-Evaluation

Compton Center meets this standard. Compton Center uses standard FTES ratios to identify areas where changes in staffing are required, and the Board, administration, and faculty formally re-evaluate such needs at routine intervals. In partnership with El Camino College, Compton Center has a robust distance education infrastructure.

Evidence

Standard III.A.8
An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Descriptive Summary

To effectively integrate adjunct faculty into the life of the campus, Compton Center provides ample professional development opportunities in addition to regularly scheduled performance evaluations. Adjunct instructors are encouraged to get involved with committees, student organizations, learning teams, and other campus programs.

Compton Center actively advertises and competitively recruits for adjunct faculty. The selection process includes an evaluation of qualifications and teaching proficiency. Newly hired adjunct faculty at Compton Center are assigned full-time faculty mentors from the department in which they will teach. The faculty mentor is available to answer questions, provide general guidance, and assist with curriculum development as needed so that part-timers feel supported and are acknowledged as vital members of the faculty. (III.A.8-1, page 36, Article IX, Section 9.6.H.)

Adjunct faculty receive performance evaluations during the first term of their employment and once more during the next three terms; thereafter they undergo evaluations every three years provided there has not been a break in service exceeding one year. The evaluation process includes at least one classroom observation, student surveys, and a portfolio with syllabi, sample assignments, and action plans related to continued improvement on SLOs. (III.A.8-1, page 25-28, Article 9.5.)

Adjuncts are invited and encouraged to attend faculty department meetings, where all division faculty discuss best practices to further improve faculty performance. Part-time faculty are also encouraged to teach in the First-Year Experience program and the Honors Program, as well as serve as advisors in student clubs and organizations. (III.A.8-2 and III.A.8-3.)

The Compton Center Outstanding Adjunct Faculty Award honors one adjunct faculty member each year for the highest level of commitment to their students, to teaching excellence, and to campus, professional and/or student activities. (III.A.8-4.)

Compton Center's adjunct instructors have generous opportunities for professional development in partnership with El Camino College. In accordance with common practice, part-time faculty do not have explicit flex credit requirements, but they are encouraged to attend staff development events and offered many chances to attend seminars, lectures, and courses both on and off campus to support their teaching and continued growth. (III.A.8-5.) Compton Center provides extensive publications to inform all faculty, including adjunct instructors, of their rights and responsibilities in addition to opportunities to get involved on campus.

The Compton Community College District provides medical insurance for adjunct faculty who have served two consecutive terms a minimum 40 percent load and have received a satisfactory performance evaluation. This level of medical benefits provided to adjunct faculty members is rare among local area community colleges, and helps Compton Center to attract and retain strong adjunct faculty. (III.A.8-1, page 63, Article 17.7.B.)

Self-Evaluation

Compton Center meets this standard. Institutional policies and culture provide for the meaningful hiring, integration, evaluation, and professional development of part-time faculty and encourage their participation college wide.

Evidence

III.A.8-1. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (page 36, Article IX, Section 9.6.H, pages 25-28, Section 9.5 and page 63, Article 17.7.B.)
III.A.8-2. Compton Center First-Year Experience Program Faculty
III.A.8-3. Compton Center Honors Program
III.A.8-4. Compton Center Annual Distinguished Faculty Awards
III.A.8-5. Flex Credit and Adjunct Faculty, El Camino College

Standard III.A.9
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Descriptive Summary

The Board of Trustees and Provost/CEO of Compton Center determine the appropriate number of support personnel based on institutional need referenced in Program Reviews.

As explained in detail in Standard III.A.7, Compton Center maintains adequate personnel to support the mission of El Camino College. The terms of the partnership with El Camino College specify that senior management has final authority on the creation of new positions and the hiring of full-time employees. (III.A.9-1, pages 123-125, Appendix H.) Appropriate staffing levels at Compton Center are determined by FTES, as well as PLO and ILO data, as addressed in Standard III.A.7. The Planning & Budgeting Committee and vice presidents of El Camino College and Compton Center review proposals for additional staffing prior to submitting recommendations to the Superintendent/President. (III.A.9-2.)

Determination of appropriate qualifications for support personnel is addressed in the discussion of hiring criteria in Section III.A.1, standards for administrative employees in Section III.A.3, and review of hiring processes yielding qualified employees in Standard III.1.4. (See these sections for explanations and evidence.)

Organization of administrators is guided by the Management Organizational Chart per Compton Community College District Administrative Regulations. (III.A.9-4.)

Self-Evaluation

Compton Center meets this standard. Compton Center currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence

III.A.9-1. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (pages 123-125, Appendix H.)
III.A.9-2. Educational Master Plan (page 6.)
III.A.9-3 Management Organization Chart

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Descriptive Summary

The Board of Trustees and Provost/CEO of Compton Center determine the appropriate number of administrators, in addition to organizational structure and necessary qualifications, based on institutional need referenced in Program Reviews. Compton Center determines minimum qualification for administrators by referring to both the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and 2014 Board-approved policies and procedures for administrators. (III.A.10-1 and III.A.10-2.)

As explained in detail in Standard III.A.7, Compton Center maintains staffing levels, including administrators, in sufficient numbers to support the mission of El Camino College. As noted previously, El Camino College senior management in tandem with the Provost/CEO and vice presidents has final authority on the creation of new positions and the hiring of full-time employees. (III.A.10-3, pages 123-125, Appendix H.)

Determination of appropriate qualifications for administrators is detailed in Section III.A.3. Review of hiring processes yielding qualified employees (including administrators) is addressed in Standard III.A.4. (See these sections for explanations and evidence.)

Organization of administrators is guided by the Management Organizational Chart per Compton Community College District Administrative Regulations. (III.A.10-4.)

Self-Evaluation

Compton Center meets this standard. Compton Center currently maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services to support the institution's mission and purposes. The number of administrators is based on the purposes and the needs of the institution.

Evidence

III.A.10-1. California Community College Minimum Qualifications Handbook
III.A.10-2. Compton Community College District Board Policy 7250 on Administrators

III.A.10-3. [Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated](#) (pages 123-125, Appendix H.)
III.A.10-4. [Management Organization Chart](#)

Standard III.A.11
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Descriptive Summary

Compton College is committed to fair, equitable, and consistent personnel practices; all policies and procedures are available to the public in writing on the college website. Compton Center has established written policies and procedures in partnership with El Camino College to ensure fair hiring practices and equitable treatment of personnel.

Personnel Policies Appropriately Developed and Publicized
Human Resources has helped to update and revise more than 90% of all personnel management board policies and administrative regulations. The Chief Human Resources Officer is responsible for ensuring that all policies and procedures are equitable and consistently administered. ([III.A.11-1](#).)

Compton Center takes regularly-scheduled measures that model the Community College League of California recommended intervals. Compton Center has updated the Employee's Policies and Procedures Handbook to align with current board policies and administrative regulations. ([III.A.11-2](#), Foreword.)

As evidenced in the November 2012 FCMAT Comprehensive Assessment, Compton Center earned a score of eight, or "Fully – Substantially" implemented. Measures to improve the recommendations of the Recovery Plan include informing management staff and other key personnel of policy changes, procedures, and practices to ensure compliance. In addition, policy manuals and employee handbooks are routinely revised to reflect any changes in policy or regulations. Staff and employees are made aware of these changes via email, mail, and/or announcements at meetings. ([III.A.11-3](#), pages 15-16.)

Personnel Policies Administered Equitably
All bargaining agreements have explicit written guidelines pertaining to treatment of personnel, in addition to clear, concrete procedures for hiring faculty and staff. All bargaining agreements

detail the process for filing grievances, highlighting and defines terms that might be otherwise confusing. (III.A.11-4 and III.A.11-5.)

To ensure fairness in employment procedures, the following board policies are in place:
- 7100 – Commitment to Diversity (III.A.11-6.)
- 7120 – Recruitment and Selection (III.A.11-7.)
- 7140 – Collective Bargaining (III.A.11-8.)
- 7310 – Nepotism (III.A.11-9.)

During the hiring process, the Chief Human Resources Officer takes an active role in ensuring that all guidelines for hiring are being met, and assists the hiring committee during meetings to facilitate fair practices and offer advice to committee members, when necessary, to maintain the integrity of the hiring process. The Chief Human Resources Officer is also present during interviews to avoid nepotism or special treatment of individual candidates. (III.A.11-10, Sections 10.3 and 10.4.)

The measures enumerated above are in place to ensure a uniform and honest process for all candidates and employees. The policies listed above are available to the public on the Compton Community College District website. (III.A.11-11.)

Self-Evaluation

Compton Center meets this standard. As stated in the November 2012 FCMAT Comprehensive Report, the Center has "clearly defined and clarifies roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees." Human Resources is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. The Center earned a fully or substantially sufficient score meaning that these criteria for the standard are met.

Evidence

III.A.11-1. Chief Human Resources Officer Job Description
III.A.11-2. Compton Community College District Employee's Policy and Procedure Manual (See Forward.)
III.A.11-3. Comprehensive FCMAT Sixth Progress Report (pages 15-16.)
III.A.11-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated
III.A.11-5. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees

III.A.11-6. Compton Community College District Board Policy 7100: Commitment to Diversity
III.A.11-7. Compton Community College District Board Policy 7120: Recruitment and Selection
III.A.11-8. Compton Community College District Board Policy 7140: Collective Bargaining
III.A.11-9. Compton Community College District Board Policy 7310: Nepotism
III.A.11-10. Compton Community College District Employee's Policy and Procedure Manual
(Sections 10.3 and 10.4.)
III.A.11-11 Compton Community College District Board Policies and Procedures
http://district.compton.edu/board_of_trustees/doc/BP_7250_Administrators.pdf

Standard III.A.12
Through its policies and practices, the institution creates and maintains appropriate programs,
practices, and services that support its diverse personnel. The institution regularly assesses its
record in employment equity and diversity consistent with its mission.

Descriptive Summary

Compton Center is committed to the creation and maintenance of proven programs, practices,
and services that support its diverse personnel and students through its Commitment of Diversity
pledge. The Center welcomes diversity and continuously strives to add new programs and
services to meet the needs of its ever-changing staff, faculty, and student populations. As a
reflection of these needs, the Center employs faculty, administrators, and staff that come from
diverse backgrounds and seeks employees that are sensitive or experienced in the needs of a
diverse campus. Compton Center regularly assesses its record in employment equity and
diversity consistent with its mission.

Promoting Understanding of Diversity and Equity Among Personnel
Compton Center has implemented and sustained recruitment, selection and hiring procedures that
implement board policies and administrative regulation to ensure Equal Employment
Opportunity (EEO) compliance. These processes are well documented in the written application
and hiring procedures so that applicants and employees alike understand that equitable practices
are a priority for the Center. (III.A.12-1, page 29, Section 9.1 and page 35, Section 10.1.)

Support of these practices and the district commitment is found throughout Compton Center. The
Center makes information on its diversity and equity policies widely available on both the
college and district websites as well as in the Employee Handbook and bargaining agreements.
In addition, compliance posters stating the "Equal Employment Opportunity is the Law" are
posted in departments throughout the campus. Application forms list the Equal Employment
policy, EEO compliance officer, and direct contact information. Human Resources provides
information with employment applications that outlines the application procedures, application

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information and hiring procedures. This communicates the District's commitment to employment equity and diversity consistent with its mission. (III.A.12-2.)

In an effort to fully educate faculty, staff, and students, the Employee Handbook details the process for filing grievances in order to maintain a safe professional and educational environment for faculty, staff, and students. (III.A.12-1, page 22, Section 6.) Compton Center is fully compliant with the legal posting requirements of Title IX and its related remedies are made available to students and employees in an effort to maintain ethical diversity policies.

Assessment of Employment Equity and Diversity
Compton Center identifies the types of support required for personnel (including that which may be required raise awareness of promoting equity and diversity) through formal program review, Institutional Learning Outcomes, and assessment of Student Learning Outcomes, in addition to employee satisfaction surveys, evaluations, and analysis of FTES. Data on equity and diversity is gathered and analyzed by Institutional Research and Planning and recommendations are made to respective departments. Additionally, survey data helps provide insight into the design of programs for staff, including those addressing equity and diversity. (III.A.12-3.)

Human Resources uses iGreentree software to facilitate employee selection processes and provide statistical analysis of applicant pools to assist in diversity efforts. In addition, the process for recruitment requires the selection of a diverse search committee, which includes one nonvoting EEO representative to ensure a fair process. (III.A.12-4, page 126, Appendix H, Section 3.B.4.) Compton Center administrative regulations require a committee specifically dedicated to overseeing compliance with Equal Employment Opportunity guidelines and monitoring staff diversity. (III.A.12-5, page two.)

Institution Ensures Students and Personnel Treated Fairly
Students are informed of their rights and responsibilities in detail in the Compton Center Catalog's "Students Rights and Grievances" section, which is published annually and available online. Compton Center adheres to the same practices as outlined in El Camino College's Administrative Procedure 5530. (III.A.13-6, pages 320-324.)

Compton Center is committed to the fair and ethical treatment of faculty, staff, and students. Dr. Keith Curry, CEO/Provost, issued a memo addressed to all students and employees regarding an "Update of District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information," identifying who faculty, staff, and students can contact regarding discrimination at Compton Center or El Camino College. Following this contact information is a listing of Compton Center's policies on harassment and discrimination. (III.A.12-7.)
- To ensure equitable dealings with personnel at Compton Center, all bargaining agreements have explicit written guidelines pertaining to treatment of employees, in

addition to clear, concrete procedures for equitable treatment of staff as detailed in Standard III.A.11. All bargaining agreements detail the process for filing grievances. (III.A.12-8, pages 48-52, Article XIII and III.A.12-9, page 26-28, Article XI.)

Self-Evaluation

Compton Center meets this standard. Compton Center has a demonstrated record of promoting understanding and equity among its personnel. Such understanding is regularly assessed through a variety of means, including institutional research and employee surveys. The fair treatment of students and staff is ensured through detailed policies and procedures published in the college catalog, the Employee Handbook, and the classified and certificated employees' bargaining agreements.

Evidence

III.A.12-1. Compton Community College District Employee's Policy and Procedure Manual (page 22, Section 6; page 29, Section 9.1 and page 35, Section 10.1.)
III.A.12-2. Compton Community College District Board Policy 7100: Commitment to Diversity
III.A.12-3. http://www.elcamino.edu/administration/ir/ (page 14-15, Employee Inclusion.)
III.A.12-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated (page 126, Appendix H, Section 3.B.4.)
III.A.12-5. Administrative Regulation 2511: Consultative Council B – EEO/Staff Diversity Committee (page 2.)
III.A.12-6. El Camino College/Compton Center Course Catalog (pages 320-325.)
III.A.12-7. Updated Non-Discrimination Statement and Title IX Contact Memo
III.A.12-8. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated
(pages 48-52, Article XIII.)
III.A.12-9. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (page 26-28, Article XI.)

Standard III.A.13
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Descriptive Summary

Compton Center upholds a written code of professional ethics for all of its personnel, including administrators, faculty, staff, and board members.

Professional Ethics for All Personnel

Compton Center supports the Vision Statement, Statement of Values and Mission Statement of El Camino College under the terms of the partnership. (III.A.13.1.) Compton Center has adopted El Camino College's code of ethics for employees titled "Statement of Values" to avoid confusion with the ethics policy for members of the Compton Community College District Board of Trustees. (III.A.13-2, page one, Section 1.2.)

The Compton District Board of Trustees adopted Board Policy 2715, "Code of Ethics and Standards of Practice" in November, 2010. All deliberations and activities observe the following tenets. (III.A.13-3.)

- Acting as a Whole
- Managing Conflicts of Interest
- Monitoring Board Compensation and Expenses
- Handling Special Interest Groups
- Using Appropriate Channels
- Maintaining Appropriate Conduct at Board Meetings
- Maintaining Confidentiality of Closed Sessions
- Exercising Authority as Trustees
- Handling of Administrative Matters
- Giving Priority to the District and its Strategic Partners

Consequences for Ethics Violations

A contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education code section 87732, which covers the tenets presented in the Statement of Values. This policy is posted on the Compton Community College District website. (III.A.13-4 and III.A.13-5.) Board members who are found to be in violation of any part of the Code of Ethics are subject to sanction, including, but not limited to, reprimand, censure, or withholding of Board member compensation. (III.A.13-3.)

Self-Evaluation

Compton Center meets the Standard. Compton Center upholds a written code of professional ethics, referred to as unifying principles, for all of its personnel. These principles are the cornerstone of the institution's established personnel rules and regulations, which include consequences for violation.

Evidence

III.A.13-1. [Compton Center Partnership Agreement with El Camino College](#)
III.A.13-2 [Compton Community College District Employee's Policy and Procedure Manual](#)
(page one, Section 1.2.)
III.A.13-3. [Compton Community College District Board Policy 2175: Code of Ethics and Standards of Practice](#)
III.A.13-4. [Compton Community College District Board Policy 7360: Discipline and Dismissal of Academic Employees](#)
III.A.13-5. [Compton Community College District Board Policy 7370: Discipline and Dismissal of Classified Employees](#)

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Faculty and staff are encouraged to attend a wide array of training programs, seminars, and conferences for training on relevant topics. The Professional Development Committee, Academic Senate, and Compton Center administration seek information about the needs of faculty and staff through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs. Compton Center ensures meaningful evaluation of professional development events by soliciting feedback immediately following each related activity and by systematically evaluating professional development programs at the institutional and program levels.

Institutional Support for Professional Development Programs
The Professional Development Committee, the Academic Senate, and administration at Compton Center support the improvement of teaching and learning by providing financial resources for faculty to attend and to present projects at conferences in addition to making available a variety of seminars and courses on improving curriculum, pedagogy, retention, student equity, and related subjects. ([III.A.14-1](#), pages 2 and 9; and [III.A.14-2](#).)

In partnership with El Camino College, workshops are continually available to all faculty and staff, with a strong focus on teaching pedagogy/techniques and technology. ([III.A.14-2](#).) As part

of their contractual responsibilities, Compton Center faculty take advantage of numerous seminars and courses to improve student learning, including opportunities through El Camino College, @One, the California Community College Council, and 3CSN, as well as on-campus breakout sessions, Professional Development (Flex) Day trainings and more. (III.A.14-3.) Compton Center offers bonuses to classified staff to encourage continuing education. (III.A.14-4.)

Institution Utilizes Assessment to Identify Professional Development Needs
The Professional Development Committee, Academic Senate, and administration seek information about the needs of staff and faculty, including DE/CE instructors, through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs. (III.A.14-5.)

In addition, Flex Reporter, departmental and committee meetings, and survey opinionnaires help to ascertain evolving professional development needs. All faculty professional development activity is assessed through Flex Reporter, where participants are required to provide specific on the usefulness and applicability of such activities. This feedback is evaluated by department deans to ascertain evolving needs. (III.A.14-6.) Faculty department meetings routinely include time to report on conference and workshop attendance. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills. (III.A.14-7.)

Evaluation of Professional Development and Use for Improvement of Teaching
Compton Center, in partnership with El Camino College, ensures meaningful evaluation of professional development events by soliciting feedback immediately following each related activity. Such evaluations from participants ensure that specific learning needs are met. The evaluation information is also shared with presenters in the case of on-campus events. Electronic surveys are widely used through services such as Survey Monkey. Once attendance has been verified, attendees are sent an email with a link to the evaluation survey, asked to rate the value of the activity, and whether the materials learned will assist them in the classroom (faculty) or on the job (staff). (III.A.14-8.)

The impact of professional development activities on teaching and learning is determined through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs. (III.A.14-5.)

Appropriate Professional Development for DE Personnel

In partnership with El Camino College, extensive training programs, seminars, and conferences are made available to faculty and staff to offer information and training on relevant distance education topics. Compton Center distance education faculty are encouraged to take advantage of a wide array of seminars and courses, including Etudes CMS and Canvas LMS Conferences, @One Webinars. (III.A.14-9.)

Compton faculty members are encouraged, through the Professional Development Committee, to attend workshops and conferences. The committee provides a funding stipend on a first-come, first-serve basis to faculty members who attend and present at conferences in addition to making available a wide variety of seminars and courses on improving distance education. (III.A.14-1, pages 2 and 9; and III.A.14-2.) In addition, distance education faculty can take advantage of LMS-related help videos to stay current on features available to promote online student success. (III.A.14-10.)

Self-Evaluation

Compton Center meets this standard. Compton Center plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The college provides professional development to ensure that individual, program, and institutional needs are met. The Center has provided professional development opportunities within its financial means to improve teaching, learning and other services to administrators, faculty, staff, students and the community.

Evidence

III.A.14-1. Compton Center Budget, Fiscal Year 2015-2016 (pages 2 and 9.)
III.A.14-2. Provost/CEO Memo Regarding Professional Development
III.A.14-3. El Camino College Staff Development
III.A.14-4. Bargaining Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (page 38, Article XVIII, #5.)
III.A.14-5. SLO/PLO/ILO Homepage and Overview
III.A.14-6. Flex Reporter Professional Development Activity Exemplars
III.A.14-7. Fall 2016 Flex Day Program
III.A.14-8. Sample Survey on Professional Development Activity Feedback3
III.A.14-9. El Camino College Distance Education Professional Development
III.A.14-10. Etudes CMS Instructional Videos

Standard III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel files at Compton Center are maintained in a secured and lockable room. Employees are permitted to review their personnel file in the presence of Human Resource staff during normal working hours by filling out a request form. All personnel files are maintained and located in the Human Resources office in a room adjacent to the office so that they may be monitored during office hours. During off-hours, Compton Center has security systems in place as well as 24-hour patrols by Campus Police to prevent break-ins. (III.A.15.1.)

Personnel files are complete and organized, as a personnel file checklist in place to ensure complete and accurate maintenance of personnel files. Compton Center Human Resources staff routinely reviews personnel files for new employees to ensure a complete orientation and verify that the necessary and desired documentation was received. (III.A.15.2.) Employees at Compton Center can easily access their own files. Employee records are confidential and may be reviewed only by authorized personnel such as Human Resources representatives, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, DOJ Background Investigations, or other mandated state or federal requirements. (III.A.15.3, page 23, Section 8.1.)

Self-Evaluation

Compton Center meets this standard. Each employee has access to his/her personnel records in accordance with law.

Evidence

III.A.15-1. Administrative Regulation 6522: Records
III.A.15.2. Dean of Human Resources Job Description
III.A.15-3. Compton Community College District Employee's Policy and Procedure Manual (page 23, Section 8.1.)

Standard IIIB: Physical Resources

Standard III.B.1
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Construction and Maintenance
Physical resources at all Compton Center sites are maintained safely and securely. Since 2002, funding from Measure CC bond of $100 million has helped Compton District construct state-of-the-art buildings for use by the Compton Center. In November 2014, Compton District residents, with 78.39 % approval, passed another bond measure, referred to as Measure C, which authorized another issuance of $100 million in general obligation bonds. Combined efforts from Facilities Planning and Operations Department, El Camino College, El Camino College Police Department, and the Compton Center employees assist in maintaining a safe environment for learning.

Since 2012, the Compton Center has taken a proactive approach to providing and improving our learning and working environment. The Compton Center operates on an 88-acre site that was originally opened in 1953. The Compton Center has 32 buildings totaling 278,130 assignable square feet. The L-shaped campus is basically level with a gradual slope toward the southwest and is visible from nearby State Route (SR) 91 freeway. Since 2006, the southwestern portion of the campus has been leased to the Major League Baseball's Urban Youth Academy. The Compton Center campus is surrounded by residential communities to the west, north, and east sides, and Artesia Boulevard and State Route (SR) 91 to the south.

The 2012 Facilities Master Plan (III.B.1-1) assists the Compton Center to provide sufficient physical resources at the Compton Center for courses, programs and services. New buildings are designed and constructed with the Division of the State Architect (DSA) approval to maintain accessibility and safety for our students and the community.

Compton Center has several methods to determine the sufficiency of the classrooms, laboratories, and office space. First, the 2012-2017 El Camino College Comprehensive Master Plan (III.B.1-2) which identifies enrollment projections and future needs (instructional and student services) for space. The Compton Center is currently in the process of finalizing our 2017-2022 Comprehensive Master Plan, which will include updated enrollment projections.

The 2012 Facilities Master Plan utilizes the information from the Educational Plan to determine future facility's needs. The Compton Center is currently updating the 2012 Facilities Master Plan. The Compton Center's Space Inventory Report identifies the availability of our facilities (III.B.1-3). In addition, the Five Year Construction Plan outlines our facilities projects and the potential impact on our load capacity ratios (III.B.1-4).

During the 2016-2017 year, we are working with the Facilities Committee to be more involved in the reviewing and recommending facilities projects. Since 2012, Compton Center has achieved several milestones as it relates to completing facilities projects. Completed projects include the Server Room & Management Information Systems Building Enhancements, Library-Student Success Center, Infrastructure Phase I and New Central Plant/Stadium Lighting, Infrastructure Phase II, Football Field Renovation, Information Technology Infrastructure and Wi-Fi Project, Allied Health Building and Cosmetology Project.

Safety & Security
New Projects and renovation projects are designed to meet the DSA approval for fire, life, and safety compliance with American Disabilities Act (ADA). A Compton Center employee may report a safety hazard by calling the Facilities Department or by submitting through our online work order system SchoolDude (III.B.1-5). Facilities Staff, Campus Police and our Chief Human Resources Officer who serves as the Risk Manager regularly evaluate and address safety hazards as a function of their job duties. In the fall of 2016, the Compton Center conducted its first Safety Forum and after that forum, employees are able to submit safety/hazardous/suggestions to the El Camino College Police Department (III.B.1-11, 12). The Director of Facilities Planning and Operations, and the Lieutenant from the El Camino Police Department review the suggestions and make recommendations to the Provost/CEO for required action. This fall semester, the Compton Center established an Assessment Intervention Management Safety (AIM's) team similar to what is offered at El Camino College main campus to assist faculty, staff, and students to deal with behavioral situations that are a cause for concern. The purpose of AIM's team is to improve and promote campus safety and to coordinate information when dealing with behavioral situations, so that proper intervention techniques can be utilized in order to promote Student Success.

The El Camino College Police Department provides police and security services to maintain a safe learning and working environment for students, faculty, and staff. This is accomplished by assigning armed, sworn police officers and non-sworn safety officers to patrol Compton Center, which ensures a high level of police visibility and rapid response to 911 calls for service and emergency situations. There are 26 "blue tower" emergency phones located on the Compton

Center campus (III.B.1-6). These phones utilize the Informacast Notifications System to send a voice message to all Cisco phones on campus which allows the institution to provide emergency communications to all instructional and non-instructional areas. El Camino College Police Department consists of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Patrol Services continue to provide community-based policing and crime prevention throughout the Compton Center campus and surrounding neighborhoods to assure a safe and secure learning and working environment for students and staff. Beyond assisting campus police officers patrol the Compton Center and enforcing parking, Cadet Services assist in directing guests during events, conferences, regional meetings for traffic control, and monitoring reserved parking areas. Through the completion of the Infrastructure Phase I and New Central Plant/Stadium Lighting, the Infrastructure Phase II, and the Allied Health Building, campus-wide lighting was upgraded and campus-cameras installed, which has improved safety for students at the Compton Center (III.B.1-6), (III.B.1-7).

Annually, the El Camino College Police Department releases their annual Clergy Report Crime Statistics for the Compton Center (III.B.1-13). The majority of the crimes reported were property crimes. All crimes on campus are investigated by the El Camino College Police Department and if necessary the Los Angeles County Sheriff's Department. Below are the 2009-2011 crime statistics for the El Camino College Compton Center:

Criminal Offenses - Non-campus

A bar chart titled "Criminal Offenses - Non-campus" with a y-axis ranging from 0 to 14. The x-axis categories are: Murder/Non-negligent…, Negligent manslaughter, Sex offenses - Forcible, Sex offenses - Non-…, Robbery, Aggravated assault, Burglary, Motor vehicle theft, Arson. Legend shows 2009 (blue), 2010 (orange), 2011 (gray). Visible bars (2011, gray): Sex offenses - Forcible = 4, Robbery = 11, Aggravated assault = 10, Burglary = 13, Motor vehicle theft = 13. Motor vehicle theft also shows a 2009 (blue) bar = 3.

The Compton Center annually conducts Earthquake Drills; and this fall will conduct an Active Shooter training for all students and employees. Emergency Preparedness Procedures are posted online for students and employees. In addition, the Compton District is updating the Consolidated Emergency Response Site Plan and is working with Keenan and Associates to finalize the plan by January 2017 (III.B.1-8).

An annual Statewide Association of Community Colleges (SWACC) property and liabilities inspection provides the Compton Center as a tool to evaluate the safety of its facilities. The inspections evaluate security, fire protection, playground safety, pest management, chemical safety, forklift/man lift procedures, asbestos operation, hazardous materials handling/storage, and the Compton District's self-inspection program. The SWACC inspections report conducted by Keenan and Associates, the Compton District insurance carrier, demonstrates the institution is maintaining a safe facility (III.B.1-9).

Compton Center is in the process of a partnership with Molina Medical Management to open a health facility in the fall of 2017. Currently, Compton Center students have the option to receive health services at El Camino College main campus. The Molina Health Center will be staffed by a nurse practitioner and medical assistants – managed by Molina Medical. For this new health service, Compton Center students are required to pay the $19 Health Services Fee when

registering for fall classes. The Molina Health Center will be open year-round on Tuesday and Wednesday from 8:30 a.m. – 5:30 p.m.; and on Thursdays from 11:00 a.m. – 7:00 p.m. Services to be provided by the Molina Health Center are included in the Student Health Clinic Services Agreement Attachment A (III.B.1-10).

Self-Evaluation

Compton Center meets the Standard. Compton Center assures safe and sufficient physical resources.

Evidence

III.B.1-1	[2012 Compton Community College District Facilities Master Plan Update](#)
III.B.1-2	[2012-2017 El Camino College Comprehensive Master Plan](#)
III.B.1-3	Compton District Space Inventory Report: 2015, 2016
III.B.1-4	Five Year Capital Outlay Construction Plan (2017-2018)
III.B.1-5	SchoolDude, Crystal Report Viewer (example)
III.B.1-6	CCCD Cameras & Emergency Phones Map
III.B.1-7	CCCD Campus Site Lighting Plan
III.B.1-8	Consolidated Emergency Response/Contingency Plan - 2015
III.B.1-9	SWACC Property & Liability Inspections Report 2015, 2016
III.B.1-10	Student Health Clinic Services Agreement Attachment A
III.B.1-11	Campus Safety Forum Presentation
III.B.1-12	Campus Safety Forum Feedback
III.B.1-13	Clergy Report

Standard III.B.2
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Descriptive Summary

Physical resources are crucial in meeting the District's mission to "improve facilities to support student learning and success." The District uses a variety of methods to plan, build, maintain, and use facilities, equipment, and other physical resources effectively. In the last thirteen years,

much of the building at the District was a result of the $100 million Bond Measure CC, approved by the voters in 2002 (III.B.2-1). In 2014, Bond Measure C was approved by voters for an additional $100 million (III.B.2-2), which will supplement Bond Measure CC so that the District can continue building based on our current and future Facilities Master Plan (III.B.2-3).

All needs are assessed at the program, institutional and service level. Since this is an ongoing process, the Five Year Capital Construction Plan (III.B.2-4), the Scheduled Maintenance & Special Repairs 5-Year Plan (III.B.2-5), the Educational Master Plan (III.B.2-6) and the Facilities Master Plan all serve to constantly engage all interested parties in a collaborative process. This provides for a strong foundation on which the institution may carry out its mission and overarching priorities. The planning process includes a series of meetings with the stakeholders, as well as, presentations and discussions with the college community, CEO Cabinet, and the Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed improvements. The needs for capital projects are identified in the 2012 Facilities Master Plan (III.B.2-3). This interactive planning process continues as the District works on updating a 2016 Comprehensive Master Plan, which will include an updated educational master plan, a technology plan and facilities master plan.

The District maintains its facilities in a manner that supports programs and services and allows the District to achieve its mission. The Facilities Planning and Operations Department, under the direction of the director of Facilities Planning and Operations, is a support service division that maintains the educational facilities and provides support to other departments through maintenance services; custodial services including event setup/teardown and furniture/equipment moving; campus grounds keeping; shipping and receiving; and hazardous materials handling services for the District (III.B.2-7). Facilities Planning and Operations endeavors follow the District's Mission, Vision, and Strategic Initiatives to provide a welcoming environment by offering continuous improvement in institutional quality (III.B.2-8). The "Work Order Summary List" available from the Facilities Planning and Operations online work order system, SchoolDude, provides evidence that facilities undergo routine maintenance and repair (III.B.2-9). Annually, the District submits a list of projects that will be completed using scheduled maintenance funds from the State Chancellor's Office FUSION database (III.B.2-10).

Facilities Planning and Operations has completed many Small Maintenance Projects in the past two years as a measure to improve individual education programs, replace or repair aging infrastructure, and improve safety.

These are some of the projects that were completed:
- Ceiling tile replacement in the gym lobby

- Repair HVAC in V-Row, Athletics Offices, D-Row classrooms
- Gas line repair in Math Science Building
- Flooring replacement in Math Science Lounge and Athletics Offices
- Paint Locker Rooms

These are some of the projects scheduled to be completed within the next year:
- Roofing repair of gymnasium
- Flooring replacement in Vocational Building
- Computer wiring upgrade in Vocational Building
- Add AC to gymnasium
- Campus wide door replacement
- Campus wide landscaping upgrade (water conservation project)
- Boiler Replacement

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs annually on a 5-year cycle. The information is collected and maintained on a state-wide community college system called FUSION (Facilities Utilization, Space Inventory Options Net) (III.B.2-11). The resulting information is used to prioritize needs and develop funding strategies.

Self-Evaluation

Compton Center meets the standard and assures the quality and effective use of physical resources in order to achieve its mission and support its programs and services.

Evidence

III.B.2-1 Bond Measure CC (2002)
III.B.2-2 Bond Measure C (2014)
III.B.2-3 2012 Facilities Master Plan
III.B.2-4 Five Year Capital Outlay Construction Plan (2017-2018)
III.B.2-5 2016-2017 Scheduled Maintenance & Special Repairs Five Year Plan
III.B.2-6 Educational Master Plan
III.B.2-7 Director of Facilities Planning and Operations Job Description
III.B.2-8 BP 1200 Mission, Vision, and Strategic Initiatives – 12/15/15
III.B.2-9 Work Order Report 4/2015 thru 4/2016 (SchoolDude)

III.B.2-10 Scheduled Maintenance Project List (2015, 2016, 2017)
III.B.2-11 Space Inventory 2015-2016, 2016-2017

Standard III.B.3
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Compton Center uses several types of evidence to evaluate the effectiveness of its facilities and equipment. The Education Master Plan and the Facilities Master Plan provide information which is fed into the Districts Five-Year Capital Outlay/Construction Plan (III.B.3-1). The Facilities Master Plan includes discussions regarding new construction projects, current inventory of existing structures, future needs, lighting, and energy efficiency.

Compton Center's Director of Facilities Planning and Operations conduct an annual inventory of the District's facility spaces and identify the utilization of these spaces. The institution maintains this information on the California Community College Chancellors Office online program, FUSION. Each year, the District submits a space inventory report that reflects any changes (III.B.3-2). The results of the space inventory report provide the Five Year Capital Outlay/Construction Plan the information necessary to calculate the institution's need for additional space using a capacity load ratio -- Weekly Student Contact Hours/Cumulative Space Capacity = Capacity Load Ratio (III.B.3-3).

In concert with the evidence provided by FUSION, Educational programs, student support services, as well as administrative departments all submit a Program Review every four years (III.B.3-4). In addition to addressing its mission, pedagogical, logistical and performance concerns there are specific questions as outlined in the ACCJC guidelines for addressing their need for additional space, technical equipment and non-technological needs overall.

On October 16, 2012, the District adopted Board Policy 6600 Capital Construction (III.B.3-5) which include two subsequent Administrative Regulations 3301 and 3302 (III.B.3-6) (III.B.3.7). This policy dictates and clarifies the CEO's responsibility to manage and plan the Districts Capital Outlay and construction projects. These projects, both construction and facilities planning, are jointly reviewed by the CBO and the Director of Facilities Planning.

The District utilizes the SchoolDude work-order system to track and assign work orders, scheduled maintenance, and both routine and large-scale repair projects. (III.B.3-8)

The Education Master Plan and the Facilities Master Plan are driven by faculty, staff, and student needs to remain competitive in the 21st century. Technology plays an important role. This is assessed through program mission, goals, clarification of goals, student learning outcomes, program learning outcomes, institutional learning outcomes, planning and budget.   The District also has a Technology Plan. All three of these plans feed into the Comprehensive Master Plan. The Technology plan incorporates a discussion of planning at the District and College level. It must also self-assess financial costs to determine the need for upgrading infrastructure and technology. The Technology Plan is a technological vision that takes into account guiding principles, resources, training, and the need for funding. Lastly, the plan lists agenda items to address the issues facing the district and the center. In 2015, the District, in concert with AT&T, made Wifi access available to students, faculty, and staff at the Center. This available access includes classrooms, offices, Library/Learning Center, student common areas, parking lot, and stadium. The District continues to engage in a self-assessment process to determine the needs and associated costs of upgrading infrastructure, including technology (III.B.3-9) (III.B.3-10).

Self-Evaluation

Compton Center meets the Standard. The evidence demonstrates that the Compton Community College District plans and evaluates its facilities and equipment annually to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

Evidence

III.B.3-1 2017-21 Five Year Capital Outlay (Construction) Plan approved 2/4/2016
III.B.3-2 Compton District Space Inventory 2015-2016, 2016-2017
III.B.3-3 2017-21 Five Year Capital Outlay (Construction) Plan approved 2/4/2016, pages 8-13
III.B.3-4 Program Review 2012-2013 Facilities
III.B.3-5 Board Policy 6600 Capital Construction
III.B.3-6 Compton CCD, AR 3301 Capital Construction Planning, March 16, 2010
III.B.3-7 Compton CCD, AR 3302 Bond Program Management, March 16, 2010
III.B.3-8 Work Order Report 4/2015 thru 4/2016 (SchoolDude)
III.B.3-9 AT&T Wi-Fi Power point presentation
III.B.3-10 AT&T Board Agenda Item

Standard III.B.4
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

FUSION, the project planning software, in addition to assessing space needs, facilitates the planning and analysis of current and long range projects. These projects which received funding under the 2012 Five Year Capital Outlay Plan are prioritized. Budget, schedule and intent are determined in this instance. The District is in the process of developing a new five year Facilities Master Plan with the assistance of Gensler Architects (III.B.4-1). The District has held numerous meetings with stakeholders given an opportunity for input (III.B.4-2) (III.B.4-3).

The most recent Five Year Capital Outlay/Construction Plan covers the years 2017 thru 2021 and was approved by the State Chancellor's Office in 2016 (III.B.4-4) and draws from the Facilities Master Plan of 2012. This plan includes sections covering new construction, facilities improvements, existing building inventory, project needs, lighting, landscaping, energy efficiency priorities and recommendations. The following plans have been identified based on the Facilities Planning Manual of the California Community College System as evidence necessary to justify Capital Outlay funding:
1. Master Plan, Energy Plan, Plan Surveys
2. List of Projects in order of priority
3. Cumulative Capacities and Loads for the Five Types of Space
4. The Capacity of Existing On-Campus Facilities
5. Initial Project proposal (IPP) (III.B.4-5) and Final Project Proposal (FPP) (III.B.4-6) for each undertaking as well as a descriptions and space changes affected by each proposal.

Under the Five Year Capital Outlay Plan, several projects have been completed and others are currently under construction. Completed projects include the Server Room and MIS Building Enhancements ($3.4 million), Library-Student Success Center ($25 million), Infrastructure Phase I and New Central Plant/Stadium lighting ($33 million), Infrastructure Phase II ($13.5 million), Football Field Renovation ($2.5 Million), Information Technology Infrastructure and Wi-Fi project ($4 million), Allied Health Building ($12.6 million) and Cosmetology ($1.5 million). Projects under construction include the Little Theater, Swing Space (temporary housing for Instructional Building 1 construction), Cosmetology Program Classrooms, Public Safety Building and design for Instructional Building 1.

The Compton College District Facilities Master Plan (2012) provided a thoughtful guide for the future while appreciating the rich history of the past. It is a 'living document' which is currently undergoing an update. When considering the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases, the elements considered are initial costs, operating costs including energy consumption, maintenance and repair costs. Adjustments are made using the time value of money (III.B.4-7).

Self-Evaluation

Compton Center meets the Standard. The evidence supports Total Cost of Ownership whereby long-range capital plans support institutional improvement goals as it relates to facilities and equipment at El Camino College Compton Center.

Evidence

III.B.4-1   Facility Master Plan – 2016 Draft
III.B.4-2   Facility Master Plan – 2016 Draft – Meeting 1
III.B.4-3   Facility Master Plan – 2016 Draft – Meeting 2
III.B.4-4   2017-21 Five Year Capital Outlay (Construction) Plan approved 2/4/2016
III.B.4-5   IPP – Physical Education Complex Replacement, July 1, 2016
III.B.4-6   FPP – Instructional Building 2
III.B.4-7   TCO Analysis - discuss

Standard III.C – Technology Resources

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

Descriptive Summary

For the last decade, Compton Center has functioned in partnership with El Camino College; as such, Compton Center's current technological infrastructure is shared with El Camino College, whose accreditation was reaffirmed in 2015. Through this collaboration, Compton Center has robust technology services, facilities, and professional support as well as adequate hardware and software to maintain management and operation functions, academic programs, teaching, learning, and support services. Compton Center provides suitable technological support designed to meet the needs of instruction, student success, communications, research, and operations.

At Compton Center, identification of technology requirements occurs at the department level. Departments undergo regular program review; through this evaluative process, they identify all program requirements, including technology requirements for improving student learning outcomes (SLO), service area outcomes (SAO), and program learning outcomes (PLO). This information is recorded through TracDat for campus-wide review. Department-specific technology-related requests (such as laptops, printers, projectors, software installations, and other related support services) are prioritized, processed, and approved by department deans and entered into TracDat. As explained in Standard III.C.1, decisions about technology rest primarily on data gathered from program reviews, particularly SLO, SAO, and PLO data; which address outcomes for distance education as well. Individual academic and administrative divisions identify technology needs during program review cycles.

In addition, in Fall 2007 Compton Center developed performance indicators for those service activities deemed to need improvement: Information Technology Services (ITS) performance indicators, surveys of students, faculty, and staff; portal activity (logon stats), student computer lab stats, help desk work order, and the like are provided through Institutional Research surveys, feedback mechanisms and comments. Requests are fulfilled based on funding availability, long-term planning goals, and relevance to student success.

Compton Center makes decisions about technology services, facilities, hardware, and software within the framework of its partnership with El Camino College. Currently, El Camino College committees form the core decision-making bodies in terms of technology services and software, as Compton Center shares many of their resources. Compton Center standing committees, however, generally make decisions related to Compton Center's facilities and hardware. The breadth of this self-determination increases as Compton Center advances toward regaining its own fully accredited status. Decisions about distance education-related technology services, hardware, and software at Compton Center are made in conjunction with El Camino College.

The Technology Committee at Compton Center and the Academic Technology Committee of El Camino College are composed of faculty, administrators, and staff who are actively involved in assessing the technological needs of the institution. Committees regularly request that Institutional Research distribute technology-related surveys to assess the needs of students, administrators and faculty. For example, surveys repeatedly identified reliable campus-wide Wi-Fi as a top priority, and campus-wide Wi-Fi was installed in fall of 2015. Institutional Research will conduct another survey in 2016 and annually thereafter to determine additional technology needs.

In addition to tracing SLO, SAO, and PLO data through TracDat and reviewing data from its reports, Compton Center evaluates the effectiveness of its technology based on reliability. Informational Technology Services (ITS) actively monitors Compton Center's network. When necessary, ITS periodically takes the system offline to resolve problems and perform maintenance. Safeguards are built into the various systems used for Distance Education (DE), registration, grades, email, and other campus functions to foster minimal downtime and ensure reliability, disaster recovery, privacy, and security as outlined in Section III.C.2.

Compton Center provides a variety of distance learning classes, with approximately ten percent of total courses offered online. In conjunction with El Camino College, for the past several years Compton Center has employed the Etudes course management system (CMS), a third-party platform for online and hybrid courses. Etudes features standard CMS elements, including online tutoring services, educator forums, and a secure platform for DE faculty to share class lectures, presentations, homework, and exams. Etudes encourages online collaboration through discussion boards, chat, and private messaging features. Etudes uses the online Dashboards to organize information and gauge student participation through Activity Meter. Based on the Online Education Initiative through the California Community College Chancellor's Office as well as recommendations from the Academic Senate Task Force and Distance Education Advisory Committee, which includes members from Compton Center, Compton Center is transitioning to

the open-source Canvas Learning Management System beginning in Spring 2017, with the complete transition effective Fall 2017.

Self-Evaluation

Compton Center meets this Standard. The planning process and technology committees actively involves faculty and staff in assessing, planning, and implementing technological measures at the institution. Compton Center creates strategies for technology development based on concrete data including learning outcomes, surveys, and performance indicators. Compton Center is creating a robust technology infrastructure, including extensive support for distance education. Compton Center continues to develop this infrastructure in preparation for the future.

Action Plan

Compton Center will continue to develop long-term planning so that the technology needs of students, staff, and faculty will continue to be well served as Compton Center transitions to independent status. The Technology Master Plan will include specific Budget and Planning Committee recommendations to foster continued growth.

Evidence

El Camino College Academic Technology Committee
http://www.elcamino.edu/faculty/sdever/atc_home.htm - old webpage, ACCJC team needs MyECC access and we need sample docs to post and use as evidence within Self-Evaluation
Compton Center Planning Workflow Chart
http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanningChart.pdf
El Camino College Technical Services
http://www.elcamino.edu/administration/techservices/
Compton Center Educational Master Plan
http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf
Compton Center Program Review
http://www.compton.edu/academics/programreviews.aspx
Compton Center FCMAT Comprehensive Assessment Tenth Progress Report, Standard IIIC, pages 11-15

http://fcmat.org/wp-content/uploads/sites/4/2016/08/Compton-CCD-final-10th-progress-report-8-11-16.pdf

TracDat

https://elcamino.tracdat.com/tracdat/

El Camino College Accreditation Self Study 2014

http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf

Etudes LMS

http://etudes.org/products/etudeslms/

Canvas LMS

https://www.canvaslms.com/

California Online Education Initiative

http://ccconlineed.org/

Standard III.C.2

The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Descriptive Summary

Compton Center ensures a robust, current, sustainable, and secure technological infrastructure to maintain maximum reliability for students, staff, and faculty. Compton Center administers its academic and administrative technology infrastructure centrally through ITS. All offices, laboratories, and classrooms are connected to a campus-wide data infrastructure, including distance education resources. All students, faculty, and staff have access to email services, the Internet, and a campus-wide wireless network.

In partnership with El Camino College, Compton Center utilizes Datatel (now Ellucian) as its enterprise resource planning tool. In fall 2008, Compton Center implemented a student portal and deployed Datatel's Web Advisor student services module. These systems have been consistently reliable and are still in use today.

Compton Center has installed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion; distance education is part of this infrastructure. Compton Center has completed the first phase of its ITS Renovation Project with the installation of a new optical fiber backbone and upgraded all networking equipment on campus. In addition, as part of an Emergency Stabilization project, the ITS server

room completed a full renovation of the data center. Critical data servers have redundant CPUs and power supplies. ITS staff monitors network performance and submits performance reports to administration. High-volume storage area networks (SANs) protect critical data, and high-speed data backup devices record nightly copies. In addition, Compton Center has contracted for off-campus storage of weekly archival back-ups. This storage is located away from the earthquake fault lines.

All of Compton Center's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected; users are required to change their password every 180 days. [Dena Maloney asks whether this (180 days) is correct, but may be thinking of a different type of data system – please verify] [Virtual private network firewall databases control access from off campus. FIX THIS] Student networks are virtually isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, and auto-fault detecting. Distance education infrastructure benefits from the security protocols and redundancies offered by third-party course and learning management systems. Current semester grades, curriculum, student work, and other DE course materials are housed off site, currently within the Etudes CMS platform, and final grades are recorded on the Colleague platform.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services, including distance education. Equipment and infrastructure are securely maintained. Student success is the foremost priority in technology planning and purchasing decisions at Compton Center. Decision-making processes are in place for updating and maintaining the technological infrastructure, including provisions for support of distance education requirements.

The Technology Committee prepares an annual update of the Technology Plan that integrates with the Educational Master Plans and the Facilities Master Plan. Administrators and deans meet annually to rank technology requests in terms of feasibility and need. Then, the Vice President of Academic Affairs brings the top requests to Consultative Council for discussion, and the results are taken to the Planning and Budget Committee for further investigation. Ultimately, the Planning and Budget Committee submits these results to Compton Center's provost and the president of El Camino College for final determinations.

Self-Evaluation

Compton Center meets the Standard. Compton Center's technological infrastructure supports its mission and operations and its programs and services. Technology decisions are based on

program review and integrated into both short-term and long-term planning. The Technology Committee integrates the Technology Plan with other institutional plans and engages in data-gathering, analysis, and short- and long-term planning. Over the last several years Compton Center has stabilized its network, including infrastructure modernization. Compton Center has prepared an inventory of technology hardware, and equipment replacement plans have been developed. In the 2014 FCMAT report, Compton Center received a score of 9 out of 10 on "refurbishing, modernization, and new construction" of technology infrastructure. The Technology Master Plan includes recommendations to foster continues technological capacity and growth and includes steps to establish an independent, fully functional technological infrastructure at Compton Center.

Evidence

Compton Center Academic Technology Committee Minutes
https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx   (These are currently housed within MyECC and require user login.)
Compton Center Planning Workflow Chart
http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanningChart.pdf
Compton Center Program Review
http://www.compton.edu/academics/programreviews.aspx
Compton Center District Planning and Budget Committee Responsibilities (Page 7)
http://district.compton.edu/district_budget/docs/2016-17-Final-Budget.pdf
TracDat
https://elcamino.tracdat.com/tracdat/
MIS Data Server Press Release
http://www.compton.edu/campusinformation/currentnews/Documents/ComptonCenterNewsReleases/2012/november/MIS-Data-Server-Bldg-Tour-Ribbon-Cutting-11-2012.pdf
Compton Center Facilities Five-Year Construction Plan
http://district.compton.edu/administration/docs/Compton_CCD-Five_Year_Construction_Plan_2016-2017.pdf
Compton Center Facilities Master Plan
http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf
Compton Center Educational Plan (Draft), pages 3-6
http://www.compton.edu/adminandoperations/provostceo/Documents/compton center ed plan - seventh draft.pdf
Compton Center FCMAT Comprehensive Assessment Tenth Progress Report, Standard IIIC, pages 11-15

http://fcmat.org/wp-content/uploads/sites/4/2016/08/Compton-CCD-final-10th-progress-report-8-11-16.pdf
Network Operations Provider
http://cenic.org/network/sites-by-region
Etudes LMS
http://etudes.org/products/etudeslms/
Canvas LMS
https://www.canvaslms.com/
2014 FCMAT report
http://district.compton.edu/Compton%20CCD%208th%20Progress%20Report%20-%2010-7-14.pdf

Standard III.C.3
The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Descriptive Summary

Compton Center maintains a secure technical infrastructure, as detailed in Section III.C.2, with adequate provisions for management and maintenance to ensure reliable operations. Compton Center administers its academic and administrative technology infrastructure centrally through ITS. All offices and laboratories and classrooms are connected to a campus-wide data infrastructure, which is protected by extensive security measures and system redundancies as described in Section III.C.2.

Compton Center students, faculty, and staff have access to email services, the Internet, and an intranet portal through secure single sign-on via Microsoft's Active Directory infrastructure. Compton Center's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. Each system requires logon and is password protected.

In fall 2015, Compton Center completed a wireless infrastructure project, which included replacing network security with next-generation firewalls. Compton Center replaced aging data communications equipment, and implemented a secure and robust Wi-Fi infrastructure using the most recent radio technology. In fall 2015, the ITS server room data center was fully renovated to address network security issues.

Compton Center provides an appropriate system for reliability and emergency backup. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptable power supplies (UPS) protect network equipment from power surges and brownouts and are programmed to issue alerts of any power outages. In addition to nightly backups on campus, all data systems are professionally backed up and stored at a secure site off campus.

Self-Evaluation

Compton Center meets this Standard. Compton Center has made important strides in technology infrastructure over the past decade and currently employs a modern, safe network with robust security and multiple redundancies to guarantee reliable access and data privacy.

Evidence

Compton Center FCMAT Comprehensive Assessment Tenth Progress Report, Standard IIIC, pages 11-15
http://fcmat.org/wp-content/uploads/sites/4/2016/08/Compton-CCD-final-10th-progress-report-8-11-16.pdf
Network Operations Provider
http://cenic.org/network/sites-by-region
MIS Data Server Press Release
http://www.compton.edu/campusinformation/currentnews/Documents/ComptonCenterNewsReleases/2012/november/MIS-Data-Server-Bldg-Tour-Ribbon-Cutting-11-2012.pdf
Facilities Master Plan
http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf
Technology Plan
http://www.compton.edu/academics/div2/CECTechPlan121312.pdf
CEO Letter
http://district.compton.edu/administration/docs/CEO-Message-11-30-2011-FINAL-PRINT.pdf

Standard III.C.4
The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Descriptive Summary

In partnership with El Camino College, Compton Center assesses the need for technology training for students and personnel through program review, surveys, ITS data, and learning outcomes. El Camino College Professional Development conducts an annual needs assessment to provide direction for future training sessions for faculty and staff, including distance education personnel. The Compton Center in partnership with El Camino College, gathers information about the technology-training needs of its students from several sources. Compton Center conducted the regular evaluations/surveys to faculty, staff, and students most recently in fall 2016 using the results to guide the direction of instructional programs.

In partnership with El Camino College, Compton Center provides a comprehensive, ongoing schedule of Professional Development for faculty, staff, administrators, including year-round dedicated workshops for distance learning. Students and district personnel have access to training via posted schedules, electronic communications, and posted advertisements/notifications throughout campus. In addition, Compton Center Academic Affairs provides funding for staff and faculty to attend off-campus workshops and conferences. Participants provide feedback on the effectiveness of such training through Flex Reporter and exit surveys, which are used to determine the direction of future programs.

Compton Center also uses program review to assess the vigor of current training and technical support. SLOs, SAOs, and PLOs generate data to reveal strengths and areas where improvement is required. Generally, students often are required to use technology to achieve specific research goals. Many outcomes depend on students acquiring basic computer and Internet proficiency. Academic departments at Compton Center incorporate similar measurements to determine if students are receiving sufficient support and training in the use of technology.

DE faculty must complete an online teaching course to address DE specific pedagogy and techniques for fostering retention and student success. Further workshops on online instruction are available through the El Camino College Professional Development office, @ONE, and CCC Confer; these may be used for contractual continuing education requirements (Flex Credit) for faculty. In addition, DE students and faculty receive training in the use of the Etudes CMS. As Compton Center transitions to Canvas LMS over the next year, online instructors will receive training to facilitate this change. Distance Education training needs are further assessed for students through assessment questionnaires to determine their level of competency for taking an online course. The Compton Center Distance Education office provides assistance for online students via phone, walk-in, or by appointment.

<u>Self-Evaluation</u>

Compton Center meets this Standard. Compton Center has made substantial strides to develop a technology support infrastructure, allowing for sustainable, continuous quality improvement. Compton Center uses surveys, program review, ITS data and learning outcomes to determine training needs among faculty, staff, and students, as well as to assess the results of training programs. Compton Center encourages faculty, staff, and administrators to attend workshops, webinars, and conferences to improve technology training.

<u>Evidence</u>

Compton Center Technology Plan (Pages 17, 21 & 24)
http://www.compton.edu/academics/div2/CECTechPlan121312.pdf
Compton Center Technology Surveys (See links in "Other Surveys" in the bottom category.)
http://www.elcamino.edu/administration/ir/surveys.asp
El Camino College Technology Training Workshops, Fall 2016
http://www.elcamino.edu/administration/staffdev/Fall%202016%20Descriptions091416a.pdf
El Camino College Technology Online Training and Resources
http://www.elcamino.edu/administration/staffdev/techlinks.asp
El Camino College Student Equity Plan (See page 107.)
http://www.elcamino.edu/administration/vpaa/sep/docs/ecc-student-equity-plan-2015-2016.pdf
Compton Center Student Success Center MS Office Workshops (See bottom category.)
http://www.compton.edu/library/ssc/complab.aspx
Compton Center Student Services Learning Outcomes
http://www.compton.edu/studentservices/slo.aspx
IEPI Innovation and Effectiveness Plan
http://www.compton.edu/adminandoperations/provostceo/Documents/Innovation_EffectivenessPlan-Compton2016.pdf
Compton Center English Department SLO Report
http://www.compton.edu/academics/slo/docs/slo_assessment-reports/spring-summer_2015/div3/2015-1028_SP15_Div3-ENGL_Course%20SLO%20Assessment%20Report.pdf
Compton Center Distance Education Faculty Guidelines and Training
http://www.compton.edu/academics/distance-ed/facultyresources.aspx
Compton Center Distance Education Student Resources
http://www.compton.edu/Academics/distance-ed/index.aspx
Canvas LMS Migration Support
http://ccconlineed.org/technology-resources/canvas-ccms/canvas-course-migration-support/

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Descriptive Summary

As addressed in Standard III.C.1, Compton Center has established policies and procedures for the appropriate use and distribution of technology. These policies are based on collective committees and program review, where faculty, staff, and administrators participate in determining the needs of the institution.

Compton Center's Technology Committee [per President Maloney, we need to describe committee function, membership, etc.], Consultative Council, and Budget and Planning Committee drive the decision-making process about the use and distribution of such resources. The Compton Center CEO/Provost president makes the final determinations based on recommendations and funding. Compton Center adheres to the established policies and procedures approved by the Board of Trustees to ensure that the distribution and use of technology fosters student success.

Compton Center has made provisions to assure a robust and secure technical infrastructure to provide maximum reliability for distance education students and faculty. Such provisions, as detailed in Standard III.C.2, include network and systems status reports, new data center, secure logon, and network typology (student/staff separation).

Compton Center also has new facility infrastructures, expanded SAN capacities, surveillance cameras networks, and data backup procedures in place. Standard III.C.2 describes Compton Center's technology infrastructure in detail, including distance education-specific systems. In addition to the safeguards cataloged therein, distance education infrastructure incorporates the security protocols offered by a third-party course management system.

Self-Evaluation

Compton Center meets the Standard. Compton Center makes decisions about the appropriate use of technology in the teaching and learning processes based on concrete data and established procedures. Compton Center continues to develop a vigorous and secure technology infrastructure, including suitable provisions for distance education.

Evidence

Compton Technology Committee webpage, minutes, committee membership, etc.
[need webpage/docs]
Compton Center District Board of Trustees Policies and Procedures
http://district.compton.edu/board_of_trustees/policies_and_procedures.asp
Compton Center Planning Workflow Chart
http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanning
gChart.pdf
Compton Center Program Review
http://www.compton.edu/academics/programreviews.aspx
Compton Center District Planning and Budget Committee Responsibilities (Page 7)
http://district.compton.edu/district_budget/docs/2016-17-Final-Budget.pdf
Compton Center FCMAT Comprehensive Assessment Tenth Progress Report, Standard IIIC,
pages 11-15
http://fcmat.org/wp-content/uploads/sites/4/2016/08/Compton-CCD-final-10th-progress-
report-8-11-16.pdf
Compton Center Facilities Five-Year Construction Plan
http://district.compton.edu/administration/docs/Compton_CCD-
Five_Year_Construction_Plan_2016-2017.pdf
Compton Center Facilities Master Plan
http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf
Etudes LMS
http://etudes.org/products/etudeslms/
Canvas LMS
https://www.canvaslms.com/

Standard IIID - Financial Resources - Planning

Standard III.D.1
Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Background of Assembly Bill (AB) 318
On June 30, 2006, Assembly Bill (AB) 318 provided a state loan (line of credit) of $30 million to the Compton Community College District (Compton CCD) and mandated that FCMAT conduct a comprehensive assessment of the Compton CCD in five operational areas and develop a recovery plan for the Compton CCD.

Under the authority of AB 318 and Education Code Section 74292 (d), the Compton CCD identified a partner Compton CCD, the El Camino Community College Compton CCD (El Camino CCD) that agreed to provide accredited instructional programs to students at the Compton Center. Under this partnership, instructional services are provided on the Compton CCD site through El Camino College and its Center known as the El Camino College Compton Community Educational Center (Compton Center) primarily to residents of Compton, Carson, Lynwood, Paramount, and parts of north Long Beach.

Financial services, facilities, personnel, governance components and other programs and services are managed by the Compton CCD

Descriptive Summary

The Compton CCD does have adequate financial resources that are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Compton Center has created strategic objectives in-line with the mission and uses them to establish annual goals and objectives. Long-term planning in the five year budget helps maintain financial stability while the short-term planning and resource allocation provides for innovation. The Chief Executive Officer explains the process to all stakeholders. The Chief Business Official communicates to every department. The institution financial resources are subject to annual audits. The reports are published on the Compton CCD's web site. The audit provides one independent opinion that supports that financial integrity is a priority of the

management of the Center. Fiscal Crisis Management Assistance Team (FCMAT) conducts annual reviews that are also published on the Compton CCD web page.

Sufficient Financial Resources
Revenues are sufficient to fully support educational improvement and innovation. This is supported by data from sources about past performance, as well as, future expectations management developed to support communication to the board, employees, community members and oversight agencies like the Chancellor's Office. Audit Reports certify the results of the Compton CCD's recent fiscal performance and show sufficient financial resources. Fiscal Checklist and Fiscal Management Self Assessments demonstrate dedication to responsible management of resources. The Five Year Management Plan assures that planning is sustainable for the long-term.

Appropriate Distribution of Resources
The Compton CCD has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects Compton CCD and Compton Center priorities.

Planning to Ensure Financial Integrity and Stability
Finances are managed with integrity in a manner that ensures financial stability. Integrity is the quality of being honest. Financial integrity can be broadly defined as making sure a financial report is correct, consistent, complete, accurate and other such overarching terms.

The Fiscal Crisis and Management Assistance Team (FCMAT), an independent and external agency charged with helping rescue and assisting schools and colleges in California completed and issued comprehensive reviews in accordance with Assembly Bill 318. FCMAT's reports support that finances are managed with integrity in a manner that ensures financial stability.

For external audits, the Compton CCD contracts with Vavrinek, Trine, Day and Company (VTD), a California CPA firm known to have expertise with Community College finance. VTD's reports have included essential reporting elements that demonstrate financial integrity. The opinions for each of the past three years has been unmodified. This term indicates that the financial report conforms to generally accepted accounting principles. Another highlight of the report is the findings and recommendations section. This section has had no findings included in each of the previous two periods, fiscal year 2013-2014 and fiscal year 2014-2015.

Institutional resources are sufficient to ensure financial solvency. The Compton CCD's budgets are balance and prepared to ensure compliance with Board Policy BP 6200 Budget Preparation that states unrestricted general reserve shall be no less than ten percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) best practices in community college budgeting appendix 1. The Compton CCD created a five-year fiscal year plan in 2012 and is updated annually. In August 2015, the Compton CCD revised the five-year fiscal management plan, which is matched to the Compton CCD's revenues and projected expenditures, including FTES projections. The five-year fiscal management plan is a working document that is updated annually, or when information becomes available that would affect any of the future budget years. Prior to August 2015, the five year fiscal management plan was updated in December 2014. The five-year fiscal management plan also provides the Compton CCD with information regarding the impact of new employee positions on the budget.

The Compton CCD conducts an annual Sound Fiscal Management Self-Assessment to ensure acceptable funding and budget monitoring. As addressed in the 2014 Sound Fiscal Management Self-Assessment Checklist, the Compton CCD has not deficit spent since fiscal year 2011. As a result, CCCD's unrestricted general fund reserves have increased annually since fiscal year 2011. CCCD's unrestricted general fund reserves have more than doubled over the past few years, increasing from $3 million in fiscal year 2011 to $8.2 million in fiscal year 2014.

Self-Evaluation

Compton Center meets this standard. The institution has sufficient revenues to support educational improvements and innovations. Compton Center manages its finances with integrity in a manner that ensures financial stability. The established budget process provides a means for setting priorities to fund institutional improvements. The College financial resources are sufficient to ensure financial solvency.

Evidence

III.D.1-1: Compton CCD Annual Financial Report Final 2013
III.D.1-1: Compton CCD Annual Financial Report Final 2014
III.D.1-1: Compton CCD Annual Financial Report Final 2015
III.D.1-2: Five-Year Fiscal Management Plan 2017 Board Approval
III.D.1-2: Five-Year Fiscal Management Plan_FY2014_12_10_14
III.D.1-2: Five-Year Fiscal Management Plan_FY2016_10_14_15
III.D.1-2: FY 2012-2013_Five-Year Budget Assumption REVISED

III.D.1-3: Fiscal Checklist Board Presentation 01-20-15
III.D.1-3: Fiscal Management Self-Assessment Checklist Compton_2015_01_06_15
III.D.1-4: Mission
III.D.1-4: 2015-2016 Overarching Priorities
III.D.1-4: 2015 Board Goals
III.D.1-4: 2016 Board Goals
III.D.1-4: BP-1200 District Mission Statement
III.D.1-5: CEO Communication 1
III.D.1-5: CEO Communication 2
III.D.1-5: CEO Communication 3
III.D.1-5: CEO Communication 4
III.D.1-6: CBO Communication 2
III.D.1-6: CBO Communication regarding fraud
III.D.1-6: CBO Communication
III.D.1-6: CBO Annual Communication
III.D.1-6: CBO Memo 2016-2017 Budget Development Guidance
III.D.1-7: FCMAT 10th Review
III.D.1-8: Final Budget 2016-2017

Standard III.D.2
The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Descriptive Summary

Mission and Goals Foundation for Financial Planning
The Compton CCD mission and goals are the foundation for financial planning. The institution reviews its mission and goals as part of the annual fiscal planning. A new mission statement and goals was adopted in December 2015. A committee was formed to develop an updated mission statement and goals. The process resulted in board adoption of a new mission statement and goals. The committee proceeded to develop action steps and strategies to implement the goals thereby demonstrating integration of the goals with planning.

Financial Planning Integrated with Planning
The Compton CCD uses multiple planning tools to support planning for financial resources. These planning tools include the five-year fiscal management plan, mission and vision

statements, strategic initiatives, overarching priorities, annual unit plans, and program review plans. Each program completes an evaluation of their program review at least once every three years.   Annual unit plans which are driven from the program review are updated annually uses current data.

Policies and Procedures Ensure Financial Stability
The Compton CCD establishes policies, administrative regulations, procedures that governs internal controls. In addition, Board policies guide staff in developing administrative procedures that ensure compliance and sound fiscal management. BP 6300 Fiscal Management requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the campus community and the Governing Board. BP 6320 Investments requires that Compton CCD Funds are invested with the objectives of safety of the invested funds, provision of adequate liquidity for future obligations, and that yields obtained are consistent with these objectives.

BP 6400 Audits requires annual external audit of all funds, books and accounts of the Compton CCD in accordance with the regulations of Title 5. External audits such as the annual financial report and general obligation bond audits by independent auditors and state/federal program auditors identify any deficiencies of compliance. An independent certified public accountant performs the annual audit of all financial records. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls.

All adopted Board policies and Administrative Regulations are subject to a routine review and update. The Compton CCD leadership has developed a calendar to document timelines for review and update. Leadership is competent and strives to update policies using industry standards and best practices to ensure the soundness of current financial practices and financial stability. Leadership continues to improve competency through professional development and continuing higher education.

Appropriate Financial Information Widely Disseminated
Financial information is disseminated throughout all levels of the Compton CCD and to all stakeholders. The financial information is presented to the boards of both Compton CCD and El Camino CCD, as well as to necessary agencies in accordance with prescribed budget calendars and outside agencies reporting requirements to ensure that the information is timely.

Self-Evaluation

Compton Center meets this standard. Compton Center mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Institutional planning includes the Master Plan, institutional learning outcomes and institutional-set standards. Policies and procedures ensure sound financial practices and [financial stability](). The institution disseminates appropriate financial information to its governing board and its institutional leaders.

Evidence

III.D.2-1: 2015-2016 Overarching Priorities
III.D.2-1: Compton CCD Annual Financial Report Final 2015
III.D.2-1: New BP 1200 District Mission Statement 121515
III.D.2-2: 2016 Board Goals
III.D.2-4: Program Review Plans- Accounting
III.D.2-4: Program Review Plans-MIS
III.D.2-5: BP 6200 Budget Preparation
III.D.2-5: BP 6300 Fiscal Management
III.D.2-5: BP 6320 Investments
III.D.2-5: BP 6400 Audits
III.D.2-6: Compton CCD Annual Financial Report Final 2015
III.D.2-6: Compton CCD Bond Audit Report June 30 2015
III.D.2-7: Board Policies and Administrative Review Schedule
III.D.2-8: Sample timely filed reports 2016 311

Standard III.D.3
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Planning and budget development is an essential part of linking Compton Center's Mission and Goals with Strategic Objectives and program plans. Policies and procedures for planning budget serve as the foundation utilized to steer activities. Committees are utilized to ensure a collaborative process occurs involving representative stakeholders, management and department personnel. Information is transparent. Management presents preliminary budgets to the board as well as constituents including through open board meetings to committee meetings like the

Consultative Council and Planning and Budget Committee to ensure that there is adequate opportunity for stakeholders to contribute to the final budget. The roles of the committees are intended to invite collaboration among stakeholders. The Consultative Council reviews materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

Defines and Follows Financial and Budget Guidelines
The financial planning and budget development process for Compton CCD is defined in Board Policy BP 3250 Institutional Planning and BP 6200 Budget Preparation. The Compton CCD Consultative Council and its standing committees follow a defined process for financial, budget, and institutional planning (III.D.3-1). Processes are documented, reviewed, and updated regulatory. All constituencies have the opportunity to participate in the planning activities of the institution. The Standing Committee document is shared to all of the campus.

The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the District's and Center's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Center and District planning and budgeting issues. The PBC reports all committee activities to the campus community as documented in the Compton CCD final budget. The PBC member includes a co-chair from the Faculty, in addition to three Faculty members, co-chair from Management representative, Classified representative, and Student representative.

Financial planning and the development of the budget begins with the development of the annual overarching proprieties (III.D.3-2, 3). The Chief Business Officer prepares and provides the CEO a budget update based on the release of the Governor's initial budget proposal. The overarching priorities are then developed by the CEO and CEO's cabinet, reviewed and approved by the Planning and Budget Committee. The overarching priorities are linked to the 2015-2020 El Camino College Strategic Initiatives which link back to Board Policy 1200 District Mission and Strategic Plan (III.D.3-8). These priorities define the basis of our budget assumptions and the direction and support Compton CCD intends to provide during each budget year.

The tentative budget assumptions are prepared to reflect the provisions included in the Governor's budget proposal and are based on overarching priorities. Tentative budget

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assumptions are reviewed with Consultative Council and Planning and Budget Committee. Consultative Council and Planning and Budget Committee are also provided a Budget and Planning Timeline which outlines activities and dates of the planning and budget process (III.D.3-9). The tentative budget assumptions then presented to the board (III.D.3-10, 11).

The Chief Business Officer prepares and provides budget development communication to managers to assist in the preparation of departmental budgets (III.D.3-6, 7). This communication includes a budget development overview, overarching priorities, tentative budget assumptions, and financial and budget policies that will guide the development of the District/Compton Center Tentative Budget.

Constituency Participation in Planning and Budget Process
Through the participatory governance process, both the tentative and final budget recommendations are shared with campus constituent groups through their PBC representatives. In addition, a community forum is used to solicit feedback. This process concludes with a final recommendation to the CEO by the Planning and Budget Committee. If the CEO accepts the recommendation, the budget is forwarded to the Board for approval or adoption. If the CEO makes any revisions, the CEO returns the revisions to the Planning and Budget Committee with an explanation.

Self-Evaluation

Compton Center meets this standard. Institutional planning is clearly defined and follows its guidelines and processes for financial planning and budget development.

Evidence

III.D.3-1: 2016-2017 Standing Committees
III.D.3-2: 2015-2016 Overarching Proprieties
III.D.3-3: 2016-2017 Overarching Proprieties
III.D.3-4: 2015-2016 Final Budget
III.D.3-5: 2016-2017 Final Budget
III.D.3-6: 2015-2016 Budget Development Memo
III.D.3-7: 2016-2017 Budget Development Memo
III.D.3-8: Board Policy 1200 District Mission and Strategic Plan
III.D.3-9: Budget and Planning Timeline
III.D.3-10:2015-2016 Budget Workshop – Tentative Budget Assumptions
III.D.3-11: 2016-2017 Budget Workshop – Tentative Budget Assumptions

Standard IIID - Financial Resources - Fiscal Responsibility and Stability

Standard III.D.4
Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. The Compton CCD's annual budget is aligned with the Compton CCD's five-year fiscal management plan. Board Policy BP 6200 Budget Preparation requires the establishment of a budget calendar so that a tentative budget is available no later than July 1 of the new fiscal year. Individuals involved in institutional planning received accurate information for budget and planning purposes.

The budget begins with the release of the governor's initial budget proposal which becomes available in January. Using this information, the Compton CCD's Chief Business Officer provides an analysis of the initial budget proposal which is shared with the governing board, Budget and Planning Committee, and campus community.

The Provost/CEO sets the overarching priorities of the Compton CCD/Center which link to the 2015-2020 El Camino College strategic initiatives. From the overarching priorities, budget assumptions are developed in collaboration with Consultative Council and the Planning and Budget Committee. The budget is then developed based on the assumptions and linked to department program plans and prioritized by both short-term and long-range funding improvements which are outlined in the budget development guidance memo. The board approves the budget assumptions which are included in the tentative and final budget documents.

The Compton CCD has other sources of revenue that supplement state general apportionment. The Compton CCD receives approximately $6 million annually in grants and other revenues restricted for specific projects and purposes. The Compton CCD continues to pursue the avenues for new financial resources. In November 2014, the Compton CCD passed a $100 million facilities bond measure (Measure C), which will be expended on academic facility upgrade projects as well as repair and construction projects that improved student success.

The five-year fiscal management plan is a working document that is updated annually, or when assumptions are changed, or when information becomes available that would affect any of the future budget years. Sources of information used in the development of the assumptions include information from Schools Services, State Chancellor's Office, Community College League of California, LAO Included in the plan is any potential liabilities that should affect the Compton CCD's financial position. Key elements used for developing the budget include projected enrollment data, cost of living adjustments (COLA), growth/restoration factors, deficit factors applied to state apportionment, contractual obligations, and other information deemed significant. The rollover of the current year's general fund budget is adjusted for these key elements.

Self-Evaluation

Compton Center meets this standard. Institutional planning utilizes accurate information about available funds including the annual institutional budget showing ongoing and anticipated commitments. The institution involves all divisions and departments in the planning process where program review requests and goals are integrated into the overall budget planning. The involvement of divisions and departments helps ensure the achievement of student learning and institutional goals.

Evidence

III.D.4-1: BP 6200 Budget Preparation
III.D.4-2: 2015-16 Tentative Budget Board 06 16 15
III.D.4-3: Board Letter - Budget Update 01 21 16
III.D.4-4: Link to board minutes (http://www.boarddocs.com/ca/compton/Board.nsf/Public)
III.D.4-5: Five-Year Fiscal Management Plan 2017 Board Approval

Standard III.D.5
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Descriptive Summary

Financial integrity and adequate internal control structure is the highest priority of fiscal administrators. The approved budget is an accurate reflection of the institutional spending. It is input into the financial system and is used daily by managers of department manager.

Internal Control Structure Demonstrates Appropriate Control Mechanisms
Board Policies and procedures represent the control activities that are at the heart of internal controls. The financial information system provides reliable and timely financial information which is used to file quarterly and annual reports. Annual financial audit reports contain the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters. The institution utilizes an external audit not only because it is required by law but also to provide assurances to all constituents that the institution has financial integrity. The audited financial statements provide independent evidence that the institutional plans are being followed and information regarding the sustainability of the programs of the Compton CCD.

The audit report contains an opinion letter prepared by the independent accountant. The financial report contains the balances of accounts, at a point in time as reflected on the Statement of Net Position but also show the results of operations as presented on the Statement of Revenues, Expenses and Changes in Net Position. Cash flows are also presented so that the inflows and outflows of resources can be evaluated by the reader.

The report also contains any significant deficiencies identified by the auditor in the course of conducting the audit of the financial statements. Significant deficiencies are categorized by the auditor based on severity of the condition and the likelihood that the condition could or did result in corrected or uncorrected misstatement to the financial information. It also includes reported conditions related to other procedures performed by the auditor as required in accordance with Governmental Auditing Standards. This includes the auditor's consideration of the Compton CCD's internal controls and tests of compliance with certain laws and regulations.

This Independent Auditor's Report did not identify any deficiencies in internal controls or instances of noncompliance. The Compton CCD's 2014 and 2015 annual financial audit reports noted no deficiencies in internal controls or instances of noncompliance.

Internal Control Structure Widely Disseminates Information for Decision-Making
Timely financial information is essential to ensure sound financial decision making occurs. The financial system is maintained in real time and is widely available to all levels of the organization. Audits findings are publicly available and are presented to annually to the CEO and to the board of the trustees. The Chief Business Officer provides a report summarizing both

the Compton CCD financial audit and the Proposition 39 Financial and Performance Audits for Measure CC. Communication is sent annually to all constituents regarding the results of the audit. All audit reports are posted on the Compton CCD's web site.

Regularly Evaluates Financial Practices
In addition to preparing the Compton CCD's annual budget, the Budget and Planning Committee (PBC) reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end budget to actual reports are provided and reviewed by the PBC. The PBC has an opportunity to reflect on past planning, discuss areas of concern, and make recommendations to modify future budget. Board policies related to financial management are regularly evaluated and revised.

Self-Evaluation

Compton Center meets this standard. There is an internal audit plan and risk assessment that is in place and is utilized to identified high risk areas of operations or areas where operational effectiveness may be a concern. The most recent FCMAT assessment report indicates the need to improve the reporting of internal audit engagements. This recommendation is currently in the process of implementation. Funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning. The process that begins with the development of overarching priorities ends with allocations linked to the goals and objectives of the Center's priorities.

Evidence

III.D.5-1: Link to board policies and administrative regulations:
(http://district.compton.edu/board_of_trustees/policies_and_procedures.asp)
III.D.5-2: Link to Audit Reports, Adopted budgets, Annual and Quarterly Reports, CCFS-311 and EPA reports: (http://district.compton.edu/administration/businessadmin/financialdocs.asp)
III.D.5-3: 2016 Sample Planning and Budget Committee Meeting Agenda 022316
III.D.5-4: Board Policies and Administrative Review Schedule

Standard III.D.6
Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

The budget is an accurate reflection of planned spending. It does serve to control spending and is a tool used to evaluate the results of each fiscal year. The Compton CCD maintains transparency with its constituents and therefore fosters credibility with applicable constituents throughout the development of the budget by involving constituents in the process and by publishing the budget on its website.

Financial Documents Credible and Accurate
The adopted budget is uploaded into the Datatel Financial System. The Datatel Financial System is utilized by all departments to manage financial resources that have been allocated to them. The system provides reports that show comparison of the budget with actual expenditures. Reports also show encumbrances that represent goods and services that have been procured but not yet received. This process ensures that the Compton CCD does not overspend its adopted budget.

The audited financial statements provide independent evidence that supports that financial integrity and transparency exists. The audit report contains an opinion letter prepared by the external independent accountant. The financial report contains the balances of accounts, at a point in time as reflected on the Statement of Net Position but also show the results of operations as presented on the Statement of Revenues, Expenses and Changes in Net Position. Cash flows are also presented so that the inflows and outflows of resources can be evaluated by the reader. The report also contains any deficiencies identified by the auditor in the course of conducting the audit of the financial statements. Reportable conditions are categorized by the auditor based on severity of the condition and the likelihood that the condition could or did result in corrected or uncorrected misstatement to the financial information. It also includes reported conditions related to other procedures performed by the auditor as required in accordance with Governmental Auditing Standards. This includes the auditor's consideration of the Compton CCD's internal controls and tests of compliance with certain laws and regulations.

All audits provide users of the financial statements with a level of comfort that the entity audited has financial integrity and provides users with reliable financial information. Reliable financial information helps management to make sound decisions. The [financial audits](#) for the past three years establish a sound trend of reliable financial information as evidenced by the absence of audit findings and audit adjustments.

The audits are publicly available and are presented to annually to the CEO and to the board of the trustees. The Chief Business Officer provides a report summarizing both the Compton CCD financial audit and the Proposition 39 Financial and Performance Audits for Measure CC.

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Communication is sent annually to all constituents regarding the results of the audit. All audit reports are posted on the Compton CCD's web site.

The institution does provide timely corrections to audit exceptions and management advice. The audit findings for the fiscal periods are included in a table below:

Year	Number of Audit Findings
2011	26
2012	12
2013	6
2014	0
2015	0

Financial Documents Reflect Appropriate Fund Allocation and Use
Funds are allocated as shown in the budget. When developing the annual budget, resources are allocated/rolled forward from each department's prior-year budget. A memo is sent to all managers regarding the development of the budgets. Budgets must be in line with the Overarching Priorities set by the Compton CCD/Center; linked clearly to program plans; and prioritized both short-term and long-range for funding improvements. Included in the communication memo is the overarching priorities reviewed and approved by the Planning and Budget Committee. These priorities define the basis of our budget assumptions and the direction and support Compton CCD intends to provide in the budget year. The memo also includes preliminary budget assumptions. These assumptions reflect the provisions included in the Governor's budget proposal. Lastly the memo includes Financial and Budget Policies and the Compton Community College Compton CCD/Center Planning Process Flowchart that will guide the development of the Compton CCD/Center Tentative Budget.

The Budget and Planning Committee (PBC) reviews past fiscal spending. Year-end budget to actual reports are provided and reviewed by the PBC. The PBC has an opportunity to reflect on past planning, discuss areas of concern, and make recommendations to modify future budgets.

Self-Evaluation

Compton Center meets this standard. The institution ensures the financial integrity of the institution and incorporates responsible use of the college's financial resources as evident in the annual independent audit reports. In addition, the institution's internal control structure and the established institutional administrative procedures provide the appropriate control mechanisms. Through the financial status reports and the external audit reports, the college widely disseminates dependable and timely information for sound financial decision-making. Regular

evaluations through the institution's planning and budgeting process ensure that financial resources support student learning programs and services. The institution regularly evaluates its financial management's practices and uses the results to improve internal control systems.

Evidence

III.D.1-1: Compton CCD Annual Financial Report Final 2011
III.D.1-1: Compton CCD Annual Financial Report Final 2012
III.D.1-1: Compton CCD Annual Financial Report Final 2013
III.D.1-1: Compton CCD Annual Financial Report Final 2014
III.D.1-1: Compton CCD Annual Financial Report Final 2015
III.D.1-6: CBO_Memo_2016-2017 Budget Development Guidance
III.D.4-4: Link to board minutes: (https://www.boarddocs.com/ca/compton/Board.nsf) -
December 2015 Agenda
III.D.2.7: Board Policies and Administrative Review Schedule

Standard III.D.7
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Compton CCD responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that the Compton CCD has been found to have audit findings, a corrective action plan was developed and implemented by the Chief Business Officer.

In years that the Compton CCD has been found to have audit findings, a corrective action plan is developed by the Chief Business Officer. The plan indicated the finding, recommendation, assigned staff charged to implement actions, and status updates on progress to ensure each audit finding was being addressed in a timely manner. The corrective action plan and status is provided to the auditors to monitor process.

Over the past five fiscal years the Compton CCD went from twenty-six (26), to thirteen (13), to six (6) audit findings, to zero audit findings for the last two consecutive fiscal years in fiscal years 2011, 2012, 2013, 2014, and 2015 respectively. Most importantly, the Compton CCD reports no audit adjustments and no material weaknesses in internal controls.

In addition to the corrective action plan, in 2012 an internal audit plan has developed as a proactive approach to review operation areas that were subject to audit risk. In 2015 an audit committee was established to assist in overseeing responsibilities in relation to the Compton CCD's financial reporting, internal control system, and internal and external audit functions. A final annual audit is presented to the governing board at a regularly scheduled public meeting and posted on the Compton CCD web site. The corrective action plans are reviewed by senior administration and, depending on the audit findings, procedures and policies were implemented to mitigate issues.

Self-Evaluation

Compton Center meets this standard. The institution regularly communicates its audit reports to appropriate institutional leadership and constituents. The corrective action plans are reviewed by senior administration and depending on the audit findings, procedures and policies were implemented to mitigate issues.

Evidence

III.D.1-1: Compton CCD Annual Financial Report Final 2011
III.D.1-1: Compton CCD Annual Financial Report Final 2012
III.D.1-1: Compton CCD Annual Financial Report Final 2013
III.D.1-1: Compton CCD Annual Financial Report Final 2014
III.D.1-1: Compton CCD Annual Financial Report Final 2015

Standard III.D.8
The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary

The Compton CCD's financial and internal control systems are evaluated and assessed for validity and effectiveness by external auditors, internally on an ongoing basis, and by other agencies such as the Fiscal Crisis & Management Assistance Team (FCMAT) and the results of these reports are used for improvement.

The Compton CCD's annual audited financial statements provide independent evidence that supports that financial integrity and transparency exists. For financial reporting purposes, the

Compton CCD is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the Compton CCD's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. This financial reporting model reports on all funds of the Compton CCD including general funds, special revenue funds, capital outlay and bond funds, internal service funds and other proprietary funds, and fiduciary funds. Accordingly, the Compton CCD's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the Compton CCD in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred.

In addition to the Compton CCD's annual financial audit, the Compton CCD also conducts annual financial and performance audits for Measure CC funds and internal audits on areas subject risk. The Compton CCD's annual financial and performance audits for Measure CC funds over the last five years reported no instances of expenditures that were not consistent with regulatory and legal restrictions.

The audited financial statements provide independent evidence that supports integrity of financial management practices. Two pages of the annual financial audit best support integrity of financial management practices – the reconciliation of annual financial and budget report with fund financial statements and the summary of auditor's results. The reconciliation of annual financial and budget report with fund financial statements reports whether there was any audit adjustments. There were no adjustments noted for the last five fiscal years. The summary of auditor's results references financial statement findings, federal awards findings, and state awards findings. For the last two fiscal years, 2015 and 2014 noted no audit findings.

The Compton CCD responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that the Compton CCD has been found to have audit findings, a corrective action plan is developed by the Chief Business Officer. The plan indicated the finding, recommendation, assigned staff charged to implement, and status updated on the progress to ensure each audit finding was being addressed in a timely manner. The corrective action plan and status is provided to the auditors for review.

Over the past five fiscal years the Compton CCD went from twenty-six (26), to thirteen (13), to six (6) audit findings, to zero audit findings for the last two consecutive fiscal years in fiscal

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years 2011, 2012, 2013, 2014, and 2015 respectively. Most importantly, the Compton CCD reports no audit adjustments and no material weaknesses in internal controls. In addition to the corrective action plan, in 2012 an internal audit plan has developed as a proactive approach to review operation areas that were subject to audit risk. In 2015 an audit committee was established to assist in overseeing responsibilities in relation to the Compton CCD's financial reporting, internal control system, and internal and external audit functions.

<u>Self-Evaluation</u>

Compton Center meets this standard. FCMAT's latest comprehensive review report finds and recommends that the Compton CCD further implement recommendations regarding internal audit. The current controls in place involve a risk assessment conducted by management that is used to prioritize reviews that are used to improve controls and reduce fraud risks. To improve this, an audit committee was established which reports directly to the CEO will actively participate in the evaluation of management's responses to internal audit findings and recommendations. This improvement will contribute to timely improvements in controls and will add further transparency.

<u>Evidence</u>

III.D.1-7: FCMAT 10th Review
III.D.1-1: Compton CCD Annual Financial Report Final 2013
III.D.1-1: Compton CCD Annual Financial Report Final 2014
III.D.1-1: Compton CCD Annual Financial Report Final 2015
III.D.8-1: Internal Operations Audit Plan Priorities list

Standard III.D.9
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

<u>Descriptive Summary</u>

The Compton CCD has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Sufficient Cash Flow

Compton CCD reserves have increased over the past several years. The implementation of two policy changes helped ensured reserve levels were maintained. The first policy change involved the implementation of the five-year fiscal management plan. This plan is a working document that is updated annually, or when information becomes available that would affect any of the future budget years. The five-year fiscal management plan provides potential effects of decisions that would impact the fiscal stability and how it impacts reserve levels. This tool allows the Compton CCD to see the long-term effects of all decisions. The second important policy changes was the revision to Board Policy BP 6200 Budget Preparation which increased minimum reserve levels. BP 6200 Budget Preparation increased unrestricted general reserve levels to no less than ten percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) best practices in community college budgeting appendix 1. These policy changes contributed to the unrestricted general fund reserve more than doubling over the past few years increasing from $4.4 million, which represents 13.0 percent in fiscal year 2011 to $9.4 million, which represents 28.0 percent in fiscal year 2015.

The Compton CCD implemented cash monitoring procedures to monitor cash flow in order to prevent and detect cash shortages that would require alternative financing measures such as a Tax Revenue Anticipation Note (TRAN). Weekly the Chief Business Officer (CBO) receives a 'Daily Cash Balance Report'. This report provides the current cash balance of each fund for that day. This report is used to monitor the actual cash in each fund on a weekly basis and provides immediate alerts if cash seems unusually low or if a transaction has been posted incorrectly. Over the past two fiscal years, cash flow monitoring has become an essential process in any Business Office, due primary from the state deferrals.

Performing annual self-assessment serves as an early warning indicator for management to identify potential issues or request preventative management assistance if needed. These standards are based on the principles of sound fiscal management that are contained in California Code of Regulations (CCR) Section 58311. Self-assessment is retrospective in nature generally examines and focuses on the prior year external audits.

Sufficient Risk Management

The Compton CCD contracted with the Statewide Association of Community Colleges (SWACC) Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years.

The Compton CCD is self-insured for the first $500,000 of each workers' compensation claim. The Compton CCD also participated in the Protected Insurance Program for Schools and Community Colleges Joint Powers Authority to provide excess workers' compensation coverage.

Self-Evaluation

Compton Center meets this standard. The Compton CCD demonstrates its ability to maintain adequate reserves and continues to increase reserves levels to address future unforeseen needs. The Compton CCD policies are set to maintain a total of at least 10 percent in reserves each year which is higher than the State Chancellor's Office minimum of 5 percent.

Evidence

III.D.1-2 Five-Year Fiscal Management Plan 2017 Board Approval
III.D.2-5: BP 6200 Budget Preparation
III.D.9-1: Cash flow Monitoring Plan
III.D.1-3: Fiscal Management Self-Assessment Checklist Compton 2015
III.D.9-2: Fund Balance Trends 2015

Standard III.D.10
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investment and assets.

Descriptive Summary

In order to implement long-range planning at the Compton Community College Compton CCD (the Compton CCD), the Compton CCD established a Five-Year Budget Plan as a planning tool in July 2012, which was later change to be called the "Five-Year Fiscal Management Plan".

The five-year fiscal management plan (hereafter referred to as "the plan") includes five fiscal years comprising of the following; the most recent audited fiscal year, current budgeted fiscal year and three projected fiscal years. The plan includes are number of variables and assumptions which include but not limited to Cost of Living Adjustment (COLA), growth, estimated funded FTES, education protection account, PERS rate increases, STRS rate increases, other benefit rate increases/decreases, utilities increases, insurance rate increases, line of credit repayment, OPEB trust contribution, and police services contract increases.

The plan is updated annually to include new growth projections, Cost of Living Adjustment (COLA) estimates, line of credit loan debt service payment, and other significant changes that impact the budget. The plan also provides the Compton CCD with information regarding the impact of new employee positions on the budget. In the plan, the Compton CCD set the reserve levels above five percent for each year, which is consistent with Board Policy 6200 (Budget Preparation). Board Policy 6200 was revised based on the Government Finance Officers Association's (GFOA) Best Practices in Community College Budgeting.

One goal of this document other than providing a tool for long-range planning purposes is to balance general fund expenditures with revenues in order to eliminate deficit spending. The plan provides the Compton CCD the ability to authorize one-time funding costs that are align with the Compton CCD's overarching priorities that would create potential deficit spending scenarios which would be funded from reserves.

The Compton CCD establishes policies, administrative regulations, procedures that govern internal controls. Processes include the budget processes previously discussed, routine and regular board meetings that include financial resource information and actions, as well as annual financial reporting processes that include the annual audit and issuance of financial statements included in the annual audit report. Within the audit report is a section called management discussion and analysis. This section provides managements analysis of financial activities as well as discussion about the activities, events effecting financial status and expectations about the future.

In order to demonstrate compliance with Federal Title IV regulations and requirements, the Compton CCD establishes policies, administrative regulations, procedures that governs internal controls and compliance over federal programs. Annually the Compton CCD is subject to an audit of federal awards. This audit examines each major program and provides a report on internal controls and compliance required by OMB Circular A-133. The summary of auditor's results references federal awards findings and state awards findings. For the last three fiscal years, 2015, 2014, and 2013 noted no internal controls and compliance audit findings of federal awards.

The Compton CCD assigns managers to oversee categorical programs, grants, and other externally funded programs. Managers are provided specialized training from internal and external sources. All categorical programs, grants, and other externally funded programs are assigned an accountant within the Business Office to monitor fiscal integrity and provide fiscal oversight.

<u>Self-Evaluation</u>

Compton Center meets this standard. The Compton CCD has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. The Compton CCD has consistently received unmodified opinions in fiscal, compliance, and performance audits.

<u>Evidence</u>

III.D.1-2 Five-Year Fiscal Management Plan 2017 Board Approval
III.D.5-1: Link to board policies and administrative regulations:
(http://district.compton.edu/board_of_trustees/policies_and_procedures.asp)
III.D.1-1: Compton CCD Annual Financial Report Final 2013
III.D.1-1: Compton CCD Annual Financial Report Final 2014
III.D.1-1: Compton CCD Annual Financial Report Final 2015
III.D.10-1: Compton Uniform Guidance Policies & Procedures
III.D.10-2 Grants training- Thomson Reuters

Standard IIID - Financial Resources - Liabilities

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

<u>Descriptive Summary</u>

Management has prioritized a plan that provides for continual reduction of long-term obligations. This focus ensures that short-term plans will not be implemented at the expense of long-term goals. Management believes this is essential to its plan for long-term goal of maintaining sustainable programs.

Short-Term and Long-Term Financial Solvency
The Compton CCD implemented long-range planning by establishing a Five-Year Budget Plan as a planning tool in July 2012, which was later change to be called the "Five-Year Fiscal

Management Plan". The plan is updated annually to include new growth projections, Cost of Living Adjustment (COLA) estimates, line of credit debt service payment, early retirement incentives, other postemployment benefits, contributions made to irrevocable trust, and other significant changes that impact the budget.

The plan is used in the development of the annual budget assumptions and other fiscal planning. One goal of this document other than providing a tool for long-range planning purposes is to identify all long-term obligations that are funded by the general fund which include line of credit debt service payment, PARS early retirement obligation, compensated absences, other postemployment benefits. Compensated absences and early retirement incentives are paid from resources of the fund from which the employee liability was created which is generally the general fund. Annually the Compton CCD prepares schedules for each of these obligations. These schedules are provided to auditors and used by the Compton CCD to monitor overall debt obligations.

Clear Plans for Liabilities and Obligations
The Compton CCD systematically identifies and evaluates its obligations on an annual basis. Obligations that are funded by general fund are monitored more frequently than those funded by property taxes and accounted for in the Bond Interest and Redemption Fund. When needed, the Compton CCD obtains actuarial studies on other postemployment benefits and claims liabilities. Updated studies are generally obtained every two years and are used to determine the Compton CCD's short and long-term obligations.

In March 2013, the Other Postemployment Benefits (OPEB) Plan was created which recommended the establishment of an Irrevocable Trust Program which was vital to the Compton CCD long-term financial planning and financial stability. On May 21, 2013, the governing board approved a resolution for the establishment of an irrevocable trust. A funding schedule was then developed based on the OPEB plan which identified the first annual contribution of $200,000 and a minimum annual contribution of $250,000, thereafter. Subsequently, the Compton CCD has revised its funding schedule in 2014 and again in 2015. These schedules are presented and discussed with the Planning and Budget Committee (PBC), Consultative Council, and the Governing Board.

In response to the increasing pension rates from STRS and PERS, the Compton CCD began planning for these future pension obligations. The 2015-2016 Final Budget assumptions reflected $500,000 set aside as reserves for future pension obligations. A PERS/STRS funding schedule was drafted and presented to the PBC for comment. On February 23, 2016, PBC heard presentations from two possible pension irrevocable trust programs. At the April 19, 2016 Board

Meeting, the Governing Board approved the resolution to invest funds irrevocably designated for the payment of its future employee pension obligations through a trust in compliance with Section 115 of the Internal Revenue Code and Governmental Accounting Standards Board Statement No. 68.

Self-Evaluation

Compton Center meets this standard. Management has developed plans that provides for continual reduction of long-term obligations which ensures that short-term plans will not be implemented at the expense of long-term goals.

Evidence

Reference Evidence list on flash drive

Standard III.D.12
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Descriptive Summary

The Compton CCD has plans for payments of long-term liabilities and obligations. These plans specifically address the Line of Credit obligation to the State of California as well as funding OPEB and future retirement plan obligations of STRS and PERS. Annual payments made to service obligations are always included in the budget. This is done by establishing appropriate reserve levels that ensure fiscal sustainability. Board Policy BP 6200 Budget Preparation increased minimum reserve levels. BP 6200 Budget Preparation increased unrestricted general reserve levels to no less than ten percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) best practices in community college budgeting appendix 1. These policy changes contributed to the unrestricted general fund reserve more than doubling over the past few years increasing from $4.4 million, which represents 13.0 percent in fiscal year 2011 to $9.4 million, which represents 28.0 percent in fiscal year 2015.

The Other Postemployment Benefits (OPEB) Plan was created to establish of an Irrevocable Trust Program (IIID. OPEB Plan). The plan served was for the purpose of long-term financial planning and financial stability. A funding schedule was then developed based on the OPEB plan which identified the first annual contribution of $200,000 and a minimum annual contribution of $250,000, thereafter (III.D. OPEB Funding Schedule). Subsequently, the Compton CCD has revised its funding schedule in 2014 and again in 2015. For each fiscal year as part of the Budget and Planning process, the CEO can make recommendations to the Governing Board whether to increase or decrease the contribution amount into the OPEB trust for each fiscal year as deemed necessary. During the 2014-2015 and 2015-2016 the Compton CCD contributed more than to minimum required, $619,747 and $750,000, respectively.

The Compton CCD implemented Administrative Regulation [AR 6311 Attendance and Time Reporting](#) which capped the amount vacation hours could accrue. As of July 1, 2009 no additional vacation would accrue once an employee reaches 352 accumulated hours except as provided for under subsection "4)" of the regulation. Employees are responsible to request vacation in a regular and timely fashion to avoid reaching the vacation accrual limit. This regulation change has decreased the Compton CCD's liability from $1,459,248 as of July 1, 2009 to $1,011,606 as of June 30, 2015 (III.D. Audit Report pg 42).

The majority of the Compton CCD's long-term obligations are general obligation bonds. As of June 30, 2015, the Compton CCD's total long-term liabilities were $126.8 million. General obligation bonds make up $81.8 million of the total obligation. Each general obligation bond issuance has its own debt service schedule and is paid and serviced by Los Angeles County (III.D.BI&R Fund).

The Compton CCD has allocated appropriate resources for workers' compensation. The Compton CCD is self-insured for the first $500,000 of each workers' compensation claim. The Compton CCD also participated in the Protected Insurance Program for Schools and Community Colleges Joint Powers Authority to provide excess workers' compensation coverage. The Compton CCD records an estimated liability for workers' compensation claims against the Compton CCD which is obtain by an actuarial study (III.D.W/C Actuarial Study). Claims liability is based on the ultimate cost of the reported claims including future claim adjustment expense and an estimate for claims incurred, but not reported, based on historical experience.

Self-Evaluation

Compton Center meets this standard. The Compton CCD plans for and allocates appropriate resources for the payment of long-term liabilities and future obligations.

<u>Evidence</u>

Reference Evidence list on flash drive

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any local incurred debt instruments that can affect the financial condition of the institution.

<u>Descriptive Summary</u>

The Compton CCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments. Appropriate reserve levels are established to ensure fiscal sustainability.

The Compton CCD currently has only one of locally incurred debt instruments that effects the general fund. This is the line of credit provided to the Compton CCD by the State of California. Assembly Bill 318 provided a $30 million emergency loan to finance, among other things, activities described in Article 5 of Chapter 5, Part 46 of the Education Code (III.D. AB 318). Each line of credit issuance has its own debt service schedule and is paid by Compton CCD (III.D. Line of Credit Debt Schedule). The payment is fixed and included in every budget year.

Over the past three fiscal years the repayment of debt consisted of 4.07%, 3.90% and 3.94% of the total general fund budget, for the 2014, 2015, 2016 fiscal years, respectively (III.D. Three year schedule). The locally incurred debt repayment schedule does not adverse impact the Compton CCD's ability to meet all current fiscal obligations.

The Compton CCD's five-year fiscal management plan includes are number of variables and assumptions which include but not limited to the line of credit debt repayment of $1.3 million (III.D. Five-year fiscal management plan). At June 30, 2015, the Compton CCD had received $17.9 million with $13.1 million outstanding.

With appropriate planning and reserves levels that ensure fiscal sustainability, the Compton CCD applied an additional $200,000 towards the outstanding balance of the Line of Credit (III.D.

2015-2016 Final Budget). This additional $200,000 payment will save the Compton CCD over $149,000 in total interest (III.D. Line of Credit Debt Schedule).

Board Policy BP 6200 Budget Preparation increased minimum reserve levels. BP 6200 Budget Preparation increased unrestricted general reserve levels to no less than ten percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) best practices in community college budgeting appendix 1. These policy changes contributed to the unrestricted general fund reserve more than doubling over the past few years increasing from $4.4 million, which represents 13.0 percent in fiscal year 2011 to $9.4 million, which represents 28.0 percent in fiscal year 2015.

Self-Evaluation

Compton Center meets this standard. The Compton CCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments

Evidence

Reference Evidence list on flash drive

Standard III.D.14
All financial resources, including short and long-term debt instructions (such as bond and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

The Compton CCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments. Community Colleges must abide by accounting guidance as promulgated by AICPA and industry specific guidance contained in the Chancellor Office Budget and Accounting Manual (CDAM). The CDAM contains specific guidance used to account for financial resources. The Compton CCD follows all the relevant and appropriate authoritative and any non-authoritative industry guidance that it is required to follow. Management acts with integrity to insure that the guidance is appropriately followed.

Oversight and management of financial resources at the institutional level is under the direction of the Chief Business Officer and in cooperation with the individual deans or managers. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. Separate reports are issued for the Compton CCD and the Measure CC General Obligation Bond Program. The audit reports issued as of June 30, 2016 had unqualified opinions with no significant deficiencies or material weaknesses.

The Compton CCD has not utilized any short-term debt instruments such as Certificates of Participation (COPs) or Tax Revenue Anticipatory notes (TRANs) since February 2013. The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure CC ballot language, approved by Compton CCD voters in 2002, and reviewed, as required by law, by the Citizens' Bond Oversight Committee.

The Compton CCD assesses debt repayment obligations funded with unrestricted general funds through the five-year fiscal management plan. The plan addresses obligations which include but that limited to the line of credit debt repayment and early retirement incentives. The plan ensures that there are adequate resources to cover all obligations of the Compton CCD. At June 30, 2015, the Compton CCD had received $17.9 million with $13.1 million outstanding.

With appropriate planning and reserves levels that ensure fiscal sustainability, the Compton CCD was able to refinance the line of credit obligation and secured a lower interest rate of 2.307%. The refinancing will have the Compton CCD approximately $1 million in total interest (III.D. Line of Credit Debt Schedule), which allows an opportunity for the Compton CCD to reinvest in operation needs.

In addition to the five-year fiscal management plan, the Compton CCD has developed plans that address obligations associated with other postemployment benefits (OPEB) and PERS/STRS (III.D. OPEB Plan and PERS/STRS Plan). As outline is each of the plans, the Compton CCD has established irrevocable trust to deal with the unfunded actuarial accrued liability for OPEB and to securely and strategically set aside funds to reduce the Compton CCD's pension obligations and stabilize pension costs which will offset the rising costs of pension funds (PERS and STRS) and provides the opportunity to invest funds for enhanced long-term fiscal sustainability.

The Compton CCD has also established procedures for monitoring cash flow in order to prevent and detect cash shortages that would require alternative financing measures such as a TRAN (III.D. Cash flow Monitoring Plan). The procedures require monitoring cash on a weekly basis and prepares a cash flow projection on an annual basis.

Grant management is both centralized and decentralized at the Compton CCD. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. The Compton CCD's Accounting Services supports grant managers by monitoring expenditures, generating reports, assisting with state and federal audits, and offering guidance as required. External auditors conduct annual audits of state programs including Student Success and Support Program (SSSP), Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWORKs for accuracy of financial records and compliance with all local, state, and federal regulations. Federal grants such as the Upward Bound Math Science, Child Care and Development Fund cluster, Temporary Assistance for Needy Families (TANF) have also been subject to an independent audits to insure compliance. No audit exceptions have been noted in any state or federal grants between the fiscal years 2012-2013 through 2015-2016.

Self-Evaluation

Compton Center meets this standard. All financial resources, including short and long-term debt instructions, auxiliary activities, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence

Reference Evidence list on flash drive

Standard III.D.15
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Descriptive Summary

The Compton CCD monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements and comes into compliance when the federal government identifies deficiencies.

The Compton CCD has established policies and procedures in accordance with Title 2 of Code of Federal Regulations (CFR), Part 200 Uniform Administrative Requirements, Cost Principles,

and Audit Requirements for Federal Awards (III.D.15.1_Uniform Guidance Federal Policies & Procedures)

Student loan default rates are monitored and assessed regularly. Although the Official Cohort Default Rate for 2013 was 19.7 %, El Camino College has elected to withdraw from the Federal Direct Loan Program effective as of the 2013-14 Fiscal Year, as a result the Compton Center no longer participates in the Federal Direct Loan Program (III.D.15.2_Cohort Default Rates). The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report were 16.7% for fiscal year 2012, 20.6% for fiscal year 2011 and 25.6 % for fiscal year 2010, below the federal guideline rate of 30% (III.D.15.2_Cohort Default Rates).

The Compton CCD Annual external audits our conducted on compliance requirements described in the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The audit shows the Compton CCD complied, in all material respects, with compliance requirements and identified no deficiencies in internal controls over compliance.

For the years ending on June 30, 2013 through 2016, the Compton CCD received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement no instances of non-compliance. (III.D Audits).

Self-Evaluation

Compton Center meets this standard. The Compton CCD and Compton Center monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements and comes into compliance when the federal government identifies deficiencies. The Compton CCD has established policies and procedures in accordance with Title 2 of Code of Federal Regulations (CFR), Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Evidence

III.D.15.1_Uniform Guidance Federal Policies & Procedures
III.D.15.2_Cohort Default Rates
III.D.15.3_Compton CCD Annual Financial Report Final 2013
III.D.15.4_Compton CCD Annual Financial Report Final 2014
III.D.15.5_Compton CCD Annual Financial Report Final 2015

Standard IIID - Financial Resources – Contractual Agreements

Standard III.D.16
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Descriptive Summary

Contractual agreements are governed by Compton CCD policies and regulations, and contain appropriate provisions to maintain the integrity of the Compton CCD. The Compton CCD complies with the policies and procedures established and enforced by the Governing Board.

The Compton CCD maintains a number of long-term contracts some of which serve to strengthen the instructional programs. These include contracts with the Foundation for Community Colleges Bureau of Automotive Repair (BAR) stations, Major League Baseball Urban Youth Academy, and Molina Medical Management (III.D.16.1 - 4 Contracts). Other contracts exist which are essential to the operations of the Compton CCD. These contracts include legal services, audit services, maintenance contracts, and construction contracts. The Chief Business Officer is responsible for establishing procedures, monitoring, and maintaining agreements with external entities. The Compton CCD has established Board Policies and Procedures to ensure appropriate controls are maintained. (III.D BP-6340 and AR-6341). All contracts require to be approved by the Board, however some contracts require advanced approval by the Board, in accordance with Administrative Regulation 6341. All contracts include terminations clauses that allow the Compton CCD to terminated contracts that don't meet required standards of quality (III.D.16.7 Sample Contract Services Agreement, page 4).

The Compton CCD policies and procedures governing contracts follow federal guidelines. To maintain consistent standardized procedures, the Compton CCD works with legal counsel to standardized contracts to ensure they meet and comply with standards set by federal, state, and local agencies. For example, federal guidelines prohibit non-federal entities doing business with a vendor or contractor that has been suspended or debarred by any federal agency (III.D.16.7 Sample Contract Services Agreement, page 11). To ensure compliance with federal guidelines and as a best practice, all standardized contracts include clauses ensuring a vendor or contractor has not been suspended or otherwise been debarred by any federal agency, which mitigates Compton CCD risk exposure.

Self-Evaluation

Compton Center meets this standard. Contractual agreements established with external entities are consistent with the mission and goals of the Compton CCD. The Compton CCD follows policies and procedures established by the Board.

The Compton CCD Chief Executive Officer and Chief Business Officer are responsible for ensuring that all approved and recommended contractual agreements are consistent with the Compton CCD's mission and goals. Once they are approved, they are forwarded to the governing board either for ratification or approval.

Evidence

III.D.16.1_ FCCC_Compton_BAR Agreement
III.D.16.2_MLB_Nonprofit Lease Agreement
III.D.16.3_Compton Lease and Occupancy Agreement
III.D.16.4_Compton Service Agreement
III.D.16.5_BP_6340_Contract
III.D.16.6_AR_6341_Contract
III.D.16.7_Sample Contract Services Agreement

Standard IV:
Leadership and Governance

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

Standard IV.A – Decision-Making Roles and Processes

Standard IV.A.1
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Descriptive Summary

In accordance with Education Code sections 70902 and 72000, the El Camino College Board of Trustees maintains, operates, and governs El Camino College and the Compton Community College District (CCCD). 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 CCCD residents (IV.A.1-1). In 2008, the El Camino College and CCCD approved a partnership agreement which replaced the Memorandum of Understanding (IV.A.1-2). In 2013, the parties revised the partnership agreement (IV.A.1-3) and currently the parties are in the process of revising the 2013 partnership agreement. The partnership agreement provides a set of mutual understandings between the two Districts as it relates to the operations of the Compton Center and the CCCD.

It is the policy of the El Camino College Board of Trustees to ensure the El Camino College and the ECC Compton Center provides for timely communication between the Board of Trustees, administrators, faculty, staff, and students. Furthermore, the Board of Trustees as outlined in El Camino College Board Policy 2510 Participation in Local Decision Making (IV.A.1-4) shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. The El Camino College Board of Trustees delegates to the Superintendent/President responsibility and authority for developing policy recommendations for Board of Trustees consideration and for the implementation of El Camino College Board of Trustees decisions. As such, on matters pertaining to the CCCD, the CCCD Board of Trustees through the Compton District Board Policy 2510 Participation in Local Decision Making (IV.A.1-5) delegates to the Chief Executive Officer (CEO) the authority for developing policy recommendations for the CCCD Board of Trustees. With the partnership with El Camino College and CCCD being so unique the Provost/CEO makes recommendations to the Superintendent/President on Compton Center matters and policies and to the CCCD Board of Trustees on Compton District matters and policies. Both Board of Trustees have policies and procedures as it relates to policy development and recommendations.

Furthermore, both the Compton Center and CCCD supports and encourages administrators, faculty, staff, and students to take initiatives that improve the overall practice, programs, and services offered at Compton Center. The El Camino College and CCCD board policies and administrative procedures, as well as the institutional standing committee's agendas and meeting minutes (IV.A.1-6) are evidence of this practice. To understand the unique governance structure, the Compton Center and the future Compton College Mission Statement, Vision, and Values was approved by the El Camino College Board of Trustees (IV.A.1-7 Page CC2-CC4) and by the CCCD Board of Trustees (IV.A.1-8) approved Board Policy 1200- Mission, Vision, and Strategic Initiatives at their January 2016 board meetings.

The Compton Center is dedicated to open and effective decision making. All campus constituent groups participation collegial consultation at the Compton Center through the Institutional Standing Committees (IV.A.1-9). In 2013, the Compton Center adopted a Planning Process (IV.A.1-10) document to explain the process to all constituent groups. The process was updated during the 2015-2016 year to reflect the recommendations from the Strategic Planning Committee (IV.A.1-11). Currently, the Compton Center is developing a "Decision Making and Governance Manual for the CCCD and Compton Center" similar to what was developed at El Camino College.

Since, fall 2016 administrators and faculty serve as campus leaders in the consultation process by serving by co-chairing all but one of the institutional standing committees. The Auxiliary

Services committee is co-chaired by an administrator and a student, since the funds generate by Auxiliary Services are from student enterprise (Bookstore, Cafeteria, and campus-wide vending machines). Prior to the fall 2016, the institutional standing committees were chaired by administrators. In the spring 2016, the Provost/CEO proposed recommendations to improve the Institutional Standing Committees (IV.A.1-12). The recommendations were supported by the consultative council The Institutional Standing Committee members are extremely important, as evidenced by the Compton Center development of the Provost/CEO recommendations to address concerns of Homeless El Camino College Compton Center Students(IV.A.-1-13) and the implementation of street names for the Compton Center (IV.A.1-14, December 2014 meeting, 14.01CEO-Approval of Campus Street Names). The Homeless student's recommendations was developed to address the concerns of the Compton Center Associated Student Body and the street naming was a recommendation from a Compton Center Police Officer. The Health, Safety, and Parking committee brought forward the recommendations of the street names and approved the recommendation to change the Administration Loop to Main Loop (IV.A.1-15).

Another example is the development of the 2015-2018 Compton Center Enrollment Management Plan (IV.A.1-16). In the winter of 2016, the Compton Center finalized our Enrollment Management Plan. The Enrollment Management Plan was developed by the Enrollment Management committee which is one of the Compton Center Institutional Standing Committee. The Enrollment Management Plan was reviewed by the Consultative Council (IV.A.17), the Faculty Council (IV.A.18), and the Planning and Budget Committee (IV.A.19). In addition, the El Camino College Board of Trustees (IV.A.1-19 Page CC2-CC3) and by the CCCD Board of Trustees (IV.A-1-20, March 2016, 14.06 2015-2016 El Camino College Compton Center Enrollment Management Plan) received the 2015-2018 El Camino College Compton Center Enrollment Management Plans as informational items at their board meetings.

The Consultative Council serve as the key entity implementing the governance process for the ECC Compton Center and the CCCD. The CCCD Administrative Regulation – 2510 Council and Committee Structure (IV.A.1-9) states "To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the Provost/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis." The Consultative Council makes recommendations on Compton Center and Compton District Board Policy and Administrative Regulations/Procedures.

The Provost CEO actively demonstrates innovative leadership. At the beginning of each semester, Compton Center and Compton District employees participate in Professional Development activities. In fall 2015, Dr. Barbara Beno President/CEO of ACCJC served as the

keynote speaker (IV.A.1-21) and in fall 2016, the Provost/CEO provided a state of the Compton Center and Compton District presentation at the fall Professional Development (IV.A.1-22) and Dr. J. Luke Woods, Associate Professor, San Diego State University provided a presentation to faculty (IV.A.1-23) and staff (IV.A.1-24) on working with Males of Color in community colleges. In addition, during the 2016 year the Provost/CEO developed a document called Provost/CEO recommendation which provides information on new projects or initiatives being proposed by the Provost/CEO. Below are sample of the Provost/CEO recommendations:

Institutional Effectiveness Committee (IV.A.1-25)
Maintenance & Operations Department (IV.A.1-26)
Employee Health Benefits (IV.A.1-27)

Self-Evaluation

Compton Center meets the Standard.

Actionable Improvement Plan:

Finalize the Decision Making and Governance Manual for the Compton District and Compton Center.

Evidence

IV.A.1-1 El Camino College Community College District and Compton Community College District 2006 Memorandum of Understanding
IV.A.1-2 El Camino College Community College District and Compton Community College District 2008 Partnership Agreement
IV.A.1-3 El Camino College Community College District and Compton Community College District 2013 Partnership Agreement
IV.A.1-4 El Camino College Board Policy 2510 Participation in Local Decision Making
IV.A.1-5 Compton District Board Policy 2510 Participation in Local Decision Making
IV.A.1-6 Institutional Standing Committee's Agendas and Meeting Minutes
IV.A.1-7 Compton Center and the future Compton College Mission Statement, Vision, and Values Approval by El Camino College Board of Trustees, Page CC2-CC4
IV.A-1-8 Compton District Board Policy 1200- Mission, Vision, and Strategic Initiatives
IV.A.1-9 Compton District Administrative Regulation – 2510 Council and Committee Structure
IV.A.1-10 Compton Center Planning Process adopted in 2013
IV.A.1-11 Revised Compton Center Planning Process document developed in 2015-2016

IV.A.1-12 Provost/CEO proposed recommendations to improve the Instructional Standing Committees

IV.A.1-13 Provost/CEO recommendations to address concerns of Homeless El Camino College Compton Center Students

IV.A.1-14 Implementation of street names for the Compton Center, December 2014 board meeting, 14.01CEO-Approval of Campus Street Names

IV.A.1-15 Health, Safety, and Parking Committee Meeting Minutes

IV.A.1-16 2015-2018 Compton Center Enrollment Management Plan

IV.A.1-17 Consultative Council meeting minutes, discussion on the 2015-2018 Compton Center Enrollment Management Plan

IV.A.1-18 Compton Center Faculty Council meeting minutes, discussion on the 2015-2018 Compton Center Enrollment Management Plan

IV.A.1-19   El Camino College Board of Trustees receive for information, the Compton Center Enrollment Management Plan.

IV.A.1-20 Compton District Board of Trustees receive the El Camino College Compton Center Enrollment Management Plan, March 2016 Meeting, 14.06 2015-2016 El Camino College Compton Center Enrollment Management Plan

IV.A.1-21 Dr. Barbara Beno President/CEO of ACCJC Presentation from fall 2015 Professional Development Day

IV.A.1-22 Provost/CEO fall 2016 Professional Development Day Presentation

IV.A.1-23 Dr. J. Luke Woods, Associate Professor, San Diego State University, Teaching Men of Color Presentation from fall 2016 Professional Development Day

IV.A.1-24 Dr. J. Luke Woods, Associate Professor, San Diego State University, Supporting Men of Color Presentation from fall 2016 Professional Development Day

IV.A.1-25Institutional Effectiveness Committee

IV.A.1-26 Maintenance & Operations Department

IV.A.1-27 Employee Health Benefits

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Descriptive Summary

The Compton Center and Compton District encourages administrators, faculty, staff, and student's participation in the decision process. Student participation is highly encouraging on all matters in which students have a direct and reasonable interest. As evident in both the El Camino College (IV.A.2-1) and Compton District (IV.A.2-2). Board Policies 2510 Participation in Local Decision Making, which outlines the roles each consistent group has in the local decision making process. Administrators at the Compton Center serve as co-chairs of Institutional Standing Committees and in some cases draft and propose recommendations and then are responsible to manage and implement the final decision/recommendation. The Compton Center administrators meeting monthly with the Provost/CEO to receive and provide updates on their operational areas. The focus of these meetings is on Student Success, Accreditation, Enrollment Management, and Staffing (IV.A.2-3). In addition, the administrators who serve as co-chair of an Institutional Standing Committee provide updates on the committee to their colleagues. This past summer, the Provost/CEO conducted a planning retreat (IV.A.2-4) for Compton Center and Dr. Darla Cooper, Director of Research and Evaluation, Research and Planning Group served as the keynote speaker (IV.A.2-5).

The Compton District Academic Senate is involved in Compton District decision-making policies and procedures and the Compton Center Faculty Council (IV.A.2-6) is a subcommittee of the El Camino College Academic Senate which makes recommendations to the Academic Senate on Compton Center matters. Participation by Compton Center faculty is managed by the Compton District Academic Senate and Compton Center Faculty Council in accordance with both El Camino College (IV.A.2-1) and the Compton District (IV.A.2-2) Board Policies 2510. Since the fall 2016, the Academic Senate in consultation with the Compton Community College District Federation of Employees - Certificated Unit union appoints faculty members to serve as co-chairs of Institutional Standing Committees. In addition, to academic and professional matters that require faculty input, the Academic Senate and Faculty Council establishes and participates in taskforces and committees. For example, in the fall 2016, members of the Academic Senate are participating in the Low-Enrolled Educational Programs/Course Taskforce (IV.A.2-7) at the Compton Center. On a monthly basis the Provost/CEO meets separately with the President of the Academic Senate/Faculty Council and the President of the College District Federation of Employees - Certificated Unit to address any issues or concerns of the faculty.

Staff members are critical to the decision making process at the Compton Center. The Compton Center has two staff groups, first the classified employees group, which is represented by the Compton Community College Federation of Employees, Local 3486-1, AFT, AFL/CIO, and second is the confidential/supervisory. Both groups participate in councils and committees and often are provide staffing for committees and taskforce. The Provost/CEO has attended and provided updates at the classified employees meetings and has held several meetings with the

confidential/supervisory groups. The Provost/CEO meets monthly with the President of the classified employees group to address any issues or concerns.

Students are involved at the Compton Center in many areas of the operation. Both El Camino College (IV.A.2-1) and the Compton District (IV.A.2-2) Board Policies 2510 outlines the roles of students in the decision making process. Compton Center encourages the Associated Student Body to continue student participation on Institutional Standing Committees. The Compton Center students elected a member of their student body to serve as a student trustee for the Compton District Board of Trustees. The Compton Center students have been allowed to serve on the hiring committee for the CEO position and for the Director of Student Development positions. Students had the opportunity to serve on the Compton Center Strategic Planning Committee during the 2015-2016 year (IV.A.2-8). The Provost/CEO meets monthly with the Associated Student Body President to address any issues or concerns.

A majority of the recommendations at the Compton Center come through the Institutional Standing Committees. Any individuals or constituency group may raise an issue for consideration at the consultative council or at any Institutional Standing Committee meetings. In addition, administrators have the opportunity to raise an issue for consideration at a management meeting or with their immediate supervisors.

Self-Evaluation

Compton Center meets the standard

Evidence

IV.A.2-1 El Camino College Board Policy 2510 Participation in Local Decision Making
IV.A.2-2 Compton District Board Policy 2510 Participation in Local Decision Making
IV.A.2-3 Agenda's from Monthly Administrators meeting with the Provost/CEO
IV.A.2-4 Agenda's and handouts from 2016 Compton Center Administrators Planning Retreats
IV.A.2-5 Dr. Darla Cooper, Director of Research and Evaluation, Research and Planning Group Presentation from the August 12, 2016 Administrators Planning Retreat
IV.A.2-6 Bylaws of the EL Camino Academic Senate Compton Center Faculty Council
IV.A.2-7 Provost/CEO Recommendation to Address Low-Enrolled Educational Programs/Courses at Compton Center
IV.A.2-8 Agendas and Minutes from the 2015-2016 Strategic Planning Committee Meetings

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

Descriptive Summary

Compton Center administrators and faculty have a substantive and clearly defined role in the governance of the Compton Center and exercise a substantial voice in institutional policies, planning, and budget. Both the Compton Center IV.A.3-1 and Compton District IV.A.3-2 have a clearly defined Board Policy 2510, Participation in Local Decision Making. Board Policy 2510 Participation in Local Decision Making includes participation from all constituent groups including administrators, faculty, staff, and students. Since the fall 2016, the Academic Senate in consultation with the Compton Community College District Federation of Employees - Certificated Unit union appoints faculty members to serve as co-chairs of Institutional Standing Committees. Prior to the fall 2016, faculty members served as members of each of the Institutional Standing Committees and in most cases have the majority of the representation on each of the committees (IV.A.3-3). The Institutional Standing Committees have a major role in the Compton Center decision making and have members from each constituent group. The Institutional Standing Committees agenda are set collaboratively and administrators assure that the tasks of the committees are completed and communicated to the constituent groups. Agendas, meeting minutes, and documentation of various institutional and council activities provide evidence on the wide and broad-based discussions (IV.A.3-4)

The Consultative Council serves as the key entity implementing the governance process for the Compton Center and the Compton District. The Compton District Administrative Regulation – 2510 Council and Committee Structure (IV.A.3-3) states: "To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the Provost/CEO". The Institutional Standing Committees at Compton Center provides a vehicle for receiving input on decision, policies, and procedure development. With the partnership with El Camino College and Compton District being so unique, prior to policies and procedures being approved by the Compton District Board of Trustees they are reviewed by the Consultative Council. In addition, the policies and procedures as shared and reviewed with the El Camino College President's cabinet prior to the Compton District Board of Trustees taking action. With regards to El Camino College Policies and Procedures, a representative of the Compton Center serves as a member of the El Camino College Council (IV.A.3-5).

The Compton Center budget and approval process is outlined in the 2013 Partnership Agreement (IV.A.3-6 Page 8-9) and in the CCCD Board Policy 6200 – Budget Preparation (IV.A.3-7). The budget process is unique at the Compton Center due to the partnership between El Camino College and the Compton District. The Planning and Budget Committee is the governance entity at the Compton Center responsible for the strategic planning and resource allocation. One of the functions of the Planning and Budget Committee is to review all proposed budgets for the Compton Center and Compton District and make a recommendation to the Provost/CEO (IV.A.3-8). As outlined in the Partnership Agreement, after the review by the Planning and Budget Committee, the Superintendent/President of El Camino College must approve the proposed budget prior to it being presented to the CCCD Board of Trustees for approval.

In addition to reviewing the budget, the Planning and Budget Committee has oversight of the campus-wide strategic planning committee. In the spring of 2015 the Compton Center established a strategic planning committee, which includes representation from all constituent groups (IV.A.3-9). The Strategic Planning Committee is co-chaired by an administrator and a faculty member. The Strategic Planning committee was responsible for the development of the Compton Center and the future Compton College Mission Statement, Vision, and Values. The El Camino College Board of Trustees (IV.A.3-10 Page CC2-CC4) and by the CCCD Board of Trustees (IV.A.3-11) approved Board Policy 1200 - Mission, Vision, and Strategic Initiatives at their January 2016 board meeting. Currently the Strategic Planning Committee is working on the implementing the Institutional Effectiveness Partnership Initiative Partnership Resource Teams College Innovation and Effectiveness Plan, which is focused on improving the Compton Center integrated planning (IV.A.3-12).

The collegial consultation at the Compton Center ensures that all constituencies participate in decision-making. Compton Center administrators and faculty, through policy and procedures, have a substantive and clearly defined role in the Compton Center governance and exercise a substantial voice in policies, planning, and budget that relate to their area of interest, responsibility, and expertise.

Self-Evaluation

Compton Center meets the Standard.

Evidence

IV.A.3-1 El Camino College Board Policy 2510 Participation in Local Decision Making
IV.A.3-2 Compton District Board Policy 2510 Participation in Local Decision Making

IV.A.3-3 Compton District Administrative Regulation – 2510 Council and Committee Structure
IV.A.3-4 Institutional Standing Committee's Agendas and Meeting Minutes
IV.A.3-5 El Camino College- College Council Membership
IV.A.3-6 El Camino College Community College District and Compton Community College District 2013 Partnership Agreement
IV.A.3-7 CCCD Board Policy 6200 – Budget Preparation
IV.A.3-8 Budget and Planning Committee Recommendations on 2015-2016 and 2016-2017 budget
IV.A.3-9 Strategic Planning Committee Meeting Agenda and Minutes
IV.A.3-10 Compton Center and the future Compton College Mission Statement, Vision, and Values Approval by El Camino College Board of Trustees, Page CC2-CC4
IV.A-3-11 Compton District Board Policy 1200- Mission, Vision, and Strategic Initiatives
IV.A.3-12 Compton Center Institutional Effectiveness Partnership Initiative Partnership Resource Teams College Innovation and Effectiveness Plan

Standard IV.A.4
Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Descriptive Summary

Through policy, procedures, and well defined structures, the Compton Center faculty and academic administrators have the responsibility for recommendations about curriculum and student academic programs and services through their participation in the curriculum process at El Camino College. The El Camino College Board Policy 4020, states the "Superintendent/ President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance. The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development" jointly with the Academic Senate (IV.A.4-1).

The responsibility for curriculum matters is the primary responsibility of the faculty through the College Curriculum Committee which is composed of faculty, administrators and staff. As a Center of El Camino College, faculty and academic administrators participate review curriculum and implement programs as outlined in the El Camino College Curriculum Handbook (IV.A.4-2). Policies and procedures are clearly delineated in the curriculum handbook detailing the roles

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and responsibilities of committee. Key policies in addition to BP 4020 governing the committee include:

- BP 4021   Program Discontinuance (IV.A.4.3)
- BP/AP 4025   Philosophy for Associate Degree and General Education (IV.A.4.4)
- BP/AP 4260   Pre-requisites and Co-Requisites (IV.A.4.5)

In preparation to being accredited as a college, the faculty and academic administrators are in the process of developing a curriculum process for Compton separate from El Camino College. Compton Center is in the process of setting up a curriculum management system, CurricUnet Meta. The Compton Academic Senate working with administration has developed the necessary board policies to develop a curriculum process. The faculty in each division is in the process of identifying which programs and courses will that will make up the future Compton College under the auspices of Board Policy 1200 (IV.A.4-6). Beginning fall 2017, faculty will begin conducting course reviews on the identified curriculum and their recommendations will be reviewed and approved by the Compton Curriculum Committee.

Self-Evaluation

Compton Center meets the Standard.

Evidence

IV.A.4-1 El Camino College Board Policy 4020 - Program, Curriculum, and Course Development
IV.A.4-2 El Camino College Curriculum Handbook
IV.A.4.3 El Camino College Board Policy 4021- Program Discontinuance
IV.A.4.4 El Camino College Board Policy 4025 Philosophy for Associate Degree and General Education
IV.A.4.5 El Camino College Board Policy 4026 Pre-requisites and Co-Requisites
IV.A.4-6 Compton District Board Policy 1200- Mission, Vision, and Strategic Initiatives

Standard IV.A.5
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

<u>Descriptive Summary</u>

Compton Center through the El Camino College Compton Center Board of Trustees and institutional governance, ensures appropriate considerations of relevant perspectives, aligns decision making with expertise and responsibility, and acts in a timely manner. Compton Center governance begins with the 2015-2020 El Camino College Mission, Vision, Values, and Strategic Initiatives (IV.A.5-1). The Compton Center administrators, faculty, and staff participated in the development of the El Camino College Mission, Vision, Values, and Strategic Initiatives (IV.A.5.2). Furthermore, as Compton Center moves towards an accredited college this past year, Compton Center and the future Compton College Mission Statement, Vision, and Values were developed and approval by El Camino College Board of Trustees (IV.A.5-3).

The Compton Center Institutional Standing Committee structure is the system for collegial consultation that ultimately forwards recommendations to the Compton Center Provost/CEO and to the CCCD Board of Trustees. In 2013, Compton Center adopted a Planning Process (IV.A.5-4) document to explain the process to all constituent groups. The process was updated during the 2015-2016 year to reflect the recommendations from the Strategic Planning Committee (IV.A.5-5). Currently, Compton Center is developing a "Decision Making and Governance Manual for the CCCD and Compton Center" similar to what was developed at El Camino College. All Compton Center Institutional Committees ultimately report to the Consultative Council where recommendations are provided to the Superintendent/President of El Camino College and to the CCCD Board of Trustees.

Institutional Standing Committees serve as recommending body that rely on input from administrators, faculty, staff, and students in making recommendations.

Compton Center students have access to all the programs offered by El Camino College even though they are not offered at Compton Center. All curriculum changes for El Camino College are reviewed and approved by the El Camino College Board of Trustees. Even though the partnership is unique between El Camino College and CCC, Compton Center staff and students are well informed of their respective roles, participate as encouraged by these policies, and participate in various groups work in collaborative effort which has resulted in institutional improvement.

<u>Self-Evaluation</u>

Compton Center meets the standard.

Evidence

IV.A.5-1 The Compton Center governance begins with the 2015-2020 El Camino College Mission, Vision, Values, and Strategic Initiatives
IV.A.5.2 Agenda and Minutes from the El Camino College Strategic Planning Committee
IV.A.5-3 Compton Center and the future Compton College Mission Statement, Vision, and Values Approval by El Camino College Board of Trustees, Page CC2-CC4
IV.A.5-4 Compton Center Planning Process adopted in 2013
IV.A.5-5 Revised Compton Center Planning Process document developed in 2015-2016

Standard IV.A.6
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Descriptive Summary

Compton Center in a variety of ways communicates the decision-making process and the results of decisions across the institution. Many of these methods are through the forms of technology, including the President's Newsletter (IV.A.6-1), Provost/CEO Message (IV.A.6-2), and information on the El Camino College and Compton Center websites. Decisions made in the Consultative council are documented in the meeting notes, which are posted on the Institutional Standing Committee's Agendas and Meeting Minutes (IV.A.6-3). The El Camino College Board of Trustees (IV.A.6-4) and the CCCD Board of Trustees (IV.A.6-5) agendas are also posted online. In the El Camino College Board monthly agenda the Provost/CEO provides a written report to the board of trustees and provides a verbal report during their monthly meetings. For example, on the August 2016 El Camino College Board meeting, the Provost/CEO provided information on Low Enrolled Educational Programs/Courses and information on the grand opening of the new cosmetology facility (IV.A.6-6 Page CC4-CC5).

Important news and decisions are often communicated via all–employee emails. For example, when executive level positions are filled, notices are sent to all employees. All employees are sent invitations for grand openings of new facilities, for special employee events, and when there is an opportunity to participate in an institutional committee or taskforce.

Self-Evaluation

The Compton Center meets the standard.

Evidence

IV.A.6-1 El Camino College President Newsletter
IV.A.6-2 Provost/CEO Monthly Message
IV.A.6-3 Institutional Standing Committee's Agendas and Meeting Minutes
IV.A.6-4 El Camino College Board of Trustees Meeting Agendas
IV.A.6-5 CCCD Board of Trustees Meeting Agenda
IV.A.6-6 Provost/CEO Report to the El Camino College Board of Trustees, August 2016,Page CC2-CC4

Standard IV.A.7
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Compton Center's leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. Compton Center widely communicates the results of these evaluations and uses them as the basis for improvement. Results of the evaluations are disseminated through the Institutional Committee structure in order to ensure campus-wide communication and feedback.

During the 2015-2016 year, the Compton Center staff was asked to complete a governance survey and those results were shared with the all employees in the November 2016 Provost/CEO message (IV.A.7-1). In addition, the results from the survey were posted on the Institutional Standing Committee webpage (IV.A.7-2).

Self-Evaluation

Compton Center meets the standard

Evidence

IV.A.7-1 November 2017 Provost/CEO Message

IV.A.7-2 Institutional Standing Committee's Agendas and Meeting Minutes

Standard IV.B – Chief Executive Officer

Standard IV.B.1
The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

<u>Descriptive Summary</u>

The CEO holds primary responsibility for the quality of the institution and provides effective leadership to all areas of the institution.

Primary Responsibility for Institutional Quality
As detailed in the MOU Between ECCCD and CCCD, the Chief Operating Administrator of Compton Center is a Provost, who is responsible to and supervised by the Superintendent/President of El Camino College in connection with the proper oversight and administration of the educational and student support services at the Center. While the Provost will report to the Superintendent/President of El Camino College, he or she shall be an employee of CCCD which retains the option to assign additional duties to the Provost, including duties as the Chief Executive Officer of the Compton Community College District. In the event the Provost simultaneously serves as Compton's Chief Executive Officer, he or she shall be responsible to and supervised by the Special Trustee of the Compton Community College District only for those aspects of his or her assignment that relate to service as Compton's Chief Executive Officer. The current institutional chief executive officer serves as both Provost and CEO.

Compton Center's governance structure is designed so that the CEO approves all College Council and Academic Senate resolutions. The CEO oversees Academic Affairs, Student Services, and Administrative Services. The CEO and Academic Senate have a mutual agreement delineating responsibility for academic and professional matters.

Effective Leadership
The governing board and the Superintendent/President give Compton Center's Provost/CEO the primary responsibility of institutional quality. The Provost/CEO adjusts Compton Center's organization and structure as necessary to increase institutional effectiveness.

The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness through the support of the

management team, and different standing and ad-hoc committees. Examples of such committees are the Calendar Committee, Facilities, Institutional Effectiveness Committee, Consultative Council, Planning and Budget, and Enrollment Management. These committees consist of memberships from different departments and programs of the college from administrators, faculty, staff, and students.

The CEO communicates institutional values, goals, and direction by holding weekly meetings with the Consultative Council, quarterly reports to the Academic Senate/Faculty Council, and frequent meetings with the community. The CEO familiarizes himself with all data and analysis of institutional performance through his communication with the CAO, CBO, and the IR staff and makes decisions based on this data and the collegial consultation process.

The CEO initiates regular communication with the campus through Regular dissemination of the "message from the Provost," quarterly "Tartar Talks" and weekly open door meetings with faculty and staff.   The CEO makes frequent presentations to the Board of Trustees on campus planning, organizing, and budget; such presentations have focused on the Compton Center Accreditation Timeline, regular Compton Center "reports," the Compton Center vision, mission and strategic initiatives, and the Lynwood Unified School District partnership agreement.

The CEO encourages leadership by ensuring that the vice president, deans, and managers participate in conferences and leadership trainings. For example, Compton Center leaders have attended the ASCCC plenary session. The CEO has been honored with the trust of the constituents and community by being promoted to Provost.

Self-Evaluation

Compton Center meets the Standard. The CEO has the primary responsibility for the quality of the institution and provides effective leadership through unit, division, and department supervisors. The CEO communicates institutional values, goals and directions through committee meetings and general assemblies as well as newsletter and other updates. With the assistance of the VP and consultative standing committee members, the CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence

http://www.elcamino.edu/administration/board/agendas/2015/Index_2015_2016.pdf
http://www.compton.edu/adminandoperations/provostceo/

See Master List of Standing Committees (I (JM) have the document on my computer.
www.elcamino.edu/administration/ir/docs/planning/MakingDecisionsElCaminoCollege2015.pdf
(Page 7)
ECCCD and CCCD MOU
http://www.elcamino.edu/administration/publicrelations/docs/2006/Final_MOU_ECCBoard%20
Approved_8.21.06.pdf
CEC Organizational Chart
Board Policy 2430: Delegation of Authority to Superintendent/President 12/17/12
http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Author
ity%20to%20Superintendent%20President.pdf
CEO Job Description
CEO establishes structure + committees
       SPC chart
       Decision Making Document - link
       SLO to Budget
CEO Communicates Institutional Goals and Values
       Evidence
CEO Utilizes IR Data + Analysis
       Academic Senate Minutes - looking for report cards and institutional data presentation
       Board Minutes – SLOs, etc.
       Consultative Council Agendas and Minutes - See Dr. Curry emails.
       Provost Newsletter
       Campus-wide Meetings
       Strategic Planning Committee
       IR and CEO - emails demonstrating correspondence.
       Institutional Effectiveness Partnership Initiative
       Comprehensive Master Plan
CEO Regular Communication
       CEO Newsletter
CEO Encourages Leadership Development
       VP, Deans, Managers leadership conferences, trainings, etc.

Standard IV.B.2
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

<u>Descriptive Summary</u>

Compton Center's administrative structure supports the Academic Affairs, Student Services, and Administrative Services divisions. The CEO evaluates the administrative structure through the program review, planning, and budget prioritization processes.

When necessary, the CEO recommends to the Board modifications reflective of the direction and focus of the college. For example, in 2015, at the recommendation of the CEO, the board reviewed and revised the organizational structure to include Some examples are Dr. Curry's creation of an independent curriculum committee, his implementation of the facilities master plan (creation of the football field, remodel of the theatre, construction of the Allied Health building, and eventual demolition and construction of new "row buildings.")

The CEO delegates authority to the vice president and deans of Compton Center to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources.

The CEO is involved in the final selection process of all administrators and all full-time faculty members in order to ensure that highly qualified and trained administrators and faculty are hired to meet the needs of the community. All administrators working directly under the CEO have clearly defined job descriptions. The CEO ensures that Human Resources periodically conducts reclassification studies to update administrative personnel job descriptions and classifications as needed.

<u>Self-Evaluation</u>

Compton Center meets the Standard. The CEO of the college has put in place an administrative structure that is appropriately staff and organized to reflect the purpose, size and complexity of the college. The CEO delegates authority to administrators and other key college staff based on their responsibilities when appropriate. The College's administrative structure is comparable to other similarly sized higher education institutions.

<u>Evidence</u>

Compton Center Org Chart
BP 3100 Org Structure
http://www.elcamino.edu/administration/board/boarddocs/3100%20Organizational%20Structure.pdf

BP 3101: Administrative Organization
http://www.elcamino.edu/administration/board/boarddocs/3101%20Administrative%20Organization.pdf
Job Description Links

Standard IV.B.3
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Descriptive Summary

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing institutional performance standards. The CEO ensures that evaluation and planning depends on quality research and analysis of all the factors affecting the college and ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. In addition, the CEO ensures that the allocation of resources supports and improve learning and achievement, and establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

The CEO establishes a collegial process that sets values, goals, and priorities through leadership of the Consultative Council and the Strategic Planning Committee.

The CEO ensures institutional performance standards for student achievement are established by staffing and empowering Enrollment Management, Student Success, and Student Equity. He then reports institutional performance and student achievement through data gathered within the committees and then disseminated through the institution's success report card presented to the

chancellor's office and the campus-at-large annually. The CEO approves the institutional performance standards for student achievement.

The CEO ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions by use of a master plan, branching out and creating mechanisms that ensure that the PBC and Institutional Research conform to the goals set forth in the plan itself. The approved planning cycle ensures that planning culminates in resource requests, which are prioritized based on alignment with Strategic Initiatives in support of student achievement and learning. The CCCD building plans have been executed in accordance with Facilities and Educational Master plans in order to improve the teaching and learning environment.

The CEO ensures Compton Center's overall planning and implementation efforts are evaluated to assess their effectiveness. Compton Center's institutional plan's effectiveness is monitored through the use of surveys, consultative input by the various constituents. The information and data gathered is used by the CEO, VP's and standing committees to evaluate the master plan and its implementation as well as whether any plan modifications are needed. Compton Center's Institutional Effectiveness was last reviewed in 2016.

Self-Evaluation

Compton Center meets the Standard. The CEO guides College improvement. The mission, educational and strategic plans, and institutional priorities are written and evaluated, and institution standards are set, through the planning process. The planning cycle ensures campus-wide, collegial participation. At the unit level, planning occurs as a result of external and internal data analysis in program review, including access and success measures, SLO assessment results, and campus surveys. The analysis results in unit planning objectives, which are supported through resource requests that are prioritized in terms of how well they support College priorities. At the unit level, the CEO reviews the results of program review and approves the final resource request prioritization. At the institutional level, the CEO reviews the evaluation of planning activities towards achieving the mission.

Evidence

CEO & process for values, goals:
        Consultative Council
        Strategic Planning oversight
CEO & Institutional performance:
        Compton/ECC Board Agendas and Minutes

Chancellor's Office Report Card;

Enrollment Management,

Student Success and Student Equity Committee's agendas and minutes

Links to Flex Day Agenda demonstrating the CEO presentations

Link to District Academic Senate – CEO State of the College Addresses

Links to Board of Trustee minutes – CEO Report.

Chamber of Commerce Meetings

Trips to the State Capitol – Documentation

Rotary Club Presentations

CEO & planning ~ Research + Analysis

Institutional Research website; PBC agendas and minutes; Educational Master Plan; various focus groups over the years, i.e. reports, data, evidence, public relations articles; SLOs, Campus Surveys

SPC

Planning Summit

CCCD Building & Bond ~ Facilities and Ed plans

CEO & Planning + Resource Allocation

Link(s): Master Plans; PBC agendas and minutes both campuses

Strategic Planning Committee - agendas and minutes

IR information

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

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Descriptive Summary

The Accreditation Steering Committee's membership includes faculty, staff, and administrative leaders; the committee reports regularly to the CEO. The Compton Center accreditation webpage houses all information pertinent to the College's accreditation efforts.

The Accreditation Steering Committee has co-chairs from faculty and administration, while the Accreditation Team has representation from all campus constituencies.

The CEO exhibits primary responsibility for accreditation by leading the Compton Center Accreditation Steering Committee and its five subcommittees. The CEO regularly meets and communicates with the Accreditation liaison Officer and the Accreditation Steering Committee with its sub-committees. Additionally, the CEO selected and mentored the accreditation leads and co-chairs, working closely with them on the establishment of the accreditation committees for each standard. The membership of the Accreditation Steering Committee and sub-committees ensures faculty, staff, and administrative leaders are part of the process.

Through the CEO's leadership, the college secured resources that allowed college personnel to attend various accreditation trainings workshops and visitations from neighboring college CEO's, ACCJC teams and FCMAT. He makes available workshops on accreditation standards and how to conduct a proper institutional self-evaluation.

The CEO ensures that the institution meets or exceeds the eligibility requirements, accreditation standards, and commission policies at all times by including these mandates in the district's strategic planning process. This is accomplished by establishing different accreditation-linked committees that are handling all facets of the accreditation process with the full involvement of faculty, staff, and administrators in compliance with accreditation requirements.

The CEO ensures widespread campus participation in the accreditation process by making available workshops, holding accreditation town hall meetings, and communicating regularly with the campus on accreditation-related matters. The CEO recruited accreditation committee participation from all areas of campus. The education process on accreditation and meeting the standards is an on-going component of strategic planning at the Compton Center.

Self-Evaluation

Compton Center meets the Standard. The CEO exhibits primary leadership for accreditation. The Accreditation Steering Committee's membership includes faculty, staff, and administrative leaders; the committee reports regularly to the CEO. The CEO ensures the Compton Center accreditation webpage houses all information pertinent to the College's accreditation efforts.

Evidence

CEC Accreditation webpage
http://www.compton.edu/campusinformation/accreditation/index.aspx
CEC Accreditation Steering Committee committees and membership:

http://www.compton.edu/campusinformation/accreditation/accreditation-steering-committee.aspx

BP 3200: Accreditation

http://www.elcamino.edu/administration/board/boarddocs/3200%20Accreditation.pdf

AP 3200: Accreditation

http://www.elcamino.edu/administration/board/boarddocs/AP%203200%20Accreditation.pdf

Accreditation workshops   Links/PDF to Friday Accreditation Seminars

Accreditation campus-wide meetings   Links/PDF/Email to Campus-wide Meetings

CEO Accreditation Communications

CEO at Board re: ACCJC

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Descriptive Summary

Through delegation to appropriate personnel and offices, the CEO ensures that all statutes, regulations, and governing board policies are followed. Examples of how the president ensures that statutes, regulations, and policies are followed include the following:

- Internal and external audit findings
- Follow-up on findings from student complaints and student discipline
- Cleary Report findings
- Title 9 regulations with the management team
- Proof of compliance with required trainings, including sexual assault, right to privacy, and faculty-student behavior. Here we could use training attendance sheets, professional development offerings, statistics from student affairs. (Email sent to Keith).
- Written directives on updates or new statutes, regulations, and governing board policies are distributed to the senior staff/deans/campus
- Implementation of Board of Trustees policy on smoking on campus.
- BOG fee waiver requirements.

Implementation of statutes, regulations, and governing board policies occurs through the participatory governance process and committee work. Examples include consultative council meetings, executive committee meetings and management meetings. In each of these cases, the CEO's signature assures that the process, regulations, and policies are being followed.

The CEO attends all meetings of the board in order to ensure that the governing board has awareness of the policy needs of the college and to effectively implement board policies. The CEO is active on District committees. Through participation in the aforementioned committees, the CEO negotiates budget-impacting areas. All information is shared with the College at monthly meetings, which include representatives from the campus, ensuring that all decisions and practices are consistent with the mission and policies. The CEO makes presentations to the campus at Flex Day, Academic Senate, and other committees, as appropriate. In addition, the CEO presents to senior staff which shares the information with relevant committees. The CEO also reports regularly to bond committee and the Accreditation Steering Committee. The CEO has regular consultations with the Sheriff, Academic Senate, and the Faculty Union Classified Union.

The CEO is responsible for the fiscal management of Compton Center and approves its budget, which is overseen by the vice president of Administrative Services and shares in the planning and governance process. Fiscal management is overseen by the vice president of Administrative Services and is monitored by the Planning and Budgeting Committee. The CEO attends Budget Committee meetings, participates in the annual budget process, and approves resource request prioritizations and the overall institutional budget. The management team, headed by the CEO, reviews expenditures at each meeting.

Self-Evaluation

Compton Center meets the Standard. The CEO assures that statutes, regulations, and governing board policies are consistent with institutional mission and policies. The CEO is active on all relevant District and local committees. The CEO assures implementation of statutes, regulations, and governing board policies through the participatory governance process and committee work. The CEO works directly with District leadership to manage the College budget.

Evidence

http://www.compton.edu/campusinformation/accreditation/docs/ComptonPBCMinutes081214.pdf
CEO ~ regulations evidence
CEO meeting evidence
CEO Job Description; yearly evaluation of CEO; Board agendas, minutes and policies
BP 2435: Evaluation of Superintendent/President

http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf

AP 2435: Evaluation of Superintendent/President

http://www.elcamino.edu/administration/board/boarddocs/AP%202435%20Evaluation%20of%20Superintendent%20President.pdf

Standard IV.B.6
The CEO works and communicates effectively with the communities served by the institution.

Descriptive Summary

The CEO works and communicates effectively with the communities served by the institution. The CEO communicates to the employees and stakeholders through the CEO newsletters that are widely disseminated. On an annual basis, the college publishes a Fact Book for the community. The CEO communicates Compton Center's annual report and annual fiscal report to the community, ACCJC, and the U.S. Department of Education.

The CEO serves on various regional boards and commissions. The CEO also serves on local boards. The CEO holds town hall meetings and visits local community groups and organizations.

Self-Evaluation

Compton Center meets the Standard. The CEO has regular and extensive communication with employees and other stakeholders. The CEO communicates extensively with the surrounding community. The CEO makes regular reports to the College Council

Evidence

Community evidence of: roundtables
City Council presentations
Open Door meetings

Standard IV.C – Governing Board

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Descriptive Summary

In accordance with Education Code sections 70902 and 72000, a Board of Trustees maintains, operates, and governs El Camino College and the El Camino College Compton Center. 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 (CCCD) residents. On September 9, 2011, Thomas E. Henry was appointed Interim Special Trustee for the Compton Community College District (CCCD) by the Chancellor of the California Community Colleges, Jack Scott. This was followed by the Agreement Between El Camino Community College District and CCCD in May 2013.

Since 2006, Compton Community College District under the authority of the Special Trustee has remained a legal entity having responsibilities of business and administrative activities including accounting services; budget development and administration; financial, credit and debt management; payroll services; purchasing, receiving and asset management; auxiliary services; risk management and insurance; management information services; facilities maintenance and operations; construction and other capital improvement projects; bond funds; human resources and labor relations; community and governmental relations that relate primarily to CCCD; and all other business, legal, and administrative activities that relate primarily to the management of CCCD. In August 2016, Special Trustee Thomas Henry notified Erik Skinner, Interim Chancellor of California Community Colleges, that the CCCD has a well-functioning and legally constituted board, the Compton Community College District Board of Trustees, that can ultimately assume the responsibilities of an accredited college.

Compton Center is currently governed by the El Camino Community College District Board of Trustees, which is responsible for the quality, integrity, and effectiveness of student learning and services and for the financial stability of the institution. The board consists of five members elected by trustee area and is sufficient in size and composition to fulfill all responsibilities. The Board of Trustees approves all credit and noncredit courses and degree and certificate programs. The Board, through policy and action, oversees the quality of instruction and student success.

Ensures academic quality, integrity, effectiveness of learning programs and services
Board Policy 1200 specifically speaks to these aspects of student learning and financial stability through the declaration of the institution's mission, philosophy, values, guiding principles, and strategic initiatives. Board Policy 2200 grants the Board of Trustees authority to establish Rules and regulations related to academic quality and integrity, student equity and conduct, and accountability and accreditation. The board regularly reviews and, when needed, updates its policies to ensure academic quality.

The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs; (2) regular institutional effectiveness reports; (3) yearly review of CCC Report Card, Student Equity Report, Enrollment Management reports, and Facilities reports; and (4) in-depth policy discussions related to student achievement.

Board meetings are held monthly and the Agendas, Minutes, and Supplemental Materials for each meeting are available on the El Camino College website, and provided to the local media outlets. The Board Policies, and any accompanying Procedures, are accessible to the community on the El Camino College website.

Ensures financial stability
The Board establishes rules and regulations related to fiscal integrity and stability. Board Policies under the 6000 series help assure the College's financial stability. Board Policies such as 6200 and 6300, among others, state that board is given regular reports concerning the budget and the board grants approval of the final budget. Board Policy 6200 also states that the budget must support the district's educational mission and plans. Board Policy 6300 states that the budget must be prepared in accordance with Title 5 policies.

The board regularly reviews and, when needed, updates its policies to ensure financial stability. In addition, the Board regularly reviews documents which demonstrate the role of the governing board in ensuring financial stability.

Self-Evaluation

Compton Center meets the Standard. The Board of Trustees has authority over, and responsibility for, all aspects of Compton Center as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes. Board policies governing academic quality are

routinely reviewed for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly and quarterly enrollment projections. Through the partnership with CCCD the Board of Trustees receives monthly, quarterly and semi-annual financial information, enrollment information, enrollment projects, bond construction updates, and acts in accordance with established fiscal policies.

Evidence

MOU ECCCD and CCCD:
http://district.compton.edu/history/docs/Partnership-Agreement-2006.pdf
May 2013 ECCCD and CCCD Agreement:
http://district.compton.edu/history/docs/May22_2013_Agreement.pdf
Special Trustee August 2016 Letter to Interim Chancellor Skinner:
[pdf file]
BP 2200:
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
ECCCD Board of Trustees webpage:
http://www.elcamino.edu/administration/board/
BP 1200: Mission, Values, SIs…
[link]
Board Policy 4020 Program, Curriculum, and Course Development
[link]
ECCCD Board of Trustees BPs webpage:
http://www.elcamino.edu/administration/board/policies.asp
Board Meeting Agenda, Minutes, etc:
http://www.elcamino.edu/administration/board/meetingagendas.asp
Board presentations by Academic Divisions on Chancellor's Office Scorecard, SLO's etc.
Board Meeting Indices
Board ensures academic quality, effectiveness learning programs and svcs:
Example Proposed Curriculum Changes:
http://www.elcamino.edu/administration/board/minutes/2016/7-18-16%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/5-16-16%20minutes.pdf
Acceptance of Student Equity Plan
http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf
Acceptance of 2016 Student Success Scorecard:

http://www.elcamino.edu/administration/board/minutes/2016/5-16-16%20minutes.pdf
FTES, Enrollment information:
http://www.elcamino.edu/administration/board/minutes/2016/3-21-16%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/4-18-16%20minutes.pdf

Ensures Financial Stability:
Monthly, Quarterly and semi-Quarterly Fiscal Status Report
http://www.elcamino.edu/administration/board/minutes/2015/10-19-15%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/1-20-16%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/4-18-16%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/6-20-16%20minutes.pdf
Bond Construction updates:
http://www.elcamino.edu/administration/board/minutes/2016/1-20-16%20minutes.pdf
http://www.elcamino.edu/administration/board/minutes/2016/7-18-16%20minutes.pdf
Yearly Review of Student Equity Evidence
http://www.compton.edu/campusinformation/accreditation/docs/ComptonSEP2014.pdf
Yearly Review of SSSP Evidence
http://www.compton.edu/campusinformation/accreditation/docs/ComptonSSSPPlan.pdf
Yearly Review of Basic Skills Evidence
http://www.compton.edu/campusinformation/accreditation/docs/2012-13BasicSkillsPlan.pdf
CBO reports

Standard IV.C.2
The governing board acts as a collective entity. Once the board reaches a decision, all the board members act in support of the decision.

Descriptive Summary

The Board of Trustees is a highly engaged governing entity. Board members utilize their differing backgrounds and perspectives in discussion of agenda items and the sharing of individual viewpoints. Once a decision is reached and board members have voted, all board members act in support of the decision.

The Board's commitment to act as a unified body is reflected in BP 2715 which states: "Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels. Trustees recognize that a single Board member has no legal authority as an individual and that decisions may be made only by a

majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions."

Board members are instructed not to misrepresent their individual opinions as those of the district or the board and to always act as a representative of the district as a whole. The board demonstrates support for its own policies and decisions by making those decisions public and official. The board is required to act with appropriate decorum and to engage in appropriate dialogue.

One example of a decision where board members held divergent views, yet acted as a collective entity involved discussion over contract work and whether or not to give preference to local businesses for contract work. Board members who favored using local contractors said they would be easier to reach and would hold ties to the community and the college. Board members who were against using local contractors noted potential conflicts of interest.

Self-Evaluation

Compton Center meets this Standard. Through the partnership agreement, board members engage in appropriate conversation and dialogue, and bring in multiple perspectives as they relate to Compton District matters. Board policies and procedures guide discussion, voting, and behavior of board members during and outside of Board meetings and also provide a framework for collective board action. Board members engage in debate and present multiple perspectives during open discussion and then arrive at collective decisions and support of those decisions. Minutes from Board meetings substantiate this behavior.

Evidence

BP 2355 Decorum/Dialogue:
http://www.elcamino.edu/administration/board/boarddocs/2355%20Decorum.pdf
Compton District Board Meetings and Agendas
Compton District Board Policies
FICMAT report (Compton)
BP 2715:
[link]
Board members instructed to not misrepresent individual views as board/district views:
[Need to identify, if this is correct]
Board agenda and minutes:
http://www.elcamino.edu/administration/board/meetingagendas.asp

Examples of board discussion with divergent views yet collective decision

Standard IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Descriptive Summary

The Board of Trustees adheres to California Education Code and Board policies in the selection and evaluation of the El Camino College Superintendent/President and the Compton Center Provost/CEO.

Selection and Evaluation of El Camino College Superintendent/President
ECCCD BP 2200 requires that board members "hire and evaluate the Superintendent/President". ECCCD Board Policy 2431 defines policy for selecting an El Camino College Superintendent/President.

The general policy for selecting a superintendent/ president can be found in Board Policy 2431. The current president. Board Policy 2431 Superintendent/President Selection states that the Board shall establish a search process that shall be fair and open, complying with relevant regulations. The 2015 selection process by the El Camino Community College District's Board of Trustees was created in collaboration with the district's external search consultants (Community College Search Services). As the district had not experienced a new CEO selection process for over two decades, the consultants provided recommended timelines, processes, and related hiring nuances. The Board of Trustees provided the public with regular updates at each regularly scheduled Board meeting.

A publicly accessible website was created to provide transparent communication to the college and community, including the position description, search brochure, process timeline, and additional information. At the board meeting March 30, 2015, the Presidential Search Committee composition was determined. The committee represented broad constituent participation: four faculty members (two for the Academic Senate and two for the Federation of Teachers), four management/supervisory members, three associated student members, three classified employees (two members from the Classified Employees Union and one from the Police Officers Association), one confidential representative, one CEC representative and three to five community members (as determined by the Board of Trustees). The ex officio committee member was the Vice President of Human Resources. Each represented group selected its

participants; the Superintendent/President appointed the representatives from the management, supervisory, and confidential groups. The CCCD Special Trustee appointed Compton Center's representative.

The selection process also included in-person/live-streamed open candidate forums as components of the selection process. The selection process culminated in the successful employment of Dr. Dena Maloney, effective February 1, 2016.

ECCCD BP 2430 requires the CEO to perform the duties contained in the job description and to fulfill responsibilities determined in annual goal-setting or evaluation sessions. The job description revisions, goals and objectives for performance shall be developed by the Board in consultation with the CEO. Board Policy 2435 and Administrative Procedure 2435 defines policy and procedure for evaluating the Superintendent/President. The evaluation procedure is also a part of the president's contract and dictates that the Board and President meet in June for a yearly evaluation.

The Board holds multiple evaluative meetings with the President, in order to evaluate his/her performance. The President initiates the process with an extensive self-evaluation detailing annual goals, objectives, and accomplishments. These are discussed in closed session with the Board to the satisfaction of both parties. The President is given clear goals and objectives to set performance goals for the next year.

Selection and Evaluation of Compton Center CEO
CCCD BP 2200 stipulates that "The Board and the Superintendent/President of El Camino College hire and evaluate the Chief Executive Officer". CCCD BP 2420 and AR 2421 define policy and procedure for selecting a Compton Center CEO.

AR 2421 provides detailed procedures for selecting the CEO. According to administrative regulation 2421, the selection process must begin with the establishment of a search committee. The composition of the search committee is specified as is the agenda for the first committee meeting. The search committee holds regular meetings and trainings in order to prepare members to effectively screen candidates, write effective interview questions, and ensure all members understand the goals of the search committee. Procedures for creating the position announcement, for narrowing the applicant pool, and for conducting recruitment and evaluative visitations are all clearly stated in AR 2421.

The CEO Search Committee was established in accordance with the guidelines set forth in Administrative Regulation 2421. The committee selected the Vice President of Academic

Affairs at El Camino College to chair the committee. The committee felt (unanimously) that this individual was best suited to chair the committee as she had years of experience as a community college administrator, and prior service on presidential search committees. The Dean of Human Resources served as the Equal Employment Representative.

The district contacted Community College Search Services to provide training to the committee on a variety of topics, including confidentiality, screening criteria, writing effective interview questions, reference checking, District and Center commitment to equal employment, diversity, student success and the role of the Equal Employment Representative.

A timeline for the recruitment process was developed and revised as needed. This timeline was discussed at multiple board meetings. The process was transparent, as staff and community members were regularly updated.

CCCD BP 2430 requires the CEO to perform the duties contained in the job description and to fulfill responsibilities determined in annual goal-setting or evaluation sessions. The job description revisions, goals and objectives for performance shall be developed by the Board in consultation with the CEO. CCCD BP 2450 clearly defines the process for evaluating a current CEO, as well as the timeline and criteria for evaluation.

BP 2450 provides a detailed set of procedures and criteria governing the evaluation of the CEO. The board effectively evaluates the chief administrator's fulfillment of the position as described in the job description and on the CEO's performance in implementing board policies and achieving institutional goals. In addition, board members set annual goals and objectives along with requirements for regular reports relating to institutional performance. The President/CEO regularly reports to the Board with the monthly or supplemental President's newsletter. The CEO is formally evaluated each year, but has a variety of mechanisms for keeping in close contact with the board during the year.

Self-Evaluation

Compton Center meets this Standard. The board adheres to board policies and administrative regulations regarding the selection and evaluation of Superintendent/President of ECC and the CEO of Compton Center. The CEO has been evaluated for the past 3 years by the Superintendent/President to El Camino College as well as the CCCD Special Trustee. By July 15 of each year, the CEO, Superintendent/President of El Camino College and the Special Trustee develop goals for the upcoming fiscal year. For the 2015 fiscal year, the CCCD board members participated in this process, as well as the process of CEO evaluation. During the

2015-2016 academic year, the CCCD board revised board policy 2450 regarding evaluation, which is currently included in the partnership agreement.

Evidence

ECCCD BP 2200:
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
ECCD BP 2430:
http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf
ECCCD BP 2431 (selection):
http://www.elcamino.edu/administration/board/boarddocs/2431%20Superintendent%20President%20Selection.pdf
ECC Presidential Search position description
http://www.elcamino.edu/presidential-search/description.asp
ECC Presidential Search Brochure
http://www.elcamino.edu/presidential-search/searchbrochure.asp
ECC Presidential Search timeline
http://www.elcamino.edu/presidential-search/timeline.asp
ECC Presidential Search webpage/additional info
http://www.elcamino.edu/presidential-search/
ECC Presidential Search committee composition
http://www.elcamino.edu/presidential-search/committee.asp
ECCCD Board Meeting 3.30.2015 on Search Committee Composition:
http://www.elcamino.edu/administration/board/minutes/2015/3-30-15_minutes.pdf
ECCCD BP 2435 (eval):
http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf
AP 2435 (eval):
http://www.elcamino.edu/administration/board/boarddocs/AP%202435%20Evaluation%20of%20Superintendent%20President.pdf
CCCD BP 2200:
http://www.district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities-newB.pdf
CCCD BP 2420 (selection)
http://www.district.compton.edu/board_of_trustees/policies_and_procedures.asp
CCCD BP 2430 (delegation):

http://www.district.compton.edu/board_of_trustees/doc/BP_2430_DelegationAuthority-CEO.pdf
CCCD AR 2421 (selection):
http://www.district.compton.edu/board_of_trustees/doc/AR_2421_CEOProvostSelectionProcess.pdf
CCCD 2450 (eval)
http://www.district.compton.edu/board_of_trustees/BP_2450_CEOEvaluation%20081815.pdf
Compton CEO Job Description:
 http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9X72EJ7C1850
Board Agenda and Minutes re: CEO selection and evaluation:
 http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=A45QHS6126D6
President's Newsletter example

Standard IV.C.4
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Descriptive Summary

The governing board members are elected representatives of the service area of the El Camino Community College District. BP 2200 requires the board to govern on behalf of the citizens of the ECCCD and to advocate for the institution. In addition, the board policies detailed in Standard IV.C.11 illustrate how board members are not permitted to have any conflicts of interest, which may hinder their ability to advocate for, defend, or monitor the institution. None of the Board members are District employees and there appears to be no other obvious conflict of interest.

The governing board reflects public interest in the institution by representing different constituency groups within the designated service areas. Board members are diversely representative of the community's interests; members live in the district, and have demographic diversity, as well as educational and business diversity.

Board members are active in their community in order to represent the public interest and advocate for the College. Board members regularly visit community schools, attend town hall meetings, and contact local businesses. The Board engages with the community and receives a wide range of input during board meetings. Board meetings are held monthly and are open and public. Members of the public have the opportunity to express their perspectives during the

public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board

Agendas, Minutes, and supplemental materials for each meeting are available on the College's Website. Audio recordings of the Board meetings are also available.

Self-Evaluation

Compton Center meets this Standard. The governing board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution, and protects it from undue influence or political pressure. When Compton College's accreditation was revoked in 2005-06 by the ACCJC, the governing board was suspended and Compton College became the Compton Center through a partnership with El Camino College as prescribed by California Assembly Bill 318. Through the partnership agreement, their El Camino College governing board has authority over Compton Center, although it does not reside in the ECCCD service area.

Board members govern on behalf of and advocate for the District, representing the diverse community it serves. Board members are active in the community and the board receives public input on the quality of education and college operations through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles.

Evidence

AB 318 (partnership agreement)
BP 2200:
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
Board standing committees and ad hoc/subcommittees:
 https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjSx-zH1Y_QAhXM0FQKHRziD9IQFggbMAA&url=http%3A%2F%2Fwww.elcamino.edu%2Faccreditation-
docs%2FIIID1%2FIII.D.1.d.%2520Institutional%2520Standing%2520Committee%2520%2520Revised%252010%252010%252013.doc&usg=AFQjCNFZ4nq4ZcItCMJ2lacMSuTZ99Qhbw&cad=rjaBoard diversity and representative diversity: (bullet #2) – BP2100
http://district.compton.edu/board_of_trustees/BP_2100_Board_Elections%20072115.pdf
Board Diversity and representative diversity district map:

http://district.compton.edu/district_information/docs/Newly-Adopted-Trustee-Area-Boundaries-04-17-2013.pdf
Sample board meeting agenda, minutes, reports, and audio recordings:
[links]
Board Meeting Indices
http://www.elcamino.edu/administration/board/agendas/2015/Index_2014_2015.pdf
http://www.elcamino.edu/administration/board/agendas/2015/Index_2014_2015.pdf
http://www.elcamino.edu/administration/board/agendas/2015/Index_2015_2016.pdf
http://www.elcamino.edu/administration/board/agendas/2015/Index_2015_2016.pdf
http://www.elcamino.edu/administration/board/agendas/2016/Index_2016_2017.pdf
http://www.elcamino.edu/administration/board/agendas/2016/Index_2016_2017.pdf

Standard IV.C.5
The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Descriptive Summary

Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The board has a variety of policies which describe expectations for quality, integrity and improvement of student learning programs and services.

Educational Quality, Integrity and Improvement
BP 2200 outlines board responsibilities to monitor institutional performance and educational quality. Board Policy 1200 details the institution's Vision and Mission Statement as well as its Institutional Effectiveness Outcomes and Strategic Initiatives. One commonality of all of these statements is the emphasis on student success.

The governing board helps set the Institutional Effectiveness outcomes and engage in analysis of results for improvement of student achievement and learning. The governing board stays aware of the institution-set standards and data for the improvement of student achievement and learning through professional development training and workshops related to institution standards and

ongoing reports at board meetings by administrators and faculty consultative group representatives. In addition, regular communication with the CEO during meetings ensures that progress is monitored and evaluated.

BP 4020 ensures programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

Ensuring Resources, Financial Integrity and Stability
The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion.

BP 2200 outlines the board's responsibility to assure the institution's fiscal health and stability. The 6000 series of Board Policies (Business and Fiscal) detail the manner in which the board monitors and holds responsibility to financial integrity and stability.

Legal Matters
The Board assumes responsibility for all legal matters associated with the operation of the institution. The Board closely monitors legal issues that arise, reviewing them in closed session, and approving decisions during open session. The Special Trustee also provides legal counsel to the Board and ensures the institution is in compliance with local, state, and federal regulations.

Ultimate Responsibility
The governing board, via the CEO and Special Trustee, hold ultimate responsibility on our campus. BP 2200 outlines these responsibilities and helps ensure the Board fulfills their duties. The board delegates much of the day to day operations to the CEO via BP 2430. However, the CEO is accountable to the Board and evaluated by the Board on an annual basis.

Self-Evaluation

Compton Center meets this Standard. As documented above, the policies and practices of the Board of Trustees demonstrate that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the institution. The governing board establishes policies consistent with the district mission to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them. The Board holds the CEO publicly accountable for meeting quality assurance standards associated with their educational and strategic planning

efforts. Members of the Board are independent in that they do not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members.

Evidence

BP 1200:
http://www.elcamino.edu/administration/board/boarddocs/1200%20District%20Mission%20and%20Strategic%20Plan%202015-2020.pdf
BP 2200:
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
Board Meeting agenda & Minutes re: IE standards and outcomes:
Link(s): Scorecard results; SLO's; Board agendas and minutes; Annual Reports for the District
Institutional Effectiveness -
http://www.elcamino.edu/administration/ir/docs/planning/ChancellorsOfficeIEIndicators%202016%20_ComptonCenter.pdf
Annual Report - http://district.compton.edu/measure_cc_bond/annual-reports.asp
SLOs - http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9ZTU8S7A36BA
Scorecard - http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=A45PMF60BE0C
Litigation Links:
http://district.compton.edu/district_information/docs/Landeros-vs-CCCD-settlement-agreement.pdf
http://district.compton.edu/district_information/docs/Stipulation-for-Dismissal-and-Judgment.pdf
Board Policies Regarding High Quality Programs and Curriculum
http://www.elcamino.edu/administration/board/agendas/2015/11-16-15_agenda.pdf
Board Meeting Indices
Compton College Proposal and MOU:
http://www.elcamino.edu/administration/board/minutes/5-15-06_FINALminutes.pdf
http://www.elcamino.edu/administration/board/minutes/7-24-06_Special_Meeting_FINAL.pdf
http://www.elcamino.edu/administration/board/minutes/8-21-06_FINALminutes.pdf
BP 4020: Board and Program/Curriculum
http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf
BP 6000 Series:
http://www.elcamino.edu/administration/board/policies.asp
Board Agenda/Minutes and Materials re: legal matters
Oct 18 Board Agenda – Legal Issues (faculty dismissal)

More Legal Matters:
http://district.compton.edu/district_information/docs/Landeros-vs-CCCD-settlement-agreement.pdf
http://district.compton.edu/district_information/docs/Stipulation-for-Dismissal-and-Judgment.pdf
BP 2430 Delegation to CEO:
http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf

Standard IV.C.6
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The institution publishes the board bylaws and policies, which specify its size, duties, responsibilities, structure and operating procedures. BP 2010 specifies that the board of trustees will consist of five members, and must be elected by qualified members of the district. Employees are deliberately excluded. BP 2015 further specifies that one student, enrolled in and maintaining at least seven units in the District, shall serve as a student trustee on the board. The student trustee is given advisory voting rights, and is privy to all information the board discusses during open meetings.

BP 2200 describes the duties and responsibilities of the board which include: representing the public interest, assuring fiscal health and responsibility, monitoring institutional performance, advocating for the district, hiring and evaluating the Superintendent/President, establishing operating policies which set ethical and legal standards for college operation and delegating power to the Superintendent/President to manage the district. Board Policy 2210 describes the roles of its officers. The board's operating procedures are codified by BP 2100, 2110, 2210, 2310, 2315, 2320, 2350, 2360, 2410 and 2716, among others.

BP 2100, 2110, and 2210 refer to board elections. BP 2100 describes the length of a term on the board (four years), the spacing of elections (terms are staggered, so elections take place every 2 years), and the timing of elections (November). BP 2110 describes policies regarding vacancies on the board. BP 2210 outlines elections and duties of officers.

BP 2310 specifies the date, time and location of board meetings. BP 2315 describes the manner in which closed session meetings are to be held, and their results reported. BP 2320 describes policies governing special or emergency meetings, including who can call them, and how they can be conducted. BP 2360 mandates that meetings be taken at all board meetings and made publicly available. BP 2350 requires the board to allow persons to speak with the Board on agenda items or other matters of public interest.

BP 2410 describes the process by which board policies and administrative regulations can be proposed, adopted, or amended.

BP 2716 sets limits on how the board may participate in politics; they can support or oppose legislation that impacts the district, but may not use board funds or resources to support or oppose candidates for office.

<u>Self-Evaluation</u>

Compton Center meets this Standard. The public has access to bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures through the College website. The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated.

<u>Evidence</u>

http://www.elcamino.edu/administration/board/policies.asp
http://www.elcamino.edu/administration/board/boarddocs/2010%20Board%20Membership.pdf
http://www.elcamino.edu/administration/board/boarddocs/2015%20Student%20Member.pdf
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
http://www.elcamino.edu/administration/board/boarddocs/2210%20Officers.pdf
http://www.elcamino.edu/administration/board/boarddocs/2100%20Board%20Elections.pdf
http://www.elcamino.edu/administration/board/boarddocs/2110%20Vacancies%20on%20the%20Board.pdf
http://www.elcamino.edu/administration/board/boarddocs/2310%20Regular%20Meetings%20of%20the%20Board.pdf
http://www.elcamino.edu/administration/board/boarddocs/2315%20Closed%20Sessions.pdf
http://www.elcamino.edu/administration/board/boarddocs/2320%20Special%20and%20Emergency%20Meetings.pdf
http://www.elcamino.edu/administration/board/boarddocs/2360%20Minutes.pdf

http://www.elcamino.edu/administration/board/boarddocs/2350%20Speakers.pdf
http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf
http://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf
Board Quarterly Fiscal Status Reports:
http://www.boarddocs.com/ca/compton/Board.nsf/files/A7XTZM75A4D2/$file/Quarterly%20Financial%20Status%20Report%20CCFS-311Q%202ND%20Qtr001.pdf
http://www.boarddocs.com/ca/compton/Board.nsf/files/A9329S7957AA/$file/Minutes%203.22.2016.pdf

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Descriptive Summary

The Board of Trustees is aware of, and operates in a manner consistent with its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the institution's mission and commitment to educational quality, institutional effectiveness, and student success.

Acting According to Policies and Bylaws
Board agenda and minutes demonstrate the Board acts in a manner consistent with its policies. The Board follows parliamentary procedure in the conduct of its meetings and adheres to the Brown Act requirements for public meetings (Board Policy 2310).

The Board actively solicits input from the public on agenda and non-agenda items (Board Policy 2340 and Board Policy 2345).

At the Board's yearly organization meeting, a President, a Vice President and Secretary for the Board are elected by their peers; the Secretary of the Board is the Superintendent/President.

Assesses and Revises Policies and Bylaws

The governing board has a system for evaluating and revising its policies on a regular basis. All policies and procedures are examined and revised on a regular schedule of at least 10 years, or as Title V, and other federal, State, and local codes and processes demand. (AP 2410)

The College subscribes to the California Community College League (CCLC) Policy and Procedure service. Annual updates to policies and procedures are provided by CCLC in response to changes in federal and state law. The updates are reviewed by the Vice Presidents and affected policies and procedures are changed where needed by the responsible party.
For academic areas, the Academic Senate Educational Policies committee updates the policy which is approved by the Senate prior to moving forward to the College Council and then to the Board for approval.

Self-Evaluation

Compton Center meets this Standard. An examination of Board agenda and minutes demonstrates that the Board acts in a manner consistent with its policies. The review cycle for board policies demonstrates a consistent practice of evaluating policies and procedures on a regular basis.

Evidence

http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
ECCD BP 2340 Minutes
http://www.elcamino.edu/administration/board/boarddocs/2340%20Agendas.pdf
ECCD 2345 Public Participation
http://www.elcamino.edu/administration/board/boarddocs/2345%20Public%20Participation%20at%20Board%20Meetings.pdf
ECCD BP 2360 Minutes
http://www.elcamino.edu/administration/board/boarddocs/2360%20Minutes.pdf
ECCD AP 2410 Board Policies and Administrative Procedures
http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf
ECCD Board Agenda and Minutes
http://www.boarddocs.com/ca/ecccd/Board.nsf/vpublic?open

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Descriptive Summary

The governing board regularly reviews, discusses and accepts reports which address the quality of student learning and achievement. State sources like the California Community College Chancellors Office Data Mart are used as well as internal data provided by ECC Institutional Research on demographics, success and retention for ECC and the Compton Center, and Institutional Effectiveness committees. Compton Center has also published nine FCMAT reports that detail progress on area including academic quality that are shared with the governing board at Board meetings.

In May 2016, the Board reviewed and analyzed the State's Student Success Scorecard, which reports major indicators of student achievement. The Board reviews and approves college goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. The most recent review and approval took place in May of 2016.

The Board reviews and approves the institution's facilities master plan, integrated post-secondary education data system (IPED) and the environmental scan conducted by the institutional research department at El Camino College. The Compton Center's institutional research department has built the capacity to produce campus-specific environmental reports, and has drafted the 2016 document.

As discussed in Standard IV.C.5, the governing board helps set the Institutional Effectiveness outcomes and engage in analysis of results for improvement of student achievement and learning. For the 2016-2017 academic year, the Vice President and Academic Senate President gave a presentation on the educational task force on October 2, 2016 to the board of trustees.

The Board has taken a special interest in SSSP (presentation October 20, 2015, by the dean of student services, Phillip Humphries). In Spring 2016 the Board discussed and approved funding for the HBCU (historically black college and university) bus tour and HSI (Hispanic serving institutions) field trip.

The Board annually reviews student awards and transfers to four-year colleges and universities. The Board reviews students' perspectives brought forth by the ASB president and (Link of report

at the end) other student organizations on campus. This occurred may 19th 2016 this past academic year. Following student service report presentations, students are also given time to talk about the impact the programs are having on their success. The Board of Trustees also receives input from the student member. The student trustee, a nonvoting member, attends meetings, informs the board of student activities, and raises board consciousness of student concerns.

Self-Evaluation

Compton Center meets this standard. The Board sets clear expectations for improvement of student learning and achievement. The Board is regularly informed of key indicators of student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality.

Evidence

Student participation in standing committees:
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjSx-zH1Y_QAhXM0FQKHRziD9IQFggbMAA&url=http%3A%2F%2Fwww.elcamino.edu%2Faccreditation-docs%2FIIID1%2FIII.D.1.d.%2520Institutional%2520Standing%2520Committee%2520%2520Revised%252010%252010%252013.doc&usg=AFQjCNFZ4nq4ZcItCMJ2lacMSuTZ99Qhbw&cad=rja
Student trustee to the board:
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9P2PKC619FBB
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9WC3N2688896
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=A45PKV60BDDA (Board heard presentation May 17th).
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=A45PMF60BE0C (Board Met to Discuss Student Success Scorecard).
http://www.boarddocs.com/ca/compton/Board.nsf/files/A9WQUQ68280F/$file/Compton%20-%202016%20Scorecard.pdf (Scorecard Attached).
March/April 2013, 2014, 2015 Board meetings = presentation and review of Compton Scorecard
Dr. Curry's monthly report to board re: Compton (online)
Irene Graff's monthly reports to board include Compton data and analysis
California Community College Chancellors Office Data Mart . California Community College Student Success Scorecard data is also available. http://datamart.cccco.edu/datamart.aspx
Institutional Research and Planning http://www.elcamino.edu/administration/ir/

CCCD 9th Comprehensive Assessment 9th Progress Report FCMAT Aug. 2015
http://www.district.compton.edu/docs/Compton-CCD-final-9th-progress-report-08-13-2015.pdf
CCC Student Success Scorecard ECC Compton Center
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=711
Board Meeting Indices
Board SLO Reports Minutes:
http://www.boarddocs.com/ca/compton/Board.nsf/files/A22RPK6E06AD/$file/2014_15%20End%20of%20Year%20Coordinator%20Report%208%2031.pdf
http://www.boarddocs.com/ca/compton/Board.nsf/files/A3DG4C731C30/$file/Minutes%2009.08.2015.pdf
Student Success Scorecard Presentation and minutes:
http://www.boarddocs.com/ca/compton/Board.nsf/files/A9WQUQ68280F/$file/Compton%20-%202016%20Scorecard.pdf
http://www.boarddocs.com/ca/compton/Board.nsf/files/AAYTA4755249/$file/Minutes%205.17.2016.pdf

Standard IV.C.9
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

There exists a clear process for training Board members, which includes an overview of district and institutional operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for and conduct during Board meetings. The Superintendent/President facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year. The most recent Board retreat was held in fall 2015.

Training for Board Development
The governing board conducts new member/trustee orientations as dictated by BP 2740. This policy was revised in 2015. The governing board engages in ongoing training that addresses board development and issues of orientations, continuity of board membership, and staggered terms of office.

For development purposes, the members of the Board of Trustees, including the Student Trustee, are able to attend a number of trustee trainings. Many of these trainings are provided by the Community College League of California (CCLC), including the annual Trustees Orientation Conference. Others include the annual Legislative Conference, the Board Chair training, the Student Trustee Conference and Training, the online sexual harassment training, and elected official ethics training.

Newly elected board members are provided with a Trustee handbook which orients new members to college system, policy, planning, fiscal responsibility, accreditation roles, staff relations, and other information.

Mechanism for Board Continuity
The board has a formal, written method of providing for continuing membership and staggered terms of office as dictated by BP 2100. BP2100 describes the process clearly, and links to a map of the Trustee areas are provided on the district's website. Adjustments are made to the Trustee area if the federal census calls for it. In addition, Board Policies 2010 and 2210 include provisions mechanisms for providing continuity of board membership and for staggered terms of office.

Self-Evaluation

Compton Center meets this standard. The board has an ongoing training program and membership continuity. Board members engage in ongoing development, participating in trainings and utilizing resources such as the CCLC Trustee handbook and the Compton Community College District Board Handbook. New board members participate in orientation activities. Board policies detailing continuity of membership and staggered terms of office are in place.

Evidence

ECC BP 2100 Board Elections
http://www.elcamino.edu/administration/board/boarddocs/2100%20Board%20Elections.pdf
ECC BP 2740 Board Education
http://www.elcamino.edu/administration/board/boarddocs/2740%20Board%20Education.pdf
Trustee Handbook
http://www.ccleague.org/files/public/Publications/TrustHdbkWeb.pdf
ECCD BOT Aug 2016 Workshop
http://www.elcamino.edu/administration/board/agendas/2016/8-13-16_Special_Agenda.pdf

Links: Boundary Review Committee – Trustee Area Map
http://www.elcamino.edu/administration/board/brc/index.asp
CEC Board of Trustees page
http://district.compton.edu/board_of_trustees/policies_and_procedures.asp
Compton Community College District Board Handbook
Travel Request for League of California Annual Trustees Conference:
http://www.boarddocs.com/ca/compton/Board.nsf/files/A8YUYU7C6ABD/$file/Trustee%20Conference%20Request.pdf
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=A8T4N30C4FB1
For CEO - Board of Trustees Travel/Conference Request
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9Q4PKQ640A2E
For Elected Board of Trustees' 2014 Goals on education:
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=9QN4ZE0BA1C6

Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Descriptive Summary

The Board of Trustees follows its self-evaluation policies. Board members assess and make public their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's evaluation results inform their goals, plans and training for the upcoming year and to improve academic quality and institutional effectiveness.

Board Policy 2745 clearly establishes a process for board evaluation. This policy stipulates that once a year, at the annual Board retreat, the board conducts a self-evaluation. The evaluation instrument incorporates criteria based on Board Policies regarding board operations as well as criteria defining Board effectiveness based on goals and objectives. The Board evaluation instrument includes criteria based on full participation in board training activities.

Board members have regularly completed the evaluation instruments and submitted them to the Superintendent/President prior to the annual retreat. Summaries of the evaluations have been

presented and discussed at Board retreat sessions. Evaluation results and discussion are used to improve board performance, academic quality, and institutional effectiveness. Board evaluation results have also been regularly included in Board meeting agenda.

Self-Evaluation

Compton Center meets this standard. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their policy-making knowledge and abilities and their oversight of academic quality and institutional effectiveness. Board members follow established processes for board evaluation.

The Compton Center board regularly discusses goals for the upcoming academic year (link added). On May 17, 2016 the board set goals in the following areas: professional development and responsibilities, accreditation, improving the district and collaborative work with the CEO/Provost.

Evidence

Board Discussion of Goals
http://www.boarddocs.com/ca/compton/Board.nsf/goto?open&id=AAS5DB085E3D
http://www.boarddocs.com/ca/compton/Board.nsf/files/AAS5HJ0BC69E/$file/2016%20Board%20Goals%206.21.2016.pdf
ECCD BP 2745 Board Eval
http://www.elcamino.edu/administration/board/boarddocs/2745%20Board%20of%20Trustees%20Self-Evaluation.pdf
ECCD Board Self-Evaluation Resources
http://www.elcamino.edu/administration/board/agendas/2014/Board%20Self-Evaluation%20Resources_ECCCD.pdf
November/December Board agendas in 2013, 2014, 2015 for Board goals, evals
    ECC Board Minutes 16 November 2015
    http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf

Standard IV.C.11
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the

institution. Board member interests are disclosed and 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.

Descriptive Summary

The District has clear policies and procedures to uphold a code of ethics and to govern conflict of interest for Board members. Board Policy 2715 details the Code of Ethics and Standards of Practice for board members. Board Policy 2710 spells out the Conflict of Interest Code for board members. Board members receive an initial orientation, including information on ethics and conflict if interest, before taking office and informational updates throughout the year. Board members also file a yearly conflict of interest statement.

According to BP 2715, ECCD Trustees will adhere to the following standards of behavior:
1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/President as the Board executive.
2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses.
3. Trustees will observe appropriate conduct at Board meetings to facilitate decision-making that reflects the best interests of the College and the community.
4. Trustees will encourage and welcome active involvement of students, employees and residents of the District.
5. Trustees will avoid any conflict of interest and will always act in a professional manner.
6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels.

As found in BP 2715, behavior that is alleged to be contrary to the Code of Ethics and Standards of Practice should be brought to the attention of the President of the Board. The President will discuss the allegation with the Board member in question and may establish an ad hoc committee to examine the matter and recommend further action to the Board. Further actions and appropriate sanctions are further detailed in BP 2715.

The board adheres to a Conflict of Interest policy as found in Board Policy 2710. BP 2710 ensures the governing board members are not financially interested in any contract made by the Board and that all board members file statements of economic interest to ensure that no conflicts arise. The board adheres to a Political Activity and Resolutions policy as found in BP 2716. The board adheres to a Statement of Economic Interest policy as found in BP 3400.

Compton Center revised its Code of Ethics and Standards of Practice policy includes the following categories:

1. Acting as a Whole
2. Managing Conflicts of Interest
3. Monitoring Board Compensation and Expenses
4. Handling Special Interest Groups
5. Using Appropriate Channels
6. Maintaining Appropriate Conduct at Board Meetings
7. Maintaining Confidentiality of Closed Sessions
8. Exercising Authority as Trustees
9. Handling of Administrative Matters
10. Giving Priority to the District and its Strategic Partner

Self-Evaluation

Compton Center meets the Standard. Board Policies and Administrative Regulations 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.

The Compton Community College District board of trustees consists of five members elected by qualified voters of the District. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. None of the board members have any employment, family, ownership, or other personal financial interest in the institution. Clear policies and procedures exist for dealing with behaviors that violate the code of ethics.

Evidence

ECCD BP 2715
http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf
CCD BP 2715
http://www.district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf
ECCD BP 2710

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

ECCD BP 2716

http://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf

ECCD BP 3400 Economic Interest

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

Standard IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Descriptive Summary

The ECCCD Board of Trustees and the Superintendent/President of El Camino College in partnership with the CCCD Board acting in an advisory capacity and the CCCD CEO thro8ugh AB318 delegate full authority to the Compton Center CEO, who in turn, has responsibility for oversight of institutional operations and the autonomy to make decisions without interference.

In accordance with BP 2430, the Board of Trustees delegates full responsibility and authority to the Superintendent/President to administer board policies and to execute decisions requiring administrative actions without board interference. Adherence to this policy is spelled out in Board Policy 2210. Also, for the duration of the partnership between El Camino College and Compton, responsibilities and authority between the two colleges is spelled out in the Memorandum of Understanding.

Board Policy 2410 states that the board may adopt policies as authorized by law or determined by the board necessary for the efficient operation of the district. The Superintendent/President is to issue administrative procedures to serve as statements of method to be used for implementing board policy. The board adheres to BP 2200 which stipulates that the board will "Delegate power and authority to the Superintendent/President to effectively manage the District." The governing board effectively focuses on policies.

The Board's delegation of full responsibility and authority to the Superintendent/President and the CEO to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board, the Superintendent/President, and the CEO.

As detailed in Standard IV.C.3, the Board holds the Superintendent/President and the CEO accountable for institutional operations through his/her job description, performance goals, and annual evaluation. The Board works with the Superintendent/President in setting annual performance goals guided by his/her job description. Superintendent/President evaluations have been conducted in accordance with board policies.

Self-Evaluation

Compton Center meets this Standard. The members of the Board of Trustees have demonstrated that they understand their role as policy makers and have empowered the CEO to manage the operations of the institution and the district. The Board adheres to existing policies when evaluating the performance of the CEO and holds the CEO, as their sole employee, accountable for all institutional and district operations.

Evidence

ECCD BP 2430 Delegation of Authority to Superintendent/President
http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf
ECCD BP 2210
http://www.elcamino.edu/administration/board/boarddocs/2210%20Officers.pdf
ECCD BP 2410 BPs and ARs
http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf
ECCD BP 2200
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
CEC Board Policy 2430 Delegation of Authority to Superintendent/President
http://district.compton.edu/board_of_trustees/doc/BP_2430_DelegationAuthority-CEO.pdf
CEC & ECC MOU
http://www.elcamino.edu/administration/publicrelations/docs/2006/Final_MOU_ECCBoard%20Approved_8.21.06.pdf .
BP 2410

http://www.district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%2
0Administrative%20Regulations%2020090514.pdf
BP 2200
http://www.district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities-
newB.pdf
Functional Area Maps
Current CEO selection + appointment
June Board = job description
July Board = appointment

Standard IV.C.13
*The governing board is informed about the Eligibility Requirements, the Accreditation
Standards, Commission policies, accreditation processes, and the college's accredited status,
and supports through policy the college's efforts to improve and excel. The board participates in
evaluation of governing board roles and function in the accreditation process.*

Descriptive Summary

The Board of Trustees has a clear, ongoing focus on accreditation. All Board members are made
aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The
Board takes an active role in reviewing the institution's accreditation process and progress and
all related documents.

Informed and Supportive of Accreditation Process
Ongoing training is provided to the board about the accreditation process and Accreditation
Standards. Board members are encouraged to attend CCLC sponsored accreditation workshops.
All accreditation publications are sent to Board members by the CEO. The Board is updated on
the status of the accreditation self-evaluation process, the progress of SLOs, and other related
information. The Board is informed of institutional reports due to the commission and of
commission recommendations to the institution. For instance, in January 2015, the Board
approved the Compton Center Eligibility Application.

Board actions indicate a commitment to improvements planned as part of the institution self-
evaluation and accreditation process. Reviews and takes action on recommendations made by
the Superintendent President on these issues, for instance in the matter of going out for Bond
measures. Regular reports relating to the Accreditation process and progress in meeting
recommendations are made to the Board.

From July 2015 to the present, the Board has been kept informed of accreditation process and progress through the CEO's monthly reports (*Message from the CEO*). The board is kept informed of accreditation Eligibility Requirements, accreditation Standards, and all accreditation publications and reports via the materials posted on the publically accessible ECC and CEC Accreditation web pages. In addition, a webpage on the Accreditation process, standards, and progress is accessible to all.

The Compton Community College District Board acts in an advisory capacity and is working to assume a decision making role in the future.

Evaluation of Roles during Accreditation Process
The board evaluates its role and function in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their stated roles and responsibilities.

Self-Evaluation

Compton Center meets this Standard.
Through active oversight and regular updates and review of accreditation documents, Board members are aware of and engaged in the accreditation process. The board is fully informed of all matters pertaining to accreditation. Board members receive trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. The board participates in evaluation of board roles and function in the accreditation process.

Evidence

El Camino College Compton Educational Center Accreditation
http://www.compton.edu/campusinformation/accreditation/
ECC and CEC Accreditation pages
http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp
http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp
Accreditation Eligibility Status Reports
        http://www.elcamino.edu/administration/vpaa/accreditation/doc/Accreditation%20Eligibl
        ity%20Report%20No_2%20FINAL%2010_26_2011.pdf
        Letter from Commission re: Follow-up visit Sept. 2015

http://www.elcamino.edu/administration/vpaa/accreditation/Commissionletterforfollow-upvisit10292015.pdf

Letter from the Accrediting Commission ACCJC reaffirming eligibility with timelines and policy June 17, 2015

http://www.elcamino.edu/administration/vpaa/accreditation/LetterReaffirmingEligibilityforComptonwithTimelinesandPolicyonCommissionActions-June172015.pdf

Accreditation for Eligibility Application 2014

http://www.elcamino.edu/administration/vpaa/accreditation/docs/Compton%20Center%20Eligibility%20Application%201.15.2015.pdf

What is Accreditation?

http://www.elcamino.edu/administration/vpaa/accreditation/docs/Accreditation-White-Paper-08-04-2010.pdf

July 2013, 2014, 2016 board agendas = CEC accreditation report

Monthly *Message from the CEO*

http://www.district.compton.edu/administration/ceo.asp

BP 2745 Board Evaluation

http://www.elcamino.edu/administration/board/boarddocs/2745%20Board%20of%20Trustees%20Self-Evaluation.pdf

Link to Board agendas/minutes BP2745;

Link to Board trainings BP2740;

Link to Board Conferences